

Women, Children, Families and Social Change in South Africa



Submitted by:

**Hattie R. McLin-Bronson, Team Leader
Sharron D. Paige, Team Facilitator
Kari S. Barrett
Carlos D. Wilson**

TABLE OF CONTENTS

Introduction	3
Women, Children, and Family in Relation to Poverty and Inequality in South Africa: “Education is Key”	6
Health and Social Change In South African Women, Children and Families Affected By HIV/AIDS	22
How Social Change Affects Child Labor and Education Rights for South African Children	33
References	43

INTRODUCTION

South Africa faces a combination of rapidly expanding opportunities for the non-white population, especially the women. However, there are enormous challenges such as unemployment, labor force, and HIV/AIDS pandemics. For many poor households, resources flow into families primarily through the elderly via an extensive state old-age pension, while working age adults and children are often not consumers of resources.

This project, from a team of three Fulbright Scholars, via Jackson State University, led by Dr. Johnnie Mills-Jones, brings together vital information from the USA and South Africa to analyze patterns for women, children, family and social change from both countries. It analyzes data from a number of sources, such as meetings, conferences, lectures, collecting data and face-to-face conversations and interviews.

As we know, trends of change in family, marriage, and social relationships have changed in view of current transformations in South Africa and America, as well. This is mainly because of working mothers changing functions and kinship obligations, and contemporary role definitions.

South Africa, with its 40 million residents, is a multicultural society with eleven official languages. Although most residents (76.7%) speak in indigenous African language (Xhosa 23.4%; Zulu 29.9%; and Sepedi 12%), English is the language that most people understand (Statistics South Africa 1996). Family life must thus be seen against the background of cultural diversity and extreme socioeconomic differences. Most families, primarily non-whites, are poor and struggle to satisfy their daily needs. Contributing in complex ways to different types of family structures are traditional practices, historical events- especially the racially discriminatory and disruptive effect of apartheid laws, which placed restrictions on movement, provided inferior

education and limited employment opportunities, and enforced compulsory shifting to families- and the demands of modern society (Ross, 1995).

When the first whites arrived from Europe in the seventeenth century, there were various dominant black groups with established cultural patterns in the country. After some internal conflicts between whites and black races (for example, the nine border wars on the Cape's eastern boundary between 1778 and 1878 and the Anglo-Zulu war of 1878), two wars were also fought against domination by the United Kingdom, originally from December 1880 to February 1881 and then again from 1899 to 1902 (Davenport, 1978). The Union of South Africa, with white minority government in power, was established in 1910. Afrikaner nationalism (supported by a white group with Afrikaans as its mother tongue) reached a climax with the formation of the Republic of South Africa in 1961. The National Party had come into power in 1948, and this is viewed as the beginning of legal apartheid (separate development), which lasted until 1994. With the first true democratic election in 1994, a predominantly black political party came into power and immediately began to transform society at all levels- economical, social, and educational. The main focus of this transformation process had as its objective the empowerment of nonwhite South Africans in particular.

Although the white population flourished economically and progressed in various ways during the greater part of the twentieth century, various factors had a negative effect on nonwhite families. Urbanization increased rapidly, especially after the abolishment of the influx control regulations- legislation prohibiting people from moving and settling freely to any part of the country- in 1986. However, with the precarious circumstances in which many families had to live (in cities and rural areas), as well as physical separation between husband and wife in many

cases (primarily as a result of the migrant labor system), large-scale family disruption occurred in traditional black, colored, and Indian families.

The arrival of political freedom and power in 1994 did not automatically bring about economic power for nonwhite majority. Most nonwhite families still cannot satisfy their basic needs. The consequences of the previous political era are, therefore, still visible in the low educational and living standard of many nonwhite South Africans (uneducated 21.6%; Statistics South Africa, 1996). As a result, the high crime statistics are ascribed to, among other things poor socioeconomic circumstances, high unemployment (24%), circumstantial frustration, and the failure of politicians to meet campaign promises. Signs of tension are evident in many families in high divorce rates (whites 357 per 100,000 of the population; Indians 142 per 100,000; coloreds 116 per 100,000; and blacks 23 per 100,000; Statistics South Africa 1996), family violence that takes place in many households, and the high rate of teenage pregnancies and out-of-wedlock births. At the same time, the adverse effects of the AIDS epidemic (11% of the populations) are already affecting many families and will continue to do so. Given this context, three Fulbright Scholars conducted research in the following areas:

- Women, Children, Family and Social Change: “Education is Key”
Hattie R. McLin-Bronson, Ed.D
- Health and Social Change in South African Women, Children and Families Affected by HIV/AIDS
Sharron D. Paige, MPH, RD, LD
- How Social Change Affects Child Labor and Education Rights for South African Children
Kari S. Barrett

Unit 1: Women, Children, Family and Social Change

Sub-Unit Topic 1: Women, Children, and Family in Relation to Poverty and Inequality in South Africa: “Education is Key”

Scholars: Hattie R. McLin-Bronson & Carlos Wilson

Level: Post-secondary/University

I. Unit Overview

A. Introduction

A number of studies have confirmed the direct relationship between poverty and education (e.g. Ribish 1968; Vally 1998; Preece 2005; Akooje and McGrath 2006).

Research has established that higher education can have positive effects on productivity, income levels and employment, education of the next generation (intergenerational effects), health fertility, and nutrition, as well as empowerment, social inclusion and participation. Educational interventions including adult education enable people to realize their full potential and improve their well-being. The main assignment is to help poor people improve their chances of changing their situation.

This unit represents information gathered from several locations in South Africa. The data were basically collected through lectures, presentations, observations, written documents, and face-to-face interviews from elementary, middle schools, high schools, university presidents, professors, counselors, ministers, teachers, students, mothers, community leaders, stakeholders, and internet services. The structured processes were done with project researchers to gather more information about Women, Children, Families and Social Change in South Africa as well as poverty.

However, prior to coming to South Africa, intensive training, interviews, and orientation classes were provided by; the Project Director, Dr. Johnnie Mills Jones and her team of educators.

This unit will be taught by eighth and ninth grade teachers in the Jackson Public Schools and other middle schools in the state of Mississippi. The class projects and activities will be shared with students in South Africa and Mississippi, or until conditions are improved for women and children throughout the world. Funds will be requested from local, state, national, and international sources for further research and trips to South Africa. Results of the research unit will be shared with several junior high schools in south Africa. Also the unit will be published for future study and recommendations.

B. The Problem

There is a dire need to do more research on inequalities of children, family, and social change in South Africa.

C. The Purpose of the Research

The purpose of the research unit is to further explore conditions of inequalities of women, children, family and social changes in South Africa.

D. Research Questions

1. After the post-Apartheid in South Africa, what are some challenges that women are facing?
2. Even though many South Africa women run the household, they still have the lowest status. What are some programs in place to bring about change?
3. How can sex roles and gender changes be changed?
4. How can South African women become more recognized as partners toward improving their standard of living?
5. How can storytelling change and empower women's networking for social change.
6. What are some long standing beliefs pertaining to gender roles and social change in South Africa?

