

The Effects of Xenophobia on the South African universities learning environment

The Theses submitted in fulfillment of the requirements for the



Degree of Master in Social Science (Social Work)

University of Fort Hare, Alice Campus

University of Fort Hare

Together in Excellence

By

Nontsikelelo Wotshela

Student Number:200385542

Supervisor: Dr N J Mesatywa

2010

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Abstract

This study explores the effects of xenophobia on the South African universities learning environment. The xenophobic attacks that have been taking place in the South African communities are the reason this study is conducted. The objectives of the study are to examine how xenophobia affects students at the University of Fort Hare; how the university deals with cases of xenophobia as well as to examine the intervention strategies that social service practitioners employ in cases of xenophobia.

The study used the Isolation Hypothesis of xenophobia; Authoritative Personality theory; Conservation of Resources Theory; Social Modelling Theory; as well as Bill of Rights.

This study is qualitative in nature and exploratory seeks at examining on how students have been affected by xenophobia. Purposive sampling, non-probability in particular has been utilised to selected participants for individual and focus group participants. The interview schedules were used to collect data for both individual and focus group participants. Triangulation was used for data analysis. The findings established that xenophobia does exist at the university of Fort Hare. It was found that students are affected in different forms such as creating divisions amongst students, hatred, stress, loss of self esteem and good academic performance for international students. It was also found that the universities and social workers have various helpful programmes to prevent and combat xenophobia.

Based on the findings, it was recommended that the university should have annual and standing events for campaigning and combating xenophobia.

Declaration

I declare that this thesis contains no material published elsewhere or extracted in the whole or in part from a thesis by which have qualified or been awarded another degree or diploma.

No other person's work has been used without due acknowledgement in the main text of the thesis.

This thesis has not been submitted for the award of any degree or diploma in any other tertiary institution.



A handwritten signature in black ink, appearing to read 'Nontsikelelo Wotshela'.

Nontsikelelo Wotshela

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March 2010

Acknowledgements

Writing this thesis was one of the greatest challenges that I have come across. I have found it almost impossible to put together this invaluable piece of work.

My praises go to my Almighty Lord who has made all this possible. Without him I'm nothing.

This thesis is mainly dedicated to my dearest mother and father who both passed away in an accident in the year 2000. I know they are always watching and blessing me.

This would never have been possible without the guidance of my husband Luvuyo Wotshela

My in-laws were very motivating and always reminding me of my commitment to this thesis.

My gratitude also goes to my colleagues from the Student Counselling Unit of rather continued support and motivation even when I lost hope. They believed in me.

Lastly, I would like to thank my supervisor Dr N Mesatywa who was patient and gave me honest feedback.

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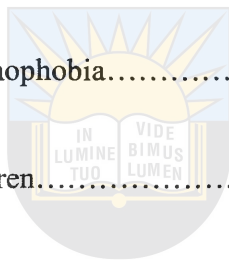
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CHAPTER 1

INTRODUCTION

This chapter offers the background to the research; the rationale; the aims and objectives as well as the critical questions dealt with in this study. Finally, this chapter discusses the anticipated value of the study and outline of its individual chapters.

1.1 BACKGROUND / RATIONALE

This study has been conducted at the University of Fort Hare, in Alice, the Eastern Cape, South Africa. The current student population is totaled at 9258, and is dominantly black, coming from rural areas in the Eastern Cape. This province has a population of approximately six million and ranks as the poorest of South Africa's nine provinces. The principal languages spoken in this province are isiXhosa (83,8 %), Afrikaans (9. 6%), English (3,7%) and seSotho (2,2%)

(Statistics SA Report: Measuring Poverty in South Africa: 2000).

1.1.1 Xenophobia and a South African perspective

On the 27th of April 1994, South Africa became a democratic state and attracted many neighbouring African citizens. The New South African Constitution placed emphasis on human rights and the respect for human life and dignity. Shindondola (2003) estimated that in mid-1995 there were about 23, 000 Congolese subjects living in the Johannesburg area. Furthermore, Shindondola (2003) states that between January 1994 and April 1997, there was a total of 2,862 Nigerians who applied for political asylum in South Africa. According to Landau (2004), these numbers could be inaccurate due to a number of undocumented foreign migrants.

Migration, by other African and international citizens, can be attributed to several factors in South Africa. These factors may include unemployment, asylum seeking, wars as well as weak education systems. The poor socio-economic conditions of some African countries also contribute to emigration .

Another specific case of unemployment is that of lecturer Arnold Moyo (pseudonym) 31, who left Zimbabwe because he could not get a job after completing an MBA degree. BBC News (2005) reported that “Arnold” migrating to South Africa suggests that he believed that he will get a job there faster than he would in Zimbabwe.

The South African Minister of Home Affairs observed that South Africa’s freedom has placed it as a beacon of hope to the problems of Africa and therefore attracted many people to come to our shores (Republic of South Africa: 2004).

Some South African citizens name the black African immigrants “ amaKwere-kwere”. This is a demeaning term that suggests that the immigrants speak a strange, unfamiliar and unknown language. Hatred of the black Africans erupted in the streets of Johannesburg in 1997, when there were violent clashes between local street traders and competing foreign vendors. At the time, the Minister of Home Affairs described the influx of millions of illegal visitors as his "biggest headache". (<http://news.bbc.co.uk/2/hi/africa/3153461.stm>) Retrieved on the 07th March 2008.

According to Valji (2003), South Africa is also perceived as one of the most vicious countries as far as hatred of immigrants is concerned. According to this writer, violence is a unique characteristic of xenophobia in South Africa as compared to other countries. It has been noted that xenophobia in South Africa has been particularly disturbing because of its violent

manifestation. Harris (2000) states that this violent nature of xenophobia is a reflection of high levels of violence within South Africa, and the late 1990s some immigrants were killed on a train by South Africans. Of late, hate attacks have tended to target Zimbabweans and Somalis (<http://news.iafrica.com/features/601796.htm>) Retrieved on the 07th March 2008.

Valji (2003) further states that in 1995, the South African Minister of Defence, called for the addition of new fences along South African borders. He proposed that the voltage of the existing electrical fence be increased to its previous lethal levels of electrical current. This followed the voltage reduction on South Africa's electrical fence on the border of Mozambique from lethal to stun level in 1990 (Shindondola, 2003). In 2001, the ANC spokesperson, made a statement on xenophobic attacks that were targeting Zimbabwean in Zandspruit. In the statement the attack was condemned in the strongest terms.

(<http://www.anc.org.za/show.php?doc=ancdocs/pr/2001/pr1023a.html>) Retrieved on the 07th February 2008.

According to the Sunday Times (2008) the South African xenophobic attacks that started on the 11th of May 2008 have shocked the global community. Foreign nationals in Gauteng , Western Province and Mpumalanga Provinces were brutally attacked, raped and about 60 were killed. This included two South Africans who were mistaken as foreigners. The reasons for these attacks, according to the local citizens, were unemployment, poverty and lack of housing among South Africans. South Africans who are pro-attacks further indicated that the international citizens were taking their jobs, houses and women.

1.1.2 Xenophobia in South African Tertiary Institutions

The South African tertiary institutions are also receiving a substantial number of international students. Ramphele (1999) claimed that in 1996 a number of 13,606 foreign students were studying at South African Universities and Technikons. This significant number of international students in South African tertiary institutions has also brought various types of challenges related to xenophobia. These are manifest in either prejudices or acts of violence.

Several reasons contribute to the tensions between students from different countries. The following can be mentioned: competing for sponsorships, accommodation, tutorship as well as leadership positions in the university. In terms of sponsorship, international students are in the majority of those who receive university grants. Alternatively most of the non-South African students come with sponsorships from their countries of origin. The South African students always complain that students from outside South Africa are better treated by university staff members because they come with money to the university. South African students, on the other hand, do not have those opportunities. Ramphele (1999) points out that the main cause of the tension is “foreignness”, in other words, South African students blame the black international students for their deprivation in their own country.

1.2 PROBLEM STATEMENT

There are few studies that have been conducted about the effects of xenophobia in universities. This study is conducted to find out about the effects of xenophobia on the South African universities learning environment

1.3 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

- To examine how xenophobia affects students at the University of Fort Hare,
- To find out the impact of xenophobia on the students
- To investigate how the university deals with cases of xenophobia
- To examine the intervention strategies that social service practitioners can employ in cases of xenophobia.



1.4 CRITICAL QUESTIONS

Main Question:

- What are the effects of xenophobia on the university learning environment?

Questions for individual participants

- Have you ever had a problem when interacting with a student from a country different from yours?
- How have you been directly or indirectly affected by this problem?
- In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare university in general?
- Do you think fear or hatred of individuals from different countries affects relations among students?
- Have you noted any problems in the relationships between students and staff from different countries?

- How do you think the problem between staff and students from different nationalities affects student learning?
- Do you think the university has systems in place to deal with issues around the presence of international students on campus?
- Do you think the university social workers have been instrumental in dealing with xenophobia on campus?

QUESTIONS FOR FOCUS GROUP PARTICIPANTS

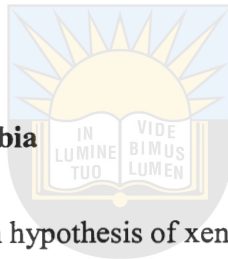
- What position do you hold at the University of Fort Hare?
- Have you come across cases of conflict between local and international students?
- In your opinion, were these cases linked to fear or hatred of students from different countries?
- What do you think is the impact of xenophobia to students?
- To what extent do you think these conflicts interfere with the students' learning?
- In what way has the university provided for the handling of xenophobic cases?
- Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

1.5 THEORETICAL FRAMEWORK

This study used six theories and these are Authoritarian Personality theory; Isolation Hypothesis of xenophobia; Conservation of Resources Theory; Social Modelling Theory; and Bill of Rights.

1.5.1 Authoritarian Personality theory

Dela Rey (2001) claims that Individualistic approaches regard the individual as the cause of social activity. One of the individualistic theories is the Authoritarian Personality theory which purports that certain personality traits are the cause of prejudice. For example, conventionalism and authoritarianism are personalities that are developed through strict and rigid patterns of discipline during childhood. These patterns are internalized and the children who were subject to these patterns become prejudices. This theory can therefore be used to explain that xenophobia is caused by individual personality traits.



1.5.2 Isolation Hypothesis of Xenophobia

Harris (2002) hypothesizes that isolation hypothesis of xenophobia understands xenophobia as a consequence of apartheid in South Africa which resulted in exclusion from international community. With the political transition, however, South Africa's borders have opened up and the country has become integrated into the international community. This has brought South Africans into direct contact with foreigners. According to the isolation hypothesis, the interface between previously isolated South Africans and unknown foreigners creates a space for hostility to develop.

The hypothesis also explains contemporary xenophobia by recourse to internal isolation, the isolation of South Africans from other South Africans. In this theory, xenophobia exists because of the very foreignness of foreigners. It exists because foreigners are different and unknown (Harris 2002).

1.5.2.1 Xenophobia: International Interpretation of Isolation Hypothesis of Xenophobia

Complementing the hypothesis of South African isolation is Hobsbawm's (1996) attempt to explain xenophobia in contemporary European societies. The discourse around the phenomenon, in terms of change, is something that works parallel to rapid social transition.

It can be further argued that the “old ways of life [in Europe] have changed so drastically since the 1950s and that there is very little of them left to defend” (Hobsbawm:1996: 264). This may be due to the fact that old traditional ways of life have been corroded, and that xenophobia, separatism and fundamentalism are comprehensible as symptoms of social disorientation. Furthermore, there is the fraying, and sometimes snapping, of the threads of fabric that used to be the network that bound people together in society. The strength of this discourse on xenophobia is a fear of the unknown. Xenophobia is understood as the product of social transition, as a defense against anxiety induced by the unknown (Hobsbawm:1996). This concurs directly with the isolation hypothesis, which claims to situate xenophobia in the South African context of change at a large 'unknown world out there'. However, it must be acknowledged that this hypothesis does not explain why 'the unknown' produces anxiety and why this automatically results in aggression. This theory has been used in this study because of its relevance to the South African context.

1.5.3 Conservation of Resources Theory (COR)

According to Thompson (2001) this theory proposes that the impact of stress depends on the status of an individual in terms of resources. It depends whether or the person feels threatened by the possible loss of resources which are vital for their survival. The resources that are referred to as 'vital' are shelter; intimacy; significant others; self-esteem as well as money. According to

this theory, people suffer from stress because of the resources that they have lost or are threatened to lose. This means that the victims of xenophobia will be less prone to the impacts of xenophobia when they are knowledgeable that they are not likely to lose what they regard as vital resources. On the other hand, the victims of xenophobia may be more vulnerable to the impacts of xenophobia when the victims are at risk of, or threatened by, losing vital resources. For instance, the important resources for students are sponsors, residence, academic admission, tutorship, marks, food and books.

Other writers such as Yakin (2000) and Warner & Finschilescu (2003) claim that one's gender is the determining factor on how one will be affected by xenophobia. For them men are more affected than women. Perlman (1988) suggests that the environment that one has been brought up in is the determining factor on how one will be affected by the stressors.

The discourse created by the Conservation of Resources Model (COR) supports the hypothesis that explains the extent to which students compete over resources, which consequently leads to xenophobic attitudes and from which these attacks emanate.

1.5.4 The Social Modelling Theory

The Social Modelling Theory is based on the work of Albert Bandura, who argues that in the case of young people, violence has detrimental effects in that they imitate or copy what others do. In other words, young people learn to be violent. The Social Modelling Theory emphasizes the importance of external reinforcers, and allows learning to happen independently of reinforcement. This argument is also supported by Hellie (1996) who purports that violence is self-perpetuating or self-reproducing.

1.5.5 Bill of Human Rights

After South Africa was transformed from an apartheid state to a democratic dispensation, a new constitution was formed. The Constitution of the Republic of South Africa, 1996, was approved by the Constitutional Court (CC) on 4 December 1996 and took effect on 4 February 1997

(<http://www.ifo.gov.za/documents.constitution/index.htm>) Retrieved on the 26th of June 2009.

The Constitution is the supreme law of the land. No other law or government action can supersede the provisions of the Constitution.

In Chapter two of this constitution is a Bill of Human Rights which is the cornerstone of democracy in South Africa. The Bill of Rights enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom. Section 21 of the Bill of rights, which talks about Freedom of movement and residence, stipulates that “Every citizen has the right to enter, to remain in and to reside anywhere in, the Republic”

(<http://www.ifo.gov.za/documents.constitution/index.htm>) Retrieved on the 26th of June 2009.

This therefore means that South Africa is for everyone who lives in it.

1.6 ANTICIPATED VALUE OF THE STUDY

- The Department of Education can use this study as a guide when forming policies and implementing strategies at all levels of education, especially the tertiary level.
- The Department of Social Development can also use this study as one of the service provider tools when dealing with communities in which xenophobic attacks occur.
- The study can be used for strategic planning, monitoring and evaluation of international recruitment strategies and collegial student relationships within the institution.
- This study may be published in relevant journals and be utilized by scholars.

1.7 SCOPE AND LIMITATION

- This study utilized the University of Fort Hare (Alice campus) as its research site. The University of Fort Hare is one of the historically black African universities in South Africa. The topic of the study is concerned with the effects of xenophobia on South African Universities.

The following are the limitations of the study:

- The study focuses only on the Alice campus instead of all other satellite sites of the university.
- The sample is therefore not fully representative of all the South African universities.
- The results found at the university of Fort Hare cannot be generalized, however, the study will be valid and reliable based on findings of the results at the University of Fort Hare.

1.8 THE RESEARCH METHODOLOGY

The study has used a qualitative approach to its research. According to De Vos (2007), qualitative research is defined as “a multi-perspective approach that utilizes different qualitative techniques and data collection methods to social interaction. It is aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meanings that the subjects attached to it.” Thyer (2001) also indicates that this approach is concerned with non-statistical methods of inquiry and analysis of social phenomena. The reason for choosing this approach is that the study aims to understand human experiences and feelings.

The study also employs exploratory research. According to De Vos (2007:106), exploratory research is conducted to gain insight into a situation, phenomenon, community or individual. The need for this study to use the exploratory method arose out of a lack of basic information on a

new area of interest, and to get better acquainted with a situation so as to formulate a problem or develop a hypothesis. Furthermore, this study needed to gain an insight into the way students are being impacted by xenophobia and how social service practitioners could be of assistance to this phenomenon.

1.8.1 Research Tools

The study used interview schedules to collect data for both individual interviews and focus group. According to De Vos (2007), an interview schedule is a questionnaire used to guide interviews. It provides the study with a set of predetermined questions that might be used as an appropriate instrument to engage the participants and design the narrative terrain. The reason for choosing this instrument has been to be prepared, and use it as a guide for, the interview with participants. This assisted with handling the process of interviewing.

The self-constructed interview schedules were used in this study in combination with the use of semi-structured interviews. According to De Vos (2007), semi-structured interviews are defined as those interviews which are organised around areas of particular interest, while still allowing considerable flexibility in scope and depth. The reason for choosing this type of interview is that the study dealt with a complex, personal and controversial issue.

A tape recorder was also used to collect data and consent was sought from participants prior to the interview. A tape recorder allows a much fuller record than notes and it assisted the researcher in concentrating on how the interview is proceeding and where to go next (De Vos: 2007). This tool also assisted in accurately capturing the data.

1.8.2 Sampling

The sample for this study was derived from the University of Fort Hare in the Alice campus. Twenty-four (24) students were selected and used as individual participants. The students that were selected originated from Nigeria, Zimbabwe, Lesotho and South Africa with six students selected from each of these nationalities.

The focus group was comprised of the Dean of Students, the University Planner, the Coordinator of the International Office, the Residence Manager, a Lecturer from South Africa and one from Kenya. These are all service providers who work with international students.

Non-probability sampling was employed in this study. De Vos (2007) claims that in non-probability sampling the odds of selecting a particular individual are not known.

The reason for choosing this method is that the researcher wanted to look for students who experienced xenophobic attacks. Therefore the method was not random.

1.8 .3 Data Collection

The study was two streamed in that it used both six (6) focus groups participants and twenty-four (24) individual participants in obtaining the information required for the research. De Vos (2007) describes focus groups as a research technique that collects data through group interaction on a topic determined by the researcher.

The researcher also used interview schedules accompanied by a cover letter for all focus group and individual participants.

1. 8.4 Data Analysis

This study made use of an interpretive approach, which consisted of individual interviews and triangulation for focus group interviews, towards data analysis. Triangulation is based on the assumption that any bias inherent in a particular data source, investigator, and method would be neutralised when used in conjunction with other data sources, investigators and methods (De Vos.AS: 2007). The reason for using this type of analysis is that it allowed the study to be valid and reliable and also to uncover the deviant dimension of a phenomenon (De Vos AS: 2007).

1.9 OUTLINE OF CHAPTERS

Chapter 1:

This part of the study focuses on the introduction and background of the study. This involved defining the central terms; goals and objectives; problem statement; critical questions as well as the outline of the thesis.

Chapter 2:

This chapter focuses on the theoretical framework of the study.

Chapter 3:

This chapter looked at the historical implications of xenophobia in South Africa. Here the study concentrated, particularly, on the literature review that has been already undertaken related to xenophobia.

Chapter 4:

This chapter of the study focuses on the impact of xenophobia on both South Africans and foreigners.

Chapter 5:

This chapter discusses the academic impact of xenophobia, particularly focusing on both international and local students.

Chapter 6:

This chapter focuses on the methodology, research design and research tools that have been employed in the study.

Chapter 7:

This chapter focuses on the interpretation and data analysis of the findings.

Chapter 8:

This final chapter focuses on the conclusions and recommendations made by the study.

1.10 CONCLUSION

This chapter has provided the introductory information that includes background; rationale, goals; objectives; critical questions of the study; methodology and the outline of ensuing chapters in this study. The next chapter will look at the theoretical framework.



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CHAPTER 2

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The previous chapter dealt with the introduction of the study. This chapter will focus on the theoretical framework in which xenophobia is to be researched in this study.

