LESSON TITLE: Human Rights and the South African Constitution

RECOMMENDED GRADE LEVEL(S) FOR IMPLEMENTATION: 7-9

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: Two 40-minute periods (optional extra time might be utilized, depending on whether or not the UDHR has previously been introduced).

LESSON AUTHOR: Malcolm Coates

AUTHOR AFFILIATION (SCHOOL OR OTHER INSTITUTION): William Annin Middle School, Bernards Township (NJ)

BRIEF DESCRIPTIVE SUMMARY OF LESSON

This lesson on the Constitution of the Republic of South Africa will take place within the context of an Africa Unit in a Global Issues/Human Geography class. Specifically, this lesson takes place at the end of that unit. Students will look at the Constitution of South African because it is the most pro-human rights constitution in the world, with guarantees for housing, healthcare, food, water, a clean environment, and many other rights. Students will then analyze the gap between the promise of these rights and the implementation of them, filling in the graphic organizer together.

NJ STUDENT LEARNING STANDARDS ADDRESSED IN LESSON

A. 6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia
B. 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
C. 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Universal Declaration of Human Rights.

COMMON CORE CURRICULUM STANDARDS REFERENCED IN LESSON

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Reading Standards for Literature - Grade 7, 1.

LITERACY DEVELOPMENT CONNECTIONS IN LESSON

A. Read well written journalistic articles (including The Economist, The Guardian, Pink News, and The Conversation)
B. Read constitutional excerpts from the Constitution of the Republic of South Africa, 1996
LESSON GOALS/OBJECTIVES—Students will be able to:

1. Identify portions of the Constitution of the Republic of South Africa and the UDHR
2. Compare and contrast the human rights ideals with daily realities in South Africa
3. Evaluate South Africa’s commitment to Human Rights

LESSON METHODOLOGY AND PROCEDURES

Day 1:
1. Do Now: How are human rights guaranteed in the United States? (12 minute discussion) (Is there a guaranteed right to food? Is there a federal right to a clean environment? Is there a right to housing? – Discuss the rights that are guaranteed (speech, religion, freedom from quartering troops, etc.) and the rights that are not.)
2. One Minute Video: “5 Facts You Should Know About The South African Constitution”. Review video with students and ask them which facts stood out to them (6 minutes).
3. Distribute Handouts of the South African Bill of Rights and the UDHR (Kid Friendly version: http://hrlibrary.umn.edu/edumat/hreduseries/TB3/appendices/kidsversion.htm) Have students read the handouts silently. Ask students what sticks out to them, what comparisons can be made, and how they think these rights are enforced - let them talk this over with a partner, then share the ideas in a class discussion. When they notice the similarities, inform them that the South African Constitution (1994) was based on the UDHR (1948). (Optional - Also distribute a copy of the US Bill of Rights to further make comparisons) (17 minutes)
4. Distribute readings of four articles on separate colored sheets of paper. Readings come in different reading levels - therefore, they should be levelled based on student ability. Teachers will need sufficient student knowledge (such as can be gleaned from test scores) to appropriately distribute the readings. If there is time, students can start to complete the graphic organizer (see the attachments to these lesson plans) on their own as they read. Whatever is not finished in class will be homework.

Day 2:
1. Do Now: What does the Constitution of South Africa guarantee that the United States’ Constitution and Bill of Rights does not? (While reviewing the Do Now, you can ask students to list which ones they wish could be added to the U.S. constitution). (5-7 minutes)
2. Project the graphic organizer to the entire class and complete it as a class, so that they can learn from their peers. As the organizer responses are being completed, discuss the gaps between the human rights ideals and the realities of South Africa (specifically, you can ask “Does the expectations meet the reality?” The answer will always be no, so use this to build a discussion: Ask students what particularly stands out to them, or what could be done to narrow this gap. (23-25 minutes)
3. Class discussion: Should the Constitution of South Africa include rights that the government fails to uphold? Why or why not? (10 minutes)
ASSESSMENT OF STUDENT PERFORMANCE

A. Completion of the graphic organizer – is every section complete? Do they show understanding in each section, and the ability to analyze the gaps between reality and expectations?

B. Class discussions (what types of insights are they making? Are they simply stating facts or opinions, or are they posing questions, synthesizing data, and evaluating claims?