II. Unit Objectives

- A. To inform and expose students to the culture and adversities of women and families in South Africa.
- B. To demonstrate teaching strategies and techniques to aid the conditions of women, children and families in South Africa.
- C. To encourage teachers and students to devise new creative and innovative plans in order to assist women, children and families in South Africa.
- D. To explore avenues in order to obtain local, state and federal dollars or grants to aid and support families in South Africa.
- E. To form a working coalition between women and children in the Jackson Metro area with women and children in South Africa.
- F. To create a support network to hold up efforts to protect battered women and educate homeless girls by placing them in a safe environment. Two field trips will be taken. Students will share their experiences with women and children in South Africa.
- G. To inform, provide guidance, and assist parents and children on how to become educated and less dependent on males in order to have a healthy quality of life.
- H. To organize an educational excursion to South Africa for selected students, teachers, administrators, and other stakeholders.

III. Unit Content

A. Family Support and Rapid Social Change in South Africa

Post-apartheid South Africa faces a combination of rapidly expanding opportunities for the non-white population and enormous challenges such as severe unemployment and HIV/AIDS pandemic. For many poor households resources flow into families primarily through the elderly via an extensive state old-age pension, while working-age adults and children are often net consumers of resources (Lam, D. & Levinsohn, 2008). This unit consists of general information, teaching activities, and strategies, teaching activities, and recommendations for future researchers.

B. Women in South Africa

Rural women in South Africa are most likely to be poor, least likely to have an education, and least likely to find employment. They are most likely to suffer at the hands of an abuser and yet are most likely to be the head of the household and the sole bread winner for their family. They are most likely responsible for child care, accessing resources for power, fetching water, preparing food and caring for the sick and elderly. Rural women however have the lowest status and are least likely to occupy positions of power.

The Social Change Assistance Trust (SCAT) is a program which supports community based organizations in rural communities. SCAT has its mission to improve the quality of life for rural people in order for them to live in a vibrant and sustainable environment. SCAT achieves this through the strengthening of rural mobilizing resource, capacity building and developing the intellectual capacity of people in partner organizations. Rural women must form a coalition here and abroad despite great coercive pressures on them not to do so. Young girls must be educated to understand that they have a right to a violence-free life, and that the systems that are skewed and distorted in favor of male domination must be changed. All over the world, ignorance is a building ground for bondage and oppression. The less you know the more vulnerable you are to exploitation and abuse. Without education, women are all too often doomed to an unhealthy dependence on males who are then free to exploit their financial dependence (SCAT, 2007).

C. Sex Roles and Gender Roles

(Machel 1998) refers to the sex roles and gender roles of women. Sex roles identifies the biological make up and difference between the male and female. Gender is

constructed socially and identifies the relationship between men and women in the context of power relations. Gender is not natural or god-given, but is created by society through socialization using institutions such as the family, the church and religion, school and education, and the state and laws. Gender relations can therefore be changed by the very society that created them.

In addition, gender roles exist in all spheres of society starting with the division of labor in the family. Women are usually allocated the role of domestic chores as if it were natural for them to do this. This work is hidden and not paid for. For most women in this country, domestic chores are additional to the work they do outside the house. This means that women have very little spare time.

In conclusion, the socially determined roles for men and women are culturally or socially created and are given the status of being natural and normal as if they have always been and will always be. From these gender roles, certain characteristics are expected of men and are a reflection of what it means to be male or to be masculine. While other characteristics are attributed to women as a reflection of their femininity. For example, men are supposed to be natural leaders, decision-makers, and providers in society beginning within the family while women are the caregivers, supporters, and followers of men.

D. Trends in Women's Situations and Family Planning in South Africa

Women have unequal access to education, information, health services, income, and social rights in South Africa. Girls in lower socioeconomic groups tend to marry young, keeping them from educational opportunities and increasing adolescent pregnancy

and related health risks. Mean family size is six. People prefer sons. Lack of abortion, housing, and food drives some children into crime.

The extended family system is eroding, resulting in less family support for women. Women are responsible for child bearing, breast feeding, child care, farming, cooking, and household chores. Employers tend to hire married women because they are paid less than single women. Overworked, underpaid, and underfed women are at high risk of maternal mortality and of bearing a low birth weight infant. Maternity benefits do not exist. Women have limited access to family planning services. All these factors and sex discrimination cause women low social status. South Africa must recognize that women are partners in development and contribute in improvements in the standards of living. Mobile clinic workers routinely give rural women with at least three children Depo-Provera injections, yet they receive little information about it. In rural areas religious women tend to use natural family planning methods. Abstinence while breast feeding is still the norm among these women. Illegal abortions account for 50% of maternal deaths. AIDS prevention campaigns have increased condom use, especially among teenagers. The government promotes privatization of health care which reduces access to health care and family planning services. Women must organize and empower themselves while the population growth rate is lower than the African mean (2% vs. 2.6%), the proportion of the population under 14 years old is greater than the world average (37% vs. 33%). The government needs to develop a population policy linked to African women (Afrikaner Women's Organization, 1990).

E. Breaking with Traditional Storytelling

Violence against women was the theme of a recent digital storytelling workshop organized by APC-Africa-Women and Women's Net, held in Durban, South Africa from 25 to 29 of August 2007. APC-Africa-Women is the African regional program of the Association for Progressive Communication Women's Networking Support Program (APCWNSP), an international network of women for support who support women's networking for social change and women's empowerment through the use of Information and Communication Technologies (ICTs).

Seventeen women from throughout Africa gathered for one week to develop the skills to use technology for creation of digital stories as a means of combating domestic, sexual, and other forms of violence faced by African women. "We seem to be different, we speak different languages, we live different lives, but we are all the same. We share the same experiences of being women who must confront violence," one participant emphasized. The objectives of the workshop were to demonstrate the potential of digital stories for promoting social change and to create content developed by women and for women.

Tradition is deeply rooted in our lives and the prevailing attitudes in society place women at a disadvantage. In many communities, women are forced to remain silent and are unable to demand their rights. They rarely have the chance to speak and are not allowed to express themselves in front of men.

For the most part, African women who are victims of violence are obliged to keep the silence and secrecy imposed by society. They have no other alternative. In cases of misconduct, in some countries like Mali and Gambia, families have a major influence on women, and they are seldom free to make their own choices.

The workshop trainers taught the participants some story telling tips, guiding them to highlight key moments in their stories through a script. Once the scripts were completed, the women made sound recordings of them with their own voices and their own rhythms. As a part of the highly creative process of producing digital stories, the women at the workshop combined their words with powerful images with the help of software programs like Adobe Photoshop and Premiere.

The participants worked long hours on the computers, creating powerful digital stories that address a wide range of issues and evoke the challenges forced by women. Through this process they developed short videos that recounted their own personal experiences. “Focus and discipline, that’s a principle I learned, and I think it works better,” several of the women noted.

