

CELEBRATING
50

YEARS OF
THE FREEDOM CHARTER

JUNE 26
1955 - 2005

Guidebook for Schools



education

Department:
Education
REPUBLIC OF SOUTH AFRICA



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Minister's Foreword

This year marks the fiftieth anniversary of the adoption of the Freedom Charter at the Congress of the People on 26 June 1955.

On the occasion of the forty sixth anniversary of the Freedom Charter in 2001, President Thabo Mbeki implored all of us *"to take additional measures to familiarise greater numbers of our people with the Freedom Charter"*. This year provides us with the opportunity to discuss, debate and convince all our people of the continued relevance of the Charter to the South Africa of today. The Freedom Charter is not merely an historical document. As the President said: *"It remains still, an important guide about the direction in which we should all take our country as a consequence of its reconstruction and development."*

The Department of Education will mark this auspicious occasion by celebrating the transformation process in education and the huge strides that we have made since 1994. The theme of the celebrations is: *"The doors of learning and culture shall be opened through quality education for all."*

As Minister of Education, I invite all schools to participate in the Celebration of the fiftieth anniversary of the adoption of the Freedom Charter at the Congress of the People on 26 June 1955.

This guidebook serves to remind and educate all of us on the significance of the Freedom Charter in South Africa's history. It takes us on an historical journey over the past fifty years but also serves to remind us how far we have come.

The importance of the struggle for freedom and democracy should not be lost on our youth. They need to know of the sacrifices of individuals, both famous and unknown, guided by the values that are embedded in both the Freedom Charter and our South African Constitution. It is these heroes who helped us to achieve one of the greatest triumphs of the modern world – democracy in South Africa.

Celebrating the fiftieth anniversary of the Charter will allow us to reflect, celebrate and showcase the extent to which the doors of learning and culture have been opened in the first decade of freedom. Planned activities aim to promote arts and culture in schools as well as the recognition and promotion of all South Africa's languages, particularly through the National Language Festival and the National Schools' Competition.

The Department of Education's programme for the year also focuses on the promotion of sporting activities in schools, particularly now that the United Nations has designated 2005 as the year of physical education and sport.

My Department's commitment to the promotion and achievement of gender equity in all schools is reflected in the National Girls' Games planned for August 2005, as well as the SADC Girls' Conference that will create an opportunity for girl learners in Southern Africa to come together and strengthen the Girls' Education Movement that works towards the identification and support of leadership amongst young girl learners.

In partnership with South African History Online, we will also during the course of the year encourage learners to research the lives of individuals in their communities – thus bringing back to public memory the roles played by numerous people in uplifting communities and in the struggle for freedom. This will be run as a competition and special awards known as the Albert Luthuli Young Historians Awards will be given to FET winners of the research essay category.

I encourage all schools to participate not only in the nationally organised events, but to be creative in developing schools and classroom level activities involving learners, parents, schools governing bodies and members of the community.

Let us mark this significant event of the fiftieth anniversary of the adoption of the Freedom Charter at the Congress of the People together and celebrate our freedom.

MRS GNM PANDOR, MP
MINISTER OF EDUCATION

History of the FREEDOM CHARTER

At the Cape provincial congress of the African National Congress (ANC) in August 1953, Cape ANC president Professor Z.K. Matthews called for a "national convention at which all groups might be represented to consider our national problems on an all-inclusive basis (to) draw up a Freedom Charter for the democratic South Africa of the future". Little did he realise that in less than two years, on a dusty playing field on the edge of what is now Soweto, the Congress of the People (CoP) would occur. It was held in an open field owned by a sympathetic Indian congress supporter, in the heart of Kliptown; one of the few areas in the country where Black people could own property in an urban area. In June 1955 over three thousand delegates and observers met to co-create and democratically adopt the Freedom Charter.



ANC president Chief Albert Luthuli urged people to get involved in organising the CoP. He underlined its importance by saying "why will this assembly be significant and unique? Its size, I hope, will make it unique. But above all its multi-racial nature and its noble objectives will make it unique because it will be the first time in the history of our multi-racial nation that its people from all walks of life will meet as equals, irrespective of race, colour and creed, to formulate a Freedom Charter for all people in the country."

While the ANC president and thousands of Congress supporters recognised the historic significance of the adoption of the

Freedom Charter, they could not know of its future. After inspiring activists through four decades of bitter struggle, the key clauses of the Charter came to guide the delegates of a Constituent Assembly in the drawing up a new Constitution for a newly democratic, non-racial, non-sexist, free South Africa.

The Congress of the People – 25 June 1955

The CoP was scheduled to begin shortly after lunch on Saturday 25 June 1955. Some of the delegates, like Ellen Lambert, the Transvaal Secretary of the South African Coloured People's Organisation (SACPO), remembers getting up at 4 o'clock in the morning to attend the event.

Many people had already arrived by 11 o'clock and by 3 o'clock in the afternoon thousands of people of different races had arrived by bus, truck, car and even by foot. Some believe that on the first day 3000 people gathered in the crudely constructed hessian and wire enclosure, and another 2000 people stood outside. There were 1500 African delegates, 320 Indian, 230 Coloured and 112 White accredited delegates from across the land, as well as many observers. Recounting events later, some delegates described the atmosphere as

festive. The organisation of the event had been meticulous and there was even food provided for the vegetarians in the crowd. This largest and most representative political gathering in the country's history to that date was well reported by the mainstream English and Afrikaans press. The police, who were present throughout the two days, took copious notes, but most of the surviving photographs of the COP were taken secretly by the banned trade unionist, photographer and long-standing member of the outlawed communist party, Eli Weinberg.

Before the beginning of the presentations the crowd sang songs, ate lunch and read and discussed the pamphlets handed out by volunteers. A Johannesburg band opened the proceedings with music and the

7 July 1950	The Population Registration Act is passed. Blacks are forced to carry passbooks as a means of 'influx control'.	17 July 1950	The Suppression of Communism Act is passed.
	The Group Areas Act is passed, curbing movement of Blacks into cities and Whites-only areas. Semi-urban Black, Indian and Coloured townships are created.	7 July 1950	

Prof Z. K. Matthews 1901 - 1968

Bridging the gap between the old guard and the more militant younger members of the African National Congress in the late 1940s and 1950s, ZK Matthews exercised a major guiding and moderating influence on African political history in its most crucial period. He was at the same time South Africa's, and perhaps the continent's, most distinguished African intellectual. He was instrumental in initiating the Congress of the People with his call for a "national convention at which all groups might be represented to consider our national problems on an all-inclusive basis (to) draw up a Freedom Charter for the democratic South Africa of the future".



delegates then presented their various points which were then opened for discussion. If anyone had any suggestions or amendments they were afforded the opportunity to step up to the podium and make their remarks. The point was then put to a vote, determining which demands should be included in the Charter.

The CoP National Consultative Committee had already drafted a proposed document, which was tabled for discussion.

The Congress started late on Saturday

afternoon largely due to the organisers waiting for countrywide delegates to arrive. The proceedings opened with a prayer and the reading of messages from the Indian, Chinese and other progressive governments and organisations. A recorded speech by Chief Albert Luthuli was played to the conference and the Congress then conferred the newly created *Isitwalandwe/Seaparankoe* award on Luthuli, Dadoo and Father Trevor Huddleston. The first day ended with the public reading of the Draft Freedom Charter. This had to be done largely in the dark, as the conference lights did not function. The second day the delegates had the opportunity to discuss and vote on

clauses of the draft Charter by a simple show of hands.

Some people, like "Lion of the East" Gert Sibande, attended the congress in disguise because of banning orders. When Sibande's turn came to address the crowd he walked up to the podium and removed his disguise. Officers of the South African Police Special Branch at the meeting immediately surrounded him, but they were ordered to step down in order to maintain the peace. The proceedings on the first day of the CoP continued until the evening. Present that day was ANC President General Chief Albert Luthuli, Dr. Dadoo,

Map of Kliptown...



"This ground on which we are standing here today is holy, friends. This shall be the monument of the people of South Africa"
- Robert Resha

26 March 1950	A general strike against all discriminatory laws and for full franchise rights is held. Police kill 18 and wound 30 in Alexandra Township and Reef areas.	26 June 1950	A Day of National Protest & Mourning is held. June 26 is observed as SA Freedom Day until 1994, when 27 April becomes Freedom Day.
The Defend Free Speech Convention in Jhb proclaims May 1st as "Freedom Day" and calls on all organisations to demonstrate.	1 May 1950		

"The police have seized thousands of the copies of draft charter but they could not touch the charter itself. Its ideas and message were now enshrined in the hearts and minds of the delegates, who would carry it far and wide to the people of South Africa for them to make it their own."

Nelson Mandela, Walter Sisulu, Moses Kotane, and Rusty Bernstein and more than two hundred other key leaders and activists who were banned from attending gatherings or participating in liberation organisation and trade union movement activities. Notwithstanding their bannings, these leaders played an active but underground role in the planning of the CoP. Some like Mandela, Sisulu, Kathrada and Bernstein stood at vantage points around the conference venue and observed and directed operations. There were also a few hundred delegates, many from the Cape, who were stopped at police roadblocks where anyone suspected of going to Kliptown was detained.

As the late afternoon winter sun began fading on Sunday 26 June 1955, and the CoP delegates deliberated on the last clause of the draft Freedom Charter - "there shall be peace and friendship", the police began moving menacingly in on the gathering and searched the delegates. The organisers sensed growing anger at this provocation and sought to avoid confrontation. Hurriedly the Congress discussed the draft of the last clause and declared the Charter adopted. Then, as one, the delegates stood to close the conference by singing of the Congress anthem *Nkosi Sikelele iAfrica*.

