About This Pack:

This resource is aimed at teachers who want to promote their students social, cultural, moral, spiritual development.

Key learning objectives:

This pack is intended to educate students about what is meant when we talk about freedom, democracy, human rights and the history of South Africa. It will encourage them to think about what freedom means, enhance cultural awareness, and improve knowledge and understanding of their rights and responsibilities as global citizens.

Each lesson will begin with an enquiry about the topics covered, starting with a basic stimulus directly relating to their lives and then using this to branch out into wider discussion.

Curriculum links:

The topics in this resource fulfil the statutory requirements for many aspects of the National Curriculum, including the following:

- Human Rights and democracy
- Equality and social justice
- Exploring social, moral, cultural and spiritual development

This resource includes:

- Four step-by-step lesson plans on Apartheid and Freedom; Apartheid and Resistance Movements; A Case Study of Lamontville and Human Rights, Democracy and Freedom.
- The new and pioneering South African film Otelo Burning
- Accompanying resources and activities for each lesson.
- Comprehensive fact sheets on all topics covered.
Otelo Burning

Synopsis:

Shot in Durban and directed by Sara Blecher (Surfing Soweto), the film tells the story of a group of township kids who discover the joy of surfing. It’s set in 1989, against a backdrop of brewing conflict between two political groups in Lamontville.

When 16-year-old Otelo Buthelezi takes to the water for the first time, it’s clear that he was born to surf. But then tragedy strikes. On the day that Nelson Mandela is released from prison, Otelo is forced to choose between surfing success and justice. This is a beautifully made, insightful and entertaining film that captures a turbulent time in the history of South Africa.
Lesson One

Apartheid and Freedom

Aim:
To develop an understanding of what is meant when we talk about freedom, and how freedom was restricted under the apartheid regime in South Africa.

Materials needed:
Freedom and apartheid Fact Sheets (1 per student)
What was apartheid? Question sheet (1 per student)
Flowchart of Freedom (1 per student)

Activity 1: What it means to be free? (15 -20 minutes)

Stimulus: The Flow Chart of Freedom

First give each student a copy of the Flow Chart of Freedom. Once students have spent 5-7 minutes going through the flowchart, ask them to think what freedom means to them.

Write ideas down on the board. These might include living without any authority, no one telling them what to do, freedom to be yourself, to hold beliefs without any interference etc.

Next using the fact sheet provided explain to students that freedom does not mean the right to do as one pleases, but to think, believe, speak, move and generally act as you choose without infringing on the rights of others.

Then use this example to contextualise the notion of freedom and democracy, suggesting that they have the right to protest, freedom of expression, freedom of movement within their democracy. As citizens they also have equal protection under the law, which sometimes might mean placing limits on freedom.

Using the factsheet provided compare this to Apartheid in South Africa demonstrating how neither democracy nor freedom existed during this time. Freedom was and still is very important to South Africans because they had to wait hundreds of years for the day when they could all take part in democratic elections that brought about a free, non-racist South Africa in April 1994.

Explain that Otelo Burning is set in South Africa during Apartheid, and therefore the concept of freedom is central to understanding the film Otelo Burning.

Activity 2: Next, ask students to read through the Factsheet about Apartheid in South Africa and answer the accompanying worksheet (20 minutes).

Activity 3: Guess the Right (20 minutes)
Apartheid, freedom fighting and resistance movements

Aim:
To develop a further understanding of what is meant when we talk about apartheid in South Africa through looking at key resistance movements.

Materials needed:
Giving Rise to Resistance, Apartheid and Nelson Mandela Fact Sheets (1 per student)
Activity 2: The Story Telling Jacket
Resistance Movements Question sheet (1 per student)
Freedom Charter (1 per student)

Activity 1: (15 minutes)

Stimulus: Ask students what do you they of when they hear the phrase human rights? Ask if they ever think how human rights affect their daily lives?

Despite this fact, many citizens are still living without their human rights. Many don’t have access to health care, those who have to go to under privileged schools, those who face abuse and discrimination and abuse at home, in school or in their community are all suffering human rights violations.

Explain that during apartheid black South African’s human rights were constantly violated. The Apartheid regime tried to exclude their heritage, including important attributes used to express culture, such as, music, languages, cultural symbols, thus causing great detriment to freedom, and South African’s had to fight for their freedom for many decades during the rule of apartheid and had to sacrifice a lot.

Next explain that many people, including the famous Nelson Mandela fought against this racist system of apartheid in South Africa, dedicating their lives to fighting for human rights.

Nelson Mandela devoted his life to fighting for freedom, he was a human rights lawyer, a political prisoner, an international peacemaker and he continues to be an icon of admiration right across the world. He has dedicated his time to reconciling tension between races, promoting human rights, and the rights of children, improving gender equality and raising awareness about the protection of vulnerable groups.