Digital stories hold tremendous power for bringing about change. They are powerful tools for advocacy and bring a new dimension to the fight against violence against women. These digital stories speak about women inequality, hope, and the commitment of those who have decided to break the taboos and encourage women to make their own choices. Through digital stories, women can demand their rights. The impart and power of images and words are used creatively to contribute to safeguarding women’s rights.

Digital stories can be used to create awareness, and women can build on their own experiences or those of others to take the next steps. Many girls and women have lost their lives, and the African workshop participants remember them by lighting candles and observing a minute of silence. It was a powerful moment that led many of those present

to fully realize how many of our sisters have their lives cut short by violence (Niombo, S., 2007).

F. Conclusion

In general, all racial and ethnic groups in South Africa have long standing beliefs concerning gender roles, and most are based on the premise that women are less important or less deserving of power than men. Most African traditional social organizations are male centered and male dominated. According to women in society, even in the 1990s, in some areas of South Africa, for example, wives walk a few paces behind their husbands in keeping with traditional practices. Afrikaner religious beliefs, too, include a strong emphasis on the theoretically biblically based notion that women's contributions to society should normally be approved by, or be on the behalf of men.

Twentieth-century economic and political development presented south African women with both new obstacles and new opportunities to wield influence. For example, labor force requirements in cities and mining areas have often drawn men away from their homes for months at a time, and as a result, women have borne many traditionally male responsibilities in the village and home. Women have had to guarantee the day-to-day survival of their families and to carry out financial and legal transitions that otherwise would have been reserved for men (Women in Society, 1996).

IV. Instructional Strategies

- A. The teacher will show a power point presentation to inform and expose students to the culture of women and families in South Africa
 - The teacher will give a pre-test to access students prior knowledge
 - The students will research more information from the internet on women, family, and social change
 - Students will write definitions in a notebook.

- B. The teacher will give a lecture using an overhead projector per visual banners, show posters and give handouts to students.
 - The students will brainstorm, discuss information, make a list of questions about various information and do art work. Students will begin research in initiatives in the computer lab.
- C. The teacher will work with students in small groups in order to organize devise and make a step by step plan to suggest ways and procedure to help women and children in South Africa
 - The students will write a brief press release, under three minutes, expressing their sincere courage, persistence, ingenuity, intelligence and diplomacy, not to mention pride, in actually contributing to welfare of women and children in South Africa
- D. The teacher will pose a series of questions to help students think about, analyze and find solutions to securing funds to support families in South Africa.
 - The teacher will discuss the upcoming field trips
 - Students will design an action plan for the problem
 - Students will answer the following questions in essay form (teacher directed)
 - What do I know about the problem?
 - What do you think is a good solution?
 - What do you need to do to make it happen?
 - What did you learn from the process?
 - How did you feel about yourself?
- E. Teachers and students from the Jackson Public Schools will communicate periodically with the teachers and students in South Africa to embrace social change as a pillar of teaching and learning in our classrooms to declare that both groups are responsible for improving our world.
 - Students will look to the teachers to help them decide what to do in order to improve social change and teach them how to translate their ideas into actions
 - Students will define coalition, relationships, responsibility, equality, fairness, mutual support, collaboration, discrimination and caring

The teacher will give students the opportunity to share their prior knowledge about social change and forming coalitions. This will make them feel smart from the outset and enable the teacher to gather valuable details about students' individual skills and interests. For low achievers the prompt could be: Think of a time when you helped someone. The students can respond by writing, drawing a picture, on making an annotated drawing with images and words. Students may discuss their work in small groups before sending it abroad.

- F. Tow planned field trips. The teacher will plan two field trips, one will be to a home for battered women and the other one will be for homeless or orphan children- especially girls. The teacher will design a questionnaire for women and children. The students will gather the information. Students will read for non-reading parents and children

- Students will take pictures, write an essay and have a debate between boys and girls on various issues.
 - Students will write an essay about their field trip and later share their essays with women and children in South Africa.
- G. The teacher will allow students to write, reflect on and think critically on their work and trips from this class. Teachers will be able to further students' understanding of working for social change and assist them in thinking about their relationships to a community and global problems. Information will be shared with both women and children in South Africa in order to encourage them to get an education and become less dependent on men.
- Students will write a friendly letter
- H. Students, teachers and administrators will visit the following areas in South Africa and will thoroughly research these important areas..
- University of Fort Hare
 - Cape Town
 - Pretoria
 - Johannesburg

V. Unit Activities

A. Day One

Activities

1. The teacher will present a PowerPoint presentation on South Africa that was prepared by Fulbright scholars from Jackson State University and other schools and universities from the United States. (20 Minutes)
2. The teacher will give a brief overview of the unit using recent research notes.
3. Students will be given an opportunity to ask questions about the presentation and the overview.
4. Students will be given a short pretest to determine their prior knowledge of the unit.
5. Students will write definitions of the vocabulary and put in their notebooks.

Assignments

1. Students will write an eight page essay discussing the PowerPoint presentation and the overview in his/her own words.
2. Students will add vocabulary words to their notebooks. Notebooks will be turned into the teacher at the end of the class.

3. Students will work in small groups to prepare a song, drama, skit, dance, art work, PowerPoint presentation (3 minutes) for the last lesson on unit.

B. Day Two

Activities

1. Students will work in small groups and demonstrate through art work their understanding of vocabulary words. Students' best work will be placed in the hallway.
2. Students will change groups and go to the computer lab to research the following locations in South Africa: Pretoria, Fort Hare University, Cape Town, Johannesburg, Alice and Zululand.
3. Students will locate Fort Hare University, Cape Town, Johannesburg, Alice and Zululand on maps.

Example: Johannesburg
Students will locate and share information via PowerPoint presentations.

- a. Nickname - Jo'burg (City of Gold)
- b. Motto - A world class city
- c. Country - South Africa
- d. Government - Mayor is Amos Masondo
- e. Population - In 2007 the population was 3,888,180
- f. Website - www.joburg.org.za

4. Students will research the remaining locations.

Assignments

1. Students will research information on women and social change in South Africa. Students will use the internet, textbooks, research books, and the newspaper to locate information.
2. Students will brainstorm and make a list of questions to share and discuss in class
3. Students will participate in a debate on class eight.

C. Day Three

Activities

1. Students will continue discussing the South Africa locations.
2. Students will sort their questions into categories in order to answer more than one question.
3. Students will write a three page essay in class to make a step by step plan to devise step by step ways to aid women and children in South Africa.

4. Students will look at some artifacts, art work and raise questions.
5. Students will begin a journal writing activity for future purposes.

Assignments

1. Students will critique and rewrite their essay if needed.
2. Using their social studies text book, students will compare arts and artifacts from the USA with the arts and artifacts from South Africa. Fulbright scholars will share their arts and artifacts with class.

D. Day Four

Activities

1. The teacher will pose questions to students about securing funds for a trip to Africa.
2. Students will find solutions to secure funds, etc.
3. Students will receive extra help on completing their essays for a grade.
4. Field trip permission slips will be sent home for parents' or guardians' signatures.
5. Questionnaires will be read to non-reading women when appropriate.

