

UKULAPHA PROJECT: SOUTH AFRICA



UKULAPHA IS A COMMUNITY PROJECT BASED IN PIETERMARITZBURG, SOUTH AFRICA. UKULAPHA PRIMARILY WORKS WITH THE SLANGSPRUIT TOWNSHIP WHERE THERE ARE HIGH LEVELS OF POVERTY, UNEMPLOYMENT, AND HIV INFECTION. THESE COMBINED FACTORS LED CAROLYN BURNS TO CREATE UKULAPHA AND COLLABORATE WITH SLANGSPRUIT PRIMARY SCHOOL IN DEVELOPING AN INTERNSHIP PROGRAM. AS A FUTURE INTERN. I HOPE YOU CAN USE THIS HANDBOOK TO GUIDE YOU THROUGH YOUR PLACEMENT.





THERE ARE 9
PROVINCES IN SOUTH
AFRICA; YOU LIVE IN
THE PROVINCE OF
KWAZULU-NATAL

PROFILE

48%

52%	

LANGUAGE

Afrikaans	14%
English	11%
Ndebele	1%
Sepedi	10%
Sesotho	9%
Setswana	9%
Tsonga	
/Shangaan	4%
Venda	2%
Xhosa	15%
Zulu	23%

17

4%

11% 12%

18-24 24%

25-34 23%

35-49 26%

50-59

WORKING STATUS

Full time 2	<u>27%</u>
Part time	9%
Student	11%
Retired	11%
Housewife	4%
Unemployed, looking	31%
Unemployed, not looking	6%

MARITAL STATUS

WITH THE STATE OF			
Single	50%		
Married/Living			
together	41%		
Widowed	7%		
Divorced /			
Separated	2%		

TOTAL MONTHLY HH INCOME				
R20 k +	6%			
R14 k – R19.9k	3%			
R10 – R13.9k	4%			
R8k – 9.9k	3%			
R5k – R7.9k	8%			
R2.5k-4.9k	12%			
R1.4k - R2.4K	9%			
R1L – R1.3 K	8%			
Up to R999	4%			
None	3%			
Refused	40%			

GOVERNMENT GRANT?

YES:27%

NO:73%

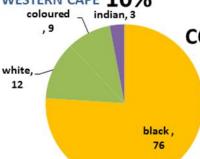
GAUTENG 23% MPUMALANGA 7% KZN **21%** NORTH WEST 7%

EASTERN CAPE 13% FREE STATE 6%

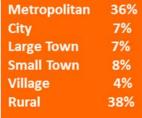
LIMPOPO 11% NORTHERN CAPE 2%

	а
No formal education 2%	P
Some primary school 5%	U
Primary school 6%	
Some high school 35%	
Grade 12 39 %	
Technikon diploma / degree	5%
University diploma 4%	
Artisan 2%	
Other 2%	

WESTERN CAPE 10%



COMMUNITY SIZE



ZULU CULTURE

KwaZulu Natal (land of the Zulu people) is the province with the largest amount of Zulu inhabitants. The Zulu are the largest ethnic group in South Africa consisting of 9.2 million people. They are "the people of the heavens". Zulu is understood by almost half of the South African population. The Zulu people have their own king and strong religious beliefs. Their origins trace back as far as 1550.