As the police blocked all the exits, 3000 people waited silently and allowed themselves



50 YEARS OF UNION HAS BROUGHT THIS —

PASS LAWS

GHETTOS

BANTU "EDUCATION"

HUNGER - LOW WAGES

DON'T TAKE PART IN THE FESTIVAL CELEBRATIONS!

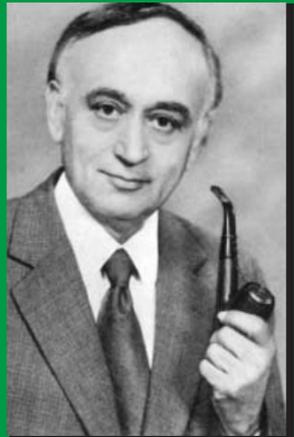
26 June 1952	Mandela drafts the M-Plan to organise Black people on a street/block basis.	April 1953
The ANC officially launches the Defiance Campaign with the support from SAIC and the Franchise Action Council.	1953	The Bantu Education Act is passed.

Moses M. Kotane (1905 – 1978)



Unionist, SA Communist Party and ANC leader, Kotane combined his Marxist convictions and commitment to the goals of African nationalism toward promoting the struggle for equal rights. In 1943 he served on the Atlantic Charter committee to advance African Claims, and in 1946 he was elected to the ANC national executive committee, a position he held until bans forced his nominal resignation in 1952. Following the 1946 mine strike he spoke out in support of the 1952 Defiance Campaign. He was a Treason Trialist and was banned and imprisoned many times. He had an underground leadership role in the adoption of the Freedom Charter.

Yusuf Dadoo (1909 – 1983)



Dadoo lived through the 1922 miners' revolt and passive resistance, and was inspired by Indian nationalism and Gandhi. He became a doctor in London, where he became a Marxist activist. In 1936 Dadoo returned to South Africa to find the national liberation and working class movements in disarray. He then joined the SACP and became a leader within its structures. In June 1955 an announcement was made at the historic Congress of the People that Dadoo, Luthuli and Father Huddleston had been awarded the traditional African decoration of Isitwalandwe-Seaparankoe. Dadoo was banned and imprisoned many times before escaping to Britain in 1960, where he continued his anti-apartheid activities.

"a volunteer is an organiser and a leader of the people... must organise the people to formulate their demands... call the people together, explain to them the Freedom Charter, encourage them to speak out, listen to their demands, and record their demands and send them in to the Congress of the People Committee..."

- To all volunteers 1955

Sign the FREEDOM CHARTER

to be searched, photographed and to have their names and addresses taken. As it grew dark this continued in the light of police hurricane lamps and torches. The last of the delegates was released around 9 o'clock that night. After an impressive display of organisation and discipline, the delegates and observers that they had achieved what they set out to do. Delegate and women Congress leader Helen Joseph wrote, "The police have seized thousands of copies of draft charter but they could not touch the charter itself. Its ideas and message were now enshrined in the hearts and minds of the delegates, who would carry it far and wide to the people of South Africa for them to make it their own."

It was Robert Resha who highlighted the significance of the moment when, at the adoption of the Charter he said to the assembled Congress: "This ground on which we are standing here today is holy, friends. This shall be the monument of the people of South Africa".

The adoption of the Freedom Charter by the CoP, and subsequently by each component of the Congress Alliance, signified a major

June 1951	The Abolition of Passes and Co-ordination of Documents Act includes Black women.	6 April 1952
The Separate Representation of Voters Bill, disenfranchising Coloureds is enacted.	1952	1000s of African, Indian and Coloured people participate in the Defiance Campaign in major cities and towns.



Father Trevor Huddleston (1913 – 1998)

English born, this Anglican priest and human rights campaigner ministered to Black people of Transvaal (now Gauteng) townships between 1943 and 1956. He passionately opposed the forced removals from Sophiatown by writing *Naught for your Comfort* in 1956. At the 1955 Congress of the People at Kliptown, where the Freedom Charter was adopted, Huddleston became the first recipient, along with Luthuli and Dadoo, of the Isitwalandwe/Seaparankoe, the highest award given by the ANC to people who have made an outstanding contribution to the liberation struggle of South Africa. Later, in Britain chaired the Anti-Apartheid Movement. In 1987 he organised the Harare conference, which brought together leaders of the South African Liberation Movement.

25-26 June 1955	The Freedom Charter is adopted at the Congress of the People in Kliptown	27 October 1955
About 8000 delegates meet in Kliptown near Soweto in a Congress of the People.	26 June 1955	2000 Women co-ordinated by FEDSAW stages a women's anti-pass march to the Union Building in Pretoria.

9 August 1956	5 December 1956	Immorality Amendment Act, Act No 21 of 1950; Amended in 1957(Act 23) is passed
South African Women march to the Union Buildings in Pta to protest against the pass law, led by Lilian Ngoyi.	156 leaders of the Congress movement are arrested on treason charges. After a 4 year trial they are found not guilty and discharged in March 1961.	1957



Congress of Delegates speakers, Kliptown

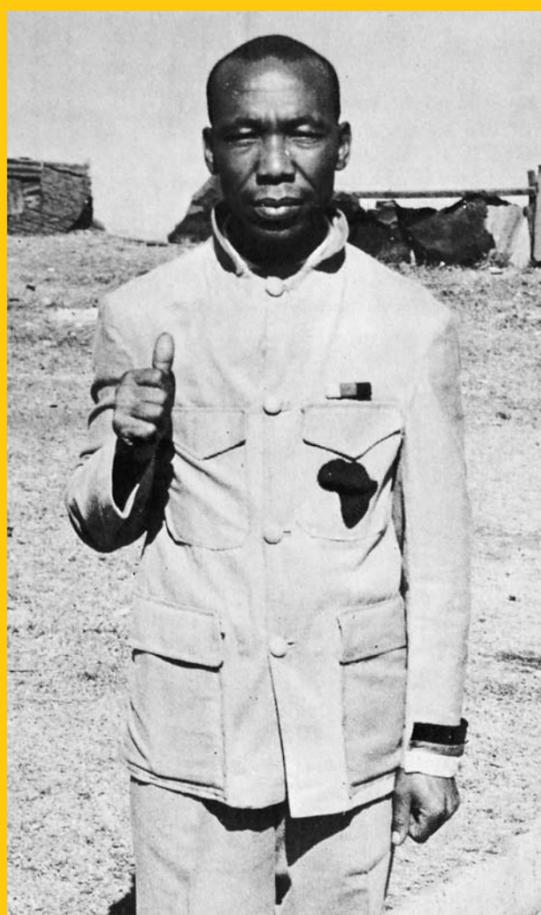
break with the past traditions of the South African struggle. This was no longer a civil rights movement seeking to be accommodated in the existing socio-economic and political structures of society. It called for a *fundamental restructuring* of all aspects of South African society. The CoP had placed the question of social transformation squarely on the agenda of the liberation movement in South Africa. The 1950s became witness to a dramatic change in the intensification of the struggle for freedom among 'non-White' South Africans. This was the adoption of militant, mass-based but peaceful campaigns against the Nationalist Party government's aggressive implementation of its apartheid policies.

Both the CoP and the drawing up of the Freedom Charter were initiated by the ANC-led Congress Alliance. The alliance was established in 1949 when a pact between the ANC and South African Indian Congress (SAIC) was signed. On the eve of the Defiance Campaign in 1953, this was expanded to include the SACPO, the South African Congress of Trade Unions (SACTU), the Federation of South African Women (FEDSAW) and the South African Congress of Democrats (SACOD).



Chief Albert Luthuli (1898 – 1967)

President-General of the ANC from December 1952 until his death in 1967, Christian and recipient of the Nobel Peace Prize in 1960, Luthuli was the most widely known and respected African leader of his era. Over the course of his political career his attitudes grew progressively more militant. His public support for the 1952 Defiance Campaign cost him his chieftainship. In response, Luthuli issued *The Road to Freedom is via the Cross*, his famous statement of his principles a belief in non-violence, a conviction that apartheid degrades. He was tried for treason and because of his banning he was unable to attend the 1955 Congress of the People. A speech of his was however read out to an appreciative multitude. After the 1960 Sharpeville emergency Luthuli publicly burnt his pass in Pretoria as part of a defiance campaign.



The campaign to convene the CoP was in part a response by the Congress alliance to revive mass political action. This was after the reversals suffered through harsh state actions against the alliance in the wake of the Defiance Campaign. The main aim of the CoP was to revive, strengthen and expand the social and geographical bases of the entire liberation movement. It did so by not directly confronting the state but by undertaking painstaking political work, by building non-racial unity and by creating amongst all South Africa an alternative social order to apartheid and racism.

Eighteen months later on 5 December 1956, government forces swooped down on 156 leading members of the Congress Alliance and charged them with treason. The state prosecutors claimed that the Freedom Charter was a revolutionary document requiring an overthrow of the state to achieve its aims. The Treason Trial lasted about six years and placed a great strain on the Congress Alliance. Most of its leaders were under banning orders, some were banished and were now being entangled in a lengthy court battle.

The formal adoption of the Freedom Charter by the ANC in the following year, and the sudden removal of its key leadership from branch activities provided an opportunity for its Africanist wing. It renewed its efforts to disengage the ANC from its non-racial alliance by embarking on a virulent anti-Communist, anti-White and anti-Indian campaign.

The biggest crisis facing the entire anti-apartheid movement was yet to come. Following the Sharpeville Massacre in April 1960, and the subsequent banning of many organisations, the liberation movement was forced underground and many organisations hurriedly launched what proved to be ill-prepared sabotage campaigns. This very nearly resulted in the destruction of the anti-apartheid movement.

1957-1960	All African men are required to possess reference books.	1958 May
South African Congress of Trade Union organises major workers' strikes and actions around the country.	1958 1 February	The Sekhukhune revolt against "Bantu" authorities takes place. Similar battles against the creation of Bantustans are fought in Tembuland, Pondoland and Zululand.