Assignment

1. Using the school's camera, students will take pictures of their favorite piece of art or artifact and write a riddle about it.

E. Day Five

Activities

1. Students will go on two field trips.
2. All essays will be completed and the final product will be shared with students in South Africa.
3. Students will continue writing in their journals on women, children and social change.

Assignments

1. Students will continue to locate different language of students in South Africa. Students will search the internet and other resources.
2. Students will place art activities in the lunchroom for display.

F. Day Six

Activities

1. Students will work in small groups to share their homework assignments about the different languages in the South Africa.
2. Students will prepare for the field trip to the battered home for women and children. This will be a full day trip.
3. Students will be expected to interview parents and one student at the centers. Information will be treated confidentially.
4. Teachers will assess students based on their performance during interviews.
5. Students will compare adverse conditions of women and children in Mississippi to women and children in South Africa. Fulbright Scholars will share their experiences and documents with students and teachers.

G. Day Seven

Activities

1. Students will be expected to write a friendly letter to a student in South Africa. Students will be encouraged to email as well.
2. Teachers in Mississippi will communicate with teachers in South Africa via e-mail, letters, and phone calls, when applicable. The purpose of the communication will be to plan a class trip to some south African Schools.
3. Students will work in small groups in order to prepare for the debate.
4. Students will be given a unit test.

H. Day Eight

Activities

1. Students will participate in a debate on the role men vs. women and social change. The boys will debate the girls (30 minutes).
2. Students will be given the unit assessment. Grades will be recorded and used as a part of the final grade.
3. Students will mail letters to the students in South Africa.
4. Students will participate in a fund raising initiative in order to raise money for the south Africa trip.

VI. Critical Thinking Activities

A. Activities

1. Using the internet, students will gather related information on women, family, and social change in other areas.
2. Students will research and study the culture, language, and other aspects of students in Zululand, Pretoria, Cape Town, and Johannesburg. Students will be placed in on-going study groups.
3. After gathering research, students will share findings across the country.
4. Students will continue to add and update their PowerPoint presentations and other pertinent information and findings.
5. Students will begin a service project by collecting and sending school information, books and other school supplies to students in South Africa.
6. Students will continue to explore avenues to secure funds to visit the students in South Africa.

B. Teacher Led Questions

1. What can women do to form coalitions here and abroad that will remove obstacles? What sources will be necessary to bring about change?
2. How can support network be put in place for children and women?
3. How can we change the nature of a male-shaped society?
4. How can women, themselves, create an alternative culture that will require great courage, sacrifice and political know-how?
5. How can women exercise their rights that are already written on the books?

VII. Suggested Research Activities

A. Students will research leading women in Mississippi and South Africa in the following areas:

1. Education administration
2. Law
3. Religion
4. Science and agriculture

5. Medicine
6. Sports
7. Technology
8. Commerce

B. Students will research the Gender Equity Development Program to find out about new approaches in education and poverty for women and children.

C. Students will look for case studies that have been done on children and adults in relation to social change.

D. Using the major colleges in Mississippi and South Africa, students will research to find out the representation of women in education, for example, head of departments, deans, college presidents, professors, associate professors, senior lecturers, lecturers, junior lecturers, tutors, and lab assistants.

E. Students will begin looking for incentives that will support and recognize women in research pertaining to social change.

F. Even though there is much progress to be made, students will look for areas that have reasons to celebrate victories in the areas of women, children, family, and social change.

G. Students will research some of the leading women in religion. They are as follows: Lelia Ahmed, Laila A. Marayate, Sharifa Alkhateeb, Elizabeth Amaah, and Dorothy A. Austin.

Unit 1: Women, Children, Family and Social Change
Sub-Unit Topic 2: Health and Social Change In South African Women, Children and Families Affected By HIV/AIDS
Scholar: Sharron Paige
Level: Post-Secondary/University

I. Unit Overview

A. Introduction

Given women's central role in producing, maintaining and reproducing the population, women's empowerment continues to have multiple negative spill over effects on women's health and well-being. Women, especially African Women, have been on the bottom of the ladder in terms of participation in the economic, social and political life in South Africa. For many years African Women have experienced triple oppression, and have been discriminated against on the basis of their class, race and gender (Songea, R. & Letseku, R., 1998). Some practical challenges facing women because of these three forms of oppression (class, race, and gender) relate to violence against and abuse of women, poverty and poor health status in general.

The degree to which women are able to control various aspects of their sexual lives is clearly a critical question for health promotion and the prevention of AIDS. It is evident that social factors such as the high rate of rape, the unfavorable economic position of women and the inability to insist on condom usage make South African Women unable to negotiate the timing of sex and the conditions under which it occurs. They are thus rendered powerless to protect themselves against HIV infections

B. The Problem

HIV/AIDS has become one of the most detrimental social issues facing women in South Africa.

C. The Purpose

The purpose of this unit is to address the HIV/AIDS epidemic in South African Women. This research tends to investigate, in particular, the position of women in order to uncover the social and physical dynamics that increase their vulnerability to this disease. In addition, this unit will be taught by University level instructors/professors to further broaden the knowledge, skills and attitudes of students attending the university on the AIDS epidemic in South African women.

D. Research Questions

1. What is the antenatal prevalence of HIV/AIDS in South African Women?
2. What are the physical factors associated with HIV/AIDS in South African Women?
3. What social/contextual factors are associated with HIV/AIDS in South Africa women?

II. Unit Objectives

Students will be able To:

- A. identify the physical and social factors that pose a risk to South African Women contracting HIV/AIDS
- B. develop knowledge, skills, values and attitudes in order to adopt and maintain behavior that will protect them from HIV infection and to support the infected and affected.
- C. identify the attitudes, norms and values of the South African Community
- D. raise the level of understanding and analysis of HIV/AIDS infection in South African Women
- E. increase community action for greater awareness, communication and HIV testing
- F. increase research on effective ways to reduce the risk of behaviors that lead to HIV infection in African Women

III. Unit Content

A. HIV in South Africa

Southern Africa remains the most affected region and HIV- epidemic in South Africa interlinked with epidemics of neighboring countries. However, the reasonably comprehensive data that are available have allowed HIV prevalence, incidence and AIDS mortality to be estimated using demographic modeling, showing an estimated 5.7 million people living with HIV in South Africa and almost 1000 AIDS deaths occurring everyday in 2007 (UNAIDS, 2007). A total of 294,000 were children aged 0 to 14 are HIV infected (UNAIDS, 2007). These estimates are consistent with those of the Department of Health and UNAIDS of Africa, in which 5.5 million people were living with HIV or AIDS, of which 235,000 were children, for 2005 (Department of Health, 2001-2007). The annual number of new HIV infections in South Africa peaked in the late 1990s.