Then ask students to read the fact sheet about Nelson Mandela and answer the questions.

Activity 2: The Storytelling Jacket
(20 minutes)

Activity 3: Freedom charter (20 minutes)
Lesson Three

A Case Study - Lamontville

Aim:

To develop a further understanding of apartheid in South Africa by looking at Lamontville the setting for Otelo Burning.

Materials needed:
Giving Rise to Resistance, Apartheid and Lamontville Fact Sheets (1 per student)
Activity 1: Living Separate Lives
Activity 2: UDF and the Inkatha Freedom Party
Question sheet (1 per student)
Activity 3: Freedom in Lamontville

Activity 1: (15 minutes)

Stimulus: Your community

Ask students to think about the social composition of their community. How do different cultures, races or ethnicities all interact? Do they get along? Are there any divisions within their community, why do they think these exist and how do they think these can be overcome?

Then ask students to read the fact sheet entitled The Social Composition of Lamontville, and answer the questions.

Activity 2: Living Separate Lives (20 minutes)

Activity 3: Freedom in Lamontville (15 minutes)

The world is made up of difference, it is all around us everyday. It is important that we talk about the differences amongst us in order to learn from them and use them to enrich our lives, rather than allowing them to create barriers between us.

Ask students why they think it is important for their community to celebrate diversity and to ensure that everyone is able to participate fully.

Ask students why they think it is important for their community to celebrate diversity and to ensure that everyone is able to participate fully.

Then ask students to read the fact sheet entitled The Social Composition of Lamontville, and answer the questions.

Activity 2: Living Separate Lives (20 minutes)

Activity 3: Freedom in Lamontville (15 minutes)
Lesson Four

Human Rights, democracy and freedom

Aim

The aim of this lesson is to allow students to assess what is meant when we talk about human rights and democracy by looking at the transition of democracy in South Africa.

Materials required:

Human Rights and The Transition to Democracy fact sheets (1 per student)
Activity 1: Road map to democracy
Activity 2: Board Game of Freedom (1 between every 4-5 pupils)

Stimulus: (10 minutes)

Key Question: What does the term democracy mean to you? What should be included within a democratic society?

Then explain to students that when Otelo Burning ends, Otelo is depicted surfing on the waves, trying one more time to embrace ‘freedom’. He has just killed Mandla and he is surfing towards the dangerous ‘Dead Man’s Rocks’. We do not know if he drowns there or if he makes it and is arrested for killing Mandla.

The film ends without us knowing what the future would hold. In reality, shortly after Mandela was released, South Africa was to pass through a bitterly violent and frightening period during which negotiations were held, as discussed above. All this takes place after the final scene depicted in Otelo Burning but it is important to study this aftermath to see what sort of ‘freedom’ Otelo had dreamt of achieving one day.

Following the demise of the apartheid state in 1994, South Africa made the transition to democracy. South Africa now had to move away from a society founded on racial segregation, to one that promotes social cohesion and unity.

Citizens of South Africa now all have the right to vote, participate in institutions without discrimination, have freedom of movement and are considered equal before the law. However, freedom did not come over night, citizens had to fight long and hard, and there are still many barriers effecting freedom today.

Then Ask students to read the fact sheet about human rights and also the Transition to Democracy in South Africa.

Activity 2: Road Map to Democracy (25 minutes)

Activity 3: Board Game of Freedom (25 minutes)
Student Resources
The Anarchist:
You rebel against any one who tries to tell you what to do. You don’t like fitting into “mainstream” society and make every effect to think outside of the box creating your own path.

The Abiding one:
You don’t want to challenge things as you don’t really like to draw attention to yourself. You feel more comfortable when you are blending in with those around you, and living the quiet life.

The Revolutionary:
Whether it’s voicing your opinion as part of a students movement or a community group, you are able to inspire and motivate those around you. You like taking action and are very passionate about bringing about positive change.

A Lamborghini (no speed limit!).

Which freedom is most important to you?

Do you think in the same way as those around you?

Yes

No

The shift key

The esc key.

If you ruled the world would you?

Expression

A bird (you could fly anywhere!)

A Lamborghini (no speed limit!).

Would you choose to read?

Art inspiring life changing novel.

A glossy magazine

Do what you want, when you want regardless of the consequences.

Ensure your citizens are cared for and protected, whilst having some fun yourself.

If you were a key on a computer key board, what would you be?

The Flowchart of Freedom!

The power to determine action without restraint.
Guess
The
Right

How to Play...

• The object of this game is to find the matching pairs, so you must match the correct human rights article with its corresponding information or picture.
• Cut around all the squares putting the articles and the pictures in separate piles.
• Keeping the two piles separate turn all the squares over so they are faced down.
• Then simply choose a square from the picture pile and then match it with one of the articles.
• When all the matching pairs have been located, the game will finish.