The main objective of the study is to find out about the impact of xenophobia on students of the University of Fort Hare. The researcher looked, specifically, at the literature related to the causes and impact of xenophobia. Secondly, the focus was on strategies employed by universities to deal with xenophobia. Thirdly, the researcher looked at the intervention strategies social workers employ in cases of xenophobia. This chapter will look at the theoretical framework for all the above-mentioned elements. The researcher will use four theories which are the Authoritative Personality theory; Isolation Hypothesis Theory; Conservation of Resources theory; Social Learning Theory as well as the Bill of Rights. Two theories look at the causes of xenophobia and the other two focus on the effects. The last one is not a theory in the real sense but a Government guiding tool.

2.2 AUTHORITARIAN PERSONALITY THEORY

De la Rey (2001) claims that Individualistic approaches regard the individual as the cause of social activity. One of the individualistic theories is the **Authoritarian Personality theory** which purports that certain personality traits are the cause of prejudice. This theory explains the source of prejudice, and links it with a certain personality type.

This theory suggests that a specific personality type existed which was particularly prone to prejudice. This theory further concludes that prejudice developed from a particular personality syndrome called the authoritarian personality. This personality is characterized by the following traits:

- “Conventionalism: Rigid adherence to conventional, middle class values.
- Authoritarian aggression: Submissive, uncritical attitude towards idealized moral authorities of the in-group.
- Anti- intraception: Tendency to be on the lookout for, and to condemn, reject and punish people who violate conventional values.
- Superstition and stereotype: Opposition to the subjective, the imaginative, the tender minded.
- Power and toughness: The belief in mystical determinations of the individual’s fate; the disposition to think in rigid categories.
- Destructiveness and cynicism: Preoccupation with the dominance-submission, strong-weak, leader-follower dimension; Identification with power figures; over-emphasis upon the conventionalized attributes of the ego; exaggerated assertion of strength and toughness.
- Projectivity: The disposition to believe that wild and dangerous things go on in the world; the projection outwards of unconscious emotional impulses.
- Sex: exaggerated concern with sexual going-on.” (De la Rey :2001)

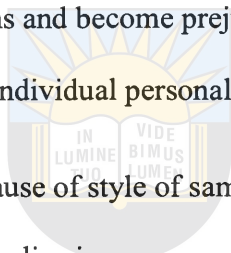
This personality, according to the theorists, develops through a strict and rigid pattern of discipline during childhood.

The theory was scrutinized because of the style of its sampling, response sets and data interpretation. Secondly, the idea that prejudice is a consequence of thousands of individuals having the same personality is far too simplistic.

Louw –Potgieter (1988) produced studies that endorsed the explanation of racism in terms of certain personality traits of the ruling group. For Louw – Potgieter this does not apply to inter-group relations in South Africa, in that there is very little support for this idea.

These people also internalise these patterns and become prejudiced. This theory can therefore be used to say that xenophobia is caused by individual personality traits.

However, this theory was scrutinized because of style of sampling, response sets and data interpretation. Secondly, the idea that prejudice is a consequence of thousands of individuals having the same personality is far too simplistic.



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2.3 THE ISOLATION HYPOTHESIS OF XENOPHOBIA:

The isolation hypothesis of xenophobia (Harris :2002) is one of the explanations for the causes of xenophobia. This theory understands xenophobia as a consequence of apartheid in South Africa. The 1948 National Party government was responsible for creating and designing the apartheid system. One of the legislations that was enacted was the Population Registration Act of 1950 which classified South African population into Natives/Bantus, Indians, Coloured and Whites. The Group Areas Act of 1950 was another legislation that justified segregated areas for different racial groups. The apartheid regime promoted racial segregation which resulted in different races habituating in different areas. Blacks were forced to live in townships with the worst facilities and resources in comparison to their Coloured, Indian and White counterparts. Coloureds and Asians were regarded as better than Blacks and were therefore afforded better

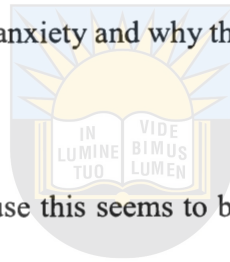
privileges than Blacks. Whites were the most privileged group which enjoyed the lion's share of South African resources. The Pass Law was subsequently passed for the purpose of controlling movements. South Africans were legally restricted from moving from one region to another without showing their passes. Even mixed marriages were not allowed according to Prohibition of Mixed Marriages Act of 1949 (Beinart, W: 2001).

This regime and its inhumane legislations had a psychological impact on the South African community. They had engraved the beliefs that it was ordained by God that all men were not equal. Therefore, this hypothesis explains contemporary xenophobia by recourse to internal isolation, the isolation of South Africans from each other on one hand. According to the Isolation Hypothesis of xenophobia this internal isolation translated into South African citizens fearing strangers and the "different population groups other than the one similar to them in terms of language, colour and culture". In this theory, xenophobia exists because of the very foreignness of foreigners. It exists because foreigners are different and unknown. (Harris: 2002)

With the political transition, however, South African borders have opened up and the country became integrated into the global community. This has brought South Africans into direct contact with foreigners. According to the isolation hypothesis of xenophobia, the interface between previously isolated South Africans and unknown foreigners creates a space for hostility to develop.

Complementing the isolation hypothesis of xenophobia is Hobsbawm's (1996) attempt to explain xenophobia in contemporary European societies. He conceptualises the phenomenon in terms of change, as something that works parallel to rapid social transition. For him, "the 'old ways of life [in Europe] have changed so drastically since the 1950s that there is very little of them left to defend" (ibid)). Because old, traditional ways of life have been corroded, he argues that

xenophobia, separatism and fundamentalism are comprehensible as symptoms of social disorientation, of the fraying, and sometimes the snapping, of the threads of what used to be the network that bound people together in society. The strength of this xenophobia is the fear of the unknown. In Hobsbawm's (1996) reading, "xenophobia' is understood as the product of social transition, as a defence against the anxiety induced by 'the unknown'. This applies directly to the isolation hypothesis, which situates xenophobia in the South African context of change and a large 'unknown world out there". However, it must be acknowledged that this hypothesis does not explain why 'the unknown' produces anxiety and why this automatically results in aggression.



This theory was used in this study because this seems to be more relevant to the South African context. One of the main questions in this study is looking at what the cause of xenophobia is. The theory will only be utilized to explain the causes of xenophobia.

2.4 THE CONSERVATION OF RESOURCES THEORY (COR)

This theory proposes that the impact of stress depends on the status of an individual in terms of resources. It depends whether the person is threatened to lose or not threatened to lose the resources vital for their survival. The resources that are referred to as vital are shelter; intimacy; significant others; self-esteem as well as money (Thompson, C: 2001 & Canetti-Nisim.; Halperin, Hobfoll & Johnson: 2006). This study can therefore be used to explain the impact of xenophobia to students in that, as alluded to in the first chapter, the primary cause of conflict amongst students from different countries is sponsors, tutorship and accommodation.

According to this theory, people suffer from stress because of the resources that they have lost or are threatened to lose. This means that the victims of xenophobia will be less prone to the

impacts of xenophobia when they are assured that they are not likely to lose what they regard as vital resources. On the other hand, the victims of xenophobia will be more vulnerable to the impacts of xenophobia when they are at risk or threatened to lose vital resources. For instance, the important resources for students are sponsors, residence, academic admission, tutorship, marks, food as well as books.

On the other hand, foreigners have lost their assets such as lives, shops clothes, houses and security. For example, some were killed, their houses and shops burnt down, clothes and belongings looted, and women raped. These are the resources they lost and, as a result, they were traumatised. Seemingly, the impact of xenophobia was determined by the extent of the resources loss.

Therefore, this theory seems to highlight that xenophobia impacts both the perpetrator as well as the victim. This study has utilized the Conservation of Resources Model (COR) to explain the extent in which students are affected. This is one of the relevant models as it focuses on the effects of xenophobia, unlike other theories that focus solely on the causes.

2.4 THE SOCIAL MODELLING THEORY

This theory is based on the behaviour modification theory. This behaviour modification looks at the identification and modification of highly specific behaviours through the systematic application of various principles of operant learning (Salkind: 2004). The Social modelling theory originates from a psychologist, Albert Bandura. His work was an extension of Robert Sears's work which stressed the importance of intervening variables to an individual's behaviour determinants. Bandura regards his approach as the "cognitive social learning theory". This is because a cognitive component was introduced into the behavioural arena for the first time

(Salkind: 2004). These components are the processing of information such as remembering and rehearsing. Therefore, this theory assumes that learning is not a simple process.

Important elements of the social learning theory are that it incorporates the basic rules and terminologies of Stimulus-Response Learning. Internal mediation processes are also important in that the internal operations occur between the sensory input and final behaviour. The interaction between the environment (stimulus) and person (response) is bi-directional and reciprocal.

Bandura termed this process 'reciprocal determinism'. According to this assumption, there is a processing of information from the model which comes up with symbolic representations of the behaviour that the learner matches through trial-and-error learning. This theory argues that learning occurs through the process of modelling, imitating or vicarious learning (Salkind: 2004). He also believes that individuals learn by example as they observe from significant others such as parents, friends and role models, like educators. However, for him, if learning should come after the trial and error fashion, it would be very laborious.

Feedback is another strategy used to match the behaviour representations until the individual involved creates a final behaviour to use.

Other concepts of stimulus response bonds, respondent and operant behaviours, and schedules of reinforcement are also incorporated.

Social Modelling theory allows certain behaviours to be learned or imitated without benefitting from the direct experience, but also from indirect reinforcement. For this to happen an individual involved must contribute some cognitive components to the process such as rehearsals and recalling.

The individual has an important role to play in determining the class, intensity and frequency of the behaviour to be imitated.

From Bandura's perspective, the behaviour is determined by its consequences of one's action as well as the consequences of the actions of others. In other words, self reinforcement is often just as important as reinforcement from others. The Social modeling theory's fundamental position is that people learn behaviours from others and emulate them (Hellie: 1996).

Bandura, when explaining the social modeling theory, emphasises the concept of reciprocal determinism. This concept assumes that the person's psychological make-up is best understood by analysing the continuous reciprocal interaction between behaviour and its control. This means that the individual is not completely driven by inner forces or manipulated helplessly by environmental factors. In other words, behaviour partly constructs the environment, and the resulting environment, in turn, affects behavior (Hellie: 1996).

Xenophobia can be both violent and non-violent according to Harris(2002). According to social modelling theory, experiencing and being continuously exposed to violence at an early age in one's life may contribute to becoming a violent adult.

This, therefore, means that xenophobic behaviours can also be learnt by young people and emulated at a later stage. This is also supported by Hellie (1996) who claims that violence is self-perpetuating or reproducing itself. According to this writer, violence affects a person in various ways, and these include feelings of withdrawal, amnesia, depression and having suicidal feelings.

The researcher's perception of this theory is that it may not be applicable to students at their young adult age. Some of them are already adults and have already figured out the proper

behaviours for themselves. Therefore, this theory seems to be limited to children more than young adults.

2.5 BILL OF RIGHTS

After South Africa was transformed from an apartheid system to a democratic dispensation, a new constitution was formed. The Constitution of the Republic of South Africa, 1996, was approved by the Constitutional Court (CC) on 4 December 1996 and took effect on 4 February 1997 (<http://www.ifo.gov.za/documents.constitution/index.htm>) Retrieved on the 26th June2009.

The Constitution is the supreme law of the land. No other law or government action can supersede the provisions of the Constitution.

In Chapter two of this constitution is a Bill of Human Rights which is the cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of education, human dignity, equality and freedom. Section 29, the Bill of Rights focuses on education. It stipulates that everyone has the right to basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account equity; practicability; and the need to redress the results of past racially discriminatory laws and practices

(<http://www.ifo.gov.za/documents.constitution/index.htm>) Retrieved on the 26th June2009.

This Bill of Rights refers to the fact that this is the right to everyone living in South Africa. This therefore means that foreign learners and students who do not possess South African birth certificates should also be accommodated.

2.6 CONCLUSION

This chapter focused on the theoretical framework of the study. The theories that the study utilised are the following: Authoritarian Personality Theory; Isolation Hypothesis; The Conservation of Resources Theory; The Social Modelling Theory as well as the Bill of Rights. The next chapter will deal with the historical implications of xenophobia in South Africa.



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CHAPTER 3

HISTORICAL IMPLICATIONS OF XENOPHOBIA IN SOUTH AFRICA

3.1 INTRODUCTION

The previous chapter discussed the theoretical framework utilized in this study. This section explores the literature review of the study. The review of literature is aimed at contributing towards a clearer understanding of the nature and meaning of the problem that has been identified (De Vos: 2007). Thyer (2001) mentions that the literature review determines what answers already exist regarding the issue in question. Creswell (1994) suggests that the literature review helps to deepen the researcher's understanding of the history of the problem, its origin, and its scope.

3.2 XENOPHOBIA IN THE SOUTH AFRICAN CONTEXT

There are two contradictory post- apartheid projects that have a bearing on the problem of xenophobia in South Africa and these are the 'New South Africa' and the 'African Renaissance' (Harris:2002).

3.3 THE NEW SOUTH AFRICA

The "New South Africa", on one hand, is concerned with the unification of a historically divided and diverse nation, which can be referred to as 'nationalism'. This project encourages national identity and togetherness, simultaneously it may have caused stereotypes, to the extent that South Africans may encounter problems related to accepting people from other countries. Shindondola (2003) claims that nationalism is often used as an excuse for scape-goating as suggested by Harris (2000). The challenges that citizens face are transformations, tolerance, consideration and respect of different races and ethnic groups residing in South Africa – the "Rainbow Nation".

According to Valji (2003), nationalist practices for all of their forms and locations, are political religions that create boundaries separating sacred kin and alien kind. The majority of South African citizens have been convinced that the new dispensation has arrived, and therefore should be followed by transformation. Furthermore, political leaders also take upon themselves the responsibility of integrating African countries in this development. The institutes of higher learning in South Africa have also committed themselves to African development.

3.4 XENOPHOBIA CONTRADICTS UBUNTU

Xenophobia is a practice that goes against the principle of Ubuntu which are based on African cultural values. Nekhweva (2009) claims that xenophobia has brought human suffering and continues to result in the gross violation of human rights. Ubuntu can be defined as a comprehensive ancient African world view based on the values of intense humanness, caring, sharing, respect, compassion and associated values, ensuring a happy and qualitative human community life in a spirit of family (Nekhweva:2009). This therefore means that xenophobic African people lack Ubuntu as integral to their culture. For Khoza (2007), valuing humanity and interdependence are important principles of Ubuntu.

3.5 AFRICAN RENAISSANCE AND XENOPHOBIA

On the other hand, the “African Renaissance” project was reintroduced immediately after Honourable Thabo Mbeki was elected as the Deputy President of South Africa. This was based on the introduction of the notion of engaging South Africa in the development of the African continent. This also maintains the notion of brotherhood with people from other parts of Africa, as contained in the principle of “Black Consciousness” which was the idea of the late Steve Biko. The ideology of Black Consciousness represented a deeper strand of Africanism within African nationalism. This ideology had a long history which dates back to the 1880s, when it was

borrowed from foreign writers such as Frantz Fanon. This ideology argued that "The most potent weapon in the hands of the oppressor is the mind of the oppressed." To liberate themselves, Black people had to redefine their values, self-image, and entire outlook. Ideas about Black unity and emancipation are deeply rooted in the struggle Biko launched against apartheid since the 1960s. It should be emphasised that, in South Africa, both the rhetoric and philosophy of Black Consciousness contradicted the fundamental principles of apartheid. In short, apartheid was designed not only to separate Whites from Blacks but also to foster black parochialism by segregating Blacks into ethnic and linguistic groups. Such a system was challenged by Biko, who then spearheaded a process that led to the formation of organisations that were representative of Black political interests and aspirations (<http://www.sahistory.org.za/pages/governance-projects/black-consciousness/biko/history.htm>) Retrieved on the 18 February 2010.

African Renaissance was questioned by the lay South African citizens who are uncertain as to who benefits from this ideal. This has resulted in the African Renaissance project gain almost all its support from political leaders and not the lay people (le Pere; Van Nieuwkerk; Lambrechts : 1998).

3.6 DEMOCRATISATION AND XENOPHOBIA

Democratisation is one of the issues that plays a remarkable role in the question of xenophobia. This system has added pressure in South Africa. South Africa's freedom has placed it as a beacon of hope to the problems of Africa and therefore attracted many people to our shores (South African Government Information: 2004).

This statement highlights the expectations, of South Africa, that are carried by the rest of the continent. Conversely, it has an element of a xenophobia attached to it. The statement illustrates

the notion that emanates from official circles about the significant existence of a foreign population in South Africa. The South African government has begun to look at the question of immigration policy with alacrity in the post 1994 period (South African Government Information: 2004). Strategies were being put in place to focus on the challenges surrounding immigration, particularly from neighbouring African states. For example, as a response to the rising tide of xenophobia in South Africa, there were some measures out in place to combat the issue of xenophobia.

Before 1994, South Africa had numerous infamous racialized policies that were very unpopular throughout the world. These policies were aimed at controlling movements to and from South Africa. It can also be argued that the migration control in South Africa was in line with apartheid policies. For instance, the Aliens Control Act was designed to primarily exclude the entry of Indians (during the early part of the twentieth century), Jews (during the Second World War) and communists.

(<http://www.thefreelibrary.com/Migration,+refugees,+and+racism+in+South+Africa>) Retrieved on the 23rd February 2010.

In 1995, the first migration policy reform came, with a statutory amendment to the Aliens Control Act No. 96 of 1991. The Parliament's intention was to bring the Act more in line with the country's new constitution. The 1995 Amendment provided that detention for periods beyond thirty days ought to be subject to review, although in practice it appeared that this was being inconsistently applied. Despite the reforms, there were still concerns that the Aliens Control Act fell far short of constitutional expectations.

(<http://www.thefreelibrary.com/Migration,+refugees,+and+racism+in+South+Africa>) Retrieved on the 23rd February 2010.

3.7 BLACK IMMIGRANTS AND XENOPHOBIA

In South Africa, xenophobia has an impact only on certain foreigners. Ramphele (1999) and Shindondola (2003) agree that black foreigners from other countries of Africa are most affected than other races outside South Africa. However, it can also be added that blacks from other continents, other than Africa, are more welcomed by South Africans. This means that being a black foreigner does not determine whether one will be negatively affected. The main determining factor is if one is a Black foreigner coming from the African continent. The reason behind this is that black African foreigners are regarded as poverty stricken and perceived as using South African resources that are meant for South African citizens.

However, Daniel, Southall & Lutchman (2005) differ from this view that black African foreigners are parasites. He argues that South Africans should not view black immigrants as parasites, but as contributing to the economy of South Africa.

3.8 SOUTH AFRICAN CONSTITUTION AND XENOPHOBIA

After South Africa was transformed from an apartheid system to a democratic dispensation, a new constitution was formed. The Constitution of the Republic of South Africa, 1996, was approved by the Constitutional Court (CC) on 4 December 1996 and took effect on 4 February 1997 (<http://www.ifo.gov.za/documents.constitution/index.htm>) Retrieved on the 26th of June 2009.

The Constitution is the supreme law of the land. No other law or government action can supersede the provisions of the Constitution.

In Chapter two of this constitution is a Bill of Human Rights which is the cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of education, human dignity, equality and freedom.

The Bill of Rights, Section 29 focuses on education and stipulates that :

- everyone has the right to a basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible.
- In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account equity; practicability; and the need to redress the results of past racially discriminatory laws and practices

(<http://www.ifo.gov.za/documents.constitution/index.htm>) Retrieved on the 26/06/2009.

The new South African Constitution allowed foreigners to have the same access as local citizens to the country's resources such as education, shelter, employment, and food.

In the same vein, the South Africans were consistently promised, amongst other things; employment creation, houses and education. Some citizens were discontent and disgruntled at the quality and pace of delivery by the government

(<http://www.ifo.gov.za/documents.constitution/index.htm>) Retrieved on the 26th June 2009.