B. South African Women and HIV Infection

National antenatal HIV prevalence has continued to increase in females over 20. However, the prevalence of HIV has remained relatively stable amongst young females aged 15 to 19 and began to stabilize into 20 to 24 age group over the 2001-2005 period (Shisana, O., Rehle, T., Simbayi, LC., Parker, W, Zuma, K., et al., 2005). Based on its sample of 33,288 women attending 1,415 antenatal clinics across all nine provinces, the South African Department of Health Study estimates that 28% of pregnant women were living with HIV in 2007 (Dorrington, R. & Bourne, D., 2008). The provinces that recorded the highest HIV rates were KwaZulu-Natal, Mpumalanga and Free State. The Northern Cape and Western Cape recorded the lowest prevalence. The chart below outlines the prevalence among antenatal clinic attendees by province from 2001 to 2007.

Estimated HIV prevalence among antenatal clinic attendees, by province

Province	2001 prevalence %	2002 prevalence %	2003 prevalence %	2004 prevalence %	2005 prevalence %	2006 prevalence %	2007 prevalence %
KwaZulu-Natal	33.5	36.5	37.5	40.7	39.1	39.1	37.4
Mpumalanga	29.2	28.6	32.6	30.8	34.8	32.1	32.0
Free State	30.1	28.8	30.1	29.5	30.3	31.1	33.5
Gauteng	29.8	31.6	29.6	33.1	32.4	30.8	30.3
North West	25.2	26.2	29.9	26.7	31.8	29.0	29.0
Eastern Cape	21.7	23.6	27.1	28.0	29.5	28.6	26.0
Limpopo	14.5	15.6	17.5	19.3	21.5	20.6	18.5
Northern Cape	15.9	15.1	16.7	17.6	18.5	15.6	16.1
Western Cape	8.6	12.4	13.1	15.4	15.7	15.1	12.6
National	24.8	26.5	27.9	29.5	30.2	29.1	28.0

Estimated HIV prevalence among antenatal clinic attendees, by age

Age group (years)	2001 prevalence %	2002 prevalence %	2003 prevalence %	2004 prevalence %	2005 prevalence %	2006 prevalence %	2007 prevalence %
<20	15.4	14.8	15.8	16.1	15.9	13.7	12.9
20-24	28.4	29.1	30.3	30.8	30.6	28.0	28.1
25-29	31.4	34.5	35.4	38.5	39.5	38.7	37.9
30-34	25.6	29.5	30.9	34.4	36.4	37.0	40.2
35-39	19.3	19.8	23.4	24.5	28.0	29.6	33.2
40+	9.8	17.2	15.8	17.5	19.8	21.3	21.5

Because infection rates vary between different groups of people, the findings from antenatal clinics cannot be applied directly to men, newborn babies and children. This is why South Africa has sought also to survey the general population.

Source: 2000 & 2007 National HIV & Syphilis Surveys, 2000 & 2007
Department of Health, 2001 & 2008

Data concerning HIV prevalence among South African Women is mainly collected by survey at antenatal clinics. From the outset, the purpose of this surveillance was to collect a geographically representative sample of blood specimens in order to monitor the progress of the epidemic. An advantage of these surveys is that women attending these clinics are regarded as being reasonably representative of the fertile, sexually active South African Population (Coleman and Wilkinson, 1997).

In addition, women bear the brunt of the epidemic of HIV/ AIDS and account for 55% of people living with HIV and AIDS in South Africa (Department of Health, 2001-2007). This phenomenon is more pronounced in the age groups 20 to 24 and 25 to 29 years where the HIV prevalence rates are 23.9% for women to 6% for men and 33.3% for women and 12.1% for men, respectively. The peak age for HIV infection in women is 25 to 29 years, while for men it is 30-35 years (Department of Health, 2001-2007).

The Human Sciences Research Council (HSRC) data also show that children have an increased HIV prevalence in the 2-4 age group, 4.9% of boys and 5.3% of girls are HIV positive, translating into an estimated 129,621 children. In the slightly older age group of 5-9, 4.2% of boys and 4.8% of girls were HIV positive. (Department of Health, 2001- 2007).

C. Women at Risk: Major Causes and Determinants of the Epidemic in South Africa

It is clear that HIV currently poses the biggest health threats to South African Women. The context of the National Social and Sexual network is that of a newly democratic society emerging from history of social disruption and racial and gender discrimination associated with inequitable distribution of resources as a result of apartheid. This eventually brings us to the position of women in society, as the very factors that predispose African women to

poverty, malnutrition and uncontrolled fertility, which increase their risk of acquiring HIV infection.

In South Africa, as in many other parts of the developing world, women are born into inequality characterized by low social status. While lower status differs in detail and degree from country to country it has the affect of restricting women's ability to protect themselves from STDs and thus HIV infection (Mwale and Barnard, 1992).

D. Physical Factors

It has been found that men appear to pass on HIV more efficiently than women, making a woman twice as likely to be infected by an HIV positive man than a man to be infected by an HIV positive woman (Mwale and Barnard, 1992); Sterbel, 1993). In addition to this, it is more difficult to identify STDs in women than men and often go untreated, which leads to chronic infections and long-term complications (Strebel, 1993). Researchers have estimated that a quarter of South Africa's sexually active population may have at least one STD (Key, DeNoon, and Boyles, 1997). The consequences for women of this high rate of STDs includes: high levels of infertility, increased incidences of cervical cancer, and an increased risk of HIV infection (Strebel, 1993). Women are thus physiologically more vulnerable to infection.

E. Social/Contextual Factors

Apart for the physical factors of women it is important to consider the social aspects that put women at risk. They are; violence against women, unfavorable economic position of women, male control of sexuality and poverty:

Violence Against Women

South Africa has one of the highest rates of violence against women, with over 53,000 rapes reported to police in 2000, translating into a rape reporting rate of 123 women per 100,000 population (Penn-Kekana, 1999). If rape is looked at as a form of gender violence, it remains one of the least notified crimes in South Africa. The rates of rape in South Africa are considered to be the highest in the world and appear to be increasing every year.

Another insidious face of this crime is rearing its head in the form of child rape. An in depth investigation has revealed that the population myth that “sex with a virgin” will cure AIDs is the root of the recent upsurge of child rapes (the rape of children under the age of 8 years). This is particularly the case in the Kwazulu-Natal Province (Govender, 1999).

Mrs. Metsatywa, with the University of Fort Hare, states that violence occurs so often that it is perceived as almost normal and to a large extent expectable. A study by the University of the Witwatersrand revealed that more than 60% of South African women are regularly battered by boyfriends and husbands (Ramsay, 1995). Mrs. Metsatywa also states that negative attitudes towards women are so pervasive, there is evidence that they are often held by women themselves.

There is also evidence that men often hold attitudes that accept violence against women including beliefs that women should be held responsible for being raped. One in three men receiving STI clinic services endorsed the belief that women are raped because of things that they say and do and half of men believed that rape mainly happens when a women sends a man “sexual signs”. Although there are laws prohibiting domestic violence and rape, violence against women often occurs anyway. Whether sexual violence is inflicted by

strangers increases women's risk of exposure to HIV and other STDs (Songca & Letseku, 1998).