Article 9.
No one shall be subjected to arbitrary arrest, detention or exile.

Many members of resistance movements were often arrested detained without trial.

Article 5.
No-one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

People who resisted the Apartheid regime were often detained without trial, and subjected to torture within prison.

Article 13.
(1) Everyone has the right to freedom of movement and residence within the borders of each state.

Article 13.
The passbook prohibited black South African’s from going into certain areas.

Article 21, Right to participate in government and elections:
1) You have the right participate in your government, either by holding an office or by electing someone to represent you.

South Africa elections 1994
Article 26.
Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.

Bantu Education Act of 1953 meant that South Africa had two curriculums one for black students and one for white. Black students went to separate schools and their curriculum was designed to provide them with skills to go into lower paid jobs.

Article 3. The Right to Life.
We all have the right to life, and to live in freedom and safety.

Violent conflict between Inkatha and UDF.
Activity 2: The Storytelling Jacket (20 minutes)

Get an old jacket or coat and put items in the pocket outlined in the character profiles below. Give the jacket to the group so that they can discover the items. The teacher should then ask question to prompt imaginative responses from the students who this person might be and why they might have these items. The questions help build an idea of the jacket owner’s life, and the effect these items had on freedom of the individual wearing it.

Who does this jacket belong to?
What is in the pockets?
Why might they have these items?
How do these items reflect that person’s freedom?

Otelo Buthelezi

Train ticket
This item took Otelo to the surfing competition where he defied social norms and entered a white only beach and competition.

Orange
This item told him when it was safe to surf.

A picture of him surfing
This is where Otelo was most free, out on the waves he felt like all his problems had disappeared.

Swimming shorts
The swimming pool was where freedom was opened up for Otelo, and also where it was taken away.

Nelson Mandela

Prison number
Mandela was imprisoned on Robben Island for 27 years.

Letter from prison
Nelson Mandela continued to inspire the resistance movement from prison.

The freedom charter
This item symbolizes Mandela’s involvement in the ANC and resistance movements against apartheid.
NELSON MANDELA

Mandela’s prison number

46664

The Freedom Charter

Letter written by Mandela from prison.

In the country's affairs, with this reply, the C.O. has given his official blessing to the abuse of authority, systematic persecution of other nationalities and misrule in my letter of July 12th, 1971. I should like you to know, that these instructions will only be cancelled if the matter is properly under my signature or directly through an Nº.

Interview with a representative of your firm.

Yours sincerely,

[Signature]

January 1977
OTELO BUTHELEZI
Defining Democracy

Democracy is defined as a political system which allows for the largest possible part of the population to influence decisions.

This usually takes place through holding regular free and fair elections, where citizens are able to choose among alternatives in office.

It is based upon equality and freedom, and the system of law ensures that leaders are held accountable, institutions are fair and transparent and that decisions are made by the people!

Citizens living in a democracy should also gain social and political freedoms. These include universal rights, equality before the law, freedom of expression, opinion, association, movement and access to a fair media.

Democracy should be of the people, by the people, for the people!!!

How can you ensure you society is democratic?

Three key ways:
1. Ensure everyone has an equal say when making decisions! Democracy depends on everyone being actively involved in creating and making decisions.
2. For a democracy to work, people need to understand that there are viewpoints, solutions or perspectives that may differ from their own. The aim of your democracy should be not to convert people to one view but rather to work together to find a solution.
3. Ensuring that everyone is welcomed and included within your society regardless of their beliefs, religion, background, ethnicity, gender, class, or any other perceived difference, and that you actively work toward uphold this.

During this activity you will work in groups to draw a Roadmap to Democracy.

Together, your team must use information from previous lessons to think about what the key elements of democracy should be and the obstacles that might get in the way of true democracy.

Working together you should draw a road that leads to a perfect democracy. Along the road, you can draw pictures of all the obstacles that come to mind, as well as all the things that allow democracy to flourish using whatever symbols you choose. (10 minutes).

Key words:
Apartheid, segregation, inequality, equality, divisions, human rights, freedom, responsibilities.

Following this each group should briefly present their Roadmaps to the class (10 minutes).
Worksheet: Apartheid

1) When did apartheid take place in South Africa?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2) Briefly describe what apartheid in South Africa was?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3) Outline two apartheid policies that segregated citizens according to race?

1. ____________________________________________

2. ____________________________________________

4) Outline two apartheid policies that limited black citizens freedom to move around the land?

1. ____________________________________________

2. ____________________________________________
1) Why did resistance movements move from passive to an armed struggle?

__________________________________________________________________________
__________________________________________________________________________

2) Give one example of a passive protest where the Apartheid government responded with violence?

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3) What happened on June 16th 1976?

__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________

4) Outline two ways the Apartheid Government responded to political resistance?