LEARNING RESOURCES (THOSE USED IN THIS LESSON)

1. Bill of Rights infographic - created by the Department of Justice for South Africa
   https://i.pinimg.com/originals/93/49/87/9349873daad52a390b0623fa3bfb297e.png
2. 5 Facts about the South African Constitution:
   https://www.youtube.com/watch?v=nCAXRcmraaY
3. What is happening to LGBT+ rights in South Africa? By Jasmine Andersson, Pink News
   9th February 2018, 6:55 PM
4. South Africa has one of the world’s worst education systems. The Economist
   Jan 7th 2017 | CAPE TOWN
5. How Cape Town was saved from running out of water. By Krista Mahr, The Guardian
   May 4, 2018
6. South Africa urgently needs to rethink its approach to housing. By Amira Osman, The
   Conversation June 4, 2017
7. Graphic organizer

EXTENSION RESOURCES WHICH FACULTY AND STUDENTS CAN USE TO FURTHER EXPLORE OR EXTEND LEARNING ABOUT THE LESSON TOPICS

B. “Resources and Power in Post-Apartheid South Africa.” Geography Alive!: Regions and
   People, by Alex White. Teachers’ Curriculum Institute, 2019.

MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS (CLASSIFIED STUDENTS, ENGLISH LANGUAGE LEARNERS, OTHERS)

1. Graphic Organizer can be scaffolded, some portions can be completed as a class or come prefilled for struggling students.
2. Language supports for difficult vocabulary, articles rewritten in basic English.
**Directions**: Read over your article, and fill in the relevant information in the graphic organizer below. Feel free to bullet point. When we come together as a class to compare articles, make sure to fill out the rest of this chart.

<table>
<thead>
<tr>
<th>UDHR section / SA Constitution Section</th>
<th>Article Summary nb</th>
<th>Expectation Vs Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGBT+ Rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is happening to LGBT+ rights in South Africa?
By Jasmine Andersson, Pink News
9th February 2018, 6:55 PM

While South Africa may have been one of the first countries in the world to introduce LGBT rights into its constitution, the nation holds a complicated relationship with its LGBT community.

South Africa’s LGBT history
South Africa’s homophobia is a colonial export. Sexual activity between men was prohibited until 1994, when minority rule ended and Nelson Mandela was elected the first nonwhite president of South Africa.

In May 1996, South Africa became the first jurisdiction in the world to provide constitutional protection to LGBT people, via section 9(3), which disallows discrimination on race, gender, sexual orientation and other grounds.

Although the country legalised same-sex marriage in 2006, an aggressive scheme of discrimination is still in place in the country – and it affects some members of the community more than others.

Hate Crimes
In December 2017, Joey and Anisha van Niekerk, a married lesbian couple, were beaten, tortured and murdered. While murder is still rare, discrimination in particular against lesbian women is still rife in some rural areas of South Africa. In targeted hate crimes, some gay women are assaulted, with black lesbians in poor townships under significant risk.

According to a five-year report by the Hate Crimes Working Group, the most discriminated against group in South Africa are the LGBT community, with 35% of hate crimes reported against LGBT+ people.

The personal and the political
Although constitutionally LGBT+ South Africans are protected, the perception of the community on a local and national scale is in flux. President Jacob Zuma may have recognised same-sex marriage, but he has been known to make hostile comments against LGBT people.

“When I was growing up, unqingili (a gay person) would not have stood in front of me. I would knock him out,” Zuma is quoted as having said. He was speaking at Heritage Day celebrations in KwaDukuza. Although he later apologised, South African commentator Darin Graham has remarked on the duplicity at force in South African society when it comes to acknowledging and advocating for gay people.

“Though South Africa has progressive laws for LGBT+ people – what’s on paper does speak for the reality of how things are,” said journalist and South African native Darin Graham to PinkNews. “And what’s really sad is that because of the advanced legal frameworks, some LGBT+ Africans facing unprecedented violence in their countries come to South Africa seeking refuge only to find that in many communities in the country – homophobia is rife and support is almost non-existent.
And like Zuma’s comments indicate, there are a host of wider cultural issues at play that affect how homosexuality is seen in a multicultural country like South Africa.

“There are also problems among other groups like the Afrikaner community. A lot Afrikaans families are very traditional and young LGBT Afrikaners are often forced to hide their identities from their families. Some are disowned by their parents and in South Africa, there is hardly any support or welfare for them. It’s not like in Britain – where there are some options available out there that people can fall back in really bad times. In South Africa, there is nothing and the sad reality is that a lot of these people end up on the streets and turn to drugs because they have no other choice.”