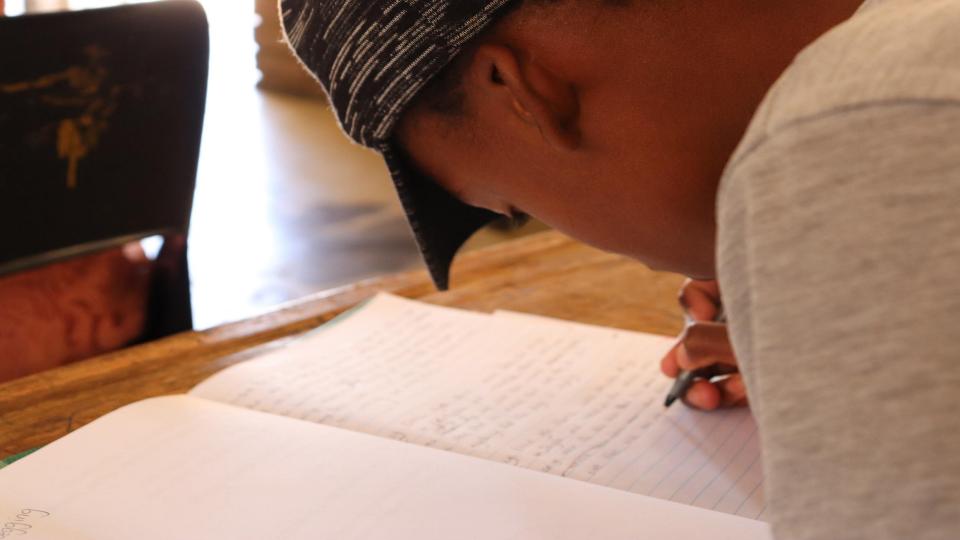






English	isiZulu
Hello	Sawubona
Hello (plural)	Sanibona
Goodbye	Hamba Kahle
Goodbye (plural)	Sala Gahle
Thank you	Ngiyabonga
Thank you (plural)	Siyabonga
How are you?	Unjani?
I'm good	Ga peela
What is your name?	Ngubani igama lakho?
My name is	Igama lami ngu
Yes	Yebo
No	Cha





GROCERY STORES IN PIETERMARITZBURG

Stores	Checkers	Woolworths	Pick n Pay	Macro	Crazy store	Braai and Bake
Location	Scottsville Mall Midlands Mall	Across from Scottsville Mall Hayfields Mall	Hayfields Mall	Pietermaritzburg	Scottsville Mall Midlands Mall	Across from Scottsville Mall
Attraction	-affordable -best grocery store bakery	-expensive -novelty items i.e wraps/salsa/organic snacks	-cheap	-affordable -best for buying bulk items	-best for school supplies/teaching aids	-cheap -best bakery





Transporation

Kombis are a form of public transportation in South Africa. Kombis can be overwhelming at first but you will quickly begin to recognize drivers and areas. This was a great way to see the community and gain some freedom. Prepare for some loud and hot days!

KOMBI PROTOCOL

To catch a Kombi= stand on side of the road and give a firm two fingers to the sky when one is approaching

When to pass money: you will notice people will begin to pass money forward at a certain time. As you get used to your route, you will notice which areas this happens.

To pass money on a kombi= gather your change and pass it to the conductor of the person in front of you and they will pass it forward, wait for your change. Sometimes people will want to make change with you-just know your mental math.

**Kombi drivers are very helpful especially at the rank. They will always help you out if you are not sure where to go

**Do a kombi with a local your first couple of times

**You do not need to run for Kombis, they are much more accommodating than public transport at home.

KOMBI TO SCHOOL

- 1) Walk to a stop that will get you a Kombi to the rank in town. If living in Scottsville, catch the Kombi outside the gas station near Scottsville mall. Get on Kombi, take your seat and then pay the conductor **9 rand** (he can make change)
- 2) This will take you to the rank in town
- 3) To get to the school for a 7:30am start, you will need to be at the rank for 7am. The ride is about 15 minutes. Walk to the stall that says **Grange/Westgate** (the rank has stalls with location signs above the Kombis) and wait for your taxi. Always ask a driver if you are unsure of where you are need to go, they will likely know your location if you say **Slangspruit or Nyamazane.**
- 4) Take your seat and pay the conductor **14 rand**.
- 5) Tell the conductor you are getting off at Slangspruit Primary School. They will most likely drop you at the bridge in Slangspruit. Here you will be able to see the school and only need to walk about 30 seconds.
- 6) To get home, you do the exact same thing in reverse.

Ubers are also reliable transportation



WORKPLACE NORMS AND CULTURE

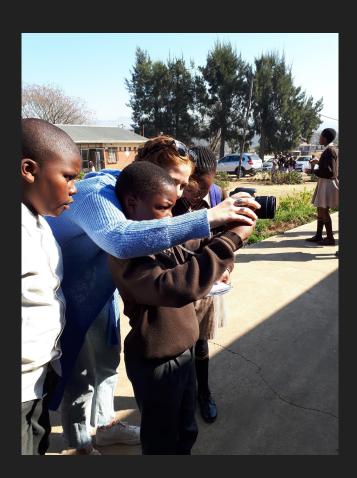
Most houses and shops are gated in for safety.

