



Hlayiseka Training Module

**EVERYONE'S A FOREIGNER
SOMEWHERE**

Understanding and Addressing
Xenophobia

Trainer's Manual

Table of Contents

1. Introduction	4
2. Tips on talking about xenophobia	6
3. Session overviews	8

Adult Training Module

Session 1: What is xenophobia?	10
Session 2: Xenophobia and discrimination	11
Module 3: Myths, stereotypes and language	16
Session 4: Migration, asylum and refugees	21
Session 5: The impact of xenophobia on non-South Africans	24
Session 6: The impact of xenophobia on communities	27
Session 7: Addressing xenophobia in your school	34

Children's Training Module

Session 1: Difference, 'othering' and discrimination	37
Session 2: What is xenophobia?	40
Module 3: Myths, stereotypes and language	42
Session 4: Migration, asylum and refugees	46
Session 5: The impact of xenophobia on non-South Africans	50
Session 6: The impact of xenophobia on communities	53
Session 7: Class Projects	58

4. References	60
5. Glossary	61
6. Appendix 1: Sample Pictures	63

1. Introduction

The spate of attacks against primarily non-South Africans across the country in May 2008 focused national and international attention on the problem of xenophobia in South Africa. Media coverage and reports of assaults, the burning and looting of homes and shops and shootings highlighted the tensions between South Africans and non-South Africans, particularly in poorer communities.

The attacks were an escalation of a long-standing problem. An investigation conducted by Human Rights Watch in 1996 and 1997 on the treatment of undocumented **migrants**, **asylum-seekers** and **refugees** in South Africa concluded that “in general, South Africa's public culture has become increasingly xenophobic” and documented “pervasive and widespread abuse of migrants in South Africa”. A study by the Centre for Violence and Reconciliation (CSV) in 2006 also highlighted xenophobic attitudes amongst members of the South African Police Service (SAPS).

Xenophobia remains a major problem. There continue to be attacks against non-South Africans, and their homes and businesses in settlements all over the country. While non-nationals in South Africa make a valuable contribution to community life in many areas, their lives and livelihoods continue to be threatened on a daily basis.

Overview of the *Everyone is a Foreigner Somewhere* xenophobia toolkit

This Trainer's Manual forms part of the Hlayiseka School Safety Tool Kit. The *Everyone is a Foreigner Somewhere* training module on addressing xenophobia comprises three inter-related tools:

- **This *Everyone is a Foreigner Somewhere* Trainer's Manual:** equips trainers and teachers to implement the training module. It covers the aims and objectives of each session, suggested timings and recommended activities to help transmit the content of the course. The manual also includes tips for talking about xenophobia, as well as audio-visual resources to enrich learning.
- **The Course Reader:** this provides detailed information on the topics covered in the training module. The Reader is designed to provide trainers and teachers with the information needed to deliver the *Everyone is a Foreigner Somewhere* training modules for adults and children respectively. It also can also be used as a resource for those participating in the course, or those who simply wish to learn more about the problem of xenophobia.
- **Problem assessment and monitoring questionnaires:** this booklet comprises two questionnaires to be used in assessing the extent to which xenophobia is a problem in your school and monitoring the success of interventions aimed at addressing it. The first questionnaire targets school governing bodies, school

principals and teachers, while the second is designed for use amongst school children.

These three components provide a comprehensive toolkit designed to equip school governing bodies, school principals and children with the knowledge and tools to recognise and counter xenophobia within the school community.

Manual overview

The course targets educators, members of school governing bodies and child learners. The course has two streams, depending on whether it is adults or children participating in the course. These streams cover broadly the same content but are structured around discussions, games and exercises appropriate to adults and children respectively. Each one contains 7 sessions. These can be presented together as a course or as individual components worked into life skills or other lessons.

Overview of the *Everyone is a Foreigner Somewhere* training module for adults:

- Session 1: What is xenophobia?
- Session 2: Xenophobia and discrimination
- Session 3: Myths, stereotypes and language
- Session 4: Migration, asylum and refugees
- Session 5: The impact of xenophobia on non-South Africans
- Session 6: The impact of xenophobia on communities
- Session 7: Addressing xenophobia in your school

Overview of the *Everyone is a Foreigner Somewhere* training module for children:

- Session 1: What is xenophobia?
- Session 2: Xenophobia and discrimination
- Session 3: Myths, stereotypes and language
- Session 4: Migration, asylum and refugees
- Session 5: The impact of xenophobia on non-South Africans
- Session 6: The impact of xenophobia on communities
- Session 7: Class projects

How to use this manual

This Trainer's Manual should be used alongside the Course Reader. The Reader, and the associated activities in this manual, covers the compulsory content for the training; you are free to expand on or supplement this information.

The adult and children's training materials each contain **discussions, activities and exercises** that you can use to explore the content with target audience. Exercises are suggested for each session, but you are free to choose what exercises they use and in what order they use them. You are also free to add exercises as you see fit.

The manual also includes **tips on talking about xenophobia**, as well as a **glossary of key terms** used in each the Module.

2. Tips on talking about xenophobia

Trainers' General Tips

Be sensitive to people's varying levels of experience and backgrounds. Learners and participants may come from many different backgrounds. Some may even have been the target of xenophobia. You need to be sensitive in moderating the content of the course. It is also essential that you encourage mutual respect among participants and between you and the learners. It is important too that you accommodate different levels of familiarity with the topic. Here are some other tips on facilitating the course:

- **Allow space for experience in the discussion:** people that are comfortable sharing their experience will enrich the group's learning
- **Encourage broad and active participation:** notice who is quiet and who responds the most frequently; try to solicit contributions from everyone
- **Encourage constructive debate:** Invite open discussion, particularly where learners disagree with each other or with you, but ensure that it remains grounded in the principles of respect and learning. Everyone is allowed his or her opinion, and everyone is allowed to respectfully disagree

Talking about sensitive issues

It is not only the learners who will be examining and re-examining personal values, beliefs, and behaviour during the training. As a trainer or educator, your job can be the most taxing because you are immersed in the same content as the participants but you must remain neutral and guide the group through the modules. This does not mean you are not allowed to have feelings; it just that you will have to deal with them outside of class. The following tips can help to prepare you for talking about xenophobia:

- Clarify for yourself your feelings about xenophobia
- If you choose to share your experiences and opinions, make sure you tell the group that these are your personal ideas. Other people may not share them, and you need to accept this
- Think about how you may feel and what you might do if someone in the group shares a personal story that reminds you of your own life. Be aware that talking about these kinds of personal issues can bring up strong and uncomfortable feelings for you as well as for participants in the training session

- Talk to a social worker or someone you trust about your feelings

Dealing with Hostility

Xenophobia can be a very emotional and sensitive issue. Some people may not want to talk about the issues, and may not like the way you present them. It is often hard for people to confront their own attitudes and behaviour. A good facilitator should:

- Remain neutral and resist reacting strongly to participants' opinions
- Be an active listener
- Ask questions instead of making demands
- Encourage open communication
- Keep the group focused on the issues in each module

It is helpful to involve a social worker in the training to help learners deal with emotional issues in a safe way, or to at least have a referral system in place to aid learners in need of assistance.

3. Session overviews

The session outlines described in the section are simply designed to help you deliver the course content and should be read alongside the **Hlayiseka School Safety Toolkit Reader on Addressing Xenophobia**. The sessions are flexible. You should use your discretion as to what is appropriate for your target group. There is more than one exercise or activity for each section. You are free to pick and choose the tools best suited to your group or to add your own. The following icons can help to identify the type of exercise:

Icons:  Discussion  Creative exercise  Written exercise

Adult training module

Session 1: What is xenophobia?

Time required: 30 minutes

Objectives:

- To explore participants' understanding of term 'xenophobia'
- To define what is xenophobia

Reader material:

- What is xenophobia?

Suggested activities:

- Discussion on what is xenophobia



Discussion: What is xenophobia?