“I think in some areas it is getting worse, and in others it is improving. In places like the Eastern Cape, the home of the amaXhosa, the need for services to help LGBT people and their protection is imminent. LGBT people living there are three times more likely to be attacked than anywhere else in the country,” said Graham.

**The future for South Africa**

The likes of the Hate Crimes Working Group are vying to establish hate crime legislation in order to establish protections and justice for LGBT people.

“Twenty-four years into democracy, we still don’t have a government that responds to this need,” said lead researcher Joan Nel to [www.mambaonline.com](http://www.mambaonline.com). “We need a hate crime law to understand the problem in a country like ours, where we are sitting with massive inequality and massive divisions.”

For Darin Graham, a wider cultural push with the production of films like *Inexba The Wound* will start the conversations that will join together South Africans from all walks of life.

“There are a lot of organisations working very hard in South Africa to fight against a lot of these problems and I think actually, *Inexba* in a way, has sparked up conversation and debate in South Africa and actually a lot of people from within these communities have come out and stood up for LGBT+ people and I think that is a very positive thing.”

I hope when the new president and administration comes into power, services and support for LGBT people in South Africa improves, because President Zuma has done little for them,” he added.
South Africa has one of the world's worst education systems
The Economist
Jan 7th 2017 | CAPE TOWN

AFTER half an hour of pencil-chewing Lizeka Rantsan's class lines up at her desk to hand in its math tests. The teacher at Oranjekloof school in Cape Town thanks the 11- and 12-year-olds and flicks through the papers. Ms Rantsan sighs, unimpressed. Pulling one sheet of errant scribbles from the pile she asks: "How are we supposed to help these children?"

It is a question that South Africa is failing to answer. In a league table of education systems drawn up in 2015 by a club of mainly rich countries, South Africa ranks 75th out of 76. In November the latest Trends in International Mathematics and Science Study (TIMSS), a test sat by 580,000 pupils in 57 countries, had South Africa at or near the bottom of its various rankings, though its scores had improved since 2011. Its children are behind those in poorer parts of Africa. A shocking 27% of pupils who have attended school for six years cannot read, compared with 4% in Tanzania and 19% in Zimbabwe. After five years of school about half cannot work out that 24 divided by three is eight. Only 37% of children starting school go on to pass exams; just 4% graduate from high school.

South Africa has the most unequal school system in the world, says Nic Spaull of the University of Stellenbosch. The gap in test scores between the top 20% of schools and the rest is wider than in almost every other country. Of 200 black pupils who start school just one can expect to do well enough to study engineering. Ten out of ten white kids can expect the same result.

Many of the problems have their roots in apartheid. The Bantu Education Act of 1953 set out to ensure that whites received a better education than blacks, who were to be educated only enough to work basic jobs. Black pupils received about a fifth of the funding of white peers. They were taught almost no math or science. Most independent church-run schools that provided a good education in black areas were closed.

After Nelson Mandela became president in 1994 his government expanded access to schooling. It also replaced a school system segregated by race with one divided by wealth. Schools in poorer areas receive more state funding. But schools in richer areas can charge fees on top. In theory these schools must admit pupils even if their parents cannot afford the fees. In practice they are fortresses of privilege. There are still about 500 schools built from mud, mainly in the Eastern Cape. The Western Cape has some of the largest campuses in the southern hemisphere, with large sports fields that are the envy of the nation.

And yet money is not the reason for the failures. Few countries spend as much and see so little in return. In South Africa public spending on education is 6.4% of GDP; the average share in Europe is 4.8%. More important than money are a lack of accountability and the low quality of teachers. Central to both failures is the South African Democratic Teachers Union (SADTU), which is allied to the ruling African National Congress (ANC).

The role of SADTU was laid bare in a report published in May 2016 by a team led by John Volmink, an academic. It found "widespread" corruption and abuse. This included teachers paying union
officials for good jobs. The government has done little in response. Perhaps this is unsurprising; all six of the government officials running education are members of this union.

But even if there were better oversight most teachers would struggle to improve. In one study in 2007 math teachers of 11- and 12-year-olds took tests similar to those taken by their students. A scandalous 79% of teachers scored below the level expected of the students. The average 14-year-old in Singapore and South Korea performs much better.