Some South African citizens, especially those without jobs and houses, felt that foreigners are parasitic and should go back to their countries. This is the main symptoms of xenophobia.

There are also international instruments that support this clause such as the Convention on the Rights of Children and the Declaration of Human Rights. These also promote the right to education for all.

3.9 CONVENTION OF THE RIGHTS OF CHILDREN:

The United Nations Convention on the Rights of the Child, is an international human rights treaty that is transforming the lives of children and their families around the globe.

The Convention has four general principles and they are as follows:

- Children must not suffer discrimination "irrespective of the child's or his or her parents' or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status".
- Children have a right to survival and development in all aspects of their lives, including the physical, emotional, psycho-social, cognitive, social and cultural.
- The best interests of the child must be a primary consideration in all decisions or actions that affect the child or children as a group. This holds true whether decisions are made by governmental, administrative or judicial authorities, or by families themselves.
- Children must be allowed to be active participants in all matters affecting their lives and be free to express their opinions. They have the right to have their views heard and taken seriously.

The Convention has specific provisions on Children's Rights to Education, and they are as follows:

- Free primary education;
- Access to secondary education and vocational training;
- An education that develops his or her personality, talents, and mental and physical abilities to their fullest;
- An education that prepares him or her for an active adult life in a free society;
- An education that fosters respect for his or her own family, cultural identity, and language; for his or her country; and for the natural environment;
- An education in the spirit of understanding, peace, tolerance and equality;
- Leisure, play and the opportunity to participate in cultural and artistic activities; and
- The opportunity to enjoy his or her culture, profess and practice his or her religion, use his or her language. (<http://www.sosvillages.org.za/about-us/united-nations-convention-on-the-rights-of-the-child-summary>) Retrieved on the 23 February 2010.

3.10 HUMAN RIGHTS AND XENOPHOBIA:

Xenophobia is a practice that infringes on human rights. The issue of human rights was gaining attention even in the 1940's. The General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights on the 10th of December 1948 (<http://www.un.org/en/documents/udhr/>) Retrieved on the 23 February 2010. The Universal Declaration of Human Rights is based on 30 articles that claim that everyone has the right to life, freedom and security. Article 5 spells out that no one shall be subjected to torture or to cruel,

inhumane or degrading treatment or punishment. The xenophobic incidences that occurred in May 2008 were a gross infringement of this article. Article 10 stresses the fact that these rights should apply to everyone equally. Article 13 claims that everyone has the right to freedom of movement and residence within the borders of each state. In addition, it stipulates that everyone has the right to leave any country, including his own, and to return to his country. Article 26 focuses on the fact that everyone has the right to education. Higher education shall be equally accessible to all on the basis of merit according to this article. Most importantly, for this study, it claims that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups.

<http://www.un.org/en/documents/udhr> Retrieved on the 23 February 2010.

The South African Human Rights commission released the Braamfontein Statement on 15 October 1998. The statement condemns the manifestation of xenophobia as a violation of human rights, and defines basic principles for combating it. This is a brief summary of what is entailed in the statement:

“the states can no longer live in isolation from one another

- irrational prejudice, criminal behaviour and hostility towards non-nationals is not acceptable and will not be tolerated in a democratic society

-The South African constitution confers equal human rights to all

-South Africa has a legal and international obligation to protect the human rights of the non-nationals.

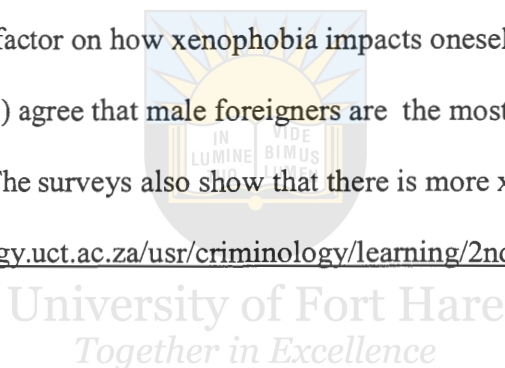
-being without legal status does not mean one has to be ill-treated

- xenophobia is increasing in South Africa and that is a challenge to the non- racial nature of democracy.”

-A consultative conference was held on the 15th of October 1998, to discuss the problem of Xenophobia in South Africa.

3.11 GENDER BASED VIOLENCE AND XENOPHOBIA

Gender is also a determining factor on how xenophobia impacts oneself. Writers such as Ertuk (2000) and Shindondola (2003) agree that male foreigners are the most hard hit and targeted by mostly male South Africans. The surveys also show that there is more xenophobia between men than women. (www.criminology.uct.ac.za/usr/criminology/learning/2nd_seminar.pdf: Retrieved on the 04th January 2010.



Researchers such as Warner & Finschilescu (2003) interviewed foreigners who claim that the reason behind this Gendered targeting is the fact that Xhosa women prefer foreign rather than local men. According to these interviewees, this is caused by the fact that Xhosa men are promiscuous as well as physically, financially and emotionally abusive towards women. In contrast, the interviewees claimed that the foreign men are faithful and generous towards women.

3.12 CONCLUSION:

This chapter focused on the historical implications of xenophobia in South Africa. The next chapter will look at the impact of xenophobia on both foreigners and South Africans.

CHAPTER 4

IMPACT OF XENOPHOBIA ON BOTH THE SOUTH AFRICANS AND FOREIGNERS

4.1 INTRODUCTION

The previous chapter dealt with the historical implications of xenophobia in South Africa. This chapter will look at the impact of xenophobia on both Foreigners and South Africans.

The impact of xenophobia is not only experienced by foreigners who are regarded as the victims, but also by perpetrators who are assumed to be South Africans. At least half of each of South Africans feel negatively as a result of the violence.

(http://www.plus94online.co.za/pdf/press_office/xenophobic_violence_causes_and_impact_executive_summary.pdf) Retrieved on the 07th January 2010.

The xenophobic impacts include, but are not limited to, the following forms; physical, psychological, verbal and academic.

4.2 PHYSICAL IMPACT

Physical impacts of xenophobia can be two-fold which are i) bodily harm and ii) deteriorating health. The former is regarded as a result of bodily infliction and the latter as a result of psychological trauma.

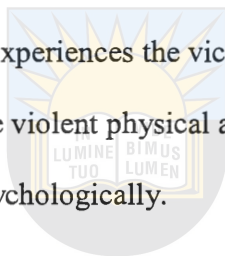
4.2.1 Bodily Harm

Harris (2002) warns that we should not separate xenophobia from violence and physical abuse. Xenophobia, as a term, should be reviewed to incorporate practice because it also involves activity. It is not just a dislike or fear of foreigners, but also a violent practice that results in bodily harm and damage.

Harris (2002) includes the element of physical violence in the definition of xenophobia, which can be beatings, rape, necklace killings etc. Consequently, the victims feel helpless, and suffer extreme fear which can lead to phobic attacks and flashbacks.

Shindondola's (2002) asserts that because of xenophobic attacks, foreigners feel physically insecure and fear for their lives in South Africa.

Violence has also been evident in South Africa during the May 2008 Xenophobic attacks where approximately sixty (60) people were killed , raped , injured and traumatised (Sunday Times:18 May 2008). Due to the violence of these experiences the victims were distressed during and after the attacks. This, therefore, means that the violent physical attacks that are inherent in the xenophobic attacks impact the victims psychologically.



4.2.2 Deteriorating Health

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The victim may also experience the physical impact of xenophobia which emanates from its psychological impact. The psychological impact may lead to stress which can affect the body in many ways. This could range from increased adrenaline and blood pressure to dilated pupils. Extreme anxiety and stress can also cause the following symptoms: back pain; muscle tension; headaches; hand tremors; diarrhea; constipation; pounding heart; chest pains; sweaty, cold hands; shortness of breath; indigestion or gas pains; burping; a burning sensation in the chest; feeling faint and dizzy; a lingering head cold; ringing in the ears; teeth grinding; hives or skin rashes; loss of appetite; nausea; vomiting and stomach pain.

(<http://www.co.genesee.ny.us./dpt/publichealth/physicalimpactofstress.html>) Retrieved on the 16th September 2009.

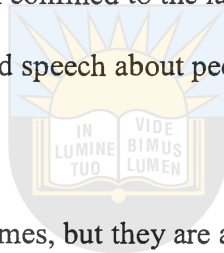
Elevated stress can also, at times, affect the immune system which weakens it and makes it more susceptible to colds, coughs and infections, as well as arthritis flare-ups. Extreme and prolonged stress can also destroy the immunological balance of friendly and unfriendly organisms that co-exist in the digestive and urinary tracts, leading to an infection and an overgrowth of harmful bacteria. (<http://www.co.genesee.ny.us./dpt/publichealth/physicalimpactofstress.html>) Retrieved on the 16th September 2009.

4.2.3 Meaning of Physical Impact

The perpetrators of xenophobia sometimes use physical violence and abuse to achieve their goal of victims as argued by Harris (2002). The reason for using violence is that this is one manner in which to express and ventilate the frustration that the South Africans have about their hopeless socio-economic situation. This is particularly experienced by the unemployed and poverty-stricken citizens. In addition, it can be argued that these citizens are usually the unheard and marginalized voices. This notion is also endorsed by Amanda Dissel, who claims that violent crime is more likely to occur where there is high degree of inequality within a South African policing precinct (www.sahrc.org.za/sahrc_cms/.../Amanda%20Diesel_CSVR.ppt) Retrieved on the 05th January 2010). One can understand that the citizens have their right to fight for and express their needs and frustrations. However, using physical violence is an illegitimate alternative which can lead to apprehension and sentencing of perpetrators. More legal ways of expressing and communicating ones frustrations can be in the form of negotiations. It has also been noted that physical violence can be used to scare foreigners away so that they return to their original countries. Some South Africans hold the belief that foreigners are consuming their resources which include, but are not limited to, employment, houses, bursaries (Ramphela, 1999).

4.3 IMPACT OF XENOPHOBIC VERBAL ATTACKS

Verbal attacks can also be used as a tool to insult foreigners during xenophobic attacks. Verbal attacks are as abusive and damaging as physical violence and its impact should not be undermined. In South Africa foreigners are labelled “amakwere-kwere”, “amangongongo” and “amagrigamba.” Shindondola (2002) states that inherent in these terms is the degradation and the attitude local citizens have adopted towards the unknown languages that foreigners speak. The term, which was initially directed towards ethnic segregation amongst South Africans themselves during the 1980s, has in recent years been confined to the labeling of foreigners. According to Shindondola (2002) negative language and speech about people can have direct mental effects, and is dehumanizing of black Africans.



Not only do they get called derogatory names, but they are also told to go back to their original countries as they are parasitic of South African resources. This can also be regarded as verbal abuse.

4.3.1 Meaning of Verbal Impact

Verbal abuse has various forms which include demeaning language, hostile tone or volume, intensity of delivery whether loud or quiet and threats (http://www.yoursocialworker.com/p-articles/verbal_abuse.htm) Retrieved on the 06th January 2010. Verbal attacks that have a xenophobic language can also be included in this definition as it has all these elements provided in the above sentence.

Demeaning language means utilising swear words or words like ‘stupid’ or ‘idiot’ to cause a person to feel that his/her existence is devalued. Thus, language is used to put the other person down and gain a psychological advantage where the abuser thus presents him or herself as

superior. Here, one person belittles the other through the use of language

(http://www.yoursocialworker.com/p-articles/verbal_abuse.htm) Retrieved on the 06th January 2010). The derogatory names that are used to refer to foreigners such as “amagrigamba”, “amakwerekwere and “amangongongo” are also considered verbal abuse.

Hostile tone, volume or intensity of delivery may appear as shouting, yelling or screaming or alternately talking quietly, yet intensely, so as to instill fear. Typically, this form of verbal abuse, particularly scaring the person into believing that matters might escalate to include physical abuse, causes the victim to acquiesce for fear of self-harm. (http://www.yoursocialworker.com/p-articles/verbal_abuse.htm) Retrieved on the 06th January 2010.

The purpose of using negative language and derogatory names on foreigners is to cause more distress to the victim, and create insecurities for the purpose of exploitation. Threats are meant to scare or intimidate a person into submission. This is also supported by an article that states that verbal abuse refers to the use of language as a means to control or subordinate another person for either self-gratification or to impose one’s view or will on another

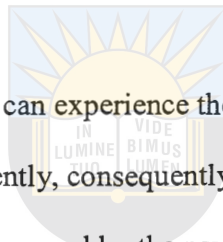
(http://www.yoursocialworker.com/p-articles/verbal_abuse.htm) Retrieved on the 06th January 2010.

This, therefore, means that the xenophobic perpetrators infringe on the constitutional right of inherent dignity and the right to have their dignity respected and protected (South African Constitution: 1996).

4.4 PSYCHOLOGICAL IMPACT

The physical, verbal and systematic xenophobic attacks can lead to serious psychological consequence for the victims. This kind of impact can be very traumatic which may, in turn, lead

to the prolonged psychological disturbance of its victims. The psychological impact can at times lead to post-traumatic stress disorder (PTSD); anger; anxiety; seeking revenge; feelings of hatred and aggression; loss of self-esteem; loss of confidence; feeling rejected; not embracing and accepting one's uniqueness; losing trust; and fear, in addition to numerous others. For David Aberbach (1989) the victims may suffer not just from individual trauma but also from collective trauma. They mourn family, friends, and the communal bonds which have been violently torn apart. In this writer's opinion, the victims may also mourn the cheapening of their lives; their lost dignity and humanity.



Both perpetrators and victims of violence can experience the impact of xenophobic violence, simultaneously, and yet interpret it differently, consequently xenophobic stereotyping can be perpetuated, whilst the victims may be hampered by the psychological impacts of xenophobia.

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4.4.1 Meaning of psychological impact

All forms of xenophobic attacks, be it systematic, verbal or physical, ultimately have a psychological impact on the victim. This, therefore, means that the reasons for physical and verbal impacts are meant to destabilise the victim psychologically. The meaning of the psychological impact of xenophobia is the same as the meaning of the physical and verbal impact of xenophobia.

4.5 STRATEGIES EMPLOYED BY SOCIAL SERVICE PRACTITIONERS

The role of social service practitioners in dealing with Xenophobia is also of importance in this study. According to Hepworth & Larson (1990), there are three methods or levels that the social service practitioners employ in their practice. These are the micro, mezzo and macro levels.

4.5.1 The Micro level

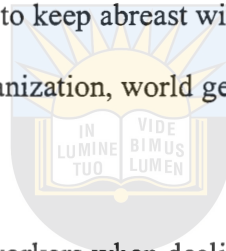
According to DuBois & Miley (2005) micro level intervention involves working with individuals separately, in the family or in groups to facilitate changes in individual behaviour or in relationships. This is often referred to as 'direct practice' because of the face-to-face interaction with individual clients. In terms of the micro level, the social service practitioners are responsible for facilitating changes in the life of the individual and his/her surrounding environment. It is therefore pivotal that the social service practitioners have adequate knowledge of the systems theory as the individual is a social being. When dealing with this client system, social service practitioners need to have information about the individual; his/her family; group dynamics; human development theories; social psychology and environmental influences.

4.5.2 The Mezzo level

This is the level that involves minimal face-to-face contact with clients and is hence referred to as 'indirect practice'. DuBois & Miley (2005) mention that this can also be termed Middle level intervention, and it mainly focuses on group formation and takes care of administration which assumes leadership and supervisory roles to facilitate effective delivery. The social service practitioner that assumes a position at this level should work, for example, with task teams. The focus should be on changing groups themselves such as structures, roles and styles of interaction. It is therefore crucial that the social service practitioner understands the group and organisational dynamics. Skills such as organisational planning, decision-making and conflict management are important to possess.

4. 5.3 The Macro level

This is the system level where a social worker focuses on communities, neighbourhoods, cities and national government (DuBois & Miley: 2005). This level can also be termed 'indirect practice' because of the nature of interactions with the client system. The social worker will work towards changing the circumstances in the communities for the better. Therefore, the social worker can be viewed as an activist for the disenfranchised citizens. However, in this level, it is important to get the full participation of the group one is advocating for and not apply the top-down approach. The social worker needs to keep abreast with international affairs, social policies, social planning, community organization, world geography and politics. This level can also affect the mezzo and micro levels.



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These levels are all important for social workers when dealing with xenophobia. They allow an eclectic approach or interventions and strategies to be used. It is dangerous to stick to one approach and not use others because each approach has got its own advantages and disadvantages. The strategies that they can utilize are two-fold, that is preventative and remedial.

Regarding the macro level, campaigns can be organized to educate people about xenophobia, its causes and its consequences. Organizing community cleansing or peace events will also help. To be specific to the challenges faced by the foreigners, Hepwerth & Larson (1990) suggest that social workers should start by assisting in providing the basic needs, such as food and shelter. Following that, they should be educating foreigners on the different cultures, and resources around them such as community services. In addition, they should be empowered on their rights and skills to communicate and build social networks within and outside of their ethnic group.

These are all useful services to the victims, however there also seems to be a need to educate the locals. It seems that locals need education about xenophobia and cultural diversity. The counsellors working with the victims of recent xenophobic attacks in the Gauteng province claims that listening was a powerful tool that was effective. They also made use of Art therapy where victims recorded the events and the aftermath (Mail & Guardian, 31 October - 6 November 2008).

The South African Department of Social Development has been one sector that has been gravely concerned about the tragedy. A provision was made by the Minister of Social Development to support to children affected by the recent xenophobic attacks. The Social Workers Associations such as ASSWA (The Association of Schools of Social Work in Africa); African federation of Social Workers; ASASWEI (The Association of South African Social Work Education Institutions); ,NASW,SA (The National Association of Social Workers, South Africa also expressed their outrage at the senseless killings.

(<http://www.asaswei.org.za/press%20releases/minlettermay2008.htm>) Retrieved on the 8th March 2008.

4.6 CONCLUSION

This chapter focused on the impact of xenophobia on both foreigners and South Africans. In addition to that it has looked at the different kinds of impacts of xenophobia, which include physical and psychological effects. Lastly, it dealt with the strategies utilised by the social

service practitioners to combat xenophobia. The next chapter will focus on the academic impact of xenophobia.



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CHAPTER 5

THE ACADEMIC IMPACT OF XENOPHOBIA.

5.1 INTRODUCTION

The previous chapter dealt with the impact of xenophobia on both foreigners and South Africans. Specifically, it looked at the literature review on the physical, social and psychological impacts of xenophobia. This chapter will look at the literature review regarding the academic impact of xenophobia. Ramphele (1999) mentions that while universities are maintaining their primary mission of the advancement of knowledge, they continue to take on a far more global mission of education and training. In addition, there is an increasing emphasis on the internationalisation of academia. Consequent to this commitment, is a recent formation of the South African Association of International Education by all the tertiary institutions (Ramphele: 1999). Further, the consequential challenge for South African institutions is to balance international imperatives with the demands imposed on them by prevailing local social, economic and political conditions. Hundreds of international students coming to study in South Africa contribute about R1,7 billion to the country annually in foreign exchange.

(<http://www.dispatch.co.za/2005/02/14/Easterncape.cstud.html>) Retrieved on the 18March2005.

However, there are discourses that claim that a black person from the African continent is perceivable as poverty-stricken. Ramphele (1999) maintains that xenophobia may also culminate from the issue of sponsorships as most black international students are not in a position to pay their fees due to the weak currencies of their respective African countries.

5.2 ACADEMIC IMPACT

Tertiary institutions also experience xenophobia and are not immune to the xenophobic attitudes and attacks experienced in South Africa. This therefore means that foreign and local students may also be prone to the impacts of xenophobia.