Time:	20 minutes
Objectives:	<ul style="list-style-type: none">• To identify participants' awareness of the term 'xenophobia'• To understand how participants understand the term• To define the term for the remainder of the training module
Materials:	<ul style="list-style-type: none">• Flipchart paper/ blackboard• Prestick (if using flipchart)• Flipchart pens (if using flipchart)

Instructions:

- Write the word 'xenophobia' on a piece of flipchart paper or on a blackboard
- Ask the participants whether they have ever heard the word. If participants have heard the term, ask them what they think it means. If they have not heard the term, ask them if they are aware of people in their community who are thought of, treated or spoken about differently because they are from outside South Africa. Ask them to provide examples
- Obtain as many suggestions as possible

- Draw out of the discussion a definition of xenophobia that will be used during the course. Write this definition on a piece of flipchart paper and stick it on a wall, or write it on the blackboard. Ensure that it remains visible for the duration of the module

Debrief and summary:

The definition should capture that xenophobia:

- Refers a fear or dislike of people from other countries
- Comprises attitudes, prejudices and behaviour that rejects and excludes people because they are outsiders or foreigners

Session 2: Xenophobia and discrimination

- Total time required:
- Minimum: 50 minutes
 - Maximum: 1 hour 30 minutes

- Objectives:
- To explain the concept of ‘othering’ and how this leads to discrimination
 - To explore the many different kinds of discrimination
 - To show the similarities between xenophobia and other types of discrimination that we fight against

- Reader material:
- Xenophobia and ‘othering’
 - Xenophobia in schools

- Suggested exercises:
- A word can change things
 - A letter from a ‘foreigner’



Discussion: A word can change things

Time	30 minutes
Objectives	<ul style="list-style-type: none"> • To highlight the similarities between racism and xenophobia
Materials	<ul style="list-style-type: none"> • Flipchart paper

	<ul style="list-style-type: none"> • Prestick • Flipchart pens
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Preparation:

- Review the conversation, below. Fill in the missing words to create a racist conversation about how 'black' people are different from 'white' people
- Write up the completed conversation on a piece of flipchart paper where everyone can see it, or if you prefer, ask two volunteers to act out the scene for the rest of the group

Instructions:

- Ask the participants to imagine that they are in a restaurant or bar where they overhear a conversation between two people in the room. Share with them to conversation you prepared.
- Ask them how they feel about what was said. How does it make them feel? Do they agree or disagree with what they heard?
- Guide participants to the view that these racist views are inaccurate and are not to be condoned
- Now substitute the missing words with new words to create a conversation about how 'foreigners' are different from 'South Africans'.
- Ask participants how they feel about the new conversation. Does anything change for them? Is the conversation any more acceptable?

Debrief and summary:

- Draw out how similar racism is to xenophobia. Note that views we find unacceptable when applied to another race sometimes seem more acceptable when applied to non-South Africans
- Draw out that neither are justified or acceptable



Exercise: A letter from a 'foreigner'

Source: This exercise is adapted from European Youth Centre Budapest, no date, Letter from an Arab/Black/Gypsy/Southerner/... *Alien '93: Youth Organisations Combating Racism and Xenophobia*. Available at <http://eycb.coe.int/alien/12.html>.

Time	60 minutes
Objectives	<ul style="list-style-type: none"> • To make the participants reflect about their own attitudes and behaviour towards non-South Africans • To make the participants reflect about the attitudes and behaviour of the majority towards difference • To highlight the common ground between South Africans and non-South Africans
Materials	<ul style="list-style-type: none"> • Copies of the unfinished 'Letter to a South African' • Flipchart paper • Prestick • Flipchart pens

Preparation:

- Make copies of the 'Letter to a South African' for each participant in the class plus a few spare copies

Instructions:

- Hand out a copy of the uncompleted imaginary letter below to each participant.
- Ask them to complete individually the letter by filling in the gaps. They must pretend that the letter is addressed to them by person from another country living in South Africa; they can stipulate where the person is from or simply write from the perspective of a typical 'foreigner' in their community. By completing the sentences, the participants must express what they, as South Africans, believe this 'different' person would tell them.
- Once they have completed their letters, divide participants into groups with a maximum of five people in each group.
- Ask the people in the group to compare their answers and, by consensus, elaborate a single letter which reflects – according to the general opinion – the most common attitudes in our society towards people from another culture or origin. Give each group 30 minutes to produce their letter.

- Once the letters are complete, ask one person from each group to read out their letter to the other participants.
- Summarise the key characteristics or themes identified by each group. Draw out the most noticeable commonalities and differences between South Africans and non-South Africans.
- Use this to start a concluding debate on how people in the area see non-South Africans and whether negative perceptions are justified. Key questions should include:
 - Whether non-South Africans are really so different from South Africans
 - How much South Africans really know about people from other countries
 - Whether people see non-South Africans as equals or as inferior or superior to South Africans and whether these views are justified
 - How participants would want to be treated if they were from outside South Africa

Summary and debrief:

- Conclude by summing up the key ideas generated during the debate. Key messages should include:
 - That people often fear or stigmatise what they don't know
 - That there are more similarities than differences between South Africans and non-South Africans; everyone is simply trying to build a better life for themselves and their families
 - Differences can be positive and enrich our society. Building relationships with people from other cultures and societies can open up our minds to other ways of understanding life and the world; society gets better and changes as a result of the contrasts of the different visions and ideas about life and the world.

A letter to a South African

Dear Sir or Madame,

When we cross each other in the street you look at me and you think

_____.

I have also the feeling that, in relation with my needs, my problems and my areas of interest you

_____.

Of me, my feelings and my way of thinking what you know

You think you are _____ of/from/than me and, so, you can _____ with/for/from/of me.

Perhaps you have never imagined that you could be, like I am, a foreigner, someone different in a world where the rest of the people speak another language and have other ways of life. If you were, what you would wish, like I do now, is that

_____ and that your values, your knowledge, your capacities would be _____; and then you would feel, like I do now, that you had the right to _____.

That, what you would wish for yourself, is what I expect from you now. You will not be surprised that/if _____.

My best wishes,

Someone different

Module 3: Myths, stereotypes and language

- Time required:
- Minimum: 1 hour 20 minutes
 - Maximum: 1 hour 30 minutes
- Objectives:
- To explain what we mean by myths and stereotypes
 - To identify the key myths and stereotypes we encounter everyday
 - To illustrate how language and images help to reinforce myths and stereotypes
 - To counter prevailing myths and stereotypes and illustrate their harmful effects
- Reader material:
- What do we mean by stereotypes?
 - The relationship between myths and xenophobia
 - Correcting prevailing myths and stereotypes
 - The role of language in reinforcing myths and stereotypes
- Suggested exercises:
- Identifying and evaluating common stereotypes
 - Where do you stand?
 - How words stigmatise



Discussion: Identifying and evaluating stereotypes

Time:	25 minutes
Objectives:	<ul style="list-style-type: none">• To identify common stereotypes about non-South Africans• To evaluate the accuracy of stereotypes
Materials:	<ul style="list-style-type: none">• None

Instructions:

- Ask the class to identify as many stereotypes about non-South Africans as possible. If people are not participating, ask each participant to spend five

minutes discussing this with the person next to them, and to report back to the group

- Take each stereotype and ask the class to comment on how accurate they feel the stereotype is. Ask the participants about their own interactions with non-South Africans in their school and community, and how this may have changed the way they think about foreigners

Debrief and summary:

- Identify examples of how stereotypes are inaccurate, and particularly how non-South Africans contribute positively to schools and communities
- Conclude that all stereotypes are very simplistic and seldom accurate; whether they refer to non-South Africans or anyone else it is important to remain critical and to judge people for who they are



Discussion: Where do you stand?

Source: This exercise is adapted from European Youth Centre Budapest, no date, *Where do you stand? All Different, All Equal Education Pack*. Available at www.eycb.coe.int/edupack/print_62.html.