It does not have to be this way. Spark School Bramley in Johannesburg is a low-cost private school, spending roughly as much per pupil as the average state school. And it is everything state schools are not. Its 360 pupils begin learning at 7.30am and end around 3pm-4pm; most state schools close at 1.30pm. At the start of the day pupils gather for mindfulness exercises, math questions, pledges to work hard—and a blood-pumping rendition of Katy Perry’s “Firework”. “We have an emotional curriculum as well as an academic one,” says Bailey Thomson, a Spark director.

Pupils attend math lessons based on Singapore’s curriculum; literacy classes draw on how England teaches it. Crucially, teachers are not members of the union. But they receive 250 hours of professional development per year, about as much as the average state-school teacher gets in a decade.

Early results show that its pupils are on average a year ahead of their peers. Spark runs eight schools and plans to have 20 by 2019. Other operators, such as Future Nation, co-founded by Sizwe Nxasana, a former banker, are also expanding. “We are never going to have a larger footprint than [the] government but we can influence it,” hopes Stacey Brewer, Spark’s founder.

This suggests that South African education is not doomed. But schools like Spark account for a tiny fraction of the country’s more than 25,000 schools. Widespread improvement will require loosening the grip of SADTU. In local polls in August the ruling party saw its worst results since the end of apartheid. This may force it to review education. More likely it will continue to fail children. “The desire to learn has been eroded,” says Angus Duffett, the head of Silikamva High, a private school. “That is the deeper sickness.”
How Cape Town was saved from running out of water
By Krista Mahr, *The Guardian*
May 4, 2018

Late last year, as the South African government faced the prospect of its capital city running out of water, they took an unprecedented gamble. The government announced “day zero” – a moment when dam levels would be so low that they would turn off the taps in Cape Town and send people to communal water collection points.

This apocalyptic notion prompted water stockpiling and panic, caused a drop in tourism bookings, and raised the possibility of civil unrest. It also worked. After years of trying to convince residents to conserve, the aggressive campaign jolted people into action. Water use was restricted to 50 litres per person per day. (In 2016, average daily per capita use in California was 321 litres.) Households that exceed the limit face hefty fines, or having a meter installed in their home that shuts off their water once they go over.

Locals started showering standing over buckets to catch and re-use that water, recycling washing machine water, and limiting toilet flushes to once a day. “It was the most talked about thing in Cape Town for months when it needed to be,” says Priya Reddy, the city’s communication director. “It was not a pretty solution, but it was not a pretty problem.”

Cape Town’s water use dropped from 600m litres per day in mid 2017 to 507m litres per day at the end of April. That’s still short of the 450m the city should be using, but Reddy says it couldn’t have been achieved otherwise. “We really did need to make it alarming enough, otherwise day zero would have happened.”

“The day zero campaign made us all think twice about water,” says Sue Fox, after collecting several litres of drinking water for her household from a natural spring in Newlands, an upmarket Cape Town enclave. “We’ll never, ever, ever take water for granted again.”

As global temperatures continue to rise, cities around the world will have to figure out how to do more with less water. The Western Cape’s multi-pronged response to its water crisis – from farming innovations to reducing urban water use to diversifying water supply sources – could serve as a blueprint for cities that find themselves, like Cape Town, looking at near-empty dams.

“We have pushed the limits far more than most other cities,” says Deputy Mayor Ian Neilson, who is in charge of the city’s water crisis response. “Millions of people have responded – literally millions.” But it’s not all positive stories of innovation, responsibility and altruism. Farmers in the drought-affected area have had to abandon as much as a quarter of their crops, by some estimates, and tens of thousands of agricultural jobs have been lost in the fray.

“This is the one that makes me the most depressed,” says Derick van Zyl pointing to a long row of parched trees in his apple orchard. These trees on the Esperanto Farm produce Pink Lady apples, a
coveted variety exported thousands of miles to the UK and Europe. They haven't been watered in months.

Esperanto is one of hundreds of fruit farms in South Africa’s Western Cape province that has had to get creative to cope with the drought. Despite Esperanto’s dams being at 28% capacity as of last October, most of its orchards have been luckier than these apples, thanks to water-saving hacks like night-time irrigation, mulching and concentrating water around the trees’ roots systems.

Finding ways to farm with less water is the new normal, Van Zyl says. Even if the Western Cape’s drought ends with the upcoming rainy season – and that’s a big if – climate change means warmer temperatures are on the way, he says. “There isn’t going to be more water. We’ll have to make do with what we’ve got.”