Unfavorable Economic Position

Women, especially black women have been on the bottom of the rung of the ladder in terms of participation in the economic, social and political life of the country. Women face even greater vulnerabilities in the labor market due to their relative lack of education and training.

It has been estimated that women head about 31% of households in urban and rural areas Africa, often with no working resilient males (Manuh, 1998). With increasing pressure on them, women are forced to find some means of supplementing their economic situation to attain some measures of autonomy and self-reliance.

Acknowledging the fact that gender inequality hinders social and economic development, the government has made great strides towards empowerment of women, and gender equality is one of the critical elements of the transformation agenda in the country. Women are beginning to regain their appropriate place in society and are taking responsibility for their lives. Patriarchal attitudes are changing, with men participating in efforts to address challenges such as violence against women.

Male Control of Sexuality

Another important factor that puts women at risk is male control over sexuality or conversely stated, the lack of female control over sexual matters. According to Dr. Mabuya with the University of Fort Hare, power and control disparities in relationships create a context for men to have multiple concurrent partners and their reluctance to use condoms.

However, the negativity of men towards condoms revolves around two issues. The first is

physical: men claim that condoms reduce pleasure. The second is attitudinal: the perception exists that only prostitutes use condoms. If a woman suggest the use of a condom, she may be accused of being unlawful on hiding an STD. In addition, according to Dr. Mabuya when condoms are suggested within marriages the husbands tended to behave aggressively, which makes women fearful of suggesting use. Qualitative studies in South Africa consistently show that men believe they are more powerful than women and that men are expected to control women in their marriages/relationships (Basset, 1993).

Traditionally a man's need for sex and the rights to more than one partner have been sanctioned/accepted in many African cultures (Manuh, 1998). In traditional society, for example a man could have more than one wife only if his wealth permitted. However, urbanization and modernization have changed the organization of sexual partnerships, and what has emerged is a sexual structure alloying mistresses and love affairs. This configuration has led to the rampart spread of STDs including AIDS. Yet, although they are aware of the fact that their husbands are not monogamous, women feel powerless to change the situation and in most cases accept it. It is unlikely that men have protected sex in the extramarital affairs, which in turn puts their wives at risk.

Any efforts to stem the HIV epidemic in South African women must acknowledge the social factors that make women vulnerable to HIV infection. Changing the power imbalance that exists in relationships between South African men and women is perhaps are the most important challenges facings AIDS prevention in South African Women, only then will women have the power to protect themselves.

IV. Instructional Strategies

1. Direct Instruction: Structured Overview

- a. Provide students with an overview of what is to be included in the unit of study (*Objectives: A, B, C, D, E, F*)
2. Interactive Instruction: Brainstorming and Reflective Discussion
 - a. Conduct a brainstorming session as a means of reviewing what students already know about HIV/AIDS (*Objective: B*)
3. Interactive Instruction: Talking Circle/Circle of Knowledge
 - a. Record responses on a flipchart/chalkboard/overhead. Debrief brainstorming session by having students identify some of the sensitive issues connected with HIV/AIDS (*Objective: B*)
4. Interactive Instruction: PowerPoint Presentation
 - a. Provide students with information gathered from the content and allow comments, questions and answers. (*Objectives: A, B, C, D, E, F*)
5. Indirect Instruction: Concept Attainment
 - a. Students will practice evaluating what is read (case studies), heard (concept attainment or talking circle) (*Objectives: A, B, C, D, E, F*)
6. Interactive Instruction: Interviewing
 - a. Students conduct interviews with several knowledgeable people in the community on HIV/AIDS (*Objective: E*)
7. Direct Instruction: Guest Speaker
 - a. Arrange for a guest speaker to address the class (*Objective: D*)
8. Experiential Learning: Role Play
 - a. Allow students to experience the attitudes, norms and values of the South African Culture (*Objective: C*)

V. Unit Activities

A. Coordinate an HIV/AIDS information Fair:

Have students plan HIV/AIDS information fair, for which they would create lessons, presentations and exhibits about HIV/AIDS for Women, children, families and other students

B. Design an HIV/AIDS Community resource map

Have students draw a map of their own community identifying agencies or institutions that could be resources for people with HIV/AIDS concerns. The students may also design a brochure that incorporates the map, listing and describing each resource.

C. Learn Through Interviewing

Have students interview someone with expertise in HIV/AIDS related issues. To prepare, review interviewing techniques and have students practice interviewing each other. Discuss how to interview with respect, compassion and empathy.

D. Write about HIV/AIDS

Give students opportunities to express thoughts and feelings about HIV/AIDS in writing.

For example students can:

1. Write an editorial on HIV/AIDS social issues
2. Write a short essay
3. Write and produce public service announcements for radio or TV
4. Write reviews of books, films, or TV shows about HIV/AIDS

VI. Critical Thinking Activities

- A. How is it that Sub-Saharan Africa is the region of the world most severely impacted by AIDS?
- B. What underlying processes may have contributed to the spread of AIDS in Africa?
- C. Why do certain regions and countries of Africa have higher numbers of people who are HIV positive?
- D. What should leaders do to slow or halt the spread of this disease in Africa?
- E. Is the spread of HIV/AIDS likely to continue? Why or why not?

Unit 1: Women, Children, Family and Social Change
Sub-Unit Topic 3: How Social Change Affects Child Labor and Education Rights for South African Children
Scholar: Kari Barrett
Level: Primary/Secondary School

I. Unit Overview

This unit was created by the Fulbright scholars' visit to South Africa during the summer of 2009. Prior to our departure the research revealed a critical need of the South African children. The children of South Africa have not been given quality education and have continued to be placed in exploitive and hazardous environments. Questions arose such as; what are the education rights of South African children, what types of labor are the children being forced into, how is that labor affecting their education rights, and what is being done to end child labor and to protect the children's education rights? The purpose of this research is to find the answers to these question so that steps can be taken to protect the education rights of the South African children. Social change in South Africa has played a major role in eliminating the child labor problem. This unit has been developed for upper elementary students. It will teach the American students awareness of the difficulties children face in South Africa and the obstacles they overcome to attend school so that they can be successful in life.

II. Unit Objectives

- A. The unit will provide the background information of what South Africa has created to protect the education rights of their children.
- B. The unit will define what child labor is and how it affects the education rights of South African children.

- C. The unit will provide information on ways for the American students to get involved in helping to eliminate child labor in South Africa so that all South African children can receive quality education.

III. Unit Content

A. Background Information

The South African government recognized the need to promote and protect the rights of their children to receive quality education therefore creating the Declaration on the Rights and Welfare of the African Child. The Assembly of Heads of State and Government of the Organization of African Unity adopted the Declaration on July 20, 1979. The Declaration provided the initial action and support to secure the rights of the African children's education. However, the support and protection could not stand against the exploitive acts towards South African children. A need for additional protection for the children's education was acknowledged and a Charter was created. The African Charter on the Rights and Welfare of the Child was entered into force on November 29, 1999. This Charter reaffirmed the adherence to the principles of the rights and welfare contained in the original Declaration and provided a more detailed document on the rights children are guaranteed to receive an education.