Time	35 Minutes
Objectives	<ul style="list-style-type: none">• To challenge participants' views and opinions on xenophobia and intolerance• To draw out and recognise the differences in thinking in the group.• To break down communication barriers and encourage everyone to express their opinion.
Materials	<ul style="list-style-type: none">• A4 paper• A list of statements• Prestick

Instructions:

- Write out 'Agree' and 'Disagree' on two separate pieces of A4 paper. Stick one piece on one side of the room and the other on the opposite side

- Explain that you are going to read out statements and then those participants who agree with the statement should move to the side of the room with the 'Agree' sign and vice versa. Those who are unsure should move to the middle of the room
- Read out the first statement. Once everybody is standing in their chosen position ask people from each group to explain to the others why they chose that position. Those in the opposing group should try to convince them to change their opinion. Based on these arguments, the participants should arrive at a consensus position on whether they agree or disagree with the statement before moving on the next one. Move participants towards the 'right' answers, below
- Read the next statement and repeat the process

Debrief and summary:

- Summarise participants' conclusions.
- Ask participants:
 - Was it difficult to choose a position? Why?
 - What sorts of arguments were used, those based on fact or those which appealed to the emotions?
 - Were the statements valid?
 - Were there any comparisons between what people did and said during this exercise and reality?
 - What do they think about this?
- Emphasise that there are many stereotypes about foreigners. Many of these are based on ignorance and fear. These stereotypes are seldom true; most non-South Africans are people just like them, simply trying to support their families and obtain a better life.

Examples of statements:

Statement	Answer
Immigrants take away houses and jobs	False: Non-South Africans often take jobs that South Africans are not prepared to take. In many instances they actually support local economies and employ locals
Non-South Africans make a valuable contribution to our community	True: They bring a wide range of skills and experience that can benefit local communities and people
Xenophobia is racism	True: By identifying and separating out

	people who look different or speak another language, xenophobia is just the same as racism and just as unfair
Non-South Africans have the same rights as South Africans; they should have the same access to education and healthcare	True: South Africa's Bill of Rights states that everyone has the right to education and healthcare, regardless of where they come from
Non-South Africans are responsible for crime	False: As in any other community, you get good and bad people, but most people are not involved in crime. In fact, non-nationals are often more likely to be become victims of crime
The government should prevent non-nationals from entering South Africa	False: While some controls are necessary, non-nationals make a valuable contribution to our society. South Africa can not live in isolations from other countries
Most non-nationals are in the country illegally	False: Many non-South Africans are legally entitled to live and work in South Africa
Non-South Africans often choose to take lower paid jobs	False: Non-South Africans often take lower-paid jobs, but usually not by choice. Non-nationals are often exploited by employers who take advantage of their circumstances to drive down wages or impose harsh working conditions



Exercise: How words stigmatise

Time:	30 minutes
Objectives:	<ul style="list-style-type: none"> • To explore how words and images stigmatise non-South Africans • To evaluate how words and images reinforce stereotypes

Materials:	<ul style="list-style-type: none"> • Coloured flashcards • Flipchart (optional) • Flipchart pens (optional)
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Preparation:

Write out the following statements on flashcards. Use one statement for each card.

- The police today arrested a Malawian man for stealing copper wire
- Over the last decade thousands of Zimbabweans have flooded into South Africa due to the economic and political troubles there
- We need to kick the aliens out and keep the jobs at home for South Africans
- These Makwerekwere are not welcome here
- The Nigerians are all drug dealers and criminals
- You can tell who's a foreigner by the way they look; they have black skin but South Africans have brown skin
- You can tell he is a foreigner by his smell
- There are many illegal immigrants living here these days
- Corrupt officials prey on desperate refugees
- We must ban illegal immigration in order to prevent criminals coming into South Africa

Instructions:

- Divide the class into groups, with a maximum of five participants in each group.
- Give each group one flashcard (use only the number of the above statements you need). Ask them to read the statement carefully and comment on the pictures the words create in their heads
- Ask them to evaluate whether these statements are true
- Ask them to comment on how they would feel if referred to in this way
- Give the groups ten minutes to discuss the statements. Ask one person from each group to report back to the class. Participants can write up their findings on pieces of flipchart paper and simply report back verbally.

Debrief and summary:

Note that words have a powerful effect on how we view people and that we need to be:

- Critical about what we read, the things we see on television and what people tell us
- Careful about the language we use and aware of how it may stigmatise

Session 4: Migration, asylum and refugees

Time: 60 minutes

Objectives:

- To explain common terms associated with migration, asylum and refugees
- To identify key push and pull factors that lead people to South Africa
- To illustrate the key challenges faced by migrants, asylum-seekers and refugees
- To personalise the issue of migration

Reader material:

- What is an economic migrant?
- What is a refugee
- What is an asylum seeker?
- Why do people leave their countries?
- The documentation challenge

Suggested exercise: • Our migration histories

Audio-visual resources:



Video clip 1: A Zimbabwean's story

(<http://www.youtube.com/iompretoria#p/u/4/UICmIElnZ0>)



Video clip 2: A Mozambiquan's story

(<http://www.youtube.com/watch?v=cLsvD6AMb0Y>)



Video clip 3: A story from the mines

(<http://www.youtube.com/watch?v=Vfu12x-TDew>)



Exercise: Our migration histories

Source: This exercise is adapted from Abeda Bhamjee, no date. *Anti-Xenophobia Resource Manual and Training Guide*, School of Development Studies, University of KwaZulu-Natal.

Time:	30 minutes
Objectives:	<ul style="list-style-type: none"> • To illustrate that migration is not a new in South Africa • To illustrate the in a sense we are all migrants • To explore the reasons for migration • To exploring internal and international migration
Materials:	<ul style="list-style-type: none"> • Copies of the 'My Family Tree' worksheet • Pens

Preparation:

- Make sufficient copies of the 'My Family Tree' worksheet for each participant in the class plus a few spare copies

Instructions:

- Ask participants to construct their family tree
- Initially, just ask the participants to fill in their name, their parents' names, their grandparents' names, and if they know them, their great grandparents' names Give them three minutes to fill in the names. Next, ask them to fill in where each person came from. Ask them to write down where in South Africa they came from, and if they came from outside of the country, to write this down. Give them another three minutes to fill in the information
- Once everyone has finished, ask several children to share their family trees with the class

Debrief and summary:

From the discussions draw out that:

- People move for a wide range of reasons, including economic reasons, war, drought, weather, family etc.
- Most of us have a history of migration in our families, whether it is moving from place to place within South Africa or from other countries

Conclude by noting that only the Khoi and San are the only peoples can lay claim to being indigenous to this area, everyone else has migrated into the area over the last 1000 years.

My Family Tree

Great Grandfather and Great Grandmother

Where born:

Great Grandfather and Great Grandmother

Where born:

Grandfather _____

Where born:

Grandfather _____

Where born:

Grandmother _____

Where born:

Grandmother _____

Where born:

Mother _____

Where born:

Father _____

Where born:

Me _____

Where born:

Session 5: The impact of xenophobia on non-South Africans

Time: 1 hour

Objectives:

- To examine the physical, economic and emotional impact of xenophobia

Suggested exercises:

- Cynthia's story



Exercise: Cynthia's story

Time:	40 minutes
Objectives:	<ul style="list-style-type: none">• To illustrate some of the reasons why people leave their countries• To personalise what migration involves• To personalise the impact of xenophobia
Materials:	<ul style="list-style-type: none">• Copies of the 'Cynthia's Story'

Preparation:

- Make photocopies of Cynthia's Story for each participant

Instructions:

- Hand out copies of Cynthia's Story
- Ask one or more children to read out the story to the rest of the class. If you want to involve several children, give each a paragraph to read
- Ask the class to comment on the story:
 - How did they feel hearing the story and why?
 - Would they find it difficult to move the way Cynthia did and why?
 - If they moved, what would be some of the things they would miss most or find most difficult?

- How would they feel if they experienced the kind of xenophobia Cynthia encountered?
- Are there things that they could do to make people like Cynthia to feel more welcome in their school or community?