Laidback attitude at workplace – less structured and expect delays or changes frequently

We recommend you shop at grocery stores. This is much cheaper than eating out.

Restaurants range in price/quality. There are cheaper and more expensive options.

Locals often have braais (bbqs).



BEHAVIOUR AND CUSTOMS

In the township animals including dogs and cats are often seen as a nuisance or pests.

There are many strays and these animals are often treated very poorly. It can be difficult to witness but remember that having pets is often a privilege.

It is greatly appreciated by locals if you learn basics of their traditional language isiZulu.

Making an effort to greet and try to learn isiZulu will be very respected.

Zulu people's names each have a meaning. They will happily share the meaning of their name with you and may ask you if yours has a meaning as well.

Dancing and singing are a large part of Zulu culture.





DRESS CODE

Teachers dress up very nice for work dresses, heels ect. Dress modestly. We recommend you dress for being able to engage actively with the kids and prepare for the weather. Avoid anything short. Past the knees is appropriate.

APARTHEID HISTORY

(Apartheid means apartness in Afrikaans)

It is impossible to speak about South Africa without addressing the Apartheid system and the ongoing systemic oppression that disproportionately affects Black South Africans. Apartheid was institutionalised racism that separated races and constructed a fear based society. Apartheid created racial segregation and political and economic discrimination against non-whites. The white nationalist government strengthened segregation by creating pass laws which required non-whites to carry documents authorizing their presence in restricted areas. Under Apartheid government, laws forbade most social contacts between the races, authorized segregated public facilities, established separate educational standards, and restricted each race to certain types of jobs.



Prohibition of Mixed Marriages Act, Act No 55 of 1949

Prohibited marriages between white people and people of other races. Between 1946 and the enactment of this law, only 75 mixed marriages had been recorded, compared with some 28,000 white marriages.

EXAMPLE OF APARTHEID ACTS

Population Registration Act, Act No 30 of 1950

Led to the creation of a national register in which every person's race was recorded. A Race Classification Board took the final decision on what a person's race was in disputed cases. Population Registration Act of 1950, which classified all South Africans as either Bantu (all black Africans), Coloured (those of mixed race), or white. A fourth category—Asian (Indian and Pakistani)—was later added.

All-race national elections, also in 1994, produced a coalition government with a black majority led by anti apartheid activist Nelson Mandela, the country's first black president. These developments marked the end of legislated Apartheid, though not of its entrenched social and economic effects.

Immorality Amendment Act, Act No 21 of 1950; amended in 1957 (Act 23)

Prohibited adultery, attempted adultery or related immoral acts (extra-marital sex) between white and black people.

"THE FATIGUE OF BLACK SOUTH AFRICANS FIGHTING AGAINST AN UNJUST SYSTEM; SWIMMING UPSTREAM AGAINST THE RELENTLESS CURRENT OF WHITE SUPREMACY AND INSTITUTIONAL RACISM."