The Charter on Trail 1956 - 1961



On the night of the 5th of December 1956 hundreds of police conducted a countrywide crackdown on the Congress Alliance and its members. Leading anti-Apartheid activists were arrested, 156 of whom were placed on trial for treason. The Apartheid state viewed the Congress of the People's Freedom Charter campaign as an act of treason.

The treason trialists were accused of being part of a "countrywide conspiracy", inspired by communism, to overthrow the state through violence. The Chief Prosecutor, Oswald Pirow, stated that "the essence of the crime of high treason was hostile intent", and said that such intent was evident in the Freedom Charter. He argued that because of the radical social change demanded by the Charter, the Congress alliance would have to violently overthrow the South African state to achieve its aims.

Although the Treason Trial provided international publicity for the liberation movement and an opportunity for leaders to confer, it absorbed political energies, disrupted the momentum of popular mobilisation and created a serious power vacuum. Over the next 5 years the Apartheid state tried to prove its case, but eventually it dropped charges against all 156 activists.

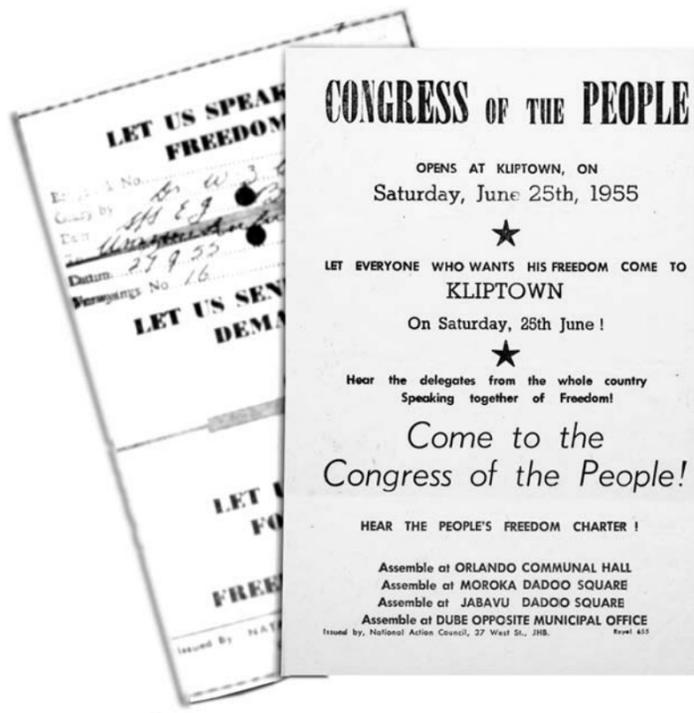
"The Freedom Charter is a humanitarian document that might well represent the natural reaction and aspirations of 'non-whites' to the harsh conditions in South Africa"

- The Crowns expert witness on Communism at the Treason Trial



Walter Sisulu (1912 - 2003)

Of Transkeian peasant roots, Sisulu was interested in labour action and joined the ANC Youth League in Johannesburg. He helped plan the 50s Defiance Campaign, led a group of passive resisters, was arrested and imprisoned frequently, and was banned. He became ANC Secretary-General and played a leading role in organising the 1955 Congress of the People at which the Freedom Charter was adopted. In 1956 he was unsuccessfully tried for High Treason with 156 others. In 1963 he joined the underground armed wing of the ANC and after his arrest and the Rivonia Treason Trial, was sent to Robben Island for life. Released in 1989, Sisulu assumed ANC leadership roles again until his death.



Oliver Tambo (1917 - 1993)

Tambo was opposed to inequality from an early age. Together with Sisulu, Mandela and others, he revived the ANC in the 50s, beginning with the ANC Youth League. 1955 saw the drafting of the Freedom Charter by the National Action Committee, of which Tambo was a member, resulting in the arrest of 156 members of the group on a charge of treason. While most of the ANC's leaders were being detained Tambo and Luthuli led the ANC struggle. After the 1960 Sharpeville massacre Tambo began a 'Mission in Exile' to gain international support for the liberation movement. In the 1980's Tambo, as the president of the ANC, was increasingly recognised by the Organisation for African Unity as a head of state in exile. He also promoted the jailed Mandela as an icon of political freedom and resistance to racial intolerance.

The Freedom Charter, National liberation and the new democracy



The decade-long struggle against the apartheid regime in the 1950's and the adoption of the Freedom Charter helped forged one of the most remarkable struggles of the 20th century. One which kept the vision of a free, non-racial South Africa alive and inspired generations of youth of all races to struggle for a South Africa that belonged to all.

The 2005 celebration by the country to mark the 50th anniversary of the CoP and the adoption of the Freedom Charter poses a new challenge. The generation of South Africans born after 1994 are charged with ensuring that the new democracy takes firm root and the dreams of a just, non-racial, non-sexist and democratic society is realised.

1957	A Pound-a-Day national minimum wage campaign is launched following the Bus boycott.	1957 7 January
Immorality Amendment Act, Act No 21 of 1950; Amended in 1957(Act 23) is passed	1957	African bus boycott lasting ten weeks is initiated in Johannesburg and Pretoria.

Lillian Ngoyi (1911 – 1980)

Lillian began as a nurse but became a clothing factory machinist, and got involved in labour action with the Garment Workers Union. She joined the ANC during the 1950 Defiance Campaign. A principled stand, courage and gift as a public speaker helped her advance quickly into leadership of the ANC Women's League. A founder member of FEDSAW in 1954, she then became the first woman on the ANC national executive committee. She was integral to the creation of the Freedom Charter in 1955. On the 9th of August 1956 she led the women's anti-pass march on the Union Buildings in Pretoria, one of the largest demonstrations staged in South African history. In 1956 Lillian was unsuccessfully tried for high treason along with 156 others. She was imprisoned, banned and detained in solitary confinement many times.



Women on the march
Women in the Congress of the People

The 1940s saw a marked increase in women's involvement in trade union and national anti-apartheid organisations. Women activists ran some of the key trade unions. The passing of the Pegging Act and other discriminatory legislation directed at the Indian and Coloured community was the catalyst that saw hundreds of Indian and Coloured women participating in the mainstream organisations and campaigns. Hundreds of women participated in the 1946 Passive Resistance Campaign and many were imprisoned with hard labour for up to six months, some on more than one occasion.

1950-60 was the decade of mass campaigns on a national level, and it would be fair to say that it was the decade of the women. The 1950's saw the growth of the ANC as a national organization, which was made possible partly by African women being organised into the resuscitated ANC Women's League (ANCWL).

The 1952 Defiance Campaign concentrated against six unjust laws. Opposition to the extension of Pass Laws to Black women provided the focus for the growth of progressive women's organisations amongst all race groups, and for women to mount one of the most successful campaigns of the decade. The impetus for the creation of national women's organisations came from women trade union leaders like Ray Alexander and Annie Silinga. In October 1955 2000 women marched to the Union Buildings in Pretoria. A year was spent building the women's structures and on 9 August 1956 the Federation of South African Women (FEDSAW) organised thousands of women from across the country to March on Pretoria. 20 000 women led by Lillian Ngoyi, Helen Joseph, Sophie Williams and Rahima Moosa marched on the Union Buildings in Pretoria. The women's march became one of the most important events in the countries history and inspired generations of women to play leading role in the liberation movement and to ensure that women's issues were foregrounded in all their programmes.

It was the organising of the Congress of the People that brought thousands more women of all races into the liberation struggle, and it inspired women to draw up their own charter.

In the 1950's women were in the forefront of community struggles, the struggle against Bantu Education; and leaders in FEDSAW and the ANCWL were accused in the 1956 Treason Trial. Dorothy Nyembe who spent 15 years in prison for her underground activities as a member of MK (the ANC's armed wing) was one of many women oppressed by the apartheid state for their stand for freedom. Lillian Ngoyi, Albertina Sisulu, Winnie Mandela, Phyllis Naidoo, Helen Joseph, Mamphela Rampela and hundreds of others spend years banned, banished or otherwise restricted. Many women were killed at Sharpeville, Langa and Cato Manor, and thousands went into exile, continuing the struggle outside our borders.



Delegates to the Congress of the People

Chronology of the Women's Struggle 1912 -1956

Date	Event
1913	Women in the Free State led by Charlotte Maxeke mount campaign against pass laws.
1913	127 women participate in Gandhi's Passive Resistance Campaign and many go to prison.
1918	The Bantu Women's League of the SA Native National Congress is formed.
1930	White women get the vote.
1933	Pixley Seme is reelected president of the ANC with the help of women's votes.
1936	Dr. Zainunnisa Cissie Gool founds the National Liberation League, and becomes the first President
1943	The ANC Women's League is formed.
1946	Passive resistance campaign hundreds of women participate and many go to jail.
1950	Florence Matomela leads an anti-pass demonstration resulting in the burning of passes in Port Elizabeth.
1952	Bibi Dawood recruits 800 volunteers for the Defiance Campaign in the Worster region of the Cape. Florence Matomela one of the first women volunteers is arrested and spends six weeks in prison. Fatima Meer is banned. Lillian Ngoyi joins ANC and is arrested for her involvement in the Defiance Campaign.
1954	The Federation of South African women is formed - uniting women from the ANC, South African Indian Congress, Trade unions and self-help groups.
1955	Francis Baard is involved with the drafting of the Freedom Charter. Sonia Bunting is the platform speaker at Congress of the People in Kliptown. The Women's Defence of the Constitution League (commonly known as the Black Sash) is formed.
1956	Leading women activists are part of the 156 accused in the Treason Trial. August 9 th - 20.000 women march to Union Buildings to protest against the carrying of passes.