Debrief and summary:

Draw out from the discussions that:

- The decision to leave one's country is difficult but people often have little choice but to leave
- Xenophobia impacts on people in a very negative way and can make people feel scared, angry and afraid and can even result in them being beaten or killed
- That we can all play a part in making people feel more welcome, by making friends with people from other countries, inviting them to join in activities, and treating them equally and respectfully

Variation:

- One or more of the video clips can be used in the place of Cynthia's story for a shorter exercise. The aim would again be to draw out the difficulties involved in migrating and the impact of xenophobia on people's wellbeing

Cynthia's Story

Never in Zimbabwe did we dream that our country would be in a situation like we have today.

We had the best of everything until one day, without expecting it, we found ourselves in an economic situation that is difficult to endure. After much deliberation we decided to come here to South Africa because we needed help with our situation.

Every person who left Zimbabwe left for reasons best known to them, and why they chose wherever they went is a long story. Most of us left because we did not agree with the policies in our home country, and there was nothing we could do to change them. Some of us even got into trouble for voicing concerns or disagreeing with those policies. All I know is that it is never easy for anyone to leave home without any plan or a thing to your name to go and start your life all over again.

It is even harder when you are rejected because you are a foreigner. What foreigner? I am an African. From a distance I look like one of the black South Africans. It's only when the locals speak to me and I answer back either in the same language or in English that they pick it up that I am a 'foreigner' and the reaction thereafter leaves one stunned to say the least.

The reaction ranges from a rude insult or mockery, to silence. Imagine you are on the train or taxi and the journey becomes quite unbearable. You are afraid to ask for directions because they will go out of their way to make you lose your way. This is not all of them. There are a few saints who love and respect other people and who are helpful and friendly. But it is always a nine out of ten chance. They will make it worse for you if at work the employer prefers you because you are educated and you understand common sense. Because of where our nation has been, Zimbabweans will work anywhere, regardless of education, just to better our lives and for that fellow Africans here in South Africa get very jealous.

We have stuck it out here in South Africa with all the hostility that we have to tolerate. But never in my wildest imagination did I ever think that it would get to xenophobia/afro-phobia attacks. Blacks against blacks. As I am writing this I am very emotional. I cannot stop crying. I can not believe it is happening. I have been displaced, and I find it very hard to trust anyone.

All I want is to go back home but after three years where do I start? My whole life and those of my children is now part of South Africa, and through every trial and struggle, we had hoped that it would get better. I have never experienced this cruelty at home, and I am in a dilemma as to what to do. I am lucky because I am staying in an old flat that is being renovated, and I have had a lot of support from friends here in Cape Town. What if it gets worse? The emotional trauma makes one sick.

Session 6: The impact of xenophobia on communities

- Time: Minimum: 50 minutes
Maximum: 1 hour 40 minutes
- Objectives:
- To explore the impact of xenophobia on communities and South Africa
 - To foster an awareness of Human Rights
 - To illustrate the every person's entitlement to human rights irrespective of where they are from
- Reader material
- How does xenophobia impact communities
 - The value of diversity
- Suggested exercises:
- Rights Bingo!
 - I am an African

Audio-visual resources:



Video clip: Human rights for all

<http://www.youtube.com/watch?v=k9xa2Rbg96o>



Discussion: I am an African

Source: This exercise is adapted from Abeda Bhamjee, no date. *Anti-Xenophobia Resource Manual and Training Guide*, School of Development Studies, University of KwaZulu-Natal.

Time	40 minutes
Objectives	<ul style="list-style-type: none">• To help South African participants identify their own migration history and to make them aware that they are 'Africans'.• To show them that South African leaders also acknowledge the importance of other Africans in our society

Materials	<ul style="list-style-type: none"> • Copies of Thabo Mbeki's 'I am an African' speech

Preparation:

- Make photocopies of the 'I am an African' speech for each participant

Instructions:

- Hand out a copy of the speech to each participant. Explain that is it an excerpt from the speech by then Deputy President Thabo Mbeki marking the adoption of the South Africa's constitution in 1996
- Ask one or more participants to slowly read aloud the speech. The speech should be read slowly to allow participants to absorb the content
- Ask the participants to comment on the speech. Reflect on the issues around migration, national identity and international identity Mbeki evokes in this speech. Key questions include:
 - How does Mbeki construct his national identity?
 - Which groups does he include in the discussion?
 - If you look at the groups identified can they all be said to be indigenous to South Africa? (Reflect on the fact that only the San and Khoi can be said to be indigenous, most other groups migrated to this region).
 - How does Mbeki relate to other Africans?
 - In describing their struggles is he drawing a comparison to our struggle?
 - What attitude does he reflect towards other Africans?

Debriefing and summary:

- Conclude by discussing the idea of diversity in society. Draw out the how the 'us' and 'them' mentality was used to prop up Apartheid and how similar the inclusion/exclusion of people on racial grounds is to xenophobia. Note how destructive these attitudes can be. Emphasise the importance of respecting others and being sensitive to the issues they face.

I Am an African

Excerpt from the statement by Thabo Mbeki on the adoption by the constitutional assembly of South Africa's Constitution Bill, Cape Town, 8th May, 1996

I am an African.

I owe my being to the Khoi and the San whose desolate souls haunt the great expanses of the beautiful Cape - they who fell victim to the most merciless genocide our native land has ever seen, they who were the first to lose their lives in the struggle to defend our freedom and dependence and they who, as a people, perished in the result.

Today, as a country, we keep an audible silence about these ancestors of the generations that live, fearful to admit the horror of a former deed, seeking to obliterate from our memories a cruel occurrence which, in its remembering, should teach us not and never to be inhuman again.

I am formed of the migrants who left Europe to find a new home on our native land. Whatever their own actions, they remain still, part of me.

In my veins courses the blood of the Malay slaves who came from the East. Their proud dignity informs my bearing, their culture a part of my essence. The stripes they bore on their bodies from the lash of the slave master are a reminder embossed on my consciousness of what should not be done.

I am the grandchild of the warrior men and women that Hintsa and Sekhukhune led, the patriots that Cetshwayo and Mphephu took to battle, the soldiers Moshoeshe and Ngungunyane taught never to dishonour the cause of freedom.

My mind and my knowledge of myself is formed by the victories that are the jewels in our African crown, the victories we earned from Isandhlwana to Khartoum, as Ethiopians and as the Ashanti of Ghana, as the Berbers of the desert.

I am the grandchild who lays fresh flowers on the Boer graves at St Helena and the Bahamas, who sees in the mind's eye and suffers the suffering of a simple peasant folk, death, concentration camps, destroyed homesteads, a dream in ruins.

I am the child of Nongqause. I am he who made it possible to trade in the world markets in diamonds, in gold, in the same food for which my stomach yearns.

I come of those who were transported from India and China, whose being resided in the fact, solely, that they were able to provide physical labour, who taught me that we could both be at home and be foreign, who taught me that human existence itself demanded that freedom was a necessary condition for that human existence.

Being part of all these people, and in the knowledge that none dare contest that assertion, I shall claim that - I am an African.

I have seen what happens when one person has superiority of force over another, when the stronger appropriate to themselves the prerogative even to annul the injunction that God created all men and women in His image.

I know what it signifies when race and colour are used to determine who is human and who, sub-human.

I am born of a people who would not tolerate oppression.

I am of a nation that would not allow that fear of death, torture, imprisonment, exile or persecution should result in the perpetuation of injustice.

Today it feels good to be an African.

I am an African.

I am born of the peoples of the continent of Africa.

The pain of the violent conflict that the peoples of Liberia, Somalia, the Sudan, Burundi and Algeria is a pain I also bear.

The dismal shame of poverty, suffering and human degradation of my continent is a blight that we share.

The blight on our happiness that derives from this leaves us in a persistent shadow of despair.

This is a savage road to which nobody should be condemned.

This thing that we have done today, [adopting the constitution] in this small corner of a great continent that has contributed so decisively to the evolution of humanity says that Africa reaffirms that she is continuing her rise from the ashes.

Whatever the setbacks of the moment, nothing can stop us now!

Whatever the difficulties, Africa shall be at peace!