The combination of measures appears to have averted water armageddon - for now. The City has pushed back the day zero date to 2019. The move met with a heady mix of relief and exasperation. People wondered whether it had been a hoax, or an attempt for the city to make money off higher water fines.

The city has also faced criticism that it allowed political turmoil within City Hall – Mayor Patricia De Lille has been under fire for months – to slow down its response to the water crisis. Neilson, the deputy mayor, says the decision to call off day zero came down to transparency. “It was about being honest with the public,” Neilson says. “People would quickly call us out if we didn’t tell the truth. Our credibility would be lost.”

Now the city is charged with the hard task of making sure residents don’t slip back into their old habits. Though day zero is out of the immediate picture, the major dams that supply water to the Western Cape are still only about 20% full. If the rains don’t show up during the South African winter, day zero could still happen. By then, however, the city hopes to boost the city’s water supply through methods that don’t rely on rainfall, like repairing water delivery infrastructure, drilling boreholes to access groundwater, desalination, and water re-use.

A lot of ideas about how to bring more water to Cape Town have come past Neilson’s desk, including cloud seeding, harvesting water from the air and even towing an iceberg from Antarctica. “When somebody first tells you about it, you think it’s a crazy idea,” says Nick Sloane, a ship salvager who has been pitching the idea of the iceberg plan. “But the more you learn about it, it’s like, ‘Why not?’” Just telling an entire city no one can ever take a bath again, Sloane says, is the “wrong answer.”

Others would like to see the city look for long-term solutions closer to home. Christine Colvin, a water expert with the World Wildlife Fund, has been pushing the government to eliminate thirsty invasive species like pine, eucalyptus and wattle, which deplete dam reserves. By clearing non-native plants that are sucking up 38 million cubic metres of precious water each year, Colvin says Cape Town could be getting 7% more water annually.
South Africa urgently needs to rethink its approach to housing
By Amira Osman, The Conversation
June 4, 2017

The recent protests over housing shortages in Gauteng, South Africa’s richest province, have put the spotlight on the problem and the role of the government in providing it.

Housing is a difficult political issue in South Africa. Strict social engineering during apartheid meant that black people were disadvantaged. Cities were divided by race, and the black population forced to live far from places of economic activity and without public amenities.

When it came into power in 1994 the new government tried to address these issues through various strategies, initially focusing on building houses, then attempting to shift the focus from “housing” to “human settlements”. A new plan was announced in 2004, designed to address problems arising from the policies of the first ten years of democracy.

But problems have persisted, leading to protests across the country. The problem has been made worse by budget cuts. In addition, it is said that more than 100,000 people move to Johannesburg a year, making it impossible to address the scale of demand.

Recent events seem to imply that the government may be resorting to short-term measures to pacify anger and protest. But a major overhaul of housing policy is what is actually needed.

The government’s response to housing protests

Pinning down the exact size of the housing backlog is difficult. What is clear is that the government’s ability to deliver has declined. Protesters point out that they have been on housing waiting lists for many years. Extreme frustration has given rise to violent protests which have been growing in intensity.

People are unhappy with unclear time frames about when developments will take place. Tired of empty promises, they now want “timelines and commitments”.

The Gauteng government initially responded by outlining the projects it was planning. But these longer-term visions are starting to give way to unrealistic promises being made at community meetings. These include plans to initiate land distribution and housing projects as soon as next month, which is unlikely to happen.

Successes and failures

South Africa’s post-apartheid Constitution emphasised the right of everyone to adequate housing. This has been reaffirmed in subsequent Constitutional Court judgements, such as the celebrated Grootboom Case of 2000.

The housing programme is based on the Reconstruction and Development Programme of 1994. “RDP” houses became a colloquial term for free houses provided by the government.
South Africa’s mass housing programme has been hugely successful in terms of the number of houses built: nearly four million “housing opportunities” – serviced stands, houses or social housing units – have been built since 1994.

Yet the supply of houses has not been able to keep up with the increase in demand in urban areas. And the government’s approach has given rise to rows upon rows of “one-size-fits all” houses located at the periphery of cities, far from work opportunities and services, reinforcing apartheid’s segregation.

While it’s acknowledged that the country must think beyond free houses, and that sustainable human settlements must include socio-cultural amenities and jobs, not much has been done to make this a reality. The government is fully aware of this challenge. According to Paul Mashatile, the minister in charge of housing for Gauteng:

*RDP houses used to be built far away from anything. Today we are bringing RDP, bonded houses and rental stock together. We want poor people to live in the same space as everyone else.*

In a bid to achieve this objective, and to increase the supply of houses, two years ago the government announced a programme to deliver mega housing projects. These and other government plans will, over the next few years, see people being housed in new developments.