5.2.1 Negative Academic Impact

The xenophobic attacks, which happened in May 2008 in some of the South African provinces, had a negative impact on refugees and to a great extent also refugee university students (http://utrsafrica.org/?page_id=399) Retrieved on the 07 January 2010. These are some anecdotal incidents of the negative academic impact of xenophobia, especially during the May 2008 attacks. This is what some of the victims had to say about the attacks :

“They happened during exam time how can I forget the xenophobia? It was only one week before writing my first semester exams. I had to go and stay in a safety shelter which was crowded and unsuitable for reading” a student at the University of the Western Cape (UWC) said. Another student at UWC also mentioned that there was a refugee student who was thrown out of a train early in the morning on his way to UWC to write exams. Fortunately, one local South African student who saw the incident reported it to the university then the university sent security guards to rescue the student (http://utrsafrica.org/?page_id=399) Retrieved on the 07th January 2010.

At Rhodes University, Grahamstown, Eastern Cape, a student was held in police custody for some hours, even after she had provided the necessary verification that she was a registered Rhodes University student. The Immigration Unit and the South African Police are challenging people in Grahamstown who “look foreign”, on the basis of their physical characteristics, to

produce ID documents and to speak isiXhosa if they claim to be South African. Dr Badat has written to the Director of Home Affairs [Copied to Dr Nkosazana Zuma: Minister of Home Affairs, Dr Blade Nzimande: Minister of Higher Education and the Director: SAP], complaining that such conduct on the part of a state department is ethically repugnant and most distressing (<http://www.ru.ac.za/international/news/2009/antixenophobiavigil2009>) Retrieved on the 07th January 2010.

There are also negative international stories of students who have been attacked with serious consequences. A group of twenty (20) to thirty (30) local Malaysians attacked and injured three (3) African students in a College called Lagenda in Mantin, Negeri Sembilan State. The attack in Malaysia was due to the locals who were unhappy with African students having intimate relationships with local girls. On learning of the assault, the African students from different countries grouped outside their hostel to confront the locals. One of the African students ended up with a broken arm and the other two were treated as outpatient (<http://thinkingkenyan.blogspot.com/2008/06/xenophobic-attack-against-african.html>)

Retrieved on the_07th January 2010.

These in-fights amongst students leave the students feeling insecure around the university campus. This is also maintained by Wearmouth (2005) and Carnell & Lodge (2002) who argue that the distressing factors destabilize the learning environment of the student.

5.2.2 Positive Academic Impact of Xenophobia

It can be argued that xenophobia is a negative societal phenomenon and therefore should reproduce negative impacts. The researcher is also interested to know whether there is a positive impact that is as a result of xenophobia. For instance, it was maintained that xenophobia can

bring positive impacts in that African students united for their protection against the Malaysian locals (<http://thinkingkenyan.blogspot.com/2008/06/xenophobic-attack-against-african.html>)

Retrieved on the 07th January 2010.

5.2.3 Meaning of Academic impact

Xenophobia affects students' learning environments in various ways including positively as well as negatively. The learning environment has different levels at which it can be affected.

According to Wearmouth (2005), the Bronfenbrenner' s ecosystem model, which emphasizes environmental factors as playing the major role to development, has four levels of learning environment and they are microsystem, mesosystem, exosystem, macrosystem, and chronosystem (http://en.wikipedia.org/wiki/Ecological_Systems_Theory) Retrieved on the 07th January 2010.

5.2.3.1 Microsystem

This level refers to the setting in which the individual lives. These contexts include the person's family, peers, school, and neighborhood. It is in the microsystem that the most direct interactions with social agents take place; with parents, peers, and teachers, for example. The individual is not a passive recipient of experiences in these settings, but someone who helps to construct the settings (http://en.wikipedia.org/wiki/Ecological_Systems_Theory) Retrieved on the 07th January 2010.

5.2.3.2 Mesosystem

The mesosystem level of learning environment refers to relations between microsystems or connections between contexts. Examples are the relation of family experiences to school experiences, school experiences to church experiences, and family experiences to peer

experiences. For example, children whose parents have rejected them may have difficulty developing positive relations with teachers

(http://en.wikipedia.org/wiki/Ecological_Systems_Theory) Retrieved on the 07th January 2010.

5.2.3.3 Exosystem

Unlike the mesosystem, this is the level where it involves links between a social setting, in which the individual does not have an active role, and the individual's immediate context. For example, a husband's or child's experience at home may be influenced by a mother's experiences at work. The mother might receive a promotion that requires more travel, which might increase conflict with the husband and change patterns of interaction with the child

(http://en.wikipedia.org/wiki/Ecological_Systems_Theory) Retrieved on the 07th January 2010.

5.2.3.4 Macrosystem

This level of learning environment describes the culture in which individuals live. Cultural contexts include developing and industrialized countries, socioeconomic status, poverty, and ethnicity (http://en.wikipedia.org/wiki/Ecological_Systems_Theory) Retrieved on the 07th January 2010.

5.2.3.5 Chronosystem

This refers to the patterning of environmental events and transitions over the life course, as well as socio-historical circumstances. For example, divorce is one transition. Researchers have found that the negative effects of divorce on children often peak in the first year after the divorce. By two years after the divorce, family interaction is less chaotic and more stable. As an example of socio-historical circumstances, consider how the opportunities for women to pursue a career

have increased during the last thirty years

(http://en.wikipedia.org/wiki/Ecological_Systems_Theory) Retrieved on the 07th anuary 2010.

All these levels of learning environment need to be nurtured in order for the student to adjust and perform well academically. For the purpose of this study, the more relevant focus is on the impact on the microsystem level of the student's learning environment. This is where the most direct interactions with students and university staff, parents, and peers take place. This is due to the fact that xenophobia is mainly practiced and experienced amongst the foreign and local students. This does not mean that the other levels are not of importance for an optimal learning environment.

Osborn (2004) cites "identification with academics" as the fuel to positive learning. In research conducted by Wearmouth (2005) it was found that black boys have a high risk of developing "disidentification" with school as the result of poor academic results, and retreat into negative group stereotypes.

In the study conducted by Warner and Finchilenscu (2003), South Africa was described as having a high standard of education. This is the learning environment that is in jeopardy with the presence of xenophobia and related phenomena such as racism. Xenophobia can therefore be a painful and stressful experience amongst students. This study further suggests that stressful situations can block chemical reactions in the brain that are necessary for learning. Stress can disrupt learning and memory development (long-term potentiation (LTP)) as it forces the brain to revert to more primitive survival needs. To foster creativity and learning, educators should learn how to minimize stressful situations (<http://www.trainingplace.com/source/stress.html>) Retrieved on the 16th September 2009.

5.3 STRATEGIES EMPLOYED BY UNIVERSITIES TO DEAL WITH XENOPHOBIA

South African institutions of higher learning have implemented strategies to curb the problem of xenophobia. The main concern is the impact xenophobia will have on students and the learning environment.

5.3.1 University of Fort Hare

In the aftermath of the South African May 2008 xenophobic attacks, the University of Fort Hare Vice-Chancellor, tasked the Student Counselling Unit to embark on preventative and pro-active programmes to manage xenophobia. Residence workshops were held where students were discussing the following questions:



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-What is xenophobia?

-What causes xenophobia?

-What are the consequences of xenophobia?

-What strategies should the university have in place to deal with xenophobia?

In addition to these workshops the Student Counseling Unit organized a seminar. Outside stakeholders such as Department of Home Affairs; Commission on Gender Equality; South African Police Service as well as Department of Local Government and Traditional Affairs were invited to attend the seminar. These stakeholders pointed out the strategies that they utilise to counter xenophobia in their respective departments.

The struggle did not end there but continues in the form of public lectures that are organised within this university. For instance, the University of Fort Hare and the Open Society Initiative

for Southern Africa (OSISA) hosted a public lecture on xenophobia. The lecture was delivered on 10 September 2009. This follows a spate of attacks on non South Africans in 2008 leaving more than 60 dead and hundreds displaced (<http://www.ufh.ac.za>) Retrieved on the 15th September 2009.

The University has also designated an office specifically for the needs of international students called the office of International Education and Corporate Affairs. The office offers a wide range of services which include the following:

- Foreign student registration, orientation, and accreditation of foreign academic qualifications,
- Advice on immigration issues,
- Application procedures for study permits and renewal of existing study permits, Information on SA approved medical Aid Providers Clearance Certificates assistance (<http://www.ufh.ac.za>) Retrieved on the 15th September 2009.



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The University of Fort Hare has also established a structure for international students called the International Students Association. The vision of this structure is to maintain and sustain the University of Fort Hare's historical status as the cradle of African leadership.

The mission statement of this establishment is to contribute positively to the internationalization of UFH by offering a conducive environment to international students through social, economical and psychological integration support so as to ensure that academic excellence is well balanced with a vibrant student social life (<http://www.ufh.ac.za>) Retrieved on the 15th September 2009.

The aims of ISA are as follows:

- To promote and enhance international awareness, cooperation, cultural diversity and dialogue among students at the University of Fort Hare campus and surrounding communities.
- To provide the international student community with formal representation within the University and the wider communities.
- To promote, advocate and advance the international student rights, interests and privileges in South Africa.
- To provide programs to support and serve the needs of international students.
- To act as an "umbrella" organization for the International and Multicultural Student Groups (<http://www.ufh.ac.za>) Retrieved on the 15th September 2009.

5.3.2 Rhodes University

University of Fort Hare

This University has also set aside an office for international students. At 2009 International Education Association of South Africa (IEASA) Conference, held at the University of Fort Hare, Rhodes University was awarded the IEASA Golden Key Award for excellence in internationalisation (www.ru.ac.za) Retrieved on the 15th September 2009.

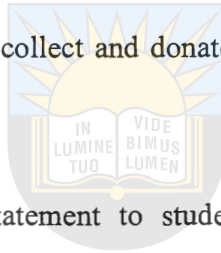
The award was made based on the proportion of international students registered at the university. Rhodes, as of 2008, has an international student body that makes up 21% of the students registered at Rhodes, which puts us ahead of all other South African Universities. Taking second place was the University of Cape Town, and third place was the University of Fort Hare (www.ru.ac.za) Retrieved on the 15th September 2009.

After the May 2008 Xenophobic attacks, Rhodes University signed pledges of African solidarity. The aim was to show support and visibility to any victim of xenophobia on campus.

5.3.3 University of Pretoria

The students of this university protested in the streets to condemn the May 2008 attacks. The demonstrations were held on the Hatfield campus and also in the CBD of Hatfield in which they protested against hatred, violence and shameful conduct of South Africans against foreign nationals (<http://www.up.ac.za>) Retrieved on the 15th September 2009.

In addition to this action they donated food, blankets, clothes and other items to the victims. The Principal of the University of Pretoria, Professor Calie Pistorius has thanked students, staff and visitors who have responded to a call to collect and donate food and other goods to victims of recent xenophobic attacks.



The University of Pretoria issued a statement to students and staff in which it rebuked xenophobia related attacks. In this message, the vice-principal, Professor Chris de Beer reminded staff and students that the University of Pretoria is a community based on collegiality that unequivocally discourages anyone in its midst from harbouring any feelings of xenophobia.

The students also launched the “**Do you Care**” campaign aimed at collecting goods to be handed over to the victims of xenophobia. The University of Pretoria, in conjunction with the Do You Care Student Campaign, also set up a central collection point (<http://www.up.ac.za>) Retrieved on the 15th September 2009.

5.3.4 International universities

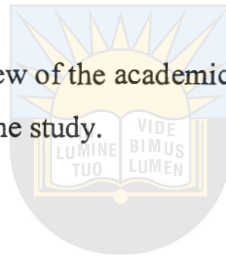
Xenophobia is also a challenge globally, for example a foreign student was killed in Peru by the Russian youth and programmes are put in place to counter the problem. Due to the devastating consequences of xenophobia, there are some structures that have been formed in an attempt to

curb the problem that the universities are facing with regard to xenophobia. For instance, there is a Polish student Group by the name of VIRIDARIUM GROUP which was formed in 2001 which fights anti-Semitism and xenophobia (<http://wirydarz.org/eng/>) Retrieved on the 03rd April 2007.

Another structure is the Federation of Young European Green Parties which is also campaigning against xenophobia (<http://www.younggreens.org.uk/Campaigns/CombatXenophobia>) Retrieved on the 03rd April 2007.

5.4 CONCLUSION

This chapter dealt with the literature review of the academic impact of xenophobia. The next chapter will look at the methodology of the study.



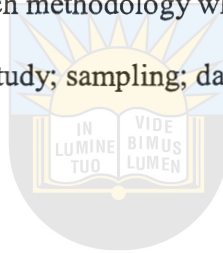
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CHAPTER 6

METHODOLOGY

6.1 INTRODUCTION

The previous chapter looked specifically at the theoretical framework for this study. The theories that were discussed were the Authoritarian Personality Theory; The Isolation Hypothesis of Xenophobia; The Conservation of Resources Theory (COR) and the Social Learning Theory. This chapter will now focus on the research methodology which includes the following sub-areas: research design; tools used in this study; sampling; data collection; data analysis and ethical issues.



6.2 THE RESEARCH METHOD

The researcher used a qualitative approach. This approach is defined as multi-perspective to social interaction, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meanings that the subjects attached to it (De Vos: 2007). According to Thyer (2001) this approach is concerned with non-statistical methods of inquiry and analysis of social phenomena. It involves systematic investigations that include inductive, in-depth and non-quantitative studies of individuals, groups, organisations or communities.

One of the advantages is that the participants are able to have an in-depth understanding of what has been discovered. In addition, this approach is flexible and evolves throughout the research process in that there are no fixed steps that should be followed just like the quantitative approach. Further, this approach has an advantage as it allows the researcher or interviewer to respond to the new concepts mentioned by the participants (Leyden:2005).

Therefore, this study used interviews for data collection and they were conducted in English to cater for diversity in terms of language and culture. The study also used the exploratory method. De Vos (2007) claims that exploratory research is conducted to gain insight into a situation, phenomenon, community or individual. The need for such a study could arise out of a lack of basic information on a new area of interest. It can also be used in order to get acquainted with a situation so as to formulate a problem or develop a hypothesis. The reason for utilising this type of research is because the researcher needed to gain insight into the way students are impacted by xenophobia. The study will therefore lead to a deeper and more human understanding of what has been discovered.



6.2.1 Sampling

A sampling method is a way devised to select the population eligible for the research study (Polit: 2001). The study selected the population from the Alice campus of the University of Fort Hare.

6.2.1.1 Sampling Procedures

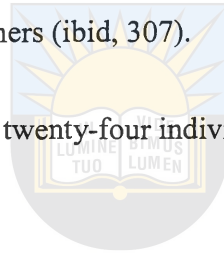
This study utilised non-probability and purposive sampling (Cournoyer & Klein: 2000). The information about these individual participants was obtained from the Student Representative Council (SRC) president, Lesotho students' president, Nigerian student leader and Zimbabwean student's president. Staff members were chosen because they are dealing with xenophobic cases at the university. The advantage of this purposive sampling is that first hand information can be obtained from participants who have experienced xenophobia.

The study has two phases. The first phase comprised of individual interviews of twenty four (24) students. The second phase consisted of focus group participants who were staff members. De

Vos (2007) describes focus groups as a research technique that collects data through group interaction on a topic determined by the researcher.

The advantage of the group approach is that it allows the researcher to investigate a multitude of perceptions in a defined area of interest in a short space of time (ibid, 306). Focus groups draw on three of the fundamental strengths that are shared by all qualitative methods; exploration and discovery, context, depth and interpretation. Focus groups also create a process of sharing and comparing among the participants. People feel relatively empowered and supported in a group situation where they are surrounded by others (ibid, 307).

In addition to this, the researcher used the twenty-four individual participants as the sample for the study.



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6.2.1.2 Sample

The sample is defined by Strydom (2005) as elements of the population considered for actual inclusion in the study. The participants of this study were obtained from the University of Fort Hare community in Alice. There were twenty-four (24) students who were utilized as individual participants. The students came from the following countries: Nigeria, Zimbabwe, Lesotho and South Africa. The student leaders were used to get these students. These are the Student Representative Council, The Lesotho student Leaders, Zimbabwean and Nigerian student leaders.

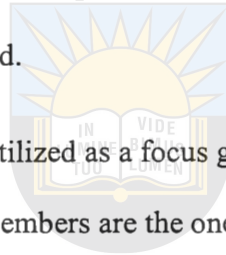
Six staff members were utilized as the focus group participants and their nationalities were South Africans and Kenyan. These were the Dean of students, the Disciplinary Coordinator, the Head of the International office, Residence Manager, a Lecturer from South Africa and one from

Kenya. These are members of staff that usually assist students when they experience xenophobic attacks on campus.

6.2.1.3 Sample Size

The study purposefully chose twenty-four (24) students of which six (6) were chosen from each country of origin. The reason for deciding to choose twenty four in total and six from each country is because of the representivity of the sample. These countries of origin were South Africa, Nigeria, Lesotho and Zimbabwe. The representativity of international students was therefore considered and not compromised.

In addition, six (6) staff members were utilized as a focus group in this study. The reason for choosing this number is that these staff members are the ones who are dealing with the xenophobic cases.



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6.2.1.4 Sample Site

The study obtained the sample from the University of Fort Hare, in the Alice campus, in the Nkonkobe Municipal area, Eastern Cape Province. The university has three campuses in Alice, Bhisho and East London with Alice as its main campus. The reason behind choosing a sample only from the Alice campus is because this is where the researcher is based and there was a lack of financial means to travel to other campuses. In addition, the main campus has all the five faculties and facilities such as residences, unlike the other two campuses. The staff members who participated in the study are all based in the main campus.

6.2.2 Data Collection

The researcher used several tools to collect the data. These are interview schedules and a tape recorder.

6.2.2.1 Consent Forms

The consent forms were used prior to the interviews to request permission from the potential participants to participate in this study. De Vos (2007) asserts that the processes should be rendered to the potential subjects or their legal representative. Potential respondents are given the freedom to knowingly consent to participate in the study. It is important that the participants give written consent to participate in this research.

De Vos (2007) claims that obtaining informed consent implies that all possible or adequate information on the goal of the investigation and the procedures that will be followed during the investigation may be exposed. Potential participants are given the freedom to knowingly consent to participate in the study.

It was also be crucial to inform the participants about the rationale, purpose, duration of the study as well as the use of the research findings after completion. The participants were also required to give written consent to participate in this research. According to Friedman (1998), a research project should not in any way harm the people who are involved in the study. The participants were made aware of their right to withdraw from taking part in this study should they so wish.

The potential participants will be given an opportunity to read all that is entailed in the research, and sign if they decide to be part of it, or not.

6.2.2.2 Subject Information Sheet

Upon receiving consent, the researcher provided a subject information sheet to the participants. The purpose of this has been to inform the potential participant about the objective of the study. In addition to this, the researcher introduced herself and explained the type of research she will be conducting. Ethical issues, such as confidentiality, were also mentioned. Finally, the researcher also made mention of the fact that the participants will be participating on a voluntary basis, therefore there is no remuneration that will be paid to them. In addition to this, participants were also informed that they can withdraw from taking part in the study at any particular phase of the study.



6.2.2.3 Interview schedules

An interview schedule was used for the focus group participants as well as the individual participants. De Vos (2007) defines an interview schedule as a questionnaire to guide interviews. The study benefited from a set of predetermined questions that might be used as an appropriate instrument to engage the participants and design the narrative terrain. This assisted the researcher in creating a format of handling the process of interviewing. The study chose this instrument because it prepared the researcher for the interview with participants.

In phase one, the study used in-depth interviews for individual interviews with twenty four individual participants. Thyers (2001) defines in-depth interviews as an observational method to develop empirical knowledge or theoretical models. Furthermore, it is less standardised than other methods due to interview variability and interaction effects between the interviewer and the respondent. The researcher that has chosen this kind of interview has to know the advantages and disadvantages, as well as the appropriate level of structure for an interview for a particular study

phase. Lastly, the researcher has to look at how it relates to the over-all knowledge of the building plan. A special consideration needs to be taken, especially for what Thyer (2001) terms the internal validity as well as unique human subjects.

Therefore, the researcher chose this kind of interview schedule because it enabled the researcher to capture the complexity of individual's feelings, thoughts and perceptions. Thyer (2001) claims that it provides an authentic path to understanding diversity, with important implications for practice among undeserved and oppressed populations.