However improbable it may sound to the sceptics, Africa will prosper!



Exercise: Rights Bingo

Adapted from Council of Europe, *COMPASS: A Manual on Human Rights Education with young people*. Available from

http://eycb.coe.int/compass/en/chapter_5/5_4.html

Time:	40 minutes
Objectives:	<ul style="list-style-type: none">• To show that human rights are relevant for everyone everywhere• To encourage respect for other people and their opinions
Materials:	<ul style="list-style-type: none">• Copies of the quiz sheet• Flipchart paper• Pens and Flipchart pens

Preparation:

- Make one copy of the quiz sheet for each child in the class
- Familiarise yourself with the Bill of Rights. If you choose, also familiarise yourself with the International Convention on the Rights of the Child (summary available from http://eycb.coe.int/compass/en/chapter_6/6_6.html)

Instructions:

- Hand out the quiz sheets and pens
- Introduce the concept of Human Rights
- Ask the participants to find a partner and ask them one of the questions on the sheet. Ask them to note the key words of the answer in the relevant box. When they are finished, ask each one of the pair to find another partner and ask them a question and so on.
- The aim of the game is not only to get an answer in each box but also to get a different person to answer each question.
- The person who gets an answer in every box first shouts out "Bingo!". They win.
- Move on to the discussion. Take the question in the first box and ask people in turn to share the answers they received. List the key words on the flipchart. Allow short comments at this stage. When recording people's answers to each question, only put down key words. The point of the chart is to help with the discussion later.

- Feel free to change any of the questions to tailor the activity to the interests and level of your group.

Debriefing and summary:

Ask children to comment on:

- Whether all the questions related to human rights, and if so which rights
- Which questions were the hardest to answer and why?
- Whether everyone has rights and why?

Draw out the key rights included in the Bill of Rights

Conclude by noting that human rights are universal, and that the South African constitution stipulates that everyone has rights, regardless of whether they were born in South Africa or not. The South African constitution in fact rarely uses the word 'citizen', but rather states that everyone living here is entitled to the same basic set of rights.

Rights Bingo!

<p>The name of the South African document describing rights in South Africa</p>	<p>A right all children should have</p>	<p>A right sometimes denied to women</p>
<p>A right denied to some non-South Africans in South Africa</p>	<p>A human right that has been denied to you personally</p>	<p>A violation of the right to life</p>
<p>A duty we all have in relation to our human rights</p>	<p>An example of discrimination</p>	<p>A violation of the right to freedom</p>
<p>A right denied to some foreign-national children in South Africa</p>	<p>A violation of the right to safety</p>	

Session 7: Addressing xenophobia in your school

- Time: 1 hour and 45 minutes
- Objectives:
- To explore ways of addressing xenophobia in the school environment
 - To brainstorm ways of addressing xenophobia in participants' schools
 - To identify the next steps participants' should take in tackling xenophobia in their school
- Reader content:
- Addressing xenophobia in schools
 - Next steps
- Exercise:
- Actions to address xenophobia



Exercise: Actions to reduce xenophobia

Time:	1 hour 30 minutes
Objectives:	<ul style="list-style-type: none">• To brainstorm ideas for addressing xenophobia in participants' school• To identify priority action areas

This last exercise aims to assist participants in identifying concrete ways of addressing xenophobia in their school. The aim is not to pre-empt the research process or evidence-based planning, but rather to map out how participants can move forward. The session has two components:

- A brainstorming exercise to establish key ideas and issues
- Developing a one-page road map on the way forward

Instructions:

- Divide the class into groups, with a maximum of six participants in each group

- Write up the following questions on a piece of flipchart paper and stick it where everyone can see it:
 - What are the key issues we need to examine in our school?
 - Are there specific structures or practices that we need to look at?
 - Who needs to be involved?
 - What needs to happen before we can move forward?
 - In what order should we do things?
 - Who is responsible?

- Give each group 20 minutes to discuss their ideas. Ask one person from each group to write up the key points and a piece of flipchart paper and present them to the larger group

- Once every group has presented you will work with the class to synthesize a road map on the way forward. Work on a black or white board, or on a computer linked to an overhead projector, so that you can make changes as participants provide comment. You can use the following template to structure the map:

Action areas?	Who is responsible?	Who must be involved?	By when?	What needs to be done to get the ball rolling?
1)....				
2)....				
3)....				

- Once you have finished the map, and everyone is happy with it, ask the group to nominate one person to drive forward the process. This person should have sufficient authority to demand action from others. Ask this person to write-up the map on an A4 piece of paper

Make photocopies of the finalised map for each participant and hand them out for them to keep

Children's training module

Session 1: Difference, 'othering' and discrimination

Total time required:

- Minimum: 40 minutes
- Maximum: 1 hour

Objectives:

- To examine diversity in the school environment
- To explain the concept of 'othering' and how this leads to discrimination
- To explore the many different kinds of discrimination

Reader material:

- Xenophobia and 'othering'

Suggested exercises:

- The different people in the room
- The name game
- Identify discrimination in children's school and community



Discussion: The different people in the room

Time:	20 minutes
Objectives:	<ul style="list-style-type: none">• To explore diversity within the school environment
Materials:	<ul style="list-style-type: none">• None

Instructions:

- Introduce the activity by noting that, as in any population, the children in the school come from many different ethnic, linguistic and cultural backgrounds. Explain that this exercise explores some of these differences.
- Create a large, open space in the middle of the classroom. Ask the children to stand around the edges of the classroom, keeping the centre clear.
- Explain that you are going to shout out different characteristics; those sharing a particular trait must run into the centre and 'high-five' anyone else in the space before running back to their original position.

Possible statements: Statements will vary according to the context. You will need to adapt the statements to ensure that they are relevant to the group you are working with. Examples of statements include:

- Everyone with short hair?
- Everyone who is very tall for their age?
- Everyone who does not have brown eyes?
- Everyone who speaks Xhosa at home?
- Everyone who speaks another language at home?
- Everyone who is an only child?
- Everyone who has moved to this area from somewhere else?

Debrief and summary:

Conclude by noting that people in the room share similarities and differences. Note that this is something positive, that makes people interesting and enriches the school environment.



Discussion: The name game

Time:	30 minutes
Objectives:	<ul style="list-style-type: none"> • To explore diversity within the school environment • To explore the range of ethnic and cultural backgrounds in the group
Materials:	<ul style="list-style-type: none"> • None

Instructions:

- Introduce the activity by noting that, as in any population, the children in the school come from many different ethnic, linguistic and cultural backgrounds. Explain that this exercise explores some of these differences.
- Divide the children into pairs. Ask each child to explain to their partner the meaning and history of their name. For example, what their names means in their home language, what language they speak at home, and whether there is a story behind their name. Give the groups five minutes to exchange stories. Once they have finished, call on pairs to report back to the group. Children should introduce and report back on their partner.

Debrief and summary:

Conclude by noting that people in the room come from different backgrounds and have different stories to tell. Note that this is something positive, that makes people interesting and enriches the school environment.



Exercise: Identifying discrimination in children’s school and community

Time:	40 minutes
Objectives:	<ul style="list-style-type: none"> • To illustrate the concept of othering • To enable children to relate the concept of othering to their everyday experiences • To facilitate discussion of whether discrimination is fair and justified
Materials:	<ul style="list-style-type: none"> • Copies of pictures showing people being excluded for some reason. • Card board or stiff paper • Glue

Preparation:

- Cut out 6-8 pictures depicting people being discriminated against. These can be from magazines, newspapers, or the samples provided in Appendix 1. These can illustrate any instance where people are being treated differently because of some characteristic (e.g. their race, sex, health status etc.)
- Glue each picture onto a piece of cardboard to make 6-8 cards that you can hand out to work groups.

Instructions:

- Break the children into groups, with a maximum of five children in a group.
- Introduce the concept of discrimination how discrimination may play out at school or in communities.
- Give each group one of the picture cards and give them 15 minutes to discuss each picture. Ask each group to identify what is happening in each picture and why it is discriminatory. Ask them if they can provide examples of similar discrimination in their school or community.
- Ask one child from each group to feedback to the larger group on their discussions. Allow 15 minutes for the feedback.