Helen Joseph (1905 – 1992)

For forty years Helen Joseph dedicated herself single-mindedly to opposing apartheid. Her commitment earned her the ANC's highest award, the Isitwalandwe/Seaparankoe Medal. It also led to a relentless government campaign to silence her, a campaign which ultimately failed. Helen was a founder member of the Congress of Democrats, and in 1955 was one of the leaders who read out the clauses of the Freedom Charter at the Congress of the People in Kliptown. She was appalled by the double oppression of black women, and on 9 August 1956 was one of the FEDSAW leaders leading a march of 20,000 women to Pretoria's Union Buildings to protest against the pass laws.

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;

1958 31 May	The trial of 91 defendants on charges of high treason is opened.	1959 16-19 June
A "Potato Boycott" is staged against the harsh treatment of farm labourers in Transvaal.	1958 1 August	Rioting and destruction of government property erupts in Cato Manor and Durban. Dorothy Nyembe leads the riots centred around increased beer hall raids and threat of relocation.

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:

THESE FREEDOMS WE WILL FIGHT FOR, SIDE BY SIDE, THROUGHOUT OUR LIVES, UNTIL WE HAVE WON OUR LIBERTY



14

1959	The Pan Africanist Congress of Azania is founded in Orlando, Soweto under the leadership of.	The Promotion of Bantu Self-Government Act of 1959 is passed
13 500 Natal workers join the South African Congress of Trade Unions in the wake of popular militancy around the Cato Manor riots.	1959 4-6 April	1959 20 June

Preamble to the 1996 South African Constitution

We, the people of South Africa,
 Recognise the injustices of our past;
 Honour those who suffered for justice and freedom in our land;
 Respect those who have worked to build and develop our country; and
 Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to ú
 Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
 Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
 Improve the quality of life of all citizens and free the potential of each person; and
 Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.
 Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.
 God seën Suid-Afrika. God bless South Africa.
 Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.



15

The 1950's - Planned Inferior Education

It would be mistaken to understand that there was no pre-apartheid educational marginalisation of Black, Indian and Coloured South Africans. Even under British rule and then Union government, children had received different education based on their race. Long before the historic 1948 White elections that gave the Nationalist Party power, there was a system of segregated and unequal education in the country. While White schooling was free, compulsory and expanding, Black education was sorely neglected. Financial under-provision and an urban influx led to gravely insufficient schooling facilities, teachers and educational materials as well as student absenteeism or non-enrolment. A 1936 Inquiry identified grave problems, only to have almost nothing done about these needs.

From 1948 however, the disadvantaging of Black, Coloured and Indian children was legislated and pursued with an unprecedented vigour. The Bantu Education system was designed to 'train and fit' Africans for their role in the newly evolving apartheid society. Indian and Coloured children were also discriminated against, but in a 'divide and rule' manner of cascading discrimination. Education was viewed as a part of the overall apartheid system including 'homelands', urban restrictions, pass laws and job reservation. The socio-economic role intended for anyone who was not White was one of labourer, worker, and servant. As Prime Minister H.F. Verwoerd, the architect of the Bantu Education Act (1953) conceived it:

"There is no place for [the African] in the European community above the level of certain forms of labour. It is of no avail for him to receive a training which has as its aim, absorption in the European community. ... They will always be hewers of wood and drawers of water."



Celebrating Ten Years of Freedom The birth of a truly South African education system

"Whereas despair and hopelessness characterised the apartheid schooling system, order and hope characterise the schooling system in a new democratic order...in short, schools are stable and now focus on the core business of teaching and learning.
Deputy President Jacob Zuma, speaking at the Most Improved School Awards, 11 March 2004.

The first decade of our freedom has seen immense strides being made in transforming our education system from a fragmented, unequal and race-based one into a unified and non-racial system that promotes equality and lifelong learning and ensures the development of all our children regardless of their background.

Significant progress has been achieved in education since 1994

Under a democratic government, the education budget has grown tremendously to become the largest expenditure item in the country's annual budget.

The early years of democratic government witnessed significant reform in education that included:

- dismantling apartheid structures to create a unified education system consisting of one national and nine provincial departments of education
- creating a more equitable system of financing education
- creating a policy framework to reflect the values and mandate of the new government
- putting in place democratic governance structures
- establishing a basis for lifelong learning, and
- transforming learning at school level by offering a new learner-centred and outcomes-based school curriculum to reflect the values and ethos of the new democratic order.

Education for all

Today, the country can proudly boast of the establishment of a vibrant public education system that is accessible to all and which accounts for 97% of all education in South Africa:

- Beginning with Grade R, the first ten years of education are compulsory for all of our learners.
- By 1998 almost universal enrolment in primary schooling and 86% enrolment in secondary schooling had been achieved.

1959 August

All African People's Conference is held in Accra, Ghana.

Robert Sobukwe, President of the Pan Africanist Congress of Azania announces the PAC pass laws campaign with the aim of freeing South Africa by 1963. The next year the Sharpeville massacre and state of emergency occurs.

1959 8 December

- Learner numbers have grown by 1,5 million to 12 million in the past decade - with almost equal enrolment of boys and girls, participation rates for girls are amongst the highest in the world.
- Learners from poor families are now exempted from paying school fees and discrimination against, and exclusion of, learners who cannot afford school fees has been outlawed. A Plan of Action to progressively increase access to free education is in place.
- Through the National Student Financial Aid Scheme we have empowered almost half a million students who have been able to study at higher education institutions. Over R2.6 billion in financial aid was provided between 1996 and 2002.
- The enrolment of black students in higher education has increased by over 65% in the past ten years.

Efficient and effective institutional structures of education

- Establishing a single national education department remains a remarkable achievement in overcoming the segregation and duplication of the apartheid education system.
- Further Education and Training (FET) colleges have been reorganised from 152 single-campus colleges into 50 multi-campus public FET colleges.
- The Higher Education system has been transformed from a fragmented and duplicated system of 36 race-based institutions into a unified system of 21 world-class institutions.

Schools as centres of community life

- School Governing Bodies have empowered communities and parents and ensured accountability at school level.
- New initiatives in Inclusive Education are expanding education opportunities for disabled learners.
- Through the Values in Education Initiative, schools are becoming centres for building our nation. This initiative is dedicated to promoting national pride and identity and nurturing the growth of democracy, social cohesion and moral regeneration.

Sustainable, safe and healthy environments for learning

- Since 1994 **55 000 classrooms** and **60 000 toilets** have been built.
- School feeding programmes provide the nutrition necessary for learners to participate fully in school.
- Safer school environments are ensured through the Safe Schools Programme.

Ensuring the highest quality of education

- Improved quality in education has resulted in an improvement in the performance of learners throughout the schooling system. The pass rate in the Grade 12 Senior Certificate examination has improved from 53% in 1999 to 72% in 2003. The Scottish Qualifications Authority certified the examinations as being of a high quality.
- 60 000 under-qualified teachers have been upgraded since 1998.
- More equitable learner-educator ratios have been established across the board through redeployment and post provisioning strategies in favour of areas of greatest need.

Creating a literate and learning society

- The South African National Literacy Initiative (SANLI) has reached nearly 2 million learners, in cooperation with a range of NGO and statutory partners.
- Adult Basic Education and Training (ABET) has established 2,371 ABET centres, providing training programmes in business management, agriculture, and applied technology to 210,569 adult learners.

Education as the wellspring of democracy, development and social cohesion

Chief Albert Luthuli, once a teacher in Grootville, saw education as the central thread in our social fabric.

Education provides a common language, creates common attitudes and norms for citizens. It is an important unifying factor in building national consciousness and pride—a healthy community spirit.

President Nelson Mandela, who led us through the first five years of transition and transformation, saw education as the key to our democracy and development.

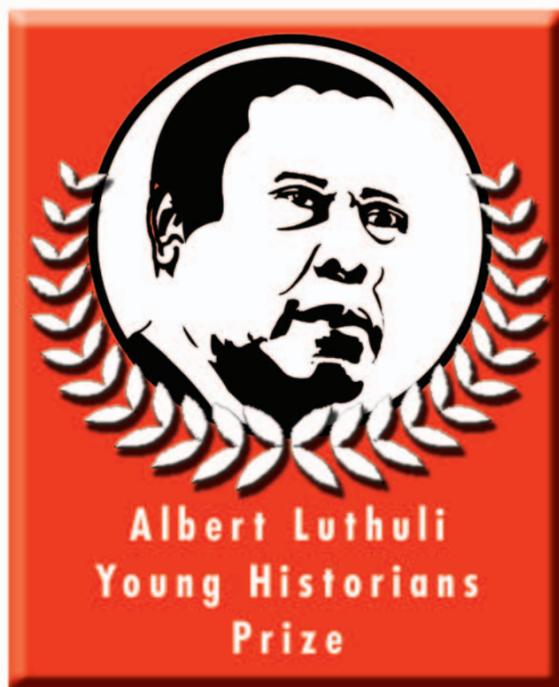
We can only make a better life for all South Africans if our young people get the skills and the training that we need to make our economy grow and make our democracy work.