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5) Give three examples of resistance that brought an end to the Apartheid regime.

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Worksheet: Resistance movements

1) Give three examples of resistance that brought an end to the Apartheid regime (continued)

2

3

4
Living Separate Lives

Where and how you live determines the way you see the world and the way the world sees you, it is closely entwined with culture, history and modernity. As we can see from the examples taken from Otelo Burning, in South Africa during apartheid where you lived played a huge part in defining who you are.

Think about how you live, your family, community, town or village, how does that make you who you are? How does that affect your freedom? Then compare this to how Otelo, Mandla and New Year lived during apartheid using the examples in the text to answer the questions below.
Lamontville was a township on the outskirts of Durban established in 1934. It is the township where the film Otelo Burning is located. It had a stable third generation working class with a sprinkling of middle class professionals such as nurses and teachers.

The fact that Lamontville had its own municipal swimming pool, as depicted in Otelo Burning, is an indication of its middle class status and Otelo’s father is a truck owner and driver while his mother runs a tavern which would have generated more income than most working class families (Still 08:31). Lamontville is, nonetheless, characterised by considerable poverty as can be seen from the aerial view taken by a police or army helicopter in Still 09:30.

Otelo and his friends are not wealthy, they are borderline middle class, certainly in their aspirations they desire the good life and are familiar with concepts such as ‘room service’ in hotels and have access to swimming costumes and sunglasses. They have enough to know what they do not have at this knowledge and self-awareness fuels their dreams that they believe to be realistic and achievable.

The majority of the residents were modern in outlook and maintained only a tenuous connection with Zulu traditional practice. They were not Zulu nationalists like Inkatha but had a more cosmopolitan outlook and looked at a world of possibilities where their dreams could come true. They saw Inkatha as backward, using the insult oklova which translates loosely as ‘yokel’ when referring to them. Most of Lamontville’s residents aspired to be doctors and lawyers rather than to own land in the rural areas.

These aspirations mean that they cannot relate to Inkatha supporters in Lamontville who would have been unskilled or semi-skilled and largely uneducated workers living in the hostels and who would have been among poorer, less aspirational and would have been seen as ‘outsiders’ by Otelo and his friends.

Many areas on the Rand and in Natal (later referred to as KwaZulu-Natal or KZN) were also dangerous to pass through because of the violence that broke out between the UDF and Inkatha.

The Group Areas had also been scrapped by 1989 but the residents of Lamontville did not dare to enter and live in white areas. Otelo, his brother Ntwe and his friends Mandla and New Year, venture hesitantly into the white-owned beach house (they were also scared because they were trespassing) because it was a taboo for black people to be in a white area and white-owned house unless invited or working as a servant.

Although apartheid was still in place in many ways and democracy was a long way off, people began to push against the remaining boundaries of apartheid. Some white people also pushed the other way and the film shows a white ‘veteran’ surfer befriending the young black surfers as his way to show his revulsion at the apartheid system. His ability to speak fluent Zulu was unusual among white people and this shows that he identified with the black oppressed on a human, everyday level.

However, decades of brutal enforcement of apartheid had taken its toll and black people did not suddenly flock to the white parks and beaches. Those who did faced the threat of assault or worse from right wing white thugs who opposed the scrapping of apartheid.

It took courage to challenge longstanding practice, social conventions, habits and fear of the unknown. However, slowly and surely, brave individuals and small groups began to assert their rights and live their dreams, carving out little islands of ‘normality’ in a very abnormal society.
**Worksheet: Living Separate Lives**

1) Outline two ways that race affected the way people lived in Lamontville.

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2) Outline two ways racial differences affect the way people live in your community.

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3) Outline two ways class differences affect the relationship between the people in Lamontville.

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4) Outline two ways class differences affect the way people live in your community.

1

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Worksheet: UDF and the Inkatha Freedom Party

1) What was the Inkatha Freedom Party?

2) What was the United Democratic Front?

3) How did the Apartheid police support the Inkatha Freedom Party?

4) Why did the Apartheid police support the Inkatha Freedom Party?

5) Provide one example of the Apartheid police supporting the Inkatha Freedom Party in Otelo Burning.
In 1951 under the leadership of Albert Lutuli and Johannesburg law partners Oliver Tambo and Nelson Mandela, the African National Congress (ANC) organized a passive resistance campaign against apartheid and issued the Freedom Charter. The charter stated “South Africa belongs to all who live in it, black and white, and that no government can justify claim authority unless it is based on the will of the people.”

In 1955, the ANC sent out fifty thousand volunteers countrywide to collect 'freedom demands' from the people of South Africa. This system was designed to give all South Africans equal rights. June 1955 The Congress Alliance assembled The Freedom Charter.