Debrief and summary:

Ask the class to evaluate what they discussed:

- Is discrimination fair?
- Is discrimination justified?
- How does discrimination make people feel?
- What do participants think of those who discriminate?

Session 2: What is xenophobia?

Time required: Minimum: 30 minutes
Maximum: 1 hour

Objectives:

- To explore participants' understanding of term 'xenophobia'
- To define what is xenophobia

Reader material:

- What is xenophobia?

Suggested activities:

- Discussion on what is xenophobia
- Draw it!



Discussion: What is xenophobia?

Time:	20 minutes
Objectives:	<ul style="list-style-type: none">• To identify participants' awareness of the term 'xenophobia'• To understand how participants understand the term• To define the term for the remainder of the training module• To relate the concept of xenophobia to the discussion on differences, othering and discrimination
Materials:	<ul style="list-style-type: none">• Flipchart paper/ blackboard• Prestick (if using flipchart)• Flipchart pens (if using flipchart)

Instructions:

- Write the word 'xenophobia' on a piece of flipchart paper or on a blackboard
- Ask the participants whether they have ever heard the word. If participants have heard the term, ask them what they think it means. If they have not heard the term, ask them if they are aware of people in their community who are thought of, treated or spoken about differently because they are from outside South Africa. Ask them to provide examples
- Obtain as many suggestions as possible
- Draw out of the discussion a definition of xenophobia that will be used during the course. Write this definition on a piece of flipchart paper and stick it on a wall, or write it on the blackboard. Ensure that it remains visible for the duration of the module

Debrief and summary:

The definition should capture that xenophobia:

- Refers a fear or dislike of people from other countries
- Comprises attitudes, prejudices and behaviour that rejects and excludes people because they are outsiders or foreigners

Relate the discussion in Session 1 to what the class has discussed to xenophobia:

- Just like the examples discussed, xenophobia singles people out because of a particular characteristic: where they come from
- Discriminating in this way is unfair and unjustified
- Discriminating in this way has a negative impact on the victim

**Exercise: Draw it!**

Time:	40 minutes
Objectives:	<ul style="list-style-type: none">• To identify children's awareness of the term 'xenophobia'• To understand how children understand the term• To define the term for the remainder of the training module
Materials:	<ul style="list-style-type: none">• Flipchart paper• Prestick

	<ul style="list-style-type: none"> • Coloured crayons or flipchart pens
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Instructions:

- Divide the children into groups, with a maximum of five children in a group. Give each group a piece of flipchart paper and enough crayons or flipchart pens to draw a colourful picture
- Write the word 'xenophobia' on a piece of flipchart paper or on a blackboard.
- Ask the children whether they have ever heard the word. If children have heard the term, ask each group to draw a picture illustrating a key aspect of the term. If they have not heard the term, ask them if they are aware of people in their community who are thought of, treated or spoken about differently because they are from outside South Africa. Ask them to draw key examples. Give the groups 20 minutes to complete their picture
- Once all the drawings are complete, ask one person from each group to explain the drawing to the rest of the class
- Draw out of the pictures and discussion a definition of xenophobia that will be used during the course. Write this definition on a piece of flipchart paper and stick it on a wall, or write it on the blackboard. Ensure that it remains visible for the duration of the module

Debrief and summary:

The definition should capture that xenophobia:

- Refers a fear or dislike of people from other countries.
- Comprises attitudes, prejudices and behaviour that rejects and excludes people because they are outsiders or foreigners

Variation:

This exercise can be adapted to illustrate discrimination. Rather than asking children to consider and illustrate xenophobia, explain what is discrimination and ask them to draw types of discrimination they see around them.

Module 3: Myths, stereotypes and language
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- Time required:
- Minimum: 1 hour 20 minutes
 - Maximum: 1 hour 30 minutes

- Objectives:
- To explain what we mean by myths and stereotypes

- To identify the key myths and stereotypes we encounter everyday
- To illustrate how language and images help to reinforce myths and stereotypes
- To counter prevailing myths and stereotypes and illustrate their harmful effects

- Reader material:
- The relationship between myths and xenophobia
 - Correcting prevailing myths and stereotypes
 - The role of language in reinforcing myths and stereotypes

- Suggested exercises:
- Act out common stereotypes
 - Identify and evaluate common stereotypes
 - How words stigmatise



Exercise: Act out common stereotypes

Time:	50 minutes
Objectives:	<ul style="list-style-type: none"> • To illustrate common stereotypes that children encounter in their school and community • To evaluate the accuracy of stereotypes • To draw the connection between the stereotypes children know to false and those fuelling xenophobia
Materials:	<ul style="list-style-type: none"> • Flipchart paper (optional) • Flipchart pens (optional)

Instructions:

- Break the children into groups, with a maximum of five children in a group.
- Introduce the concept of myths and stereotypes and provide some examples.
- Ask each group to brainstorm common stereotypes they see or experience around them everyday. Give them five minutes to talk about their ideas. These can be written down on the flipchart paper and stuck on the wall as part of the exercise, or they can simply discuss them.
- Once they have completed brainstorming, ask each group to pick one stereotype and develop it into a two-minute role-play. Give the groups ten minutes to prepare their skits.

Debrief and summary:

Ask the children to comment on each of the stereotypes presented. Ask them to consider:

- Whether they have had similar experiences or can identify similar examples
- How accurately each stereotype portrays reality
- Whether any of the stereotypes resemble things they have heard about non-South Africans
- On the basis of what they have learned how accurate these stereotypes are

Conclude that all stereotypes are very simplistic and seldom accurate; whether they refer to non-South Africans or anyone else it is important to remain critical and to judge people for who they are.

**Discussion: Identify and evaluate stereotypes**

Time:	25 minutes
Objectives:	<ul style="list-style-type: none">• To identify common stereotypes about non-South Africans• To evaluate the accuracy of stereotypes
Materials:	<ul style="list-style-type: none">• None

Instructions:

- Ask the class to identify as many stereotypes about non-South Africans as possible. If people are not participating, ask each participant to spend five minutes discussing this with the person next to them, and to report back to the group
- Take each stereotype and ask the class to comment on how accurate they feel the stereotype is. Ask the participants about their own interactions with non-South Africans in their school and community, and how this may have changed the way they think about foreigners

Debrief and summary:

- Identify examples of how stereotypes are inaccurate, and particularly how non-South Africans contribute positively to schools and communities
- Conclude that all stereotypes are very simplistic and seldom accurate; whether they refer to non-South Africans or anyone else it is important to remain critical and to judge people for who they are



Exercise: How words stigmatise

Time:	30 minutes
Objectives:	<ul style="list-style-type: none"> • To explore how words and images stigmatise non-South Africans • To evaluate how words and images reinforce stereotypes
Materials:	<ul style="list-style-type: none"> • Coloured flashcards • Flipchart (optional) • Flipchart pens (optional)

Preparation:

Write out the following statements on flashcards. Use one statement for each card.

- The police today arrested a Malawian man for stealing copper wire
- Over the last decade thousands of Zimbabweans have flooded into South Africa due to the economic and political troubles there
- We need to kick the aliens out and keep the jobs at home for South Africans
- These Makwerekwere are not welcome here
- The Nigerians are all drug dealers and criminals
- You can tell who's a foreigner by the way they look; they have black skin but South Africans have brown skin
- You can tell he is a foreigner by his smell
- There are many illegal immigrants living here these days
- Corrupt officials prey on desperate refugees
- We must ban illegal immigration in order to prevent criminals coming into South Africa

Instructions:

- Divide the class into groups, with a maximum of five participants in each group.

- Give each group one flashcard (use only the number of the above statements you need). Ask them to read the statement carefully and comment on the pictures the words create in their heads
- Ask them to evaluate whether these statements are true
- Ask them to comment on how they would feel if referred to in this way
- Give the groups ten minutes to discuss the statements. Ask one person from each group to report back to the class. Participants can write up their findings on pieces of flipchart paper and simply report back verbally.