In phase two of the study, the in-depth interviews for focus group interviews were comprised of six participants. Both individual and focus group interview schedules were constructed by the researcher.



6.2.2.4 A Tape Recorder

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A tape recorder was also used to collect data and consent was sought from the participants as it can be threatening to the participants. A tape recorder allows a much fuller record than notes taken during the interview. It also means that the researcher can concentrate on how the interview is proceeding and where to go next (De Vos,2007). The reason for utilising this tool is to assist the researcher in capturing the data.

Before each session began, the researcher reminded the participants that a tape recorder will be utilized to capture data. Pseudonyms were used when dealing with the participants to cater for privacy and confidentiality. According to the Collins Dictionary: Gems(1998) pseudonyms are fictitious names. The advantage of using a recorder is that a fuller record will be acquired than just taking notes. The recorded sessions were then transcribed after the interviews.

6.2.3 Data Analysis

The researcher started by analysing individual interviews as well as focus group interviews using the interpretive approach. Terre Blanche, Durrheim & Painter (2006) assert that the interpretative approach is utilised for the purpose of providing a thorough description of the characteristics, processes, and context of the phenomenon being studied. These were the steps that were taken by the researcher when conducting data analyses which were applicable in an interpretive approach as asserted by Terre Blanche, Durrheim & Painter (2006). The first step was reading the text many times over.

The second step was to induce themes using participants' language to label categories. Further, the researcher summarised the data in terms of processes, functions, tensions and contradictions. In the same step, the researcher found an optimal level of complexity of themes as well as explored various themes. Finally, the researcher ensured that the themes do not lose focus of the objectives of the study.

The third step that was taken was coding where same themes were marked and put together. The fourth next was deep exploration and revision as well as thorough analysis of themes leading to subthemes which is termed "elaboration".

The final step was interpretation and checking of the thematised data.

These were the themes that were utilised in the individual interviews:

- Biographical Details
- Existence of xenophobia at the University of Fort Hare
- Impact of xenophobia on students

- University strategies for dealing with xenophobia
- Strategies applied by social service practitioners to deal with xenophobia

The following are the themes that were used for the focus group:

- Biographical Details
- Existence of xenophobia at the University of Fort Hare
- Impact of xenophobia on students
- University strategies to for dealing with xenophobia
- Strategies applied by social service practitioners to deal with xenophobia

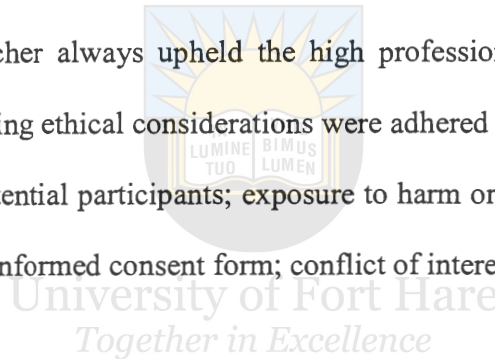
This study made use of triangulation as a method to analyse data from both the individual and focus group interviews. Triangulation is based on the assumption that any bias inherent in a particular data source, investigator, and method would be neutralised when used in conjunction with other data sources, investigators and methods (De Vos: 2007). It is a method that synthesizes data from multiple sources and examines existing data to strengthen interpretations. By examining information collected by different methods, and by different groups, findings can be corroborated across data sets, reducing the impact of potential biases that can exist (<http://www.igh.org/triangulation process-overview.ppt>) Retrieved on the 19th October2009.

This study chose this method because it allowed the researcher to become more confident with the results and may also uncover the deviant dimension of a phenomenon (De Vos: 2007) . Therefore, the credibility and validity of the results are increased and ensured in the triangulation method. Furthermore, this approach also provided a powerful tool when a rapid response was needed, or when good data was non-existent in order to answer a specific question. Triangulation can be used when the collection of new data is not feasible or cost-effective (<http://www.igh.org/triangulation process-overview.ppt>) Retrieved on the19th October2009.

The study further used a back-up of an existing theory for a literature control. This is in line with the deductive approach.

6.3 ETHICAL CONSIDERATIONS

De Vos (1998:75) defines ethics as “a set of widely accepted moral principles that offer rules for, and behavioural expectations of the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students.” Robson (2002: 65), on the other hand, describes ethics as “the rules of conduct, typically to conformity to a code or a set of principles,” The researcher always upheld the high professional standards of research ethics in this study. The following ethical considerations were adhered to: research goals; sample selection; gaining access to potential participants; exposure to harm or risk; disclosing results to participants; use of deception; informed consent form; conflict of interest and confidentiality.



6.3.1 Research goals

Thyer (2001) claims that before the researcher looks at the ethics of the research methodology and evaluation, it is crucial that they explore the overarching questions concerning the research project goals. This researcher carefully chose the goals of this study to enhance basic human rights. The objectives and questions of the study sought to find whether xenophobia exists at the University of Fort Hare, how it affects the students and the strategies used by the universities and social service practitioners to combat it. Terre Blanche, Durrheim & Painter (2006) argue that problems studied should lead to knowledge and interventions that will be of value to the participants and society. The researcher believes that the research goals will benefit the participants and the community of the University.

6.3.2 Sample Selection

The researcher ensured that the research participants represent the diverse nature of the University of Fort Hare community. The individual participants were comprised of South Africans, Nigerians, Lesotho and Zimbabweans. The staff who participated in the focus group comprised of five from South Africa and one from Kenya. The reason to have these six focus group participants is that the researcher needed these particular participants, who hold specific faculty positions, so as to get the relevant information. Thyer (2001) argues that researchers should be mindful of the research participant representation of cultural, ethnic and social diversity issues. Terre Blanche, Durrheim & Painter (2006) claim that the participants selected for the study should be those to whom the research question applies.

6.3.3 Gaining Access

Gaining access to participants was necessary as xenophobia can be a sensitive topic in a diverse community like the university of Fort Hare. The University officials, such as the Dean of Students, leaders of foreign student societies and the SRC president were approached by the researcher, who wrote letters, to get access to the targeted student participants. Further, all six staff members (two lecturers, Dean of Students, Head of the International Office, Residence Manager; Disciplinary Coordinator) were also approached through written letters. A follow-up telephone call was made to get their responses.

6.3.4 The use of deception

The potential participants were not deceived in any way, in that the reason behind conducting this study was completely divulged. Thyer (2001) argues that at times researchers become

concerned about the fact that being completely honest about the reasons of the research would be inappropriate and lend clients' responses to bias.

6.3.5 Informed Consent Form

The researcher received the approval and support by the student society to gain access to student participants. This, however, did not over-ride the significance of administering the individual consent forms with potential participants. Terre Blanche, Durrheim & Painter (2006) purport that permission to conduct research does not substitute for obtaining informed consent. The researcher ensured that participants were fully aware of what was entailed in the entire study by administering the consent form. This form included details related to the rationale, objectives, design, methodology, implementation, evaluation, risks and benefits of the study. Terre Blanche, Durrheim & Painters (2006) claim that the standard components of consent are as follows (a) provision of appropriate information, (b) participants' competence and understanding, (c) voluntariness in participating and freedom to decline or withdraw after the study has started and (d) written document of the consent. The researcher considered the standards mentioned above in that:

- the potential participants were provided with the complete and correct information regarding the study in the consent form
- the participants understood the content process of the study
- the researcher clearly stipulated in the consent form that participation in this study was voluntary and the participant was free to withdraw whenever they want to
- the consent form was in a written form

6.3.6 Confidentiality

The researcher upheld the principle of confidentiality. Strydom (1998) claims that confidentiality is a continuation of privacy which refers to agreement between persons that limits others' access to private information except in reporting research results as agreed. This information will then not be used for any purpose other than research. The researcher reassured the participants with the fact that the information will be kept for research purposes only. Further, they were all told of the use of the tape recorder and the fact that these materials will be kept in a safe and locked place. The participants were not even asked their addresses so as not to track the information back to them.



6.3.7 Use of Pseudonyms

As another means of ensuring that the participants' privacy was protected, the researcher used pseudonyms. A pseudonym is a fake name used by a person or a group. A lot of times book authors will use pseudonym's when they publish a book to hide their true identity

(http://answers.ask.com/Entertainment/Other/what_does_p) Retrieved on the 26th February 2010.

The reason for using pseudonyms is because the participants' identity needed to be protected due to the sensitivity of the study.

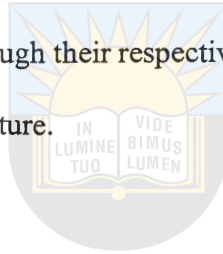
6.3.8 Exposure to harm or risk

The researcher was fully aware of the sensitivity of the topic and therefore took the proper steps to ensure the protection of the participants. The individual interviews were conducted with privacy so as to promote participation and free expression. Denzin (1989) claims that the goal of any science is not to harm the subjects, but to advance knowledge. Any method that moves

towards that goal without unnecessary harm to subjects is justifiable. The student participants were coming from different countries and therefore it would not be wise for the researcher to put them in a focus group. This could result in tensions and ultimately jeopardise the chances of full participation from participants.

6.3.9 Conflict of interest

Thyer (2001) claims that the researcher should not have a dual relationship with any participant of the study. The researcher of this study did not have such relationships with any of the participants. The students were sought through their respective leaders, and the relationship was only based on the researcher-participant nature.



6.3.10 Disclosing results to participants

The researcher has clearly stipulated, in the consent form, that the participants are at liberty to access the results of the study at any time. Thyer (2001) claims that the researcher ordinarily shares evaluation and the research results with their data sources. In some instances it is dangerous to divulge the results, especially in clinical circumstances. Therefore, ethically, the researchers must consider the extent to which clients have "the right to know" information about themselves.

6.3.11 Supportive system

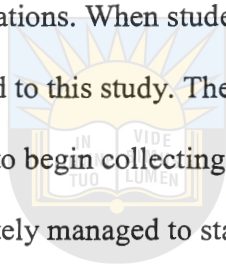
Due to the sensitive nature of xenophobia the researcher also used registered student social worker and counsellors as a supportive system. Counselling and Support Services offers a supportive, comfortable, and safe place to explore difficult issues affecting your relationships and your life (http://www.familyserviceguelph.on.ca/fam_cou.html) Retrieved on the 26th

February 2010. The reason for this was that some of the experiences of xenophobia were hurtful and could bring out stress in some of the participants.

6.4 Limitation of the Study

There were various challenges in this study that the researcher has encountered and these are:

- The researcher struggled to get the intended participants. It was not easy to get students before, during and after examinations. Students were preparing, writing and then leaving immediately after finishing examinations. When students arrived they had to focus on registration before they could attend to this study. The researcher also had to wait for the completion of registration in order to begin collecting the data with students in February. Nevertheless, the researcher ultimately managed to start individual interviews with the respective students.
- The challenge with focus group participants was that they had a very busy schedule, and therefore it was a time-consuming effort to squeeze the researcher in. For example, it took the researcher about three months to finally get hold of the head of the International office.
- A social work lecturer was also used as an intermediary to access the students for the research study.



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6.5 Conclusion

This chapter identified the research methodology as well as the research design that the study has used. This study is a qualitative study which has used an exploratory approach. In terms of sampling, the researcher preferred the purposive and non-probability sampling. The researcher

used scheduled interviews for both individual and focus group interviews as well as a tape recorder to collect data. For data analysis, an interpretive approach was used for the individual interviews and, subsequent to that, analysis triangulation was used for the focus group interviews. The following chapter will look at the analysis and interpretation of data.



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CHAPTER 7

DATA ANALYSIS

7.1 INTRODUCTION

The previous chapter deliberated on the theoretical framework used in this study. This chapter focuses, primarily, on the interpretation and analysis of the collected data. There are five major themes that were utilized which based on the individual as well as five for the focus group interview schedule. The literature that the researcher used in the previous chapter was also linked to the data in this chapter.

The original aim of this study was to get an understanding of the impact of xenophobia in the South African universities learning environment. The objectives of the study are as follows:

- To examine the existence of xenophobia at the University of Fort Hare
- To find out the impact of xenophobia on students
- To investigate how the university deals with cases of xenophobia
- To examine the intervention strategies that social service practitioners can employ in cases of xenophobia

The data was collected from the thirty participants from the University of Fort Hare.

The following are themes that were utilised in individual interviews:

- Biographical Details
- Existence of xenophobia at the University of Fort Hare

- Impact of xenophobia on students
- University strategies for dealing with xenophobia
- Strategies applied by social service practitioners to deal with xenophobia

The following are the themes that were used for a focus group interview:

- Biographical Details
 - Existence of xenophobia at the University of Fort Hare
 - Impact of xenophobia on students
 - University strategies for dealing with xenophobia
 - Strategies applied by social service practitioners to deal with xenophobia

7.2 DISCUSSION OF FINDINGS

The findings will discuss the biographical details of the participants as they were interviewed individually and in the focus group.

Table 7.2.1 Profile of Individual Participants

Pseudonym	Gender	Age	Country of Origin
1.Lizzy	Female	19	South Africa
2.Siza	Female	18	South Africa
3.Cindy	Female	20	South Africa
4.Vuvu	Male	19	South Africa
5.Sindisa	Male	21	South Africa
6.Yandisa	Male	22	South Africa
7.Kenneth	Male	20	Zimbabwe
8.Peace	Female	23	Zimbabwe
9.Purity	Female	21	Zimbabwe
10.Loveness	Female	18	Zimbabwe
11.Respect	Male	25	Zimbabwe
12.Neville	Male	40	Zimbabwe
13.Tsietsi	Male	20	Lesotho
14.Thabang	Male	32	Lesotho
15.Mathsidiso	Female	23	Lesotho
16.Rama	Male	37	Lesotho
17.Mercy	Female	21	Lesotho
18.Tendai	Female	42	Lesotho
19.Nelson	Male	29	Nigeria
20.Akija	Male	23	Nigeria
21.William	Male	32	Nigeria
22.Maria	Female	41	Nigeria
23.Baby	Female	23	Nigeria
24.Nancy	Female	31	Nigeria

The profile of individual participants was presented in Table 7.2.1

Gender

The individual participants that were chosen for this study were both males and females. There were twelve (12) female individual participants and twelve (12) males.

Age

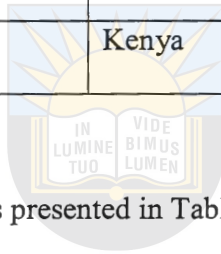
Chosen individual participants were between the ages of twenty (20) and forty-five (45). There were six (6) individual participants who were between the ages of fifteen (15) and twenty (20). Ten (10) of them were between the ages of twenty-one (21) and thirty (30). Five (5) of the individual participants were between thirty one (31) and forty (40). Only two (2) of the participants were above the age of forty (40).

Country of origin

All twenty-four individual participants were chosen from the University of Fort Hare, Alice campus. Six individual participants are local students, six from Nigeria, six from Zimbabwe and six from Lesotho.

Table: 7.2.2 Profile of Focus group participants

Position	Country of Origin
Dean of Students	South Africa
Disciplinary Coordinator	South Africa
Residence Manager	South Africa
Head of International Office	South Africa
Lecturer	South Africa
Lecturer	Kenya



The profile of focus group participants was presented in Table: 7.2.2

Country of Origin

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The focus group participants were purposefully chosen as they were the most relevant personnel to interview for the purpose of this study. Five (83%) out of six focus group participants come from South Africa. Only one (17%) focus group participant originates from Kenya. The reason for choosing focus group participants whose majority are from South Africa is because they are in the offices that deal directly with the well-being of international students.

Position

The focus group participants comprised of university staff members who are in strategic positions and deal directly with the issue of xenophobia. The Dean of Students is the custodian of the welfare of students, including prevention and management of xenophobia. The Disciplinary Coordinator deals with criminal, disciplinary or human rights issues related to

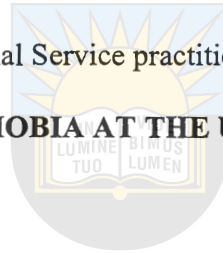
students. The Residence manager area of operation is to focus on the welfare of students in residences. The head of the International Office looks at the needs and the challenges faced specifically by the international students. The lectures interact with students in lectures and are knowledgeable of the academic performance of students.

7.3 THEMES AND SUB-THEMES

This study utilized the following themes for data analysis: existence of xenophobia at the University of Fort; impact of xenophobia on students; University strategies to deal with xenophobia; and strategies applied by Social Service practitioners in dealing with xenophobia.

THEME 1: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

The first theme is presented as follows:



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Table 7.3

Theme 1: Existence of xenophobia at the University of Fort Hare	
Sub-Themes	Categories
<p>Conflict between local and international students</p> <p>Conflict between local and international staff and students</p>	<ul style="list-style-type: none"> • Language • Labeling • Culture • Residences

The existence of xenophobia at the University of Fort Hare was presented in Table 7.3

Language

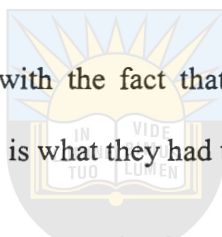
Eighteen individual participants (75%) claim that they are forced to speak Xhosa when engaging in informal conversation with South African students as well as with some lecturers and tutors in the classroom. When there are group discussions in class, most of the Xhosa speaking students speak their mother language. This results in foreign students having to find lecture notes elsewhere. It was made apparent by six individual participants (25%) that lecturers have preferential treatment towards international students.

Seventy-five percent (75%) of individual participants claim that the majority of Xhosa speaking students and some staff members speak their mother language when communicating with them. According to these participants, only those who can communicate in isiNdebele are accepted by local students because this language is more close to isiXhosa than other foreign languages. This is what some of the participants had to say:

- *“In terms of the language problem, when we have to present in a class, the Xhosa speaking student like to present most of their work in Xhosa, especially when they are making examples. Even the lecturer conducts half of the content of the lecture in Xhosa.*
- *“The tutor guy in the lab was presenting to us in English, the Xhosa speaking student claimed that they don’t understand and he shifted to Xhosa and I was lost. I struggled to follow what the content is about and ended up finding information for himself and finding out from other students and I have to accept it.”*
- *“Xhosa speaking don’t want to speak English, secondly Xhosa males want us to talk about initiation school and we refuse because that is our secret of our countries. Other*

students from other countries like Zimbabwe, Nigeria have no problem to communicate with English.”

- *“Even in the church one can notice the division between local and international students. That is manifested for example during the time of forming a choir and only Zimbabweans will show interest. The other pastors will be preaching in Xhosa whereas they know that there are people who don’t understand Xhosa. The Zimbabweans would go out to show disinterest. On the other hand the student Christian organization is perceived to be for South African students.”*



Focus group participants also concurred with the fact that xenophobia exists in the form of language that students prefer to speak. This is what they had to say:

- *“Students especially from Zimbabwe, Swaziland and Lesotho also report that lecturers sometimes speak Xhosa during the lecture, and they feel discriminated against. They also report that local students speak Xhosa during the study groups”.*

Ridge (2003) supports the discourse and mentions that xenophobic attitudes are intimate, operating beneath the surface, carried in the ways language is used.

Warner & Finchilescu (2003) also support that xenophobia is manifested in language in that when foreigners are unable to speak a South African language, it makes them easy to be identified as foreign.