As we celebrate ten years of freedom we say, as South Africans:

During the first ten years of freedom we learned to live together. During the second decade of freedom, we will live to learn together

Education is the key to the consolidation of our democracy and to building a sound and sustainable economy

Honouring the Memory of All

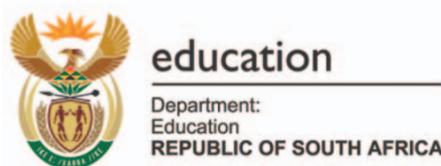


A National Oral History Project

“The task is not finished. South Africa is not yet a home for all her sons and daughters. Such a home we wish to ensure. From the beginning our history has been one of ascending unities, the breaking of tribal, racial and creedal barriers. The past cannot hope to have a life sustained by itself, wrenched from the whole. There remains before us the building of a new land, a home for men who are black, white, and brown, from the ruins of the old narrow groups, a synthesis of the rich cultural strains which we have inherited. There remains to be achieved our integration with the rest of our continent. Somewhere ahead there beckons a civilisation, a culture, which will take its place in the parade of God’s history beside other great human syntheses, Chinese, Egyptian, Jewish, European. It will not necessarily be all black, but it will be African”
- Chief Albert Luthuli. *Let My People Go* 1962

“The time will come when our nation will honour the memory of all the sons, the daughters, the mothers, the fathers, and the children who, by their thoughts and deeds, gave us the right to assert with pride that we are South Africans.”

President Nelson Mandela, First address to Parliament, 1994



South African History Online



The Albert Luthuli Young Historians Prize is a national oral history project to involve learners in reclaiming our past and honoring those who played a role in the struggle for freedom, non-racialism, non-sexism, and democracy.

The Young Historians’ Prize is named after Chief Albert Luthuli, a humble teacher who rose to become head of the ANC and one of Africa’s greatest sons, he fought for freedom, non-racialism, peace and democracy and was the continent’s first recipient of the Nobel Peace Prize in 1961.

Rules of the competition

The competition is open to Senior and FET learners.

Learners are expected to research and write an essay on either

An individual, either a parent, teacher or other member of your family or community who played a role in the student movement and the education struggles prior to 1996.

Or

An individual in the local community who participated in the Congress of The People.

Or

An individual in the local community who played a role in the political struggle for freedom in South Africa.

Essays must show evidence of research, analysis and argument. It is important that learners base their essays on oral history research. They should interview a member of the community, or family. They should include with their essays, any relevant photographs, memorabilia and documents relating to the individual’s experiences. Copies of tape recordings of interviews are important. The learner must get a letter from the individual authorising release of materials for publication and use of the interview.

Judging Process

The essays and accompanying material will be edited and published on SAHO website.

In addition, all the essays will be judged by a panel of experts and the best 50 essays from each region will then be sent to a national panel which will choose the nine best essays. The winning group of learners will be invited to a national workshop at which they will work alongside filmmakers to make a short documentary on their subject. The documentary will be shown on a SABC Television channel.

In addition, the school from which the learner comes will receive video and other equipment to undertake further oral history projects.

All essays should be forwarded to the provincial co-ordinators.

Further Information

For further information on the Albert Luthuli Young Historians’ Award, how to undertake oral history, history of South Africa, Timelines, Documents and the new history curriculum go to the SAHO website www.sahistory.org.za
E-mail Info@sahistory.org.za

The Albert Luthuli Young Historians’ Prize

The competition will run annually. It will identify those learners who have researched and written an essay, thereby recording the lives of those people in their community who have played a role in shaping our history.

The Albert Luthuli Young Historians’ Prize will give learners the skills to undertake research, to conduct interviews, and to write an essay on the lives of local and national heroes.

The Albert Luthuli Young Historians’ Prize will allow learners to contribute to the building of a national “Wall of Honour” online, celebrating the lives of those who played a role in the struggle for freedom and democracy.

The nine learners whose essays are judged as the best researched and presented will be given a chance to work with film makers to translate their research project into a short television documentary.

All submissions will be published on South Africa’s largest history education website – www.sahistory.org.za. As a result, thousands of people will read your essay. You would be responsible for recording the history of people from your community who played a role in bringing about changes in our country.

The Prize is named after Chief Albert Luthuli – a humble teacher who rose to become one of South Africa’s greatest leaders who fought for freedom, non-racialism, peace and democracy and was the continent’s first recipient of the Nobel Peace Prize in 1961.

The Competition has been started in order to allow young people to participate

Guidance for creative writing process

An introduction for teachers

As with most teaching and learning techniques, it is important to stress consistency in the writing process. Establishing a structured approach that is used for every assigned story is one way to create independent writers and ensure generalisation of writing skills. A typical writing process consists of steps. Essentially, it is a method used by teachers to lead learners from random thoughts to a cohesive, written story. The basic writing process consists of five steps: pre-writing, writing, revising, editing, and publishing.

Pre-writing

This is the “getting ready to write” step. Learners gather and organise ideas for writing. Young learners use drawings or simple words for pre-writing and older learners often use groups of words. In the pre-writing step, the teacher and learners choose a context, consider purpose, audience, and form while they gather and organise ideas for writing.

Writing (Rough draft)

Writing the rough draft is the step where the learners begin to compile all of the details into cohesive, flowing thoughts. In terms of structure, the story should have a beginning, middle and end. The teacher encourages learners to use transition words from the pre-writing step while varying sentence formats and lengths. Many learners get overwhelmed at this point and worry about spelling and grammar. Continuously remind learners that this is NOT the final paper and mistakes are part of learning.

Revising

Revising is making decisions about how to improve the writing, e.g. their story or poem. Learners pick places where the writing could be clearer, more interesting, more informative, and more convincing. This is the time learners add to their writing, re-arrange sentences or words, remove unnecessary parts of their stories, or replace words to help others understand the story.

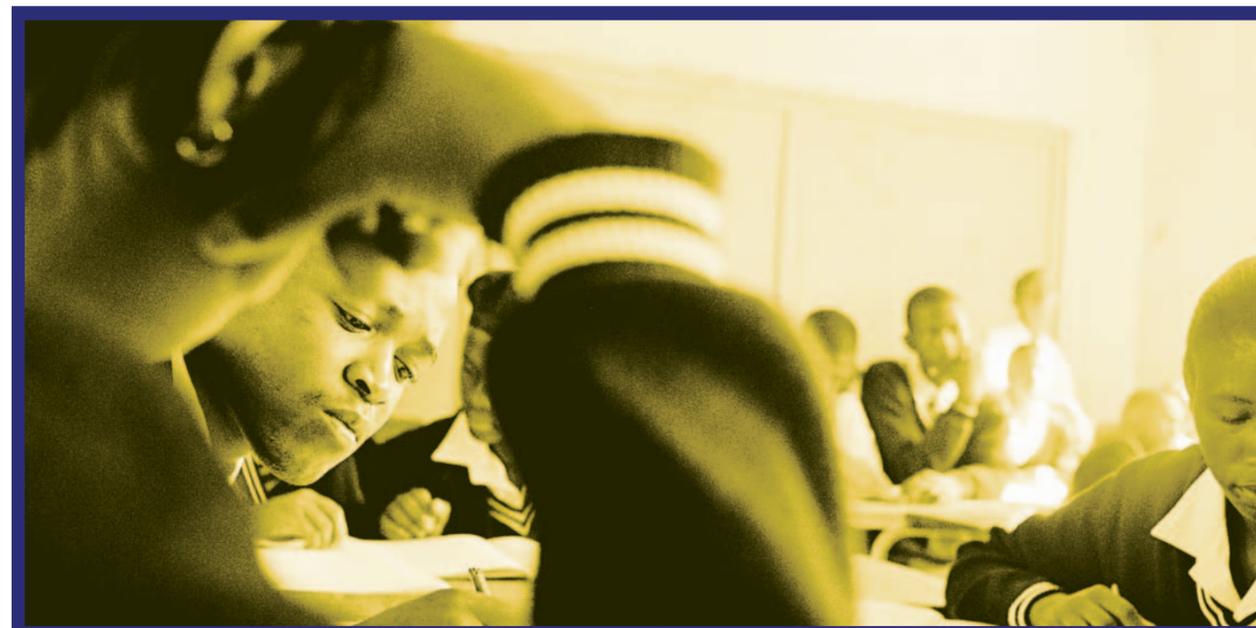
The revising step may include peer and/or teacher suggestions. During a peer revising activity, the teacher provides a list of questions and instructions that is both general (e.g., opinion of the story) and specific (e.g., identifying context sentence, detail sentences, concluding sentence). The writers use the revision feedback from their partners to make changes or to improve the story. Peer revising and proofing not only assists the writer in seeing ways to make their story better, but also allows the partner to obtain another perspective on the context.

Editing

Editing involves checking the story for errors in spelling, capitalisation, punctuation, grammar, sentence structure, subject/verb agreement, consistent verb tense, and word usage. The teacher may do all of the editing of the first few stories, and then gradually allow learners to work with a partner to edit. Eventually, learners will be able to recognise their own errors and edit their own stories. After the suggestions from the revising and editing steps are considered, the learner proceeds to the publishing step.

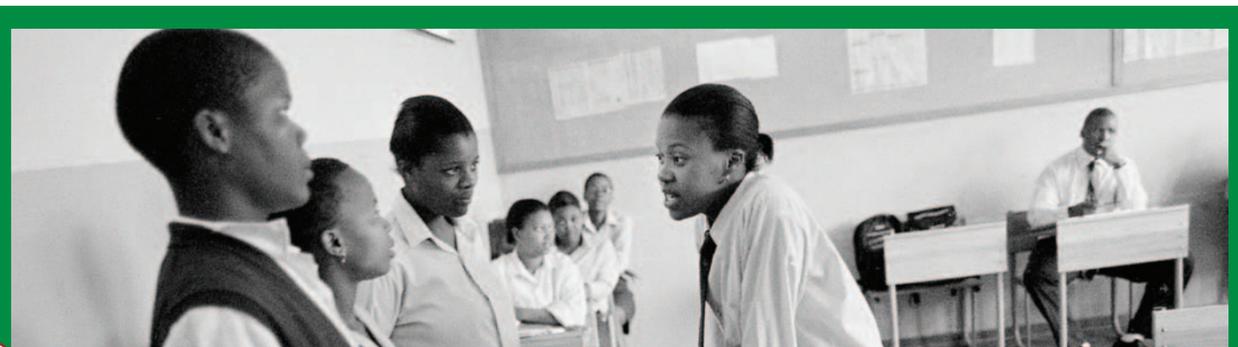
Presentation

Presentation is the final step of the writing process. Before beginning this step, some learners may need a discussion with the teacher to review corrections and/or to add any final recommendations for improvement.