Debrief and summary:

Note that words have a powerful effect on how we view people and that we need to be:

- Critical about what we read, the things we see on television and what people tell us
- Careful about the language we use and aware of how it may stigmatise

Session 4: Migration, asylum and refugees
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Time: 60 minutes

- Objectives:
- To explain common terms associated with migration, asylum and refugees
 - To identify key push and pull factors that lead people to South Africa
 - To illustrate the key challenges faced by migrants, asylum-seekers and refugees
 - To personalise the issue of migration

- Reader material:
- What is an economic migrant?
 - What is a refugee
 - What is an asylum seeker?
 - Why do people leave their countries?
 - The documentation challenge

- Suggested exercise:
- Our migration histories

Audio-visual resources:



Video clip 1: A Zimbabwean's story

<http://www.youtube.com/iompretoria#p/u/4/UICmIElnZ0>



Video clip 2: A Mozambiquan’s story

(<http://www.youtube.com/watch?v=cLsvD6AMb0Y>)



Video clip 3: A story from the mines

(<http://www.youtube.com/watch?v=Vfu12x-TDew>)



Exercise: Our migration histories

Source: This exercise is adapted from Abeda Bhamjee, no date. *Anti-Xenophobia Resource Manual and Training Guide*, School of Development Studies, University of KwaZulu-Natal.

Time:	30 minutes
Objectives:	<ul style="list-style-type: none"> • To illustrate that migration is not a new in South Africa • To illustrate the in a sense we are all migrants • To explore the reasons for migration • To exploring internal and international migration
Materials:	<ul style="list-style-type: none"> • Copies of the ‘My Family Tree’ worksheet • Pens

Preparation:

- Make sufficient copies of the ‘My Family Tree’ worksheet for each participant in the class plus a few spare copies

Instructions:

- Ask participants to construct their family tree
- Initially, just ask the participants to fill in their name, their parents’ names, their grandparents’ names, and if they know them, their great grandparents’ names Give them three minutes to fill in the names. Next, ask them to fill in where each

person came from. Ask them to write down where in South Africa they came from, and if they came from outside of the country, to write this down. Give them another three minutes to fill in the information

- Once everyone has finished, ask several children to share their family trees with the class

Debrief and summary:

From the discussions draw out that:

- People move for a wide range of reasons, including economic reasons, war, drought, weather, family etc.
- Most of us have a history of migration in our families, whether it is moving from place to place within South Africa or from other countries

Conclude by noting that only the Khoi and San are the only peoples can lay claim to being indigenous to this area, everyone else has migrated into the area over the last 1000 years.

My Family Tree

My family Tree

Grandfather _____
Where born:

Grandfather _____
Where born:

Grandmother _____
Where born:

Grandmother _____
Where born:

Mother _____
Where born:

Father _____
Where born:

Me _____
Where born:

Session 5: The impact of xenophobia on non-South Africans

Time: 1 hour

Objectives:

- To examine the physical, economic and emotional impact of xenophobia

Suggested exercises:

- Cynthia's story



Exercise: Cynthia's story

Time:	40 minutes
Objectives:	<ul style="list-style-type: none">• To illustrate some of the reasons why people leave their countries• To personalise what migration involves• To personalise the impact of xenophobia
Materials:	<ul style="list-style-type: none">• Copies of the 'Cynthia's Story'

Preparation:

- Make photocopies of Cynthia's Story for each participant

Instructions:

- Hand out copies of Cynthia's Story
- Ask one or more children to read out the story to the rest of the class. If you want to involve several children, give each a paragraph to read
- Ask the class to comment on the story:
 - How did they feel hearing the story and why?
 - Would they find it difficult to move the way Cynthia did and why?
 - If they moved, what would be some of the things they would miss most or find most difficult?

- How would they feel if they experienced the kind of xenophobia Cynthia encountered?
- Are there things that they could do to make people like Cynthia to feel more welcome in their school or community?

Debrief and summary:

Draw out from the discussions that:

- The decision to leave one's country is difficult but people often have little choice but to leave
- Xenophobia impacts on people in a very negative way and can make people feel scared, angry and afraid and can even result in them being beaten or killed
- That we can all play a part in making people feel more welcome, by making friends with people from other countries, inviting them to join in activities, and treating them equally and respectfully

Variation:

- One or more of the video clips can be used in the place of Cynthia's story for a shorter exercise. The aim would again be to draw out the difficulties involved in migrating and the impact of xenophobia on people's wellbeing

Cynthia's Story

Never in Zimbabwe did we dream that our country would be in a situation like we have today.

We had the best of everything until one day, without expecting it, we found ourselves in an economic situation that is difficult to endure. After much deliberation we decided to come here to South Africa because we needed help with our situation.

Every person who left Zimbabwe left for reasons best known to them, and why they chose wherever they went is a long story. Most of us left because we did not agree with the policies in our home country, and there was nothing we could do to change them. Some of us even got into trouble for voicing concerns or disagreeing with those policies. All I know is that it is never easy for anyone to leave home without any plan or a thing to your name to go and start your life all over again.

It is even harder when you are rejected because you are a foreigner. What foreigner? I am an African. From a distance I look like one of the black South Africans. It's only when the locals speak to me and I answer back either in the same language or in English that they pick it up that I am a 'foreigner' and the reaction thereafter leaves one stunned to say the least.

The reaction ranges from a rude insult or mockery, to silence. Imagine you are on the train or taxi and the journey becomes quite unbearable. You are afraid to ask for directions because they will go out of their way to make you lose your way. This is not all of them. There are a few saints who love and respect other people and who are helpful and friendly. But it is always a nine out of ten chance. They will make it worse for you if at work the employer prefers you because you are educated and you understand common sense. Because of where our nation has been, Zimbabweans will work anywhere, regardless of education, just to better our lives and for that fellow Africans here in South Africa get very jealous.

We have stuck it out here in South Africa with all the hostility that we have to tolerate. But never in my wildest imagination did I ever think that it would get to xenophobia/afro-phobia attacks. Blacks against blacks. As I am writing this I am very emotional. I cannot stop crying. I can not believe it is happening. I have been displaced, and I find it very hard to trust anyone.

All I want is to go back home but after three years where do I start? My whole life and those of my children is now part of South Africa, and through every trial and struggle, we had hoped that it would get better. I have never experienced this cruelty at home, and I am in a dilemma as to what to do. I am lucky because I am staying in an old flat that is being renovated, and I have had a lot of support from friends here in Cape Town. What if it gets worse? The emotional trauma makes one sick.

Session 6: The impact of xenophobia on communities

Time: Minimum: 1 hour
Maximum: 1 hour 40 minutes

- Objectives:
- To explore the impact of xenophobia on communities and South Africa
 - To foster an awareness of Human Rights
 - To illustrate the every person’s entitlement to human rights irrespective of where they are from

- Reader material
- How does xenophobia impact communities
 - The value of diversity

- Suggested exercises:
- Draw human rights
 - Rights Bingo!

Audio-visual resources:



Video clip: Human rights for all
<http://www.youtube.com/watch?v=k9xa2Rbg96o>



Exercise: Draw human rights

Time:	50 minutes
Objectives:	<ul style="list-style-type: none"> • To explore what are ‘Human Rights’ • To identify universal rights that apply to everyone, regardless of who they are or where they come from • To explore actions to foster rights for all
Materials:	<ul style="list-style-type: none"> • Flipchart paper • Colouring crayons or pencils • Press-stik (optional)

Instructions:

- Break the children into groups, with a maximum of five children in a group.
- Introduce the concept human rights and provide some examples.
- Ask half the groups to brainstorm human rights that apply to South African children and the other half rights that apply to non-South Africans. Give the groups five minutes to brainstorm.
- Once they have identified one or more rights, ask each group to choose one, and to draw a picture illustrating the right and how it should be applied. Give each group 20 minutes to complete their drawing.
- Once the groups have finished drawing, ask one person from each group to explain their drawing to the rest of the class.