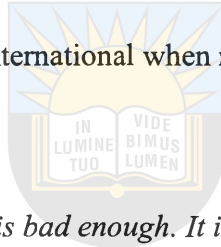
Labelling

Eighteen individual participants (75%) claim that international students were labeled with derogatory names. Calling international students by demeaning names is an indication that local students have not accepted international students as the rightful citizens of South Africa. This

was found to be the problem amongst students which is often a cause of conflict. This is what the students had to say:

- *“They once called me kwere-kwere and they could see that I don’t like it “*
- *“Most of the times the problem is with the majority of Ama-Xhosa students who have attitudes towards Zimbabwean, Venda and Mpumalanga students by calling them amaKwere-kwere, Mugabe, Mazimba, Shona or Khoi.”*

One focus group participant (17%) expressed discontent for using the term foreign students. For the participant, it is better to use the term international when referring to students from outside South Africa. One participant uttered:



- *“In South Africa, the term Foreign is bad enough. It is contextual, when you talk about foreigner you talk only about black foreigners, not white foreigners. The white foreigners are more than welcome. When you talk of Foreign you talk of disease, losing jobs, stealing women. But when you talk of International students you talk of student coming”*

This debate is supported by Shindondola (2002) who states that the use of negative language can having direct mental effects on the victim of xenophobia. Further, this kind of attitude, dehumanizes black Africans. Warner & Finchilescu (2003) claim that this derogatory term such as amakwerekwere refers to the unintelligible sounds of a foreign language.

Culture

Eighteen individual participants (75%) claimed that some students have a problem with the acceptance of other cultures as important and respectful. Furthermore, these students regard their culture as more important than other cultures. It was noticed that these students do not differentiate between the term xenophobia and ethnocentrism. One individual participant (4%)

claimed that the reason for xenophobic attitudes is upbringing and societal culture. There is a strong belief that students are reflecting the values and beliefs of their communities.

This is what they had to say:

- *“It is about different cultures and people from different countries interacting together by respecting one another’s culture. Our culture is what defines who we are and we should respect and embrace that”.*
- *Students do not accept diversity in cultures from their own. You cannot separate xenophobia from culture clash, that is not accepting other peoples’ culture. If you do not want my culture then you do not want me and my origin and I will do the same to you . That is what is happening on campus”.*
- *“We believe that this is an inborn problem with them, its culturally practiced at home.”*

Two focus group participants (33%) mentioned that cultural shock plays a big role in manifestation of xenophobic attitude. They claim that most of the students do not care about the importance of learning the culture of other groups. According to these participants, students prefer to stay in their comfortable zones and they cannot manage the change entailed in exposure to different cultures. This is what they had to say:

- *“Xenophobia does occur on campus in the form of cultural shock, by that I mean students find it very difficult to mix with students from other cultures. They exist in cultural clusters, and one would either see them walking as Zimbabweans, Malawians and South Africans together”.*

The South African Constitution (1996) Chapter 2 (31(1) postulates that the persons belonging to a cultural, religious or linguistic community may not be denied the right, with other members of that community to enjoy and maintain their culture”

This is also asserted by the theorists that the individual psychology is determined by social interaction. Harris’s bio-cultural hypothesis of xenophobia (2002) locates xenophobia at the level of physical biological factors and cultural differences. The Symbolic approach (Magweku: 2005) also suggests that the animosity towards the other is a product of early political and value socialization.

Residence

According to twelve of individual participants (50%), the major contributor to the hatred between students from Zimbabwe and other students is the issue of residence. For these participants, residences should not be kept for Zimbabweans while other students are left stranded in the streets. They added that the local students are not treated with respect by the university due to the fact that they do not have sponsorships. They claim that international students are treated favourably because they have sponsors. This results in local students denying international students access to university facilities due to the fact that they believe they are parasitic.

“Rooms are reserved for Zimbabwe students and yet we are struggling with a place to stay, and we have to squatter with the second or third year students who are from the same country. We do have money to pay and sponsors, but that does not help. What is the difference between us, they’ve got sponsor, we have sponsor that pays for everything.

Even now we do not have a place to stay.”

- *“If I’m playing loud music especially that from our country, a local student will come complaining, but if I play loud music that they like they will not complain.*
- *The attitudes also manifest themselves when both local and international students are watching soccer match. If the Zimbabwean team is playing, they will change the channel or go out. However, the Zimbabwean students do watch South African teams.*
- *If I’m playing Zimbabwean music in my room, a local student would come and complain that I should minimize volume, but when I play South African music that they like, they don’t complain”.*

One of the focus group participants claimed that students had a quarrel in residences and he had to call local and international students to resolve the problem. This is what he had to say:

- *“I always had reports from matrons of fights between South African and Zimbabwean students. I decided to call a meeting of local and international students of that particular residence. Now I am tasked to coordinate the establishment of the committee that will look into the issue of xenophobia”*

The Harris Scape-goating hypothesis (2002) as well as Tshitereke (1999) suggest that hostility towards immigrants is explained in relation to limited resources, such as housing, education, health care and employment. The Relative Deprivation Theory also asserts that people experience relative deprivation because they compare their conditions with those of others (De la Rey: 2001).

THEME 2: IMPACT OF XENOPHOBIA

Table 7.4

Theme 2: Impact of xenophobia	
Sub-Theme	Categories
Nature of Impact	<ul style="list-style-type: none">• Physical Impact• Social Impact• Psychological Impact• Academic Impact

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The impact of xenophobia will be presented according to the subthemes as outlined in Table 7.4

Nature of Impacts

In this section, the research study has explored the subtheme about the nature of impact, four categories emerged. These are discussed as follows: Both the individual and focus group participants mentioned that there are various ways in which one can be impacted by xenophobia.

They are the following:

Physical impact

All individual participants (100%) mentioned that they did not feel safe as they could notice the feelings of hatred and they would expect anything to happen. The participants also could see the aggressiveness that can escalate to a fight at anytime. This is what the participants had to say:

- *“This xenophobia can also result in death, students killing each other on campus, and many injuries*
- *This is scary when one thinks about it, but students can even physically or fatally harm each other due to xenophobic attitudes”*

One focus group participant (17%) claims that xenophobia sometimes results in violence. This causes feelings of insecurities as a direct result of living in South Africa.

- *“ I was staying in Fort Beaufort at the B&B. Later I got a house on campus. The ladies offered to clean the house and go for shopping with me. The other two cleaned the house and I went to shop with the other one. Later I heard that the security staff told the boyfriend of the girl whom I went to shop with that she was with a foreign man. She was very badly bitten and ended in hospital. I told myself that I have to protect myself.”*


Harris (2002) also warns that one should not separate xenophobia from violence and physical abuse. Furthermore, xenophobia as a term must be reframed to incorporate practice, because it also involves activity. It is not just a dislike or fear of foreigners, but also a violent practice that results in bodily harm and damage.

The physical impact is the most visible experience of a xenophobic attack. This was evident during the May 2008 attacks in which people were killed, raped and fatally wounded due to xenophobia (Mail & Gaurdian:31 October - 6 November 2008).

Shindondola (2002) asserts that because of the xenophobic attacks, foreigners feel physically insecure and fear for their lives in South Africa. The reason for this is that they don't have confidence in the South African Police Service in that they do not protect them.

Psychological Impact

All individual participants (100%) agree that the xenophobic attacks that victims experience, be it physical, verbal or systematic, result in a psychological impact. This can be manifested in various forms such as trauma, stress, distrust and isolation. In addition, the participants experienced post-traumatic stress disorder (PTSD) like, anger; anxiety; seeking revenge as well as feelings of hatred and aggression; loss of self-esteem; loss of confidence; feeling rejected; not embracing and accepting one's uniqueness; losing trust; and fear. The following are the participants' utterances:

- 
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- *“The verbal, non verbal attacks traumatize students. One becomes so disturbed because of the rejection and you ask yourself where do I belong. Is this not Africa? I became so lost and isolated”.*
 - *“I was feeling hurt and unwanted, and I just missed my home and my beautiful country. I regretted to ever think of coming to study in South Africa.”*
 - *“We treat them with care, we are very careful when we deal with them, because we do not trust them”*
 - *“Negatively, it impacts on us in terms of being psychological feeling inferior, as if we do not exist”.*

All the focus group participants (100%) agree that the xenophobic experiences result in psychological disturbances. This is what they had to say:

- *“what I have noticed is that almost all the Africans have the common distrust which we can translate to other things”*

Yakushko (2008) theorized that inconsistent and negative treatment of immigrants results in their vulnerability to anxiety and related disorders. Furthermore, xenophobia results in significant problems such as trauma of the victims. Trauma is defined as any unexpected event in a person's life, which takes away their piece of mind, comfort zone and/or security.

(<http://clw.org.za/TraumaCounselling.htm>) Retrieved on the 10th March 2010.

Social impact

Social engagement is one aspect that seemed to be of importance to the participants. Eighteen individual participants (75%) claimed that they do not socialize with local students. According to the participants, this is due to the fact that they are treated as unwelcomed guests. This is what the international students stated:

- *For example we involve ourselves in ball-room dancing and soccer, we are treated as outcasts and do not feel part of the teams. As a result Zimbabwe students organize their own soccer tournaments as well as parties to socialize. We cannot prove ourselves as social human being, but only as academics”*
- *“There are positive and negative effects. Positive being that isolation brings about unity and we focus more on our studies.*

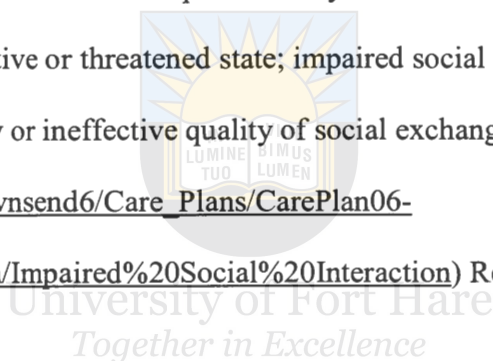
All the participants from the focus group allude to the fact that xenophobia affects the social life of students. This is what they had to say:

- *“That victimization causes foreign students to come together and form this circle. The circle is formed by students from different African countries, not necessarily one country, because they can see that they have one common problem. They protect each other and*

feel safe in this circle. When they are hated and they feel that they are not accepted, they form the strong circle and become rich”.

Social isolation can be defined as the separation of individuals or groups resulting in the lack of or minimizing of social contact and/or communication. This separation may be accomplished by physical separation, by social barriers and by psychological mechanisms.(<http://www.find-health-articles.com/msh-social-isolation.htm>) Retrieved on the 10th March 2010.

Social isolation is the condition of aloneness experienced by the individual and perceived as imposed by others and as a negative or threatened state; impaired social interaction is an insufficient or excessive quantity or ineffective quality of social exchange (http://davisplus.fadavis.com/townsend6/Care_Plans/CarePlan06-01.cfm?title=Social%20Isolation/Impaired%20Social%20Interaction) Retrieved on the 10th March 2010.



Academic impact

Eighteen individual participants (75%) claim that xenophobic attacks which occur on campus directly, and indirectly, impact on their studies. The fact that they are isolated by the local students, gives them an opportunity to focus on their studies. This results in them having time and energy for their studies and they are therefore able to perform excellently. In addition, local students claimed that they are losing by not interacting with the international students. This is what they (international students) had to say:

- *“Academically, we are performing excellently, because we don’t socialize that much. We resort to our books because we feel unaccepted and unwelcome, therefore books are our*

friends. We have developed confidence in terms of competing with other students, and we always get distinctions. They have also learnt how to survive.”

- *“Some of the South African students decide to study with foreign students to get better marks, and those who don't they fail”.*

One of the focus group participants claimed that in his lecture those South African students who are prepared to work with foreign students perform better. This is what he had to say:

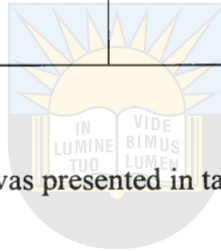
- *I was organizing a seminar, where I said that student should go and look for readings on a certain topic. They were expected to come back and present on what they have read. When they were presenting, you could see that the local student is giving a good, but not up to scratch presentation. When it came to a certain foreign student, who is known by the others that he is good. He was giving a lot of detail and the presentation was very good. You could see that local students think that he is showing off, as a result they never asked questions from him. The foreign student got better marks. When the student came to me, he was advised to approach the foreign student to make use of his presentation. The local student refused to approach and he just said, “ No, No ”.*

An unfavourable academic environment, such as “disidentification” with school, according to Osborn (2004) promotes negative learning.

THEME 3: STRATEGIES EMPLOYED BY THE UNIVERSITY

Table 7.5

Theme 3: Strategies employed by the university	
Sub-Theme	Categories
University Programmes	<ul style="list-style-type: none"> • Support • Cultural Diversity Events



The strategies employed by the university was presented in table 7.5

Support

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Eighteen individual participants (75%) claim that the university is failing them by having nothing in place to provide support to the victims of xenophobia. This is what they had to say:

- *“The university does not show care and support to students from other countries. We support each other in many ways, be that emotional and otherwise.”*
- *We don’t know where to turn to. Even the SRC is for the South African students according what we see. If you are an international student, just too bad, your case will not progress.”*
- *We even went to the International office, and when we entered his office and told him the problem, he said Basothos are always a problem.”*

All focus group participants (100%) claimed that the university does have support systems in place for victims of xenophobia. For instance it has put up an international office to look after the

needs and challenges of the international students. The international office is working with a committee of international students who liaise with the Head of the office. One focus group participant (17%) feels that the university is not doing anything about the issue of xenophobia .

This is what one of the mentioned:

- *The university has an interactive programme called “inkcoko” where students voice out their frustrations and concerns to the management. The Residence manager also had meeting with students to address this issue of xenophobia. He is also responsible for formulating a committee that will look into the problem of xenophobia in residences. The former Disciplinary Coordinator organize and facilitate workshops around xenophobia”*

Support, according to Trevethick (2000), is one of the most important words used within the social network. This can range from condolences, consolation, reassurances to motivation.

Kirst-Ashman &Hull (2009) further adds that the importance of support appears to be effective with a variety of client situations.

Cultural Diversity Events

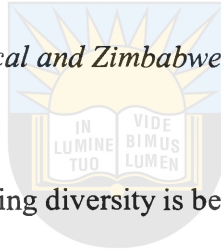
Eighteen individual participants (75%) indicated that the university should organize more events which promote and embrace cultural diversity. Students from different cultures should be educated to be tolerant and respect one another’s culture. These are some of the utterances:

- *“The university should make use of the Africa Day to bring different cultures of students together and to celebrate diversity together. We should be educated about Africa Renaissance that was advocated by former President Thabo Mbeki”*

- *“The management should take cultural diversity problem seriously by having a standing programme that will be located in the Vice-Chancellor ’s office. In this way it will receive the importance and the attention it deserves”.*

Two focus group participants (33%) indicated that the university is already honouring and embracing cultural diversity. This is what they had to say:

- *“The students are allocated in the same residences are being treated the same by matrons and residence staff. The students are the ones who do not want to respect each other. I held a meeting with both local and Zimbabwe students to get the solution of the problem”*

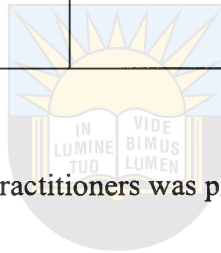


Twelvetrees (2002) claims that celebrating diversity is being positive about different choices and cultures, creating opportunities for people to work successfully together around shared issues, organizing events such as cultural activities and enabling people to learn from different experiences or perspectives.

THEME 4: STRATEGIES EMPLOYED BY SOCIAL SERVICE PRACTITIONERS

Table 7.6

Theme 4: Strategies employed by social service practitioners	
Sub-Themes	Categories
Social service practitioners Programmes	<ul style="list-style-type: none"> • Counselling (Micro Level) • Campaigns (Macro Level)



The strategies employed by social service practitioners was presented in Table 7.6

Counselling



All individual participants (100%) claim that the university has employed social service practitioners for counselling purposes, but students do not utilize them as optimally as they should. They claimed that, most of the time, students resolve their problems amongst themselves. In addition they mentioned that they only use the counseling services when they have been referred by another office, such as the Disciplinary Coordinator. These are some of the utterances from the individual participants:

- *“We rather go to DC for serious cases that involve fight between students and not Student Counselling as we think it is for personal and private issues that you don’t want other people to know about”*
- *The role of the social service practitioners is to educate students about Xenophobia and also take care of the emotionally disturbed students.*

The focus group participants (100%) claim that the social service practitioners have a crucial role to play in addressing the issue of xenophobia on campus. They mentioned that some of the students who are involved in xenophobic behaviours should be referred to the Student Counselling Unit's social service practitioners. This is what they had to say:

- *“Students should utilize Student Counseling Unit as this can affect their academic performances”*

According to Trevethick (2000), counseling is the practice of enhancing the client's knowledge and skills and it may either be called casework. It can also be defined as Counseling is a process that focuses on enhancing the psychological well-being of the client, such that the client is then able to reach their full potential. This is achieved by the counsellor facilitating your personal growth, development, and self-understanding, which in turn empowers you to adopt more constructive life practices.

(<http://www.usq.edu.au/student-services/counselling/whatis-counselling>) Retrieved on the 10th March 2010. Van Dyk (2008) also supports this notion by claiming that counselling is a facilitative process in which the counselor, working within the framework of a special helping relationship uses special skills to assist client to develop self-knowledge, emotional acceptance, emotional growth, and personal resources

Campaigns

All the individual participants (100%) claimed that the university social service practitioners do have an important role in fighting xenophobia on campus. According to these participants, the campaigns should promote African Renaissance amongst its students and staff. This is what they had to say:

- *“Social Service practitioners should play a central role of initiating and coordinating Africa events to bring all students of African countries to see how beautiful this continent is. It will also be important to educate students on African colonialism so that they can see that Africans were divided by colonists”.*

Most of the focus group participants (75%) claim that university social service practitioners have not been pro-active in addressing the issue of xenophobia. According to them, programmes of this nature should be delivered pro-actively rather than reactively. This is what they had to say:

- *“We are usually working with Student Counselling Unit Social Service practitioners in our programmes. This is one programme that should be preventative in nature. “*

Twelvetimes (2002) argues that campaign merges with collaboration and working the system at one end with contest the other.


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7.4 CONCLUSION

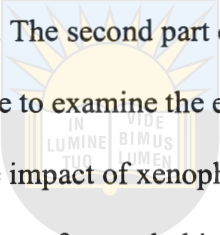
This chapter dealt with data interpretation and analysis which was discussed according to four themes which are as follows: The interpretative approach was used for individual interviews and focus group interviews and were subsequently triangulated. Biographical Details; Existence of Xenophobia at the University of Fort; Impact of Xenophobia to students; University strategies to deal with Xenophobia; Strategies applied by Social service practitioners to deal with Xenophobia. The findings of both individual participants and the focus group were discussed using these abovementioned themes. The subthemes and categories discussions were also linked to the literature and this is acceptable in a deductive method. The next chapter will focus on the conclusions and recommendations drawn from the study.

CHAPTER 8

CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

The previous chapter dealt with the analysis and interpretation of the data collected from the respondents. The data was linked to the theoretical framework as well as the literature at the researcher's disposal. This chapter will be looking at the lessons learnt and the conclusions that should be drawn based on the data analysed. The second part of the chapter will be the recommendations. The study's objectives are to examine the existence of xenophobia at the University of Fort Hare in order to uncover the impact of xenophobia on these students; to investigate how the university deals with cases of xenophobia and examine the intervention strategies that social workers can employ in cases of xenophobia.



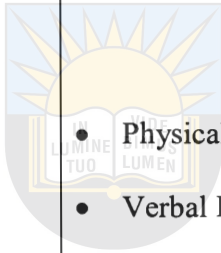
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8.2 FINDINGS RELATING TO INDIVIDUAL AND FOCUS GROUP INTERVIEWS AND THEMES

The four themes, with their sub-themes, presented in Table 7.1 are based on those discussed in the previous chapter of data analysis. The themes and sub-themes will lead and guide the conclusions as well as recommendations in this chapter.

Table 8.1

Themes	Sub-Themes
<ul style="list-style-type: none"> • Existence of Xenophobia at the University of Fort Hare 	<ul style="list-style-type: none"> • Language • Labelling • Culture • Residence
<ul style="list-style-type: none"> • Impact of Xenophobia to students 	<ul style="list-style-type: none"> • Physical Impact • Verbal Impact • Psychological • Social
<ul style="list-style-type: none"> • University strategies to deal with Xenophobia 	<ul style="list-style-type: none"> • Support • Cultural Diversity Events
<ul style="list-style-type: none"> • Strategies applied by Social Service practitioners to deal with Xenophobia. 	<ul style="list-style-type: none"> • Counselling • Campaigns



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Findings relating to individual , focus group interviews and themes were presented in table 8.1

8.2.1 EXPLORATION OF EFFECTS OF XENOPHOBIA ON STUDENTS

THEME 1: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

Participants from both individual interviews and the focus group claimed that xenophobia exists at the university of Fort Hare.