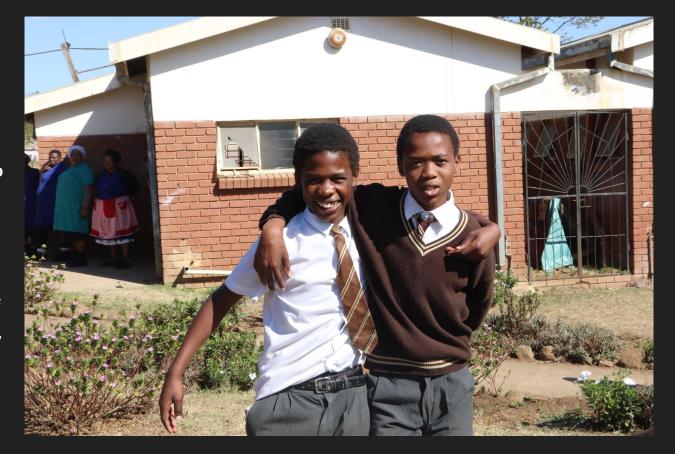


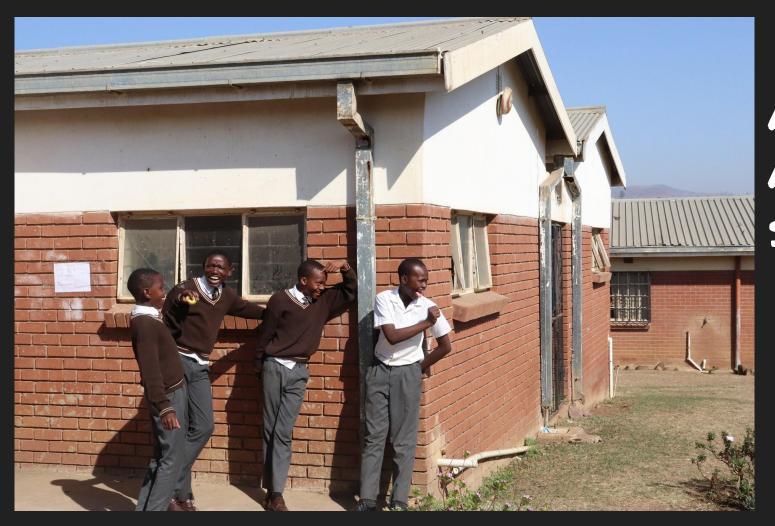




During Apartheid, non-white people were forced to move to segregated townships, established for each of the non-white race groups; Black, Coloured, and Indian. Many South African township communities are faced with severe social problems including sewage, water, infrastructure, and access to jobs and healthcare. When working at Slangspruit, it is easy to witness the aftermath and ongoing oppression that affects marginalized demographics in South Africa. During your time in South Africa, it is important to recognize the spaces created for different races and ask critical questions about stereotypes. These stereotypes often ignore that overlapping obstacles for disadvantaged groups which in turn, excuses the hegemonic powers from addressing these issues.

Slangspruit School has been open since 1980 and has a population of 1,114 students from grades R (kindergarten) to 7. The area suffers very high levels of poverty, unemployment, child abuse, and HIV infection. Slangspruit neighbours the communities of Nyamazane, Grange, Westgate, France, and Imbali.





A DAY AT SCHOOL



Monday	Tuesday	Wednesday	Thursday	Friday
Assembly 30mins	Reading 30 mins	Reading 30 mins	Reading 30 mins	Reading 30 mins
30 min periods	30 min periods	30 min periods	30 min periods	30 min periods
Day ends 2:15	Day ends 2:15	Day ends 1:05, clubs run 1:15-2:15	Day ends 2:15	Day ends 2:15

Reading Block: A great opportunity to read one on one with grade 7 learners, this can be done outside of the classroom where it will be much quieter.

30 min periods: The classes run on 30 minute periods, sometimes with double blocks. Your role in the classroom can look very different depending on your skills and interests. Your duty is to the learners first, not the teachers. Therefore, you may choose to teach lessons or assist with admin work, but ensure this is for the benefit of the learners and not the staff. We used our class time as an opportunity to support learners that were struggling. This looked like keeping them on track with reading (tracking with finger), rephrasing the question in simpler terms, or removing from classroom to provide a quiet space. Essentially this role was similar to an Educational Assistant (EA) in Canada.

Free periods: Your schedule will most likely have free periods. It is beneficial to use this time to prep for activities you may be running or any admin required for your placement.

Break: Lunch break happens at 10:00am. We encourage you to take your lunch later and use this time to mingle with the learners.

Clubs: Although learners benefit from a variety of clubs, there is a desperate need for homework club. It would be ideal to run homework club after school everyday that you are at Slangspruit. We encourage you to not form another club and consider/discuss coming to school later and running homework club for two hours rather than one. You will struggle with attendance for homework club. Ensure to track attendance and let the teachers know (weekly) who is attending. Hopefully, they will enforce mandatory attendance.



Camps: two weeks of "summer" camps were run over the July holidays while one week of educational camp was run over the September holiday. You have autonomy to run whichever program best suits your passion.