Debrief and summary:

Identify areas of overlap between the South African and non-South African groups. Emphasise the universality of human rights; everyone has the same human rights. Draw out particularly the right to:

- Respect and dignity
- Life
- Freedom and security
- Education

Link the discussion on human rights to the Bill of Rights in the constitution. Note that the South African constitution enshrines human rights of everyone, irrespective of who they are and where they are from.



Exercise: Rights Bingo

Adapted from Council of Europe, *COMPASS: A Manual on Human Rights Education with young people*. Available from

http://eycb.coe.int/compass/en/chapter_5/5_4.html

Time:	40 minutes
Objectives:	<ul style="list-style-type: none">• To show that human rights are relevant for everyone everywhere• To encourage respect for other people and their opinions

Materials:	<ul style="list-style-type: none"> • Copies of the quiz sheet • Flipchart paper • Pens and Flipchart pens
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Preparation:

- Make one copy of the quiz sheet for each child in the class
- Familiarise yourself with the Bill of Rights. If you choose, also familiarise yourself with the International Convention on the Rights of the Child (summary available from http://eycb.coe.int/compass/en/chapter_6/6_6.html)

Instructions:

- Hand out the quiz sheets and pens
- Introduce the concept of Human Rights
- Ask the children to find a partner and ask them one of the questions on the sheet. Ask them to note the key words of the answer in the relevant box. When they are finished, ask each one of the pair to find another partner and ask them a question and so on.
- The aim of the game is not only to get an answer in each box but also to get a different person to answer each question.
- The person who gets an answer in every box first shouts out "Bingo!". They win.
- Move on to the discussion. Take the question in the first box and ask people in turn to share the answers they received. List the key words on the flipchart. Allow short comments at this stage. When recording people's answers to each question, only put down key words. The point of the chart is to help with the discussion later.
- Feel free to change any of the questions to tailor the activity to the interests and level of your group.

Debriefing and summary:

Ask children to comment on:

- Whether all the questions related to human rights, and if so which rights
- Which questions were the hardest to answer and why?
- Whether everyone has rights and why?

Draw out the key rights included in the Bill of Rights

Conclude by noting that human rights are universal, and that the South African constitution stipulates that everyone has rights, regardless of whether they were born in South Africa or not. The South African constitution in fact rarely uses the

word 'citizen', but rather states that everyone living here is entitled to the same basic set of rights.

Rights Bingo!

<p>The name of the South African document describing rights in South Africa</p>	<p>A right all children should have</p>	<p>A right sometimes denied to women</p>
<p>A right denied to some non-South Africans in South Africa</p>	<p>A human right that has been denied to you personally</p>	<p>A violation of the right to life</p>
<p>A duty we all have in relation to our human rights</p>	<p>An example of discrimination</p>	<p>A violation of the right to freedom</p>
<p>A right denied to some foreign-national children in South Africa</p>	<p>A violation of the right to safety</p>	

Session 7: Class Projects

Time required:	60 minutes plus homework
Objectives:	<ul style="list-style-type: none">• To create a platform for children to engage with non-South Africans in their school or community• To recap the content of the module
Materials:	<ul style="list-style-type: none">• Photocopies of 'Class Project Questions'

These class projects pull together the many issues discussed in this module in a practical and interactive way. The projects consist of three components:

- A short introductory session, where the assignments are allocated and explained
- A group-based homework assignment
- A role-play illustrating what they learned

Children will need to identify and interview a foreign-national and use the information they collect to develop a five-minute play to present to their classmates. Children will need at least half a day to complete the assignment.

Preparation:

- Make photocopies of the 'Class Project Questions' below

Instructions:

- Divide the class into groups, with a maximum of six children in each group. Try to ensure that children from the same area work together as they will need to complete the homework as a team
- Give each child a copy of the questions below
- Ask each team to identify a foreign-national to talk to, either in their school or in the area where they live. Each group should identify someone different. They will interview this person as a group to learn more about where they come from, how they came to be in South Africa and how they find it living here. They should use the 'Class Project Questions' to guide their discussions.
- It may be necessary for you to accompany the groups to introduce the project to the person.
- Ask them to use this information to develop a five-minute play which they will present to their class.

Class Project Questions

Introduction:

Hello. We are from _____ Primary School. We are doing a school project on the problem of xenophobia. We are collecting stories on how people came to be in South Africa and how they find living here. Would it be possible to ask you a few questions about your experiences?

Questions:

- Where were you born?
- Why did you leave your home country?
- Was the decision to leave difficult?
- How was the journey to South Africa?
- What type of transport did you use to get here?
- How do you find it living in South Africa?
- Do people treat you differently because you are from outside South Africa?
- If yes, how do they treat you differently?
- How does this make you feel?
- What could the people in this school or area do to make you feel more welcome?

4. References

Bhamjee, Abeda, no date. *Anti-Xenophobia Resource Manual and Training Guide*, School of Development Studies, University of KwaZulu-Natal.

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Pharoah, Robyn and Weiss, Taya, no date. *SARPCCO Training: HIV/AIDS (Trainer's Guide)*, Southern African Regional Police Chiefs Coordination Organisation (SARPCCO).

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5. Glossary

Asylum-seeker	A person who has lodged a formal claim for asylum with the Department of Home Affairs and is waiting for the claim to be processed and a decision to be made on their refugee status.
Bias	Bias describes a tendency towards a particular perspective, belief or result. It can be understood as a 'one-sided' perspective that may or may not be accurate.
Discrimination	Discrimination occurs when people are thought of and treated differently on the basis of traits such as gender, age, race or faith.
Economic migrant	Refers to a person who has come to South Africa mainly for economic reasons. Many economic migrants have legal documents to be in the country, with work permits, corporate permits, or as traders or shoppers.
Foreigner	A person originally from a different country.
Genocide	Refers to the killing of a particular racial or cultural group. In the Rwandan genocide Hutus targeted Tutsis and politically moderate Hutus.
Human Rights	Human rights establish the basic standards to which everyone is entitled in order to live their life to the fullest. Respect, safety, equality and freedom are core human rights.
Illegal immigrant	Refers to a person who is in South Africa without legal permission according to the Immigration Act or Refugees Act. Many undocumented migrants are economic migrants and so do not qualify for asylum or do not wish to apply.
Integration	This is the process by which migrants and refugees are accepted in society. Integration relies on finding a balance between respecting the original cultural values and identities of migrants and refugees and a creating sense of belonging for newcomers.
Kwerekwere	A derogatory term used to refer to Africans from outside South Africa. It is used differently by users of different languages, and may begin with a <i>le</i> , <i>ma</i> , <i>i</i> or <i>ama</i> depending on the language and whether it is being used in the singular or plural. The origins of the word are unclear, although some

have argued that it mimics the sound of the languages spoken elsewhere in Africa. The term might also originate in Zulu term “khwela’ or ‘climb’, referring to people being rounded up by the police or ‘korekore’, a cultural group in Zimbabwe.

Migrant Refers to a person who currently resides at a different place from where they were born, be this a different country or part of South Africa.

Prejudice Involves forming a fixed, often negative, opinion about something without examining the facts clearly.

Refugee Refers to a person who has been granted asylum and given refugee status by their host state. Under South African law, this is something done only by the Department of Home Affairs.

Stigma Involves holding or exhibiting negative attitudes towards others on the basis of what one believes about them or the group they belong to.

Undocumented migrant

Refers to a person who is in South Africa without legal documentation. Some are undocumented because they have not yet been able to lodge an application for asylum with the Department of Home Affairs, due to administrative delays at the DHA. They are not illegally in the country, since they have a right to apply for asylum. Some are in South Africa legally but have lost their documentation. Many non-South Africans lost their documents in the xenophobic violence, for example. Others are simply in South Africa illegally. It is often incorrectly assumed that all undocumented migrants are illegal migrants.

6. Appendix 1: Sample Pictures

Source: Kidd, Ross and Clay, Sue 2003. The Change Project. *Understanding and Challenging HIV Stigma: Toolkit for Action*