South African best books

Title	Author	Publisher
<i>A Question of Power</i>	Head, Bessie	Davis-Poynter
<i>A Dry White Season</i>	Brink, André	W. H. Allen
<i>Life and Times of Michael K</i>	Coetzee, J. M.	Ravan Press
<i>The Blood Knot: A Play in Seven Scenes</i>	Fugard, Athol	Simondium
<i>Burger's Daughter</i>	Gordimer, Nadine	Jonathan Cape
<i>Ingqumbo Yeminyanya [The Wrath of the Ancestors]</i>	Jordan, Archibald Campbell	Lovedale Press
<i>Die Swerfjare van Poppie Nongena [The Long Journey of Poppie Nongena]</i>	Joubert, Elsa	Tafelberg
<i>Country of My Skull</i>	Krog, Antjie	Random House
<i>Living, Loving and Lying Awake at Night</i>	Magona, Sindiwe	David Philip
<i>Long Walk to Freedom: The Autobiography of Nelson Mandela</i>	Mandela Nelson	Little, Brown & Co
<i>Die Siel van die Mier [The Soul of the White Ant]</i>	Marais, Eugène	Van Schaik
<i>Down Second Avenue</i>	Mphahlele, Ezekiel	Faber & Faber
<i>Indaba, My Children</i>	Mutwa, Vusamazulu Credo	Blue Crane Books
<i>Inkinsela yaseMgungundlovu</i>	Nyembezi, Sibusiso	Shuter and Shooter
<i>Cry, the Beloved Country</i>	Paton, Alan	Jonathan Cape
<i>Native Life in South Africa</i>	Plaatje, Sol T.	P. S. King & Son
<i>Third World Express</i>	Serote, Mongane Wally	David Philip
<i>The Seed is Mine: The Life of Kas Maine, a South African Sharecropper, 1894-1985</i>	Van Onselen, Charles	James Currey
<i>Amal'ezulu</i>	Vilakazi, Benedict	Witwatersrand University Press



DO RESEARCH IN YOUR OWN COMMUNITY... CONTRIBUTE TO GRASS-ROOTS SOUTH AFRICAN HISTORY!

South Africa has a conflict-ridden history that was taught in a biased way in the past, neglecting the historical and cultural contributions of all our people. There was a focus on political leaders, important White people and broad socio-economic trends (e.g. industrialization, urbanization). We need to critically examine this past and rewrite it with inclusivity - irrespective of race, gender, age, language, class, beliefs and region.

This different approach will create grass-roots history, through the eyes of ordinary people, a 'history from below'. Apart from righting a lopsided history, this will enrich our new democracy. Recently there has been much work of this kind: marginalised people have written their stories or had their experiences recorded orally. Historians have researched early Black communities living in southern Africa before and after the first White settlers arrived. This process of recuperating our history must continue as new information comes to light, because all history is provisional.

Oral history is a great tool to explore the history of the people around us in our local communities. Ask them about their memories of the past, their traditional folklore and their cultural practices. We are rich with this information but its not written down. Instead it has passed from elders to children in the form of story telling, praise songs, incantations or rituals. Unless we use new methods to discover and then record this vital information about our past, it may be lost forever.

This is where the idea of the **Chief Albert Luthuli Young Historians Oral History Competition** comes in. YOU can be involved in filling the gaps in our past and building a new history. Many people played roles in your community in the struggle for freedom, in the political, educational and civic arena. Much of this has been neglected. You as a learner can be an historian and make the words of our former President Nelson Mandela come true: *"The time will come when our nation will honour the memory of all the sons, the daughters, the mothers, the fathers, and the children who, by their thoughts and deeds, gave us the right to assert with pride that we are South Africans."* Tell us about the lesser-known people who played a role in the struggle for freedom and democracy. This booklet and accompanying CD provides details of how to become involved in this exciting project. There are great prizes and incentives to participate, including the possibility of having your presentation adapted for a production on national television.

Getting started

First you need a clear understanding of the scope of oral history and the meaning of some key terms. Information given verbally (oral information) can be used by researchers (that's YOU!) in a number of ways. Here are some ideas to get you started:

Reminiscences: Community reaction to or participation in an historical event

A project like this will need background study in a library/on web sites. Did anyone in your local area take part in the Defiance Campaign of the 1950s? Did people in your community send demands to the Congress Of The People in 1955? How did the local people feel about women marching to Pretoria in 1956 and did any of them participate? Did they discuss these issues among themselves in your area? Were there any local meetings about it or any attempts to participate? Or were they content to let others push for freedom on their behalf? What difference has the new democracy made to the local way of life compared to life in the old, pre-democratic era? The answers to all these questions will fascinate you and likely fill gaps in our historical knowledge, but be careful to structure your findings and give them coherence around a particular theme, organisation or person. Avoid ending up with a jumble of disconnected memories.

Organise a 'think-tank' - then take a decision on your topic

We suggest that a class discussion to talk about possible people to research – those whom you believe played a role in your local community. If you can't think of a name, ask members of your family, your neighbors or elders. If you have access to the Internet you could go to www.sahistory.org.za and look at the list in our People section or on the Wall of Remembrance and look for anyone from your region, known to people from your school or family. Either way your research must be directed at a definite person. You cannot begin research until you have decided this.

Take a tentative decision on the form of your presentation

Once you have decided what you are going to research, you are going to need to give some thought to how you plan to present it. You don't have to decide on this immediately, and maybe you will change your mind as the research develops and you collect more information. But you should at least begin thinking about how you could present your findings. For this project you will produce a written document. You and your teacher could surprise everyone with a fresh idea for your presentation, by including old/new photographs, playing a voice recording and field notes (notes that you made while interviewing the person).

Oral History A Step by Step Guide

You won't be on your own. Information on the accompanying CD and the SA History Online website will help you. It takes you step-by-step through Research, Planning, Interviewing, Interpretation of material, and presentation and application of your material. An example of some of this is below:

Draw up a basic interview outline covering the main aspects of the information you need. Include the following:
Details like the person's name, birth date and place, address, employment, hobbies, marital status and family details. Don't forget to ask them about where they lived long ago and how it was then.
Ask both general and specific, detailed questions. Also, being flexible will mean allowing questions to present themselves in the interview. Read up on the topics you want to cover in the interview, and you'll be more able to adjust your questions in the interview.
Always try to establish where and when events took place. However, let contradictions or vagueness be. Often people don't remember an exact date, but can link it to events around that time which can be traced. Remember, you are directing the process but be flexible enough to let unexpected 'diamonds' surface.

A great deal of additional information (practical and theoretical) on how to undertake Oral History research is to be found on the accompanying CD – or by visiting the SA History Online website www.sahistory.org.za.

Suggestions for educators on how to engage learners on the Freedom Charter

Learning areas (GED) Languages, Social Sciences, Arts and Culture, Life Orientation

Subjects (FET) Languages, History, Dramatic Arts, Life Orientation

1. Learners could examine life under apartheid and write a speech from the point of view of a person in one of the photographs. Begin by asking learners what they already know about apartheid. Write down their responses to create a summary of their understanding of apartheid.

Discuss the following questions:

- What can we learn about apartheid from those who lived during that time?
- What do their voices add to our understanding of South African history?
- What do the resources, particularly photographs, teach us about life under apartheid?

Let learners choose a photograph and complete the following activity:

Pretend to be the person in the photograph.

- How do you think the person feels?
- What do you think that person is thinking?
- If that person were to speak to us what might she or he say?

Make a speech in the voice of that person. Use the first person (I, me) when speaking and try to capture the person's feelings and thoughts.

2. Design a questionnaire in class with learners based on the principles of the FREEDOM CHARTER in order that learners may interview parents and members of the community around the extent to which these have been achieved.

3. Learners could design a monument to Freedom that incorporated or symbolised the principles of the FREEDOM CHARTER.

4. Design a crossword puzzle with clues based on the main principles of the FREEDOM CHARTER.

5. Learners could draw a Freedom map of their community or province, choosing significant historical sites of the struggle for freedom across time. They could map struggles against colonialism or imperialism and /or the struggles against segregation and apartheid. For example: the siege of Mkopane 1854, (Limpopo), The Battle of Isandlwana 1879 (KZN), the Bambatha Rebellion 1906,(KZN), the Bulhoek Massacre 1921,(Eastern Cape), the Congress of the People, Kliptown 1955, the Sharpeville Massacre 1960, the Soweto Uprising, 1976, the Trojan Horse massacre, Athlone 1985, (WC).

6. Compare the FREEDOM CHARTER and the Preamble to the South African Constitution. To what extent are the principles the same and to what extent do they differ? Learners could write a short essay.

7. Research the historical roots of the FREEDOM CHARTER. See the Charter of the League of Nations, the UN Charter of the Universal Declaration of Human Rights, the African Charter and the Charter of Children's Rights.

8. Learners could discuss the question of what freedom means to them. They could also examine the question of rights and responsibilities around the question what does it mean to be a true member of the community and society.

9. Learners in groups could discuss issues around freedom and draw a poster highlighting rights and responsibilities.

10. Learners could work in groups to develop a presentation in any form (drama, poetry, etc.) that examines the struggle of an individual for the rights set out in the FREEDOM CHARTER.

11. Draw up a table with columns of rights and responsibilities: eg to be proud of our heritage, language beliefs and culture and opposite to respect the language, culture, beliefs and heritage: eg the right to quality education and other side the responsibility to be punctual, prepared and participate actively and respectfully towards others in class.