Asomi Carlotte Carlot

Mr. Dlamini **Deputy Principal**

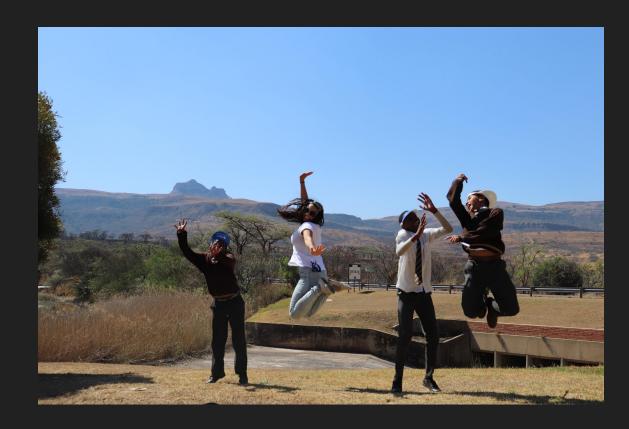
Mr. Msomi Principal

Mrs. Sithole **Head of Department**



CHALLENGES

Working across different cultures can be challenging. Remember to be adaptable and flexible. Try your best to remove your own cultural bias and take each experience as a new learning opportunity. If you feel that your ethics or morals are being compromised, be sure to discuss your challenges with Carolyn Burns who can help you navigate these obstacles.



RECOGNIZING PRIVILEGE AND GLOBAL ROLE

When looking at Neo-Colonial aid work, it can be easily argued that global development is a new wave of colonization. Macdonald states, "The ability to travel to learn is often predicated on an enactment of privilege and an ability to move across borders" (MacDonald, 2014.p212). The placement is likely possible because of your privilege; your financial ability to afford and access an education, privilege of Canadian citizenship to move freely across borders, and your ablebodiness and health. It is critical to recognize that privilege is an unearned advantage that favours oppression while oppression is an unearned disadvantage. The author highlights how international placements often cost communities and families time and resources. It can be argued that because of Western paradigms, volunteers have a sense of distinctiveness and superiority and this can lead to harmful and oppressive practices. It is easy to argue that international placements can perpetuate the white saviour model. This is a dichotomy that is conflicting and demands constant self reflection and critical analysis. It is critical to be aware of how you may be viewed by the Slangspruit community, teachers, and students.



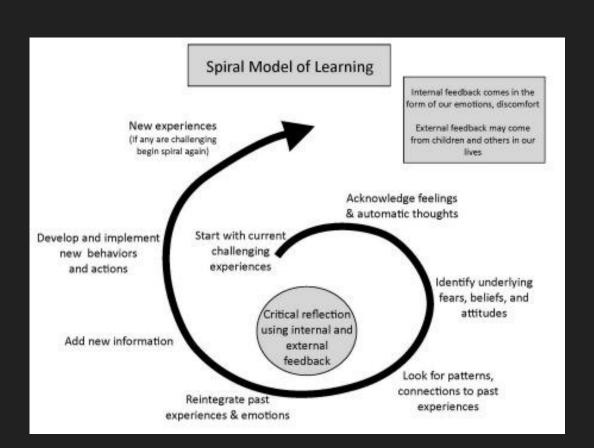
An intersectional lens is absolutely necessary when looking at the challenges facing disadvantaged populations. Intersectionality is a way to understand the disadvantages and discrimination that intersect to create overlapping obstacles for marginalized people such as race, age, language, and other social identities. This lens assists in building empathy and recognizing resilience

Witnessing and Allyship: From my experience, witnessing has been sitting with other people's pain, validating their strengths, and acknowledging their challenges. It means recognizing that there are larger powers at play and systems that have been in place for hundreds of years. It means recognizing that your presence has the potential to fracture a community even more. While South Africa continues to strive toward white supremacy culture, you must ask yourself how to disrupt power as an outsider?