But corridor developments and mega projects bring new layers of complexity. Can these be managed? Can demand be addressed and anger reduced? Can this be done fast enough?

**Time for change**

Models of delivery can’t continue to depend on the government. Instead, government should see its role as facilitating a diverse and multifaceted approach to ensure the involvement of many role players. This would result in different types of housing products and housing delivery methods that are less reliant on subsidies.

There are potential solutions that the government could pursue. These include:

- Rethinking government’s role as the sole funder. Diverse funding streams and the involvement of a range of stakeholders would allow for low cost and affordable housing to be an integral part of all city developments in well located, mixed income, mixed function, mixed community settings.
- There should be a shift away from ownership and more focus on rental options. Private developers must be supported to operate in the field.
- Delivery needs to be quick and efficient with minimal bureaucracy and delay, and must acknowledge the social as well as the technical aspects of housing.
- Policymakers must revisit the questions of who should be targeted, what housing products should be delivered and how they should be delivered. For example, there needs to be a shift away from individual subsidies and products to collective models of housing.

There has been surprisingly little innovation in the field of housing. It’s time for that to change, before it’s too late.
BILL OF RIGHTS

EQUALITY
Everyone is equal before the law and may not be unfairly discriminated against.

HUMAN DIGNITY
Everyone has inherent human dignity which must be respected.

LIFE
Everyone has the right to life.

FREEDOM AND SECURITY OF THE PERSON
You have a right not to be physically detained without trial or abused in any way.

SLAVERY, SERVITUDE AND FORCED LABOUR
You may not be subjected to slavery or forced labour.

PRIVACY
Your right to privacy includes your body, home and possessions.

FREEDOM OF RELIGION, BELIEF AND OPINION
You have the right to think, believe and worship.

FREEDOM OF EXPRESSION
You have the right to say, read and study whatever you choose but hate speech is not allowed.

ASSEMBLY, DEMONSTRATION, PICKET AND PETITION
You have the right to peacefully assemble, demonstrate and protest.

FREEDOM OF ASSOCIATION
You have the right to associate with anyone.

POLITICAL RIGHTS
You may form a political party, run for office and vote for any party in free and fair elections.

CITIZENSHIP
No citizen may be deprived of citizenship.

FREEDOM OF MOVEMENT AND RESIDENCE
You have the right to enter and leave the Republic at will.

FREEDOM OF TRADE, OCCUPATION AND PROFESSION
You have the right to choose any legal trade or occupation freely.

LABOUR RELATIONS
Every worker and employer has the right to organise and negotiate to further their aims.

ENVIRONMENT
You have the right to live in a protected, healthy environment.

PROPERTY
No-one may be deprived of property, except in terms of law of general application.

HOUSING
You have the right to have access to adequate housing.

HEALTH CARE, FOOD, WATER AND SOCIAL SECURITY
You have the right to have access to health care, adequate food and water and social security.

CHILDREN
Every child has the right to a name, nationality and protection from abuse and exploitation.

EDUCATION
You have the right to receive basic education in the official language of your choice where that education is reasonable practicable.

LANGUAGE AND CULTURE
You have the right to use the language of your choice and practise your own culture.

CULTURAL, RELIGIOUS AND LINGUISTIC COMMUNITIES
You have the right to form, join and maintain cultural, linguistic and religious grouping of your own choice.

ACCESS TO INFORMATION
You may access any information held by the state for the protection of your rights.

JUST ADMINISTRATIVE ACTION
You have the right to administrative action that is lawful, reasonable and procedurally fair.

ACCESS TO COURTS
You have the right to resolve your legal disputes in a court or another impartial tribunal.

ARRESTED, DETAINED AND ACCUSED PERSONS
When arrested for allegedly committed an offence, you have the right to remain silent, to be brought before a court within 48 hours and the right to legal representation

LIMITATION OF RIGHTS
Everyone’s rights may be limited. The limitation should apply to everyone to the extent that it is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom.

RESPONSIBILITIES
All citizens are equally subject to the duties and responsibilities of citizenship.

ALL THESE LAWS
ARE SUBJECT TO THE
LAW OF THE LAND, BUT
APPLY TO ALL WHO LIVE IN
THE REPUBLIC OF SOUTH AFRICA.