The ANC was banned and 156 activists were arrested, including Nelson Mandela who was first imprisoned in 1962. However, the charter continued to circulate in the underground and inspired a generations of young militants.

**Articles include:**

- The People Shall Govern!
- All National Groups Shall have Equal Rights!
- The People Shall Share in the Country’s Wealth!
- The Land Shall be Shared Among Those Who Work It!
- All Shall be Equal Before the Law!
- All Shall Enjoy Equal Human Rights!
- There Shall be Work and Security!
- The Doors of Learning and Culture Shall be Opened!
- There Shall be Houses, Security and Comfort!
- There Shall be Peace and Friendship!

**MATCH THE LINK**

Look at the image to the right and identify the parts that relate to the Freedom Charter outlined below.

- The people shall govern
- Freedom of thought and expression
- All people shall have equal rights
- The doors of learning and culture shall be open
- The Land Shall be Shared Among Those Who work it!
- Peaceful resistance.

Use this to think draw your own map of freedom expressing what freedom means to you and what gives you freedom.
Freedom in Lamontville

**Scene 1:** When asked what it was like to be ‘out there’ on the waves, Otelo replies, ‘Different’. Different that is to his mundane and restricted life created by a combination of poverty and apartheid. He says that this is how ‘freedom’ feels and projects that feeling into the future when he will be living the good life which includes living ‘like whites’ in hotels and being served by hotel servants through ‘room service’.

**Scene 2:** When New Year was showing his brother pictures of him surfing he asked, this is the conversation they had:

Brother: *What do you like about it?*

New Year: *When you’re on top of a wave, all this shit goes away – it’s freedom.*

Brother: *Do you know what freedom is? Freedom costs a lot, and it is not easy to get. It costs blood and people have to die.*

What does he mean when he says this? Think about why both Otelo and New Year might have felt the need to escape their daily life? Why did gaining freedom cost a lot in South Africa?

Speak to the person next to you about this and then as a class discuss why they might have felt trapped in Lamontville, what factors might have made them feel this way?

**Key words:** Conflict, social mobility, class, racial differences, age.
Worksheet: Inkatha Freedom Party and UDF

1) What was the Inkatha Freedom Party?


2) What was the United Democratic Front?


3) Why was there conflict between the two parties?


4) Provide one example of where we can see conflict between Inkatha and UDF in Otelo Burning.


Fact Sheet: Apartheid in South Africa

The National Party (NP) came into power in 1948 and imposed ‘apartheid’ (‘aparntness’) on South Africa. Apartheid was a racist system where a small minority of three million Afrikaners, descendants of Dutch settlers who came to the Cape in 1652, ruled over a black majority consisting of at least twenty million African people as well as about two million people of mixed race (called ‘Coloured’) and Indian descent (referred to as ‘Indians’).

Apartheid means the system of legal racial discrimination and segregation in South Africa during the period 1948-1994. It was built on separatist policies intended to divide citizens according to race in economic, political and social spheres of society.

Apartheid made black South Africans strangers in their own land. Millions were forced to leave their homes and live in impoverished townships where they were denied the most basic rights of African citizenship.

Apartheid repressed, stereotyped and discriminated against Africans. It tried to exclude their heritage, including important attributes used to express culture, such as music, languages and cultural symbols.

Some key elements of Apartheid:

Racial discrimination occurred at many levels; black Africans were excluded from participating in many civil, political and economic ways of life, and were denied many basic democratic rights.

Whilst fighting for freedom against apartheid many were often subjected to cruel and inhumane treatment, torture, houses and lives were destroyed.

It was compulsory for all black South Africans to carry a passbook at all times. Black people were excluded, from living or working in white areas unless they had a pass seriously inhibiting their freedom of movement.

Many who fought against the apartheid state as part of the liberation movements were detained without evidence, or falsely accused of committing crimes.

The education system in South African during apartheid was premised on segregation and dividing policies, the Bantu Education Act of 1953 meant that South Africa had two curriculums one for black students and one for white. Black students went to separate schools and their curriculum was designed to provide them with skills to go into lower paid, lower skilled professions working for whites.

Black South Africans were already limited to fixed boundaries, known as reserves, through the 1913 Land Act. This law made it illegal for Africans to purchase land outside the reserves, seriously inhibiting their freedom to move around the land.

Inequality meant that communities in reserves were subjected to inferior standards of living; they did not have access to clean water, sanitation, electricity or communication. They had basic health care, educational services and were excluded from obtaining certain jobs.

This had a severe impact on the lives on many people in South Africa, however, their resistance and culture was not suppressed. Many liberation movements formed against the apartheid state, and this constant vigilance and pressure resulted in the dismantling of the apartheid system in 1994.