12. Using the FREEDOM CHARTER as a basis, learners could examine the extent to which the aims of the Charter have been achieved and to identify what challenges remain.

13. Learners examine the clauses of the FREEDOM CHARTER and create a charter for a democratic classroom:

Let learners draw up rules for life in there classroom, and vote for them.

When they have decided what rules they wish to include in the charter, let them, in small groups, write a preamble to the charter using the preamble of the Freedom Charter as inspiration.

Let groups compare each other's preambles and reflect on their experience of writing the preamble:

Does their preamble resemble the Freedom Charter's preamble? How are they similar? How are they different?

What changes did they make while writing their preamble?

How did the group decide what to include and what not to include?

What would learners in 50 years time think if they had to read this preamble?

SCHOOL ACTIVITIES

The celebration of the fiftieth anniversary of the adoption of the Freedom Charter in South Africa is a significant milestone in the history of the country. The Department of Education's contribution to the national celebration will take a variety of forms. The major thrust will be towards the engagement of all in the educational sector around the historical significance of the Charter, its vision and principles, as well as its links to present day South Africa and the Constitution.

The Department of Education through the Chief Directorate: Special Programmes, aims to integrate all festivals and celebration of national days during 2005 under the umbrella of the broad theme of: *"The doors of learning and culture shall be opened through quality education for all."*

The Department of Education will co-ordinate a number of national events that will involve provincial participation. At the same time, it is envisaged that there will be provincial, district and school based activities around national and other significant days under the broad theme.

Two of the planned programmes that seek to involve the mass participation of schools are the National Language Festival and the National Schools' Competition.

The guidelines for each are outlined below and schools are advised to contact the relevant provincial co-ordinator to indicate their willingness to participate in them and to get more information on provincial activities.

What is my school expected to do?

Principals are encouraged to seek the commitment of educators and learners to the Celebration of the fiftieth anniversary of the Freedom Charter. They should flag the school's intentions in monthly planning and involve the School Governing Body and community. They should display the resource pages of the Celebration of the fiftieth anniversary of the Freedom Charter in as many areas of the school as possible.

These resources are an invaluable guide for educators and learners in the classroom around the theme.

During 2005, schools are encouraged to participate in the National Language Festival and the National Schools' Competition. Schools should organise displays and to design banners reinforcing the themes. Such banners could be displayed at entrances of school premises, points of assembly or any other convenient but visible location on the school premises.

Material produced by learners for the National Schools' Competition could be displayed in school. Learners could plan and develop a mural / wall painting that reflects the feelings and experiences of themselves and members of the community around issues of freedom. Schools should be encouraged to interact with the local and broader community focusing on the Celebration of the fiftieth anniversary of the Freedom Charter through discussions, oral history projects and intergenerational dialogues.

Can the Celebration of the Fiftieth Anniversary of the Freedom Charter be seen to be part of the Curriculum?

Principals should encourage educators to include the celebration of the Freedom Charter as part of the year planning so that it is not seen as an addition to normal curriculum activities. Classroom activities that could feed in to the Celebration of the fiftieth anniversary of the Freedom Charter Competition and Language Festival could include any work from GET learning areas such as Languages, Human and Social Sciences, Life Orientation and Arts and Culture that falls within the main theme. At FET level, planning should involve as many subject areas as possible. Co-operation in planning between subjects should be encouraged.

The Department of Education's National Schools' Language Festival

What is the nature of the National Schools' Language Festival?

The Department of Education is organising a Schools' Language Festival. This festival seeks to promote and preserve languages as the living heritage of South Africa and, equally important, to foster a better understanding and respect amongst our people by promoting greater communication. The National Language Festival will take place on 16 June 2005 in Gauteng. Provinces will select provincial entries in each category to participate in the national festival.

What is the overall theme and sub themes for the National Language Festival?

Theme

The main theme for this year will be *The doors of learning and culture shall be opened through quality education for all.*



Underlying the main theme is a number of sub themes:

- *Open and free cultural treasures for all*
- *I am what I am, I am who I am* (To nurture a sense of belonging and national pride, to honour human brotherhood, liberty and peace)
- *Many tongues: A focus on language, multilingualism and oral culture*
- *Entangled Roots: Unity and Diversity (Reconciliation, anti-discrimination and anti-xenophobia)*
- *Voices of the past* (A focus on oral history)
- *Roots of the nation* (A focus on the history of South Africa)
- *My roots are alive - the link between past and present* (focus on culture and history)
- *Democratic participation through patriotism*
- *Social Justice, a healthy environment, human rights and inclusivity*
- *Abolish discrimination in cultural life, in sport and in education*
- *Education, our living heritage*

What language may entrants use?

Learners may enter in any of the eleven official languages, other indigenous languages, sign language and Braille. Educators should make special effort to encourage the use of indigenous languages as well as participation of learners with special education needs. Provision will be made for appropriate adjudication to accommodate learners' needs. These need to be communicated to the provincial co-ordinator. (See contact details below.)

What are the categories of the National Language Festival?

Category A: Public Speaking

Time limit:

- a. Primary Schools: 2-3 minutes
 - b. Secondary Schools: 3.5 –5 minutes
- A copy of the speech should be handed in to the adjudication panel.

Entries per province

- a. Primary Schools: one from Grade 6 or 7
- b. Secondary Schools: one learner from Grade 8-11

Category B: Poetry

General rules:

1. Copies of selected own choice passages, plays etc and competitor's names must be handed to the selection panel prior to the relevant session in English.
2. Please adhere to time limits.

Rules for Poetry

1. One person per item
2. The time limit is three minutes
3. Copy of poem and the name of the participant to be submitted to the selection panel
4. Entries per province:
 - One learner from Primary School per subsections below
 - One learner from Secondary School per subsections below
5. Items:
 - Formal Poetry (published works)
 - Informal Poetry (original works e.g. praise singing)
 - LSEN schools can enter under any category, and will be assessed inclusively.

Category C: Dramatised Poetry

1. Time limit:
 - Primary Schools: 5 minutes.
 - Secondary Schools: Maximum of 10 minutes.
2. Allowance will be made for the following, which excludes the actual performance time:
 - Setting of stage: 3 minutes
 - Striking of stage: 2 minutes
3. Number of participants per group: five or more
4. Additional music effects such as drums or background music will be allowed.
5. A copy of the poem must accompany the entry.
6. Entries per Province
 - One Primary School
 - One Secondary School

Category D: Debate

General Rules of Debate

1. The occasion of the debate is traditionally a formal one.
2. It is essential that teams prepare with the requirements of the rules in mind.
3. Once a school team submits itself as an entrant, it is honour-bound to fulfill its commitments.
4. The school may replace the team members of the entire team if the need arises.
5. No adjudicator should be approached with the request for marks to be divulged.
6. Where any rule is unclear, the adjudicator shall decide on the matter.
7. There should be two timekeepers for each competing team. A school will be penalised by 1 point per full minute over the time limit.
8. Each participating school should arrive at the venue at least 15 minutes before the time.
9. The convener will do her/his best: to supply three adjudicators for each debate. However, two adjudicators should be deemed sufficient to proceed with the debate.

How can my school enter?

Please contact your provincial co-ordinator to indicate your school's participation. (Names and contact details below.)

Who is our provincial co-ordinator for the National Schools' Language Festival?

Contact details

Province	Eastern Cape
Co-ordinator	Mrs P Tykela
Tel:	040 608 4425
Fax:	040 608 4683
Cell:	082 920 4042

Province	Free State
Co-ordinator	Mr K.J. Mosoeru
Tel:	051 404 8487
Fax:	051 404 8245
Cell:	072 248 8334

Province	Gauteng
Co-ordinator	Mr A.M. Ndlela
Tel:	011 355 0572
Fax:	011 355 0574
Cell:	083 376 8492

Province	Limpopo
Co-ordinator	Ms P.J. Makgatho
Tel:	015 297 4452
Fax:	015 290 7796
Cell:	082 939 8076

Province	Western Cape
Co-ordinator	Mrs D.G. Solomons
Tel:	021 467 2620
Fax:	021 467 2199
Cell:	082 443 8345

Province	KwaZulu Natal
Co-ordinator	Mr E. Mgadi
Cell:	Cell: 082 538 1806

Province	Mpumalanga
Co-ordinator	Mrs P.Maluleka
Tel:	013 766 5267
Fax:	013 766 5593 / 5580

Province	Northern Cape
Co-ordinator	Mr P.G. Van Nel
Tel:	053 839 6626
Fax:	053 839 6580/81
Cell:	082 8757 222

Province	North West
Co-ordinator	Mr J. Maila
Tel:	014 592 4536
Fax:	014 5978668
Cell:	082 573 9593



The Department of Education's National Schools Competition

What is the nature of the competition?

Learners should be encouraged to express themselves through written, visual or oral presentations on one of the sub themes in the following categories:

Category A

Visual Art (including three dimensional works in clay, waste or found items and photography). Works should speak to the Freedom Charter inspired theme:

The doors of learning and culture shall be opened through quality education for all

This Category is open to ALL Phases.

Please note: Artworks may be any two or three-dimensional work in any media, excluding glass. Art works should not be framed and, when packaged, should not exceed 0.5 cubic metres.

Category B

Creative writing in the form of poetry or short stories or prose. Creative writing works should speak to any of the following sub themes:

- Quality Education for All
- Education and the Community
- Education and Freedom
- Why Education is important to me

This Category is open to ALL Phases.

Category C

A research essay on either

An individual (either a parent, teacher or other member of the local community) who has played an important role in transforming education

or

An individual in the local community who participated in the Congress of the People

or

An individual in the local community who contributed to the political transformation of South Africa.

Essays must show evidence of research, analysis and argument. It is important that learners base their essays on oral history research. They should interview a member of the community.