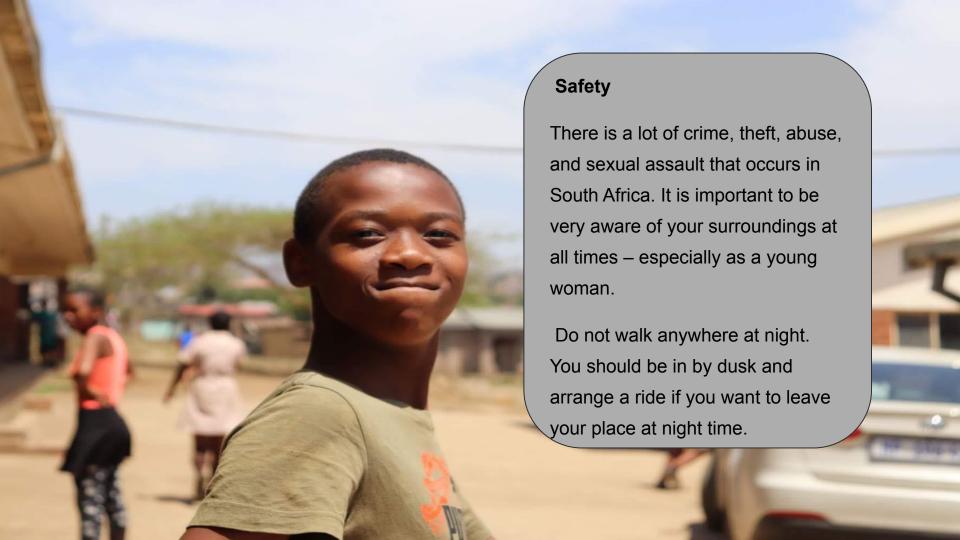
This begins with recognizing privilege and asking how to give power and space back to the oppressed. While social justice advocacy is essential and should be constant, the path to allyship begins with witnessing and listening (Baskin, 2016,p.388).

While I recognize that is not going to be enough in the healing process, It is an essential part and a good first step. Most importantly, we can never dismiss the power dynamics in motion. As Narayan states, "The insider pays a heavy social and psychological price that no outsider pays." (Narayan, 1998,p.40).



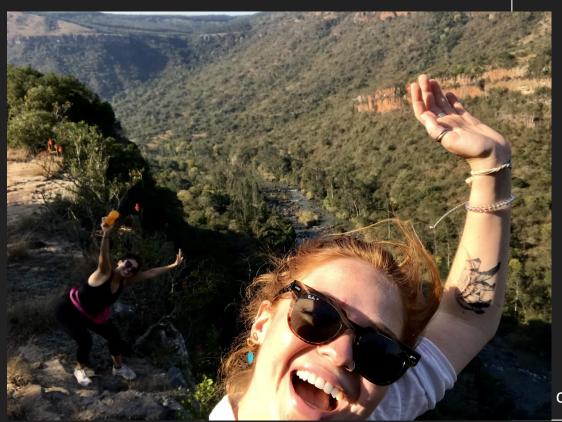


Use the spiral model for self reflection and critical analysis





Random Tips from Jess and Ariana



- -If you are staying over 90 days, we recommend you weigh the cost of a visa run vs visa renewal; we found a visa run may have been easier.
- -If you are doing a visa renewal, we recommend starting this process at the 4 week mark.
- -Do a township walkabout with a staff member within your first month of arriving.
- -Always write down people's names!
- -Bring clothing for all seasons..SA can get very cold
- -Visit other schools and universities to compare and contrast your surroundings





-- Truth Coffee Roasting is our favourite coffee shop in Cape Town

-Visit Constantia via hop on hop off bus in Cape Town

-We love Sagewood Cafe , Tandoor, and Brail and Bake in Pietermaritzburg.



-If you want to do Kruger at a very reasonable price, we recommend booking a campsite through SANPARKS at staying in one of the Southern campsite.

-We only recommend a road trip to Cape Town from Pietermaritzburg if you have more than 2 weeks and a confident driver.









Apartheid Laws. (2019, December 1). Retrieved

http://www.rulehttp://scnc.ukzn.ac.za/doc/HIST/Apartheid%20 Legislation%20in%20South%20Africa.htm

Baskin, C. (2016). Strong helpers' teachings: The value of indigenous knowledge in the helping professions. Toronto, ONT: Canadian Scholars' Press Inc.

Bishop, A. (2015). Becoming an ally. Black Point, NS, Winnipeg, REG: Fernwood Publishing.

Narayan, U. (1988). Working together across difference: some considerations on emotions

and political practise. Hypatia, 3(2), 31-47 PDF File

MacDonald, K. (2014). "(De)colonizing pedagogies: An exploration of learning with

students volunteering abroad." In R. Tiessen & R. Huish (Eds.), *Globetrotting or Global Citizenship?: Perils and potential of international experiential learning* (pp. 209-229). Toronto, ON: University of Toronto Press.