DID YOU KNOW?? On June 1976 students from the township called marched to protest against these dividing education policies. On that day 15,000 students from various schools throughout Soweto protested. Although the protest started off peacefully they were soon confronted by police, who fired tear gas and later bullets into the crowd. After this incident, riots broke out in several parts of Soweto, and lead to wide scale protests between the police and students.
Fact Sheet: Freedom

Defining freedom: The power or right to act, speak, or think as one wants without hindrance or restraint.

Freedom and Human Rights:

Freedom and Democracy: are closely linked, in order to ensure freedom people must first have rights. For example; Freedom from want basically means to be in a situation where you don't have to worry about such things as where your next meal is coming from, how you can clothe yourself and your children or get a roof over your head.

Freedom from fear: The ability to peacefully express one’s views and grievances, freely and without fear of persecution.

Freedom of speech, which means the political right to communicate one's opinions and ideas.

Ensuring these rights requires collective, organized action. If we want to live in a society where freedom is protected, and where the opportunity to exercise freedom is assured, we have to rely on some form of collective responsibility.

In order to protect this we must all ensure that there is:

- Equality of opportunity
- Jobs for those who can work.
- Security for those who need it
- The ending of special privilege for the few
- The ending of prejudice and discrimination.

If we all just did whatever we wanted this would cause chaos and anarchy, everyone out for themselves. So although freedom does mean the right to choose, freedom to speak, to believe and worship and to express yourself etc, these are only freedoms until your choices begin to disregard the freedom of others.
Fact Sheet: Human Rights

Amongst many things your rights include:

Freedom of opinion and expression: We all have the rights to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

Freedom of religion or belief: We all have the right to believe in whatever we like, to have a religion, and to change it if we wish.

Freedom of assembly and the right to join, or refuse to join, groups and organizations. You have the right to marry a partner of your choice and to raise children, as well as equal rights within a marriage and if it terminates.

Freedom of movement: We all have the right to go where we want in our country and to travel abroad if we wish.

You also have rights to:
An education, an standard of living adequate for health and well-being, including food, clothing, housing, medical care, and necessary social services.

What are human rights?

Human rights are rights of a special kind. They are designed to make sure ALL people are given protection and care regardless of their race, gender, class, language or culture.

Human rights are embodied within the Universal Declaration of Human Rights adopted by the United Nations in 1948. This Convention states that everybody should have access to adequate food, health care, education, housing and security.

It is necessary for EVERYONE to have these rights so that their basic needs are provided for; they are protected from harm, and have an equal opportunity to take part in society.

EVERYONE HAS THE RESPONSIBILITY TO MAKE SURE THAT HUMAN RIGHTS ARE PROTECTED!

Despite these provisions human rights continue to be violated across the world on a regular basis, it is therefore necessary for individuals, communities, government, and international bodies to ensure that these rights are upheld at all times.

So how do human rights effect who you are?

Understanding human rights is an important part of being human and members of the global community. Human rights recognize the unique value of each person, they ensure that everyone’s individuality is upheld and protected. Rights encourage the value of mutual respect between individuals and communities, and a mutual respect between people. Understanding your rights empowers you with the knowledge to protect and defend both yourself and those around you.
Factsheet: Nelson Mandela

ANC involvement

Nelson Mandela fought against the racist system of apartheid in South Africa.

He became increasingly involved with the African National Congress (ANC), a multi-racial nationalist movement trying to bring about political change in South Africa. As his involvement grew Mandela eventually became one of the ANC's deputy presidents. By the late 1950s, the ANC was faced with increasing government discrimination, so Mandela and his friend Oliver Tambo and others began to move the ANC in a more radical direction.

On the 21st of March 1960, the Sharpeville Massacre took place, and police shot and brutally murdered 69 unarmed demonstrators at the Pan African Congress anti-passbook campaign in Sharpeville. Following this the ANC is banned, and in response Mandela went into hiding and co-founded Umkhonto we Sizwe (MK) or The Spear of the Nation, the armed wing of the African National Congress (ANC). He was appointed the commander-in-chief and travelled abroad to receive military training and to find support for the ANC.

Life imprisonment

1962 he was arrested and convicted of sabotage and other charges, and sentenced to life imprisonment, he went on to serve 27 years in prison. For 18 years Mandela was held in Robben Island prison, off the coast of Cape Town, and later in Pollsmoor Prison on the mainland. It was a dreary, depressing place where he was confined to a tiny cell with the famous prison number ‘46664’.

During his years in prison he became an international symbol of resistance to apartheid. He did not give up. Even the prison guards admired him. From around the world, the calls got louder. Free Nelson Mandela!

In 1990, the South African government responded to internal and international pressure and released Mandela, at the same time lifting the ban against the ANC. In 1991 Mandela became the ANC's leader.