This Category is open to Senior and FET Learners.

One FET winner from each province will be awarded the *Albert Luthuli Young Historians Award*.

Category D

Oral presentations:

Speeches on the theme:

The doors of learning and culture shall be opened through quality education for all

Speeches should show evidence of research. Speeches **MUST** be available in written form.

This Category is open to Intermediate, Senior and FET Learners.

Please note the following requirements for written work (including written forms of Category E speeches):

1. Written work by FET learners should not exceed 1000 words on A4 paper. (Younger learners' contributions can be substantially shorter.)
2. All pages should be clearly numbered.
3. It should be kept in mind that written works may be displayed. Entries may be handwritten or typed.
4. Learners should write on one side of the page only for display purposes.
5. Work must be correctly referenced with all sources consulted.

Category E

Mixed Mode presentations

Mixed mode (any medium of spoken word, song, drama and dance presented by groups on the theme:

The doors of learning and culture shall be opened through quality education for all

Presentations may combine different modes.

This Category is open to ALL Phases.

Please note the following requirements for Group Performances:

1. The number of participants in each group is not restricted.
2. Performances should not exceed 10 minutes per group.



What does the main theme and the sub themes mean to us?

The main theme is intended to encourage learners to explore the extent to which the doors of learning and culture have been opened in the first decade of freedom. It also intends to encourage learners to reflect on the practices within their own school and to examine the extent to which the values expressed in the Freedom Charter and the South African Constitution are advanced.

What language may entrants use?

Learners may enter in any of the eleven official languages, other indigenous languages, sign language and Braille. Educators should make special effort to encourage the use of indigenous languages as well as participation of learners with special education needs. Provision will be made for appropriate adjudication to accommodate learners' needs. These must be indicated on the reply form.

How will the competition be organised?

There will be three levels of adjudication:

At school level. Schools may select three entries from each phase and each category.

At district level: Each district will select three entries from each phase and each category through an adjudication process.

At provincial level: Each province will select a winner from each phase and each category through a provincial adjudication process at a provincial event.

Provincial winners in each category will be awarded with a certificate and an award (in the form of a book) from the national Department of Education.

FET winners in each province in CATEGORY C (research essays) will be recognized as the *Albert Luthuli Young Historians*.

General Rules of Entry:

1. The work submitted should be authenticated by the supervising teacher/s with respect to originality and ownership. Any form of plagiarism (copying) or blatant assistance from others (excluding advice from the educator) will result in the immediate disqualification of a learner.
2. Entries from all categories should have a title.
3. Teachers must adjudicate and select the school entries according to the general criteria at school level, before submitting these to the district/ circuit.
4. All written or visual art works entries will be accompanied by a form signed by the learner giving user rights to the Department of Education to publish, circulate and disseminate materials as it so wishes other than for purposes of profit and that the Department will remain the custodian of all written and visual art entries. The Department undertakes to acknowledge original artists and authors.
5. These works could therefore be duplicated or photographed for the school records before submission to the organisers.
6. All schools should ensure that they adhere to the deadlines that have been set.
7. Adjudicators' decisions at provincial levels will be final.
8. Packaging of entries is primarily the responsibility of schools.



Sample of entry form to accompany each entry:

This is the responsibility of the school to include the following details with each learner's entry on the cover-sheet of all written piece (including the written versions of Category C) or on the back of art-works.

Name of Learner

Age

Grade

Name of School

School address

Contact details

Name of Principal

Supervising Educator

Title of work

Principal's Signature
Declaration of Authenticity of learner's work

PLEASE NOTE

It is also the responsibility of the principal to make a declaration that all learners' work is original.



CELEBRATING THE FIFTIETH ANNIVERSARY OF THE FREEDOM CHARTER

Programme of Activities

MONTH	INTERNATIONAL / NATIONAL DAY / DEPARTMENT OF EDUCATION ACTIVITY	DEPARTMENT OF EDUCATION	SUGGESTED SCHOOLS ACTIVITIES
MAY	5 May 2005	Launch of the Department of Education's Campaign to celebrate the 50th anniversary of the Freedom Charter Opening of Art Exhibition Launch of the National Learners' Competition	Schools should contact provincial co-ordinator to indicate willingness to participate in the National Language Festival and the National Competition. Learners could prepare written and art works around the theme and sub theme for the National Competition and debates, public speaking and poetry items for the Language Festival.
	Africa Day 25 May 2005		Celebrating the freedom of South Africa within the context of freedom in Africa and the African Renaissance through the following activities: Distribution of maps and flags of Africa; Distribution of copies of President Mbeki's speech <i>I am an African</i> ; Cultural festivals – including representatives from other parts of the continent who live in the community
	Child Protection Week 23 May –10 June 2005		Schools could raise awareness of children's rights and safety, particularly in the context of child abuse. Schools could make learners aware of the telephone numbers of the following organizations: LIFELINE 0800 150150 CHILDLINE 0800 055555
JUNE	Youth Day 16 June 2005	Language Festival	Schools to encourage dialogue between learners and the community by bringing in members of the community to discuss past experiences of education and the role the community can play in the school.
	50 th Anniversary of the Adoption of the Freedom Charter 25 June 2005	National Concert	Schools could encourage discussion and debates around the Freedom Charter and around the theme: <i>"The Doors of learning and culture shall be opened through quality education for all."</i> Schools could mount a display of learners' work on the Freedom Charter. Schools could display materials on the Freedom Charter. Schools could have their own performances in the form of concerts or mini-festivals on music, songs and traditional movements based on the theme and the sub-themes of the Freedom Charter.
JULY	7-10 July 2005g	<i>Tirisano</i> Schools Choral Eisteddfod	Schools could participate in the local TISCE Competitions that are a build-up to the National Eisteddfod.
AUGUST	5-8 August 2005	National Girls' Games	Schools could hold local girls' games that will culminate in provincial and national games.
	9 August 2005	National Women's Day	Schools could focus on questions around gender and freedom - issues of power relations and to develop a charter of rights and responsibilities; Schools could organise intergenerational dialogues involving girl learners, teachers and community members Start a Girls Education Movement at the school by contacting the Directorate: Gender Equity Tel 012 312 5420 or visit the website: www.gem.gov.za
	8-9 August 2005	SADC Teachers' Conference	Schools could organise a seminar with local teacher union leaders to reflect on how conditions of teachers have changed since 1994.



MONTH	INTERNATIONAL / NATIONAL DAY / DEPARTMENT OF EDUCATION ACTIVITY	DEPARTMENT OF EDUCATION	SUGGESTED SCHOOLS ACTIVITIES
SEPTEMBER	International Peace Day 21 September 2005		Schools could do one or more of the following: Observe a minute of silence at noon; Ring a bell, light a candle for peace; Hold a service for peace; Have a peace chain involving the entire community; Dedicate the day to non-violence and promote non-violent means of conflict resolution; Promote reconciliation by dedicating an assembly to negotiation and the miracle of April 1994; Paint a peace mural; Promote schools as gun-free zones; Invite community members to speak about peace and how to build and sustain peace.
SEPTEMBER	Heritage Day 24 September 2005		Schools could draw in members of the community to celebrate the richness of local histories and cultural traditions.
	22-25 September 2005	<i>Ngoma</i> Indigenous Music, Movement and Games Festival	Schools could hold heritage festivals within their community and focus particularly on traditional music, dance, song and indigenous languages.
	30 September - 2 October 2005	Learners' Camp and Intergenerational Dialogue	Learners could be encouraged to discuss issues around the Freedom Charter and to draw up their own School Charter.
OCTOBER	International Day for older Persons 1 October 2005		Learners are encouraged to celebrate the lives of older persons by inviting older persons to the school.
	Teachers' Day 5 October 2005		Schools could celebrate the role that teachers have played in transforming education. Schools could hold intergenerational dialogues on the changes in education in the past ten years.
	14 October 2005	ZK Matthews Lecture University of Fort Hare	Schools could develop oral history projects within the community to capture (in writing, recording or visual forms) oral histories and traditions around the theme <i>of Our Forgotten Heroes</i> .
November	National Children's Day (first Saturday in November)		Schools could hold debates on issues around rights and responsibilities in concrete situations in schools and draw up school's own charter on children's rights and responsibilities within school. Schools could display this charter.
December	World Aids Day 1 December 2005		Schools could do the following: Display posters and other educational materials on HIV and AIDS prominently throughout the school; Invite a speaker from the community to discuss HIV/AIDS and the community; Make known the AIDS Helpline: 0800 - 012 322; Get copies of the Department of Education's publication <i>The HIV/AIDS Emergency Guidelines for Educators (Reprint 2002)</i> in all languages from Provincial Departments of Education or download the document from the Department of Education's website: www.education.gov.za Encourage learners to discuss issues around HIV and AIDS, particularly discrimination against people with HIV and AIDS, and to produce posters for display; Hold an exhibition of learners' creative writing and posters; Hold a special assembly at which HIV and AIDS is the theme.
	6-10 December 2005	SADC Girls' Education Conference	Learners could visit the GEM website: www.gem.gov.za and add their comments or pieces of writing on gender issues.
	Day of Reconciliation 16 December 2005		The school community should be encouraged to look critically at the way in which the school's history is portrayed and what symbols are displayed. Learners and with issues pertaining to the history of the school and school symbols, particularly around the focus on reconciliation.

We demand:

- 1 The right to own our own homes, and the land on which we built them.
- 2 The right to leave where we choose.
- 3 Housing loan schemes at low rates of interest.
- 4 Properly made roads and storm water drainage.
- 5 Better shopping facilities, particularly in the non-European townships.
- 6 The right of all people to own and work their own farms.
- 7 That no person be required to carry a pass or reference book.
- 8 Equal rights for all people.
9. The right to Vote

Elizabeth Motete
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