Language

Participants, both from the individual and focus group, understand that some administrative staff forcefully address international students in isiXhosa. The international students also deliberately speak their vernacular languages when they need to communicate in English. The university does embrace and respect the existence of African languages, however English is the medium of instruction. Some local lecturers speak isiXhosa during the lectures. Some local students also present their lectures in isiXhosa. This disadvantages some international students in that they end up having uncoordinated lecture notes. It is even difficult for them to get them after class because of the attitudes of some lecturers.

According Wearmouth (2005:62), "identification with academics" fuels positive learning. Identification can mean belonging to the same culture, language, religion or clan name. For international students, it is difficult to identify with the lecturers when they do not understand the language they use in class. This, therefore, can jeopardise their positive learning.

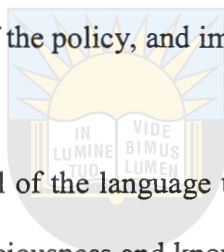
Conclusions drawn from the findings:

- Some lecturers speak isiXhosa in lectures and this disadvantages some of the international students in getting the content of lectures,

- Some local students present in isiXhosa and this disadvantages some international students,
- International students also speak their vernacular languages to exclude other students from their conversations.

Recommendations drawn from conclusions:

- The university should ensure that its language policy is implemented by all so as not to discriminate against each other. There should also be monitoring and evaluation systems in place to ensure the proper use of the policy, and improve staff-student relations in this regard.
- The university needs to be mindful of the language that its members (staff and students) use and inculcate a culture of consciousness and knowledge of its detrimental effects. For example, instead of referring to students from other countries as foreign students, one can refer to them as brothers and sisters. There is also the normal practice of using the terms “Them” and “Us”, when referring to local and international students. These terms are precipitating the divisions amongst students.



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Labelling

Participants from both the individual interviews and the focus group claimed that international students are given derogatory names by local students. Some of the international students also do the same to other international students. This cultivates feelings of anger within the recipients of these names.

The labelling theory by Howard Becker is concerned with how the behavior of individuals may be determined or influenced by the terms used to describe or classify them, and is associated

with the concept of a self-fulfilling prophecy and stereotyping.(

http://en.wikipedia.org/wiki/Labeling_theory) Retrieved on the 11th March 2010

Conclusions drawn from these findings:

- Xenophobia exists in the form of name-calling with the aim of instilling the feeling of inferiority in the recipient or victim.
- Some of the international students do not like to be given these names but they give other international students similar names.

Recommendations drawn from these conclusions:

- Calling international students names like “amakwere-kwere” should be prohibited and should be declared a disciplinary issue by the university,
- Fliers should be distributed to students during orientation and registration,
- The Dean, Vice-Chancellor, the Head of International Office and the Disciplinary Coordinator should highlight this concern during and after orientation.

Culture

Both individual and focus group participants claim that students show xenophobia through undermining one another’s cultures. The students are not ready to accept cultures which are different from their own.

Harris’s bio-cultural hypothesis of xenophobia (2002) locates xenophobia at the level of physical biological factors and cultural differences.

Conclusions drawn from these findings:

- Students come to the university unprepared to meet people with other cultures.

Recommendation drawn from the conclusions:

- Families and communities should also prepare children for diversity in schools and institutions of higher learning,
- Both the department of basic and higher education and training should prepare learners from Grade R.

Residence

Both individual and focus group participants claim that xenophobia can be manifest in residences. The matrons show xenophobic attitudes by forcing foreign students to speak isiXhosa. In addition, local and foreign students fight over issues such as television channels and loud music. The latter feel that the residence staff take preference with former. On the other hand, the local students feel that university management treats Zimbabwean students with special care due to the sponsor from their country.

The Harris Scape-goating hypothesis (2002) claims that hatred towards foreigners is explained in relation to limited resources, such as housing and unemployment. According to this proposition, the locals blame the foreigners for their socio-economic frustration circumstances

Conclusions drawn from these findings:

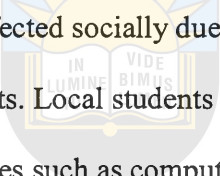
- Local and international students display xenophobia in residences
- Matrons are not sensitive to international languages
- The residence manager can be biased in dealing with cases of xenophobia
- University management runs the university more like a business entity than an educational institution.

Recommendations drawn from these conclusions:

- To have residence-based multi-cultural programmes that promote and embrace diversity
- Matrons are to attend workshops on diversity
- Residence manager to attend a course on diversity management
- University management to put the needs of the students ahead of financial gain.

THEME 2: IMPACT OF XENOPHOBIA ON STUDENTS

Social Impact



Participants mentioned that students are affected socially due to xenophobia. They feel unwelcomed and unwanted by local students. Local students make international students feel as if they are not entitled to university resources such as computers. The international students even feel that the Student Representative Council (SRC) is for South African students only because they do not feel a sense of belonging. Even the Christian societies are felt to be exclusively for South African students. This resulted in international students feeling isolated. Due to this isolation they have formed their own soccer teams and, attend their own church.

It was mentioned by both sets of participants that xenophobia exists in the form of quarrels in residences. Local and international students are very discontented by the fact that Zimbabweans are given special treatment when it comes to allocating residences. Students also fought over other issues ranging from borrowing and lending of money to loud music; television channels and using bathrooms. Matrons also can be considered xenophobic in that they speak isiXhosa with international students.

The Conservation of Resource Theory (COR) explains that the way students are affected depends on several factors such as losing resources (Canetti-Nisim; Halperin, Hobfoll &

Johnson: 2006). These factors can include but are not limited to residence, employment and bursaries.

Conclusions drawn from these findings:

- Xenophobia affects students socially, i.e. in sports clubs, churches and in residences
- Xenophobia affects students in residences as well as the academic life of students
- The university should review its allocation policy so that it treats every student equally
- Students do not respect one another's space
- Students are not tolerant when it comes to choosing television channels
- Matrons are also contributing to the problem of xenophobia

Recommendations based on these conclusions:

- The Student Developer should ensure the representivity of the SRC during and after elections
- The residence department should formulate a policy that prevents and fights against xenophobia
- Residence workshops should be conducted by residence personnel together, with a Student Developer, to instill the ideals and values of Ubuntu, such as respect
- An agreed upon television roster should be developed in each residence
- The matron should be instructed to use English as the medium of instruction
- More residences can be built to accommodate students with no accommodation

Psychological Impact

Participants mentioned that xenophobia has a psychological impact on students. This can range from losing confidence; having feelings of inferiority; feeling rejected and isolated; to depression and stress.

Students reported that due to verbal and systematic xenophobia, the foreign students retaliate by distrusting the ones they see as perpetrating xenophobia. Some foreign students even reported that they have lost self-esteem because of derogatory names.

According to Shindondola (2002), negative language and speech about people can have direct mental effects. This kind of attitude, according to this writer, dehumanizes black Africans.

Conclusions drawn from these findings:

- Xenophobia affects students psychologically
- Unstable Social circumstances can lead to an Unstable Psychological being. This can even translate to other elements of human wellness.

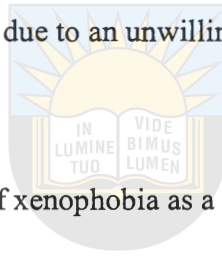
Recommendations drawn from conclusions:

- The university should market the Student Counselling Unit
- Students should make use of the Student Counselling Unit for psychological therapy
- For the Student Counselling Unit to have residence workshops to prevent destabilization of psychological wellness due to xenophobia

Academic Impact

Participants from individual interviews and the focus group claim that xenophobia has an academic impact on local and international students. Because of the xenophobic attitudes that international students receive from local students, the former become isolated and find time to concentrate on their books. They form study groups which are not easily permeable. The international students have enough time and energy to attend to their studies and this results in them performing excellently. Most of the local students are not performing as well as international students do. This is arguably due to an unwillingness to work with international students.

Yakushko (2008) claims that the impact of xenophobia as a form of discrimination has detrimental effects on the mental health of many individual immigrants.



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Conclusions drawn from these findings:

- Xenophobia can academically affect both local and international students
- Students do not want to work together and this contributes to the failure rate of local students
- If isolation can be utilized positively it can bring about good academic results

Recommendations drawn on conclusions:

- The university should work on the root causes of xenophobia which include, but are not limited to, residences, labeling, attitudes
- Each and every student should commit themselves to their studies so as succeed in their studies.

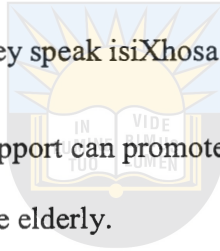
- Students should find a way of working together in an attempt to assist each other

THEME3: STRATEGIES EMPLOYED BY THE UNIVERSITY

Support

Participants have mentioned that the university should improve its support system for students who are affected by xenophobia. International students think that the structures such as the SRC are only meant for South Africans. For them, even some administrative offices that are supposed to give them support tend to be xenophobic by speaking isiXhosa when addressing them. The lecturers can also be xenophobic in that they speak isiXhosa which they cannot understand.

Kirst-Ashman & Hull (2009) claim that support can promote health to all kinds of clients such as women, children, mentally ill as well as the elderly.



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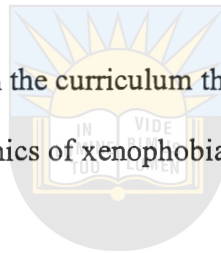
Conclusions drawn from these findings:

- The University does not prioritise the issue of xenophobia
- The University does have a support system in place but they do not play a meaningful role for victims of xenophobia

Recommendations drawn from these Conclusions:

- For the University to ensure that all support structures prioritise the issue of xenophobia so as to fully support students affected by xenophobia
- The support systems such as the International Office, Student Counselling Unit, Student Representative Council, The Dean of Student's Office and the Residence Office should be visible to all students

- The university needs to have a clear policy that talks to the manner in which its community will relate to each other in terms of xenophobic behaviours. This will be a way of indicating its commitment to the fight against xenophobia. This policy should be translated and cascaded to implementation strategies and strategic plans of each department in the university. Each unit or department should have annual plans with the details of how they plan to achieve these goals spelt out.
- The offices should know what their exact goals, activities and indicators to support victims of xenophobia.
- There is a need to have a module in the curriculum that talks to xenophobia, particularly educating students about the dynamics of xenophobia. For some of the students, this issue of xenophobia is strange
- The University should have a budget for this special programme



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Cultural Diversity Event

Participants explained that cultural events can bring together students from different countries. There is a need to have annual standing events that will bring all the students together. The university needs to honour the important days like World Refugees Day on the 05 of May and heritage day on the 24th of September. These dates need to be on the annual University calendar. The office for International students should be more proactive in championing the abovementioned programmes. Students should also form part of the committee that will organize these events.

According to the University of Fort Hare General Prospectus (2009), the University's vision is for this institution to be a vibrant, equitable and sustainable African University, committed to teaching and research excellence at the service of its students, scholars and wider community.

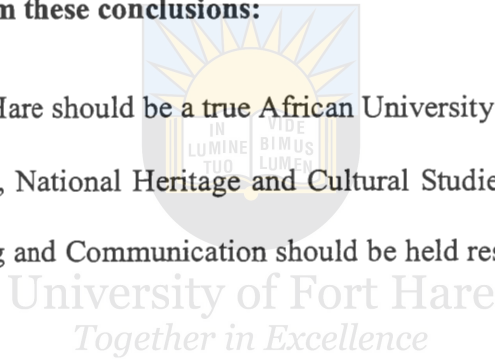
The university has committed itself to be an African university and in this regard it should practice being one.

Conclusions drawn from these findings:

- The University of Fort Hare does not have standing programmes that prioritise the African renaissance.
- The University does not show commitment to promoting African culture in order to prevent Xenophobia

Recommendations drawn from these conclusions:

- The University of Fort Hare should be a true African University
- The International office, National Heritage and Cultural Studies Centre (NAHECS) and department of marketing and Communication should be held responsible as custodians of these programmes.



THEME 4: STRATEGIES EMPLOYED BY SOCIAL SERVICE PRACTITIONERS

Counselling

Participants reported that the victims of xenophobia are rarely referred to Social Service practitioners at the Student Counselling Unit for therapeutic and psychological sessions. The victims suffer social, psychological and ultimately academic impacts due to systematic, verbal and physical xenophobic attacks. Participants have reported that they have experienced loss of confidence; feelings of inferiority; loss of identity; loss of pride due to xenophobic attitude. One individual participant claimed that the victims suffer from lack of concentration and performance. Therefore, they also seldom seek help from the Teaching and Learning Centre for academic counselling.

Winiarski (2004) argues that counseling is about starting and keeping a relationship that is concerned with the welfare of the client. Therefore, counseling is based on the professional, time-limited, supportive and facilitative relationship that the counselor establishes with the client. The effectiveness of the counseling session is determined by the effectiveness of the relationship established.

Conclusion drawn from these findings:

- Students who are victims of xenophobia, who suffer its psychological impact, rarely go to social service practitioners at the Student Counselling Unit.
- Students who are victims of xenophobia who suffer from the academic impact also rarely go to the Teaching and Learning Centre for academic counseling.

The Student Counselling Unit as well as the Teaching and Learning Centre are not popular amongst students and this can be due to a lack of knowledge on the part of the students.

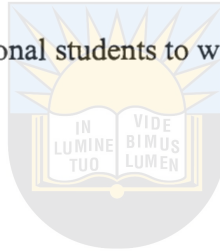
Recommendations drawn from the Conclusions:

- Students who are psychologically affected by xenophobia need to be referred to the Student Counseling Unit for professional counseling services.
- Students who are psychologically affected by xenophobia need to be referred to the Student Counseling Unit for professional counseling services.
- The Teaching and Learning Centre, as well as the Student Counselling Unit, should be rigorous in marketing its programme to all students so that the students know where to find them.

Campaigns

Participants from individual interviews and the focus group mentioned that the social workers of the university have conducted residence workshops. However, students do not attend these workshops. Campaigns were perceived to be more attractive and participative.

According to Twelvetrees (2002), a campaign occurs when parties involved in an issue have different views about how the matter should be resolved, but one party still recognises the legitimacy of the other party to decide on a matter. The social service practitioners, therefore, need to work both with local and international students to work together in organizing a campaign.



Conclusions from these findings:

- The social service practitioners' residence workshops are not as effective as campaigns
- The social service practitioners do not have preventative and pro-active programmes
- The social service practitioners programmes are not comprehensive and coordinated in that they do not involve younger learners in these programmes so that they get educated from an early age.

Recommendations drawn from these conclusions:

- The social service practitioners should have preventative campaigns that will target both the young at the elementary levels and older citizens.
- The social service practitioners should have continuous programmes that engage learners to be the leaders of the programmes. This will diffuse the influence of the older people over the younger generation.

- The university social service practitioners should work with community social service practitioners to even engage school learners in this programme.

8.2.2 CONCLUSIONS ABOUT THE METHODOLOGY SELECTED FOR THIS STUDY

This study utilised the qualitative as well as exploratory approach. The researcher perceives this as the most appropriate approach to be utilized as it allowed for an in-depth description, understanding and interpretation of the problem. In addition, this approach was effective in getting the appropriate information for this study.

The population and the sample chosen for this study was representative and appropriate for the objectives of the study. The purposive sampling also assisted in the process of choosing the relevant participants for this particular study. The researcher used pseudonyms for confidentiality as well as protecting participants' identity. This worked very well for the study as this was perceived to be very sensitive issue that needed careful consideration. The researcher believed that the research site was conducive for this study. The interview schedules that were used in both individual and focus group participants were perfect for this study as it is a qualitative study.

Triangulation as the data analysis approach was the most applicable way to interpret the collected data both from the individual and focus group participants.

8.2.3 CONCLUSION

The study of effects of xenophobia on the universities learning environment was not an easy one. This was due to the fact the topic itself is complicated and sensitive. This chapter briefly captured the findings of the study and compared it with the research objectives in chapter one.

The general conclusions for this study were based on the four themes and sub-themes. The recommendations were based on the conclusions.



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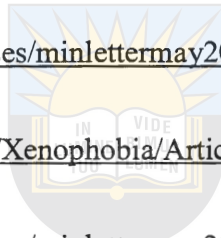
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ANNEXURE A

Dear Potential Participant

My name is Nontsikelelo Wotshela, I am doing my Social Work Masters through research. You are requested to take part in this study which looks at the effects of xenophobia on the South African universities learning environment. The purpose of the study is to explore how the learning environment of the learners is affected by xenophobia. This is a qualitative study where you will be required to express your perceptions and experiences with regards to xenophobia and the learning environment at the University of Fort Hare..

The study utilizes both International, South African students as well as staff members as respondents. A tape recorder will be utilized to capture data during the interviews.

The study contains no material benefits (like money), therefore participants should not expect any monetary gains from taking part in this study. High professional standard and ethics such as anonymity and confidentiality will always be upheld by the researcher.

You have a right to withdraw from taking part in this study as you will be joining on a voluntary basis. You also have a right to access the results of this study if you so wish.

Thank You in Advance

N Wotshela

Researcher

ANNEXURE B

CONSENT FORM

I, do hereby confirm that:

- I have read and understood the information provided on the study.
- I am aware that a tape recorder will be used to capture data during this study.
- I understand that participation in this study is voluntary.
- I reserve the right to withdraw from the study at any time.
- Pseudonym will be used to maintain confidentiality.
- I understand that no payment will be received for participating in this study.
- I have a right to access the study results if I so wish.

I hereby confirm that I fully understand the conditions of this study and what my rights and responsibilities as a participant will be.

I am willing/ not willing to participate in this study

Signature:

Date:

ANNEXURE C

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

Kindly be informed that the interview will be conducted with confidentiality in a non-censorious environment, and you will be informed about the results as a participant and as a research unit

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality : _____

2. Age (mark underneath the ages)

15-20 years

21-30 years

31-40 years

Over 40 years



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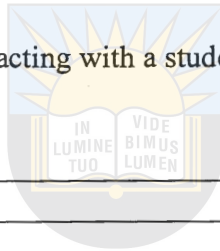
3. Gender

Male

Female

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?



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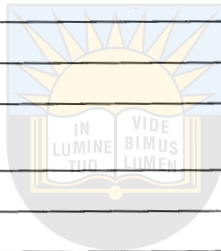
2. If yes, give details of the problem.

3. Have you noted any problems in the relationships between students and staff from different countries?

3(a) If Yes, describe the problems you have noted.

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?



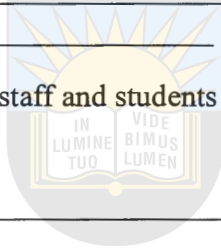
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5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

6. Do you think fear or hatred of individuals from different countries affect relations among students?

6(a) If it does, how?

7. How do you think the problem between staff and students from different nationalities affect student learning?



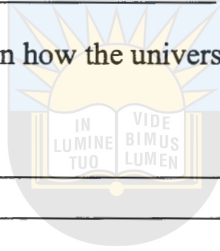
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THEME 3: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

8(a) If yes, how can these be improved ?

8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?



THEME 4: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus

ANNEXURE D

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :Nigerian

2. Age (mark underneath the ages)

15-20 years



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21-30 years

31-40 years

Over 40 years

3. Gender

Male



Female

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THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes

2. If yes, give details of the problem.

There is a problem of reception by students from SADC countries, like Zimbabwe, Botswana, Swaziland. When I arrived in South Africa, I could feel and see that students are not friendly.

There is no warm welcoming.

3. Have you noted any problems in the relationships between students and staff from different countries?

Yes

3(a) If Yes, describe the problems you have noted.

The South African lecturers are not competent and like to have attitude when they feel threatened by international students.