A respected global statesman

He was awarded the Nobel Peace Prize together with FW de Klerk, then president of South Africa, in 1993. The following year South Africa held its first multi-racial election and Mandela was elected its first black president. In 1997 he stepped down as ANC leader and in 1999 his presidency of South Africa came to an end.
Fact Sheet: Resistance 1948-1994

The system of apartheid sparked significant resistance. Although, to begin with resistance was non-violent drawing inspiration from Gandhi, the government often responded to uprisings and protests with police brutality. This in turn increased local support for the armed resistance struggle. Resistance to the apartheid system in South Africa came from several sectors of society and saw the creation of organizations dedicated to peaceful protests, passive resistance and armed insurrection.

1950
The National Party passed a series of laws that began the intensification of racial segregation in South Africa.

Segregation was tightened through the Group Areas Act and discriminatory laws targeted tried to destroy black business and property owners.

1950's also saw an upsurge of women in towns and rural areas.

1951
Under the leadership of Albert Lutuli and Johannesburg law partners Oliver Tambo and Nelson Mandela, the African National Congress (ANC) organized a passive resistance campaign against apartheid and issued the Freedom Charter. The charter stated “South Africa belongs to all who live in it, black and white, and that no government can justify claim authority unless it is based on the will of the people.” The government reacted by arresting people and passing more repressive laws.

The Congress Alliance was formed by the ANC with a number of different organisations committed to a democratic South Africa, including: the South African Communist Party, The South African Congress of Trade Unions, The Coloured People’s Congress and many more.

1955
The Congress Alliance assembled The Freedom Charter, and many organised protests against pass laws.

1960
The Sharpeville Massacre- on the 21st of March 1960 police shot and brutally murdered many unarmed demonstrators at the Pan African Congress anti-passbook campaign in Sharpeville.

This gave rise to numerous protests right across the country.

The government imposed a State of Emergency and many political organisations were banned. The government intensified its action against Apartheid carrying out many shootings, extra judicial killings, and imprisoning many people with evidence or a fair trial.

The next years saw a turn to underground armed struggle by the ANC, PAC etc. Many ANC members began to exile the country and gained military training in order to attack the Apartheid State.

The ANC set up a military wing called Umkhonto we Sizwe ‘the Spear of the Nation,’ also know as MK, prepared to use sabotage and violence to overthrow the government.
Fact Sheet: Resistance 1948-1994

1960

The 1960’s also saw a huge number of people put in prison, so that by 1970 the prison population was twice what it had been in 1960. They had also forcibly evicted many black South African’s from their homes and moved them to the reserves.

The ANC and PAC turned to armed resistance, but the police successfully suppressed their activities.

In the mid 1960’s young people particularly students began to actively challenge the system, and through this the Black Consciousness movement began to develop. Central to black consciousness were the ideas of black self-confidence and self-reliance and of the rejection of racial structures, such as the Bantustans.

1964

The apartheid state had arrested many activists they thought to be connected with the armed struggle and imprisoned them on Robben Island. Prisoners were often subjected to torture, sexual abuse, prolonged arbitrary detention, and cruel, inhuman and degrading treatment.

Opposition groups were banned and many leaders exiled or jailed. Nelson Mandela was sentenced to life in prison and sent to Robben Island.

1976

This developed then on the 16th of June 1976 the Soweto protest took place in response to the Bantu Education Policies, which meant that all lesson would be taught in Afrikaans. This protest became a yearlong uprising that transformed politics in the country.

After the 1976 uprising thousands of youth left the country to join a growing underground army: the MK or Umkwonto um Siswe, which was the military wing of the ANC formed in 1951 after they decided that the government was not interest in negotiations.

1983

In the early 1980s the government proposed its “New Deal”, which included a Tricameral Parliament for whites, Coloureds and Indians - to the exclusion of Africans.

1985

This resulted in 1985 with the Vaal uprising that began on the 3rd of September and marked the longest and most widespread period of black resistance to white rule. The Vaal Civic Association organised the stay away, school boycott and march for 3 September 1984, which led to clashes with both police and township councilors, and left thirty people dead. The marchers also looted shops, set fire to houses and killed 4 councilors. By the end of the year almost 150 people had been killed in political violence, which increased to 600 by September 1985 as the revolts spread across the country and the government declared another State of Emergency.

1986

More than 60 000 people lost their homes and possessions in fires set by security force members and other apartheid agents in the winter of 1986. The fires destroyed the squatter settlements of KTC, Crossroads, Nyanga Bush and Nyanga Extension in the Western Cape.
Fact Sheet: Resistance 1948-1994

1989

By 1989 a mass movement for democracy had developed that included people from all backgrounds right across the country. Multi-racial beach parties were held on 'white only' beaches and staged marches to celebrate District 6. Police used violence against peaceful protests and 30,000 people marched through Cape Town led by the Mayor, Desmond Tutu and others to remember those who had been hurt and call for an end to segregation.