B. Definition of Child Labor

Child labor is defined by RECLISA as exploitive when it interferes with a child's schooling and is harmful to their health (RECLISA, 2006). A second source defines child labor as work that is exploitative, hazardous, or inappropriate to the age of the child, and which is detrimental to their safety, poses a risk to their health, social, physical, spiritual, or mental development and affects their schooling (South Africa. Info). A third source defines child labor

as work by children under 18 which is exploitative, hazardous or otherwise inappropriate for their age, detrimental to the schooling, or social, physical, mental, spiritual or moral development. In this definition, the term “work” is not limited to work for gain but includes chores or household activities in the household of the child’s caregiver, where such work falls within the definition of child labor set out above (Department of Labor, 2000).

Child labor has a wide range of acts that can be identified as exploitive or hazardous labor. A child who has to drop out of school to work and support their parentless family is considered a form of child labor because it interferes with their schooling. An extreme case of child labor expands into sexual exploitation that is detrimental to the child’s health, social, and mental development. This wide range of acts is what has brought attention to be focused on child labor and developed programs to eliminate these cruel acts towards South African children.

C. Child Labor in Action

Exploitive and hazardous child labor has been identified as a critical problem in South Africa. In 2006 there were 847,000 children between the ages of 10 to 17 who were involved in some form of child labor (South Africa. Info). The child labor activities ranged from children leaving school and home to work and working on the streets to children being hired to commit crimes (South Africa. info). The number of children being drawn into child labor has increased with the rise of poverty and HIV/AIDS. Both poverty and HIV/AIDS render families economically vulnerable, resulting in children being pushed into or entering child labor due to limited economic prospects (RECLISA, 2006). HIV/AIDS has a serious impact on the family structure and the support structure of children in rural areas. Parent illnesses not only keep children out of school in order to provide care, but also erode family savings for medicines and doctors. The financial need of the children puts them in a position of increasing vulnerability to

becoming involved in an exploitative working situation. Many of these AIDS orphans end up dropping out of school and working for their own survival (RECLISA, 2006.) Poverty affects the children when they have to drop out of school to take care of themselves or help provide for their family. School fees and transportation costs is also a factor that increases school drop outs which in turn makes the children more vulnerable to child labor.

Mrs. Lulu Pinda, who has been an educator for the past 20 years in South Africa, says she has seen many students drop out of school due to the loss of a parent or need for money and turn to any kind of work they can find. The child is desperate for money and is willing to work. Some children are not given the chance to go to school because they are orphans or illegal visitors to the country and cannot complain about the kind of work they are doing.

Children as young as six are being forced to work on farms as part of a deliberate strategy by farmers to use the cheapest and most docile workers available (Yende, 2001). These children are paid as little as 2.08R per day in return for 12 hours of hard physical labor from sunrise to sunset (Yende, 2001). Fifteen-year old Mozambican, Julio Mphisa said, “Life is very bad here. The white farmers beat us for even small mistakes and the money is not good, but there is no other work so we have no choice” (Yende, 2001). These children do not have any other choices because they are either poor, orphaned, or the sole provider for their family so they must stick to the work so that they can bring home their meager wages. Labor Department inspectors who raided 15 farms were visibly shocked by the children’s fatalistic acceptance that they were doomed to a life of literal slavery (Yende, 2001). Children trafficking has also been closely linked to extreme poverty and vulnerability of children (RECLISA, 2006). Children leave on their own initiative or persuaded by their families to leave their poor rural homes for the promises of prosperity in the city. When the children arrive or en route, traffickers rape, beat,

and/or drug them to “break them in” to the prostitution work that they are forced to do in the city (RECLISA, 2006). The trafficked children have no support group and are at the mercy of those adults. They are too afraid to go to the police. The children are trapped in a cycle of exploitative and illegal work (RECLISA, 2006).

D. Child Labor and Social Change

South Africa has identified child labor as a critical problem and had committed its’ self to social change in order to take a stand for their children and protect their rights to education. There are many new programs that have been created to enforce the rights of their education that is outlined in the African Charter on the Rights and Welfare of the Child adopted on November 1999.

The program, Towards the Elimination of the Worst Forms of Child Labor (TECL) has committed its self to research and design pilot projects with a focus on water delivery in distant areas. The purpose of this overall project is to investigate the phenomenon, to design and run pilot projects, and to develop and implement policy to assist in water deliveries (Wikipedia, 2008). Water is a major component in child labor since the children are often sent into hazardous environments to fetch and bring back water for their entire household. This program will research, design, and implement plans to bring water closer to rural families so they won’t have to send their children into hazardous situations.

The Child Labor Program of Action (CLPA) is the national plan on elimination of child labor in South Africa. This program was adopted in September 2003 by the Department of Labor. CLPA requires states to ensure the abolition of child labor and raise the minimum age for admission to employment or work. It also has a wider range of existing programs that are aimed at addressing poverty and conducting qualitative research to gather the effectiveness of their

programs. The programs and research are funded for the most part from the government budget. The CLPA is intended to compliment and strengthen the existing programs where they are not adequately preventing child labor (Wikipedia, 2009).

RECLISA is the acronym for Reducing Exploitive Child Labor in South Africa through education. Increasing access to education and reducing the number of children involved in child labor are two of the primary objectives of the RECLISA project. This project has many sites spread out across South Africa that focuses on groups of children on prevention, education, and reintegration. An educated child is less at risk than an uneducated child, better prepared to protect themselves against exploitive labor practices, more confident in accessing social services when required, and as a young adult more able to extricate themselves and their families from the poverty trap that is the main motivating cause of exploitive child labor (RECLISA. 2006).

Social change has brought a positive outlook to not only the adults, but the children as well. It has created awareness and a Charter that ensures all children have sufficient knowledge and that they are aware of their rights and options regarding education and work (RECLISA, 2006). Social change will continue to increase the access of children to quality education and to protect them from both exploitive and hazardous child labor (Pursell, 2006).

IV. Instructional Strategies

- A. Teacher Directed/Whole Group Instruction will be utilized during the unit activities that direct the teacher to lead a brainstorm or present knowledge to the entire class which will meet all three objectives.
- B. Small Groups will be utilized during the research activity that directs the students to work in small groups to complete their research questions and create their child labor presentations that will meet objective three.
- C. Technology Engagements will be utilized during the research activity that directs the students to visit websites where they will collect their information and then create their

child labor presentations by using Microsoft Office PowerPoint or a poster board which will meet objectives two and three.

- D. Student Journaling will be utilized during the unit activity that directs the students to record what they have learned after the brainstorming and discussion activities. The journal is used throughout the entire unit as a collection of the students' thoughts about child labor and education rights of South African children which will meet all three objectives.
- E. Formal/Informal Assessments will be utilized during the unit activity by observing the students' participation in the brainstorming, discussions, and journaling. A formal evaluation will be taken from the students' completed child labor presentations which will meet objective three.

V. Unit Activities

A. African Charter on the Rights and Welfare of the Child

1. The teacher will lead a brainstorming activity to gather ideas from the students of what they believe are the education rights of the South African children by using a KWL chart or some other graphic organizer.
2. The teacher will gather questions the students may have to assist in the planning of the future lessons.
3. The teacher will present the African Charter on the Rights and Welfare of the Child.
4. The students will record their learned information and questions in their journal.
5. The students will share their journal entries with their neighbor and have the opportunity to add additional inspired thoughts to their journal.

B. Education Rights of the South African Children Part I

1. The students will draw a picture of an education right given to the South African child stated in the Charter.
2. The students will share their drawings with their classmates.
3. The students will reflect on the education rights of the South African children in their journal.

C. Education Rights of the South African Children Part II

1. The teacher will draw a Venn diagram on the board and label the sides South African child and American child.
2. The teacher will ask for the students to fill in the circles with the education rights discussed from the previous lesson.
3. The teacher will lead a discussion on the similarities and differences of the education rights of South African and American children.

D. Education Rights of the South African Children Part III

1. The students will write an essay stating the importance of South African children having education rights.

E. Protection of South African children

1. The students will present their child labor PowerPoints or poster boards to their entire grade. The presentations should include what is child labor and how to help eliminate child labor in South Africa.
2. As a culminating project the students can hold an awareness benefit for their community where they can have their child labor posters on display along with their essays. The students can present their PowerPoints and educate the community on how they can help eliminate child labor in South Africa and protect the education rights of the South African children.

VI. Critical Thinking Activity

A. Exploitive and Hazardous Environment Part I

1. The teacher will ask for a few students to review the key points of the African Charter on the Education Rights of the South African children.
2. The teacher will then move on to describe what exploitive and hazardous acts are for South African children.
3. The teacher will show a picture of a young South African child, named Milane, standing on the front porch of her home watching her younger siblings walk down the gravel street toward school. The teacher tells the story of how Milane stays home while her siblings go to school so that she can cook and clean their home.
4. The teacher will lead a discussion for the students to describe what is wrong with this story.

5. The students should ask questions such as these:
 - a. Where are the children's parents?
 - b. Why didn't Milane go to school?
 - c. What education rights does Milane not have?
 - d. How would you feel if you were Milane?
6. The teacher will then connect Milane's story to what is exploitive and hazardous activities for children in South Africa.

VII. Research Activity

B. Exploitive and Hazardous Environment Part II

1. The students will visit the computer lab to begin their research of exploitive and hazardous activities that violate South African children's education right for their children.
2. The students will visit 5 websites that have been pre-approved by the teacher.
3. The students will use the following questions to assist them in their research.
 - a. What acts are considered exploitive and hazardous to South African children?
 - b. How many South African children are involved in child labor according to the Labor Force Survey?
 - c. What is the age range of the South African children who are involved in Child Labor according the Labor Force Survey?
 - d. According to the Global Report on Child Labor, what are the two leading causes of children engaged in child labor?
 - e. What does the acronym RECLISA represent?
 - f. Why is an educated South African child less at risk against child labor?
 - g. What is the name of the national plan to eliminate child labor in South Africa?
 - h. What can you do to assist in the elimination of South African child labor?

4. The students will work in small groups to create a presentation of their research.
5. They can choose to use Microsoft Office PowerPoint or poster board.

REFERENCES

- African Charter on the Rights and Welfare of the Child (1999). African Member States of the Organization of African Unity.
- Basset, M. (1993). Vulnerability to HIV infection: The Zimbabwe experience. *AIDS Analysis Africa (Southern African Edition)*, 4(3), 8–10.
- Child Labor Picture <http://www.sadashivan.com/freephotos4ursocialstudy/id5.html>
- Coleman, R. L., & Wilkinson, D. (1997). Increasing HIV prevalence in a rural district of South Africa from 1992 through 1995. *Journal of Acquired Immune Deficiency Syndromes and Human Retrovirology*, 16(1), 50–53.
- Department of Health. (2001-2007). National HIV & Syphilis Sero-Prevalence Survey In South Africa 2000-2006. Available at: www.doh.gov.za/docs/reports
- Department of Labour South Africa (2000). Survey of Activities of Young People, Statistics South Africa.
- Dorrington, R. & Bourne, O. (2008). Has HIV prevalence peaked in South Africa?- Can The report on the latest antenatal survey be trusted to answer this question? *South African Medical Journal*, 98 (10), 754-755.
- Govender, P. (1999, April 4). Child rape: A taboo within the AIDS taboo. *Sunday Times*, p. 13.
- Key, S. W., DeNoon, D. J., & Boyles, S. (1997, December 22–29). Sexually transmitted infections: The iceberg under South Africa's AIDS epidemic. *AIDS Weekly Plus*, p.12
- Manuh, T. (1998). Women in Africa's development: Overcoming obstacles, pushing for progress. *Africa Recovery*, 11, 1–14.
- Mwale, G., & Burnard, P. (1992). *Women and AIDS in rural Africa*. Aldershot, UK:

Averbury.

Penn-Kekana, L. (1997). Gender violence in South Africa: Causes, effects and responses.

Urbanisation and Health Newsletter, 34, 5–12.

Pinda, Lulu (2009) Interview at University of Fort Hare. Alice, South Africa.

Pursell, Rebecca & Robinson, Jenny (2006). Exploitive Child Labour in South Africa. Ford Foundation, RECLISA Project.

Ramsay, M. (1995). Crimes against women. *Towards Democracy, Third Quarter 1995*, 7–11.

Shisana, O., Rehle, T., Simbayi, LC., Parker, W., Zuma, K., Bhana, A., Connolly, C.,

Joosie, S., & Pillay, V. (2005). South African National HIV prevalence, HIV

Incidence, Behaviors and Communication Survey, 2005. Cape Town (eds): HSRC

Press. Available at: www.hsrepress.ac.za/product.php?productid=2134

Songca, R., & Letseku, R. (1998). A critical overview of intra-familial violence and enforcement procedures. *De Jure*, 31(1), 56–71.

Strebel, A. (1993). Good intentions, contradictory outcomes? AIDS prevention and care for South African women. *Journal of Comprehensive Health*, 4(1), 22–25.

UNAIDS. (2000, June). *Report on the global HIV/AIDS epidemic* (UNAIDS/00.13E).

Geneva, Switzerland: Author.

Wikipedia (2008). Child Labour Programme of Action (South Africa).

[http://en.wikipedia.org/wiki/Child_Labour_Programme_of_Action_\(South_Africa\)](http://en.wikipedia.org/wiki/Child_Labour_Programme_of_Action_(South_Africa))

Yende, Sizwe S. (2001). Child Labour Uncovered in South Africa, African Eye News Service

(AENS). http://www.afrol.com/News2001/sa026_childlabour_raid.htm.