1990’s

Internal resistance and international pressure mounted during this period, and many factors worked together to bring an end to the Apartheid regime, this included:

External pressure: There was also a lot of external pressure, especially from Western nations, some of whom had extensive civil rights legislation.

This period also marked moves toward democracy and self-determination in other African nations.

Economic - Banks and investment firms withdrew from South Africa, indicating that they would not invest in the country until its institutionalized racism came to an end.

Internal resistance - Combined with violent demonstrations from within and a mass organization of angry South Africans.

These factors all combined to bring an end to Apartheid, and repeals to apartheid laws started to occur in 1990. Four years later, South Africa had a democratic election, and the last legal traces of apartheid were eliminated.
Fact Sheet: Inkatha Freedom Party and United Democratic Front (UDF)

What was Inkatha?

**Inkatha Freedom Party (IFP),** cultural movement and political party in South Africa was founded in 1975 in the black homeland of KwaZulu by Mangosuthy Gatsa Buthelezi, chief of the Zulu people and the chief minister of the homeland. Its purpose was to work against apartheid however, the organization was often criticized as being ethnically biased and willing to accept power sharing arrangements with the apartheid government.

In the late 1980s and ‘90s followers of the African National Congress and Inkatha were regularly involved in bloody clashes that had strong ethnic (Zulu versus non-Zulu) overtones. In 1991 the South African government admitted that it had secretly supported Inkatha during this.

What was the UDF?

President Botha introduced various reforms such as a new Constitution in 1983 that allowed Indians and ‘coloureds’ to take part in parliamentary structures such as the ‘Tricameral Parliament’ but Africans were ignored at a national level. They were only granted limited powers at a municipal level where black residents in urban areas could vote for ‘Town Councils’ that lacked any real power. Protest broke out in 1983 against these Town Councils which raised the ‘rent’ that African residents had to pay. The United Democratic Front (UDF) was formed in 1983 to unite over 500 anti-apartheid organisations. Representatives of these organisations met in Rocklands, a township outside Cape Town, and under the leadership of Popo Molefe, Albertina Sisulu, Archie Gumede and Alan Boesak, formed the UDF. People cheered and carried posters with the words ‘UDF Unites – Apartheid Divides’.

The origins of the violence between UDF and Inkatha

Inkatha was given open support by police who would stand aside when Inkatha attacked UDF members and intervene when UDF supporters attacked Inkatha. This is clearly illustrated in the film, *Otelo Burning* when Inkatha supporters march against the township residents and policemen can be seen in the background, given them protection.

An analysis of Inkatha and UDF supporters

Generally speaking, the professionals and educated Zulu speakers support the UDF and the ANC whereas the rural peasant farmers, uneducated people who were strictly traditional in their outlook, supported Inkatha.

The bigger, more established towns and cities were generally ANC strongholds and this particularly applied to Natal’s major cities such as Durban. The countryside and villages were Inkatha strongholds.
Factsheet: The Transition to Democracy in South Africa

Following the demise of the apartheid state in 1994, South Africa made the transition to democracy. South Africa now has to move away from a society founded on racial segregation, to one that promotes social cohesion and unity.

Citizens of South Africa now all have the right to vote, participate in institutions without discrimination, have freedom of movement and are considered equal before the law.

Despite these positive steps, building community cohesion and overcoming legacies of apartheid is proving to be a long and arduous task.

South Africa is a multicultural society it has eleven official languages, and is composed of many different ethnic identities, and religions. The transition to democracy had to include all these different identities, while also overcoming the scars that remained after apartheid.

Working towards a unified future, one in which all cultures are viewed as equal, first required mending the wounds of the past. Many are still affected by issues that were prominent during apartheid, and these must be overcome to ensure social cohesion can truly be achieved.

Following the end of apartheid many things have got in the way of the formation of a unified nation in South Africa. The government has stated that the past has been buried, however, for many the fight against apartheid is not over.

**Barriers to democracy:**

**Inequality**- South Africa is still plagued by gross inequality, and unequal opportunities, indicators show that the economic inequalities under apartheid have survived and worsened in some respects. It is one of the most unequal countries in the world. Not just between black and white, but also black elite and working class black.

**Unemployment**- Affirmative action policies have been promoted, such as black economic empowerment, designed to provide opportunities for the previously oppressed black population, which has seen a rise in the number of black middle class workers. Despite this 40% of the population still remains unemployed.

**Poverty**- Despite improvements of housing, health care and education and 3 billion Rand in poverty relief, 51% of the population still live below the poverty line.

**Housing problems**- since 1994 900,000 housing units have been completed however, these are often inadequate, and many still live in similar conditions they did during apartheid.

**Equality of Land**- only 4.9% of the land has been transferred back to black ownership, meaning that the majority of land continues to be owned by whites.