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

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4 How did the problem you experienced affect your learning?

They keep details of research, by monopolizing computers. They only share information for themselves

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

It should not be happening in an civilized institution with learned people. They are not different from lay people.

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes

6(a) If it does, how?

We treat them with care, we are very careful when we deal with them, because we do not trust them

7. How do you think the problem between staff and students from different nationalities affect student learning?

It is a poison to learning. That is what I can say



THEME 3: STRATEGIES EMPLOYED BY THE UNIVERSITY

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8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

No

8(a) If yes, how can these be improved ?

8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

The university must work together to fight xenophobia together as South Africa and Non- South Africa.

THEME 4: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

No

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus

The university must have awareness campaigns



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INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :Nigerian

2. Age (mark underneath the ages)

15-20 years

21-30 years

31-40 years

Over 40 years

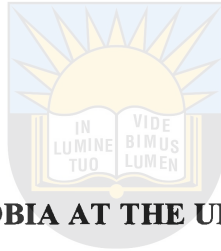


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3. Gender

Male

Female



THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes

2. If yes, give details of the problem.

There is no access to facilities like computers. A lecturer from Nigeria bought his own laptop, and gave the computer to students to use. One South African student went to report to the South African supervisor to say that the computer has been given to Nigerians. The supervisor came to say that we must give him the computer.

3. Have you noted any problems in the relationships between students and staff from different countries?

Yes

3(a) If Yes, describe the problems you have noted.

There are always problems with local staff and international students. Other staff members really appreciate hard working students such as the international students.

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

It concerned me and made me angry. Sometimes I could not even concentrate.

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

It is not good at all for learning, it contaminates the learning environment

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes

6(a) If it does, how?

They end up being up against each other local and international students

7. How do you think the problem between staff and students from different nationalities affect student learning?

THEME 3: STRATEGIES EMPLOYED BY THE UNIVERSITY

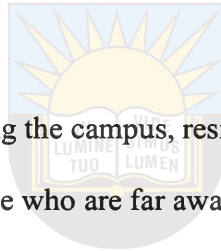
8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

No

8(a) If yes, how can these be improved ?

8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

The university has a responsibility of making the campus, residence and lectures a safe and conducive place for students especially those who are far away from their homes.



THEME 4: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS
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9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

No

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

They should educate the South Africans on how to live with other people.

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :Nigerian

2. Age (mark underneath the ages)

15-20 years

21-30 years

31-40 years

Over 40 years



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3. Gender

Male

Female



THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

*University of Fort Hare
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1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes

2. If yes, give details of the problem.

We believe that this is an inborn problem with them, its practiced at home. I think that South Africans in particular are stereotyped, they are not used to international exposure. Apartheid has had a bad impact on how they relate to people from outside South Africa.

3. Have you noted any problems in the relationships between students and staff from different countries?

Yes

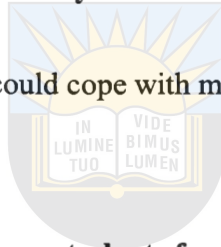
3(a) If Yes, describe the problems you have noted.

The Nigerian students have problems with local lectures as they like to speak Xhosa in class and if you raise that it is as if we are undermining them, we have to be silent

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

It did not affect my studies in a bad way. I could cope with my work even with this problem, somehow.



5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

I suppose others it affected them in a bad way, because some of them are staying with South African students who have lots of friends and they always make a lot of noise.

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Very much so

6(a) If it does, how?

Students no longer care about each other

7. How do you think the problem between staff and students from different nationalities affect student learning?

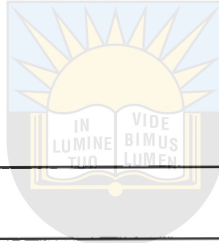
Students feel abandoned and not belonging, but I'm sure this is what strengthens us to focus on our studies.

THEME 3: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

No, it does not have

8(a) If yes, how can these be improved ?



8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

The leaders should change the way things are done and remember that this is Africa

THEME 4: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

No

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

They should do counseling and campaigns that focus on healing

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :Nigerian

2. Age (mark underneath the ages)

15-20 years



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21-30 years

31-40 years

Over 40 years

3. Gender

Male



Female

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THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes

2. If yes, give details of the problem.

They don't understand my language. They see me as a foreigner that has come to deprive them of their rights and properties.

3. Have you noted any problems in the relationships between students and staff from different countries?

Yes

3(a) If Yes, describe the problems you have noted.

Here is a language barrier and inferiority complex. The local students and staff see international students as a threat and hence deprive them of moving freely and using the basic amenities and equipments available.



THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

They sometimes deprive me from using the basic facilities because I am from another country. If I try to use some chemicals and equipments they report me to my HOD.

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

There is sometimes conflict and lack of understanding between staff and students, in terms of communication

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes

6(a) If it does, how?

As mentioned in question 4

7. How do you think the problem between staff and students from different nationalities affect student learning?

International students are often treated as strangers and outcasts among the staff and students and these could frustrate international students and hence they are not able or are not allowed to use most of the facilities that they need for their proper learning.

THEME 3: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

No



8(a) If yes, how can these be improved ?

8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

The authority should make the staff and students realize that Fort Hare for example is an international University hence all students and staff should be treated equally irrespective of the country, locality etc. There should be awareness campaigns organized by the university authority.

THEME 4: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

No



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10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

They should do the same as above

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :Nigerian

2. Age (mark underneath the ages)

15-20 years

21-30 years

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Over 40 years

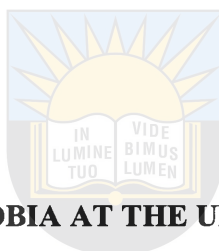


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3. Gender

Male

Female



THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

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1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes

2. If yes, give details of the problem.

The local students can be rude and I do not like that, being called Kwere-kwere.

3. Have you noted any problems in the relationships between students and staff from different countries?

Yes

3(a) If Yes, describe the problems you have noted.

Some of the staff are very helpful but some can be frustrating

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

It could have damaged my future if I chose to be frustrated by that experience.

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

Students not having a conducive environment to study

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes

6(a) If it does, how?

Students hate and have attitude towards each other

7. How do you think the problem between staff and students from different nationalities affect student learning?

The students are not united and therefore cannot tackle issues that affect them in one spirit.

THEME 3: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

Not affective and efficient



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They have to assist what ever is being initiated by the office mentioned above



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INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :Nigerian

2. Age (mark underneath the ages)

15-20 years



21-30 years

University of Fort Hare
Together in Excellence

31-40 years

Over 40 years

3. Gender

Male

Female



University of Fort Hare

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes

2. If yes, give details of the problem.

I was staying with a South African student when I arrived as a first year students. He was so irresponsible in many respects such as playing loud music, arriving very late at night and wake me up as well as having lots of friends who disturb me when I am studying

3. Have you noted any problems in the relationships between students and staff from different countries?

Yes

3(a) If Yes, describe the problems you have noted.

The local staff members do not communicate well with foreign students in that they force them to speak even first year students who do not have a clue of Xhosa

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

I was disturbed by the noise and could not study in my room. I had to use the library even at night which was very dangerous because there were people from surrounding communities who were robbing students' cell phones. So it was very difficult

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

One is not free and comfortable, and therefore has to focus on that instead of studies

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes

6(a) If it does, how?

Other students are not used to fictions and quarrels, so they get easily disturbed and loose it

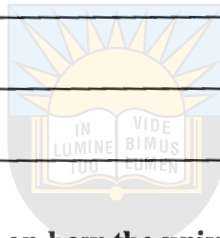
7. How do you think the problem between staff and students from different nationalities affect student learning?

THEME 3: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

No, not really

8(a) If yes, how can these be improved ?



8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

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The leaders and the staff should come together and talk about how to deal with this problem of students not getting along with each other.

THEME 4: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

Not really

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

Cultural Events that will bind students together and committees consisting of local and foreign students



University of Fort Hare
Together in Excellence

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. **Nationality** :Zimbabwe

2. **Age** (mark underneath the ages)

15-20 years

21-30 years



31-40 years

Over 40 years

3. **Gender**

Male

Female

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THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes



2. If yes, give details of the problem.

Students from South Africa assess you first to see whether you are a Zimbabwean, and once they have found out they will treat you like dirt. For example, an SRC member thought that one student is not a Zimbabwean because of her lighter complexion and he said that she should never associate herself with Zimbabweans.

3. Have you noted any problems in the relationships between students and staff from different countries?

I have noted some problems but I will cite one example

3(a) If Yes, describe the problems you have noted.

They treat us as if we are not human and deny us to university facilities and treat us as if we do not have the right to access to resources of the university. For example we involve ourselves in ball-room dancing and soccer, we are treated as outcasts and do not feel part of the teams. As a

result Zimbabwe students organize their own soccer tournaments as well as parties to socialize.

We cannot prove ourselves as social human being, but only as academics

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

We are compromising our pride by drawing closer to them by speaking isiXhosa- if you don't speak isiXhosa they treat you as if you are not human, and if you speak isiXhosa you will be their friend. They think everything concerns them.

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes

6(a) If it does, how?

Let me give you an example. If I'm playing Zimbabwean music in my room, a local student would come and complain that I should minimize volume, but when I play South African music that they like, they don't complain. This shows that we not having good relations as students from different countries

7. How do you think the problem between staff and students from different nationalities affect student learning?

Academically, we are performing excellently, because we don't socialize that much. We resort to our books because we feel unaccepted and unwelcome, therefore books are our friends

THEME 4: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list

Not at all

8(a) If yes, how can these be improved ?



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8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

Before the university can do anything, I think they should focus on changing the attitude from staff and then it will cascade to students and the university programmes.

THEME 5: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

There are programmes that are being conducted but I do not think that they are targeted at fighting xenophobia.

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

They have a big role to play in that some of the programmes should be dedicated and directed to fighting xenophobia and its roots.



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INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :Zimbabwe

2. Age (mark underneath the ages)

15-20 years



21-30 years

University of Fort Hare
Together in Excellence

31-40 years

Over 40 years

3. Gender

Male

Female

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes, especially us Zimbabweans



2. If yes, give details of the problem.

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Most of the times the problem is with the majority of Ama-Xhosa students who have attitudes towards Zimbabwean, Venda and Mpumalanga students by calling them amaKwere-kwere, Mugabe, Mazimba, Shona or Khoi.

3. Have you noted any problems in the relationships between students and staff from different countries?

Yes

3(a) If Yes, describe the problems you have noted.

When I got lower mark I fought a lot with my lecturer.

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

We have developed confidence in terms of competing with other students, and we always get distinctions. They have also learnt how to survive.

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

Negatively, it is impacted on us as foreign students in terms of being psychological feeling inferior, that we do not exist.



6. Do you think fear or hatred of individuals from different countries affect relations among students?

6(a) If it does, how?

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In the church one can notice the division between local and international students. That is manifested for example during the time of forming a choir and only Zimbabweans will show interest. The other pastors will be preaching in Xhosa whereas they know that there are people who don't understand Xhosa. The Zimbabweans would go out to show disinterest. On the other hand the student Christian organization is perceived to be for South African students.

7. How do you think the problem between staff and students from different nationalities affect student learning?

The local students I am sure it makes them feel happy as they are treated with care but as foreign students we do not enjoy here. It is as if we are in the island with no one. We are just academically existing, not socially.

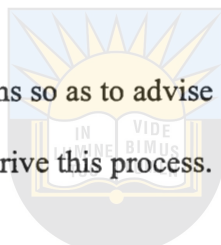
THEME 4: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

I won't say they are not but they are not doing enough, it does not have an impact

8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

The programmes should involve the victims so as to advise on how to go about tackling this problem. The international office should drive this process.



THEME 5: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

University of Fort Hare
Together in Excellence

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

Foreign feel that some of the staff members are for local students and this results in some students not utilizing their services.

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

Their role is to be there for every students who is facing challenges of this nature. They should have preventative programmes and not react to situations as they come

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :Zimbabwe

2. Age (mark underneath the ages)

15-20 years

21-30 years

31-40 years

Over 40 years



University of Fort Hare
Together in Excellence

3. Gender

Male

Female

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?



Yes there are?

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2. If yes, give details of the problem.

There are amaXhosa students who are friendly and accommodating.

Zulu and Mpumalanga students can also be xenophobic towards Zimbabwean students.

Zimbabwean students can also be xenophobic in the sense that some of them are not willing to learn to speak isiXhosa

3. Have you noted any problems in the relationships between students and staff from different countries?

Yes

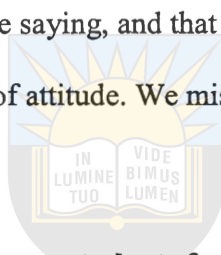
3(a) If Yes, describe the problems you have noted.

They are very harsh when it comes to international students. First of all they do not want to speak English with Zimbabwean students, in offices and in class

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

Sometimes you do not follow what they are saying, and that is something important. It is also difficult to ask them because they are full of attitude. We miss on important stuff that affect our academic life



5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

I feel sorry for local students as they have bad attitude towards us because they fail and they can gain a lot from us if they want to learn on how we do things. Foreign students are very good in their studies. They don't have time to play and they get distinctions.

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes

6(a) If it does, how?

We are always fighting and do not see eye to eye

7. How do you think the problem between staff and students from different nationalities affect student learning?

I am concerned and disappointed at the same time on how staff handle their relations with international students. They do not show level of maturity, resulting in us having no respect for them.

THEME 4: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?



Unfortunately not

8(a) If yes, how can these be improved ?

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8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

The university should practice what it preaches to be an African university.

THEME 5: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

I so wish they were doing that

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

They should be neutral at all times and be genuine in dealing with the cases. It does not help when they are doing it for the sake of doing it.



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INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :Zimbabwe

2. Age (mark underneath the ages)

15-20 years

21-30 years



University of Fort Hare
Together in Excellence

31-40 years

Over 40 years

3. Gender

Male

Female

x

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

I'm talking from experience, it's really difficult



2. If yes, give details of the problem.

At the residence, the problem is that local students are not willing to share with their resources such as iron, but when they do need something from us they demand it. For example a local student would come to me borrowing a rand and I would tell him that I don't have it. The response would be I'm lying. The reason for this is that local students think Zimbabwean students have money.

3. Have you noted any problems in the relationships between students and staff from different countries?

For several times

3(a) If Yes, describe the problems you have noted.

The staff members some of them do not play a supportive role in that they can be also xenophobic. It does not surprise me because the local students have learnt from the adults or

parents. They always take their own time in helping people. Sometimes you will see they are chatting with South African students while we are waiting to be served.

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

Positively and negatively in that even if it has been painfully, academically we are performing, that is one thing that makes me happy

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

I'm sure it is the same with other students, but local students are not doing very well

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes

6(a) If it does, how?

Relations have been ruined by these attitudes, and do not think there is a turning back It seems as if it will stay like this for a long time.

7. How do you think the problem between staff and students from different nationalities affect student learning?

It would be better if this does not spread to academic work, but unfortunately, it has also spread to academic work.

THEME 4: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

Yes and No.

8(a) If yes, how can these be improved ?

The university should look at how other universities are dealing with this problem. And also have an office earmarked to look at xenophobia, the one we have does not help.

8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

There are no effective programmes that we can see to help students with xenophobia.

THEME 5: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

No

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

The social service practitioners should do counseling and campaigns to educate students about this problem

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :Zimbabwe

2. Age (mark underneath the ages)

15-20 years

21-30 years

31-40 years

Over 40 years

3. Gender

Male



University of Fort Hare
Together in Excellence

Female

X

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes, especially students from South Africa

2. If yes, give details of the problem.

At the same time they have this weird perception or ignorance that students from Zimbabwe are very poor. One day other students claimed that Zimbabwean students are not used to tubs or baths. They don't even know that Zimbabwe don't have shacks just like South Africa. There very rich people both in Zimbabwe and South Africa as well as poor people respectively.

3 Have you noted any problems in the relationships between students and staff from different countries?

Yes

3(a) If Yes, describe the problems you have noted.

The local students are very cruel and cold. They see us as parasites. They do not even want us to use the university facilities such as computers

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

It is difficult to make assignments without computers. There are very few computers in

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

Tension between students cause disturbance in student's well-being, therefore it affects the learning in a bad way. It is not even east to form study groups local students and international students.

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes

6(a) If it does, how?

The local students showed us that they do not like us to be here. It is like they hate us for something we do not know. We also do not have something to do with them, because they don't like us. How can you make friends with someone who hates you, he can kill you or something.

7. How do you think the problem between staff and students from different nationalities affect student learning?

It is not easy to study with an enemy, we even have to be careful in class and fight for facilities and petty stuff.

THEME 4: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?



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Honestly speaking I do not think that this university has time for that. That is petty issue for it.

8(a) If yes, how can these be improved ?

The university should take xenophobia and attacks very seriously

8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

The university should not wait for something to happen and then they decide to do something. They should act now.



THEME 5: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

They should do effective programmes, because I am not aware of any programme

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

The social service professionals should have workshops, events and campaigns around campus. This must also be done in the surrounding communities. The communities have an influence on how students behave.

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :Zimbabwe

2. Age (mark underneath the ages)

15-20 years

21-30 years



University of Fort Hare
Together in Excellence

31-40 years

Over 40 years

3. Gender

Male

Female

X

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

I'm sure every international student has a bad experience in this university

2. If yes, give details of the problem.

It happened one day when I was playing loud music especially that from our country, a local student came complaining, but if I play loud music that they like they will not complain.

3. Have you noted any problems in the relationships between students and staff from different countries?

Yes

3(a) If Yes, describe the problems you have noted.

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

The attitudes also manifest themselves when both local and international students are watching soccer match. If the Zimbabwean team is playing, they will change the channel or go out.

However the Zimbabwean students do watch South African teams. This affects the way we relate and see each other. It also spreads to the lectures.

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

First of all we do not learn from each other, and secondly in class there are many experiences, bad ones between us students, but we Zimbabweans students we stay together and do not worry about what they say?

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes



6(a) If it does, how?

For example I have decided to stay within Zimbabwean students and do everything with them instead of local students.

7. How do you think the problem between staff and students from different nationalities affect student learning?

It affects student learning in that we do not want to be there for one another. Sometimes as a student you need other students.

THEME 4: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

No

8(a) If yes, how can these be improved ?

8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?



The university has a lot of work to do with regards to this problem. The problem is deep rooted and therefore programmes should look at that depth.

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Together in Excellence*

THEME 5: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

No

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

As I have said, the social service practitioners should play a role in working on the programmes that are covering the root causes of the problem of xenophobia. The campaigns should be done in such a way that it is comprehensive approach.



University of Fort Hare
Together in Excellence

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :South African

2. Age (mark underneath the ages)

15-20 years

21-30 years

31-40 years

Over 40 years

3. Gender

Male



University of Fort Hare
Together in Excellence

Female

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes



2. If yes, give details of the problem.

The foreign students always think that they are better than us South Africans. They particularly are a problem in residences in that they lack hygiene especially Zimbabweans

3. Have you noted any problems in the relationships between students and staff from different countries?

No

3(a) If Yes, describe the problems you have noted.

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

To stay with someone who does not know how to be neat, is frustrating and we keep on cleaning residences due to their dirtiness. Our time is being wasted in that way

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

South African students do not have a problem with them but, they are always complaining, therefore it does not affect us.

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes

6(a) If it does, how?

Just like I said, South Africans are always wasting their time by cleaning and the smell is very strong because they do not wash, it can make us sick.

7. How do you think the problem between staff and students from different nationalities affect student learning?

I do not know of any problems between staff and students.

THEME 4: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

Yes, the university has tried its best



8(a) If yes, how can these be improved ?

Nothing can be improved

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8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

THEME 5: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

Yes

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

They are responsible for looking at the well-being and the welfare of each and every students



University of Fort Hare
Together in Excellence

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :South African

2. Age (mark underneath the ages)

15-20 years

21-30 years

31-40 years

Over 40 years

3. Gender

Male



University of Fort Hare
Together in Excellence

Female

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes



2. If yes, give details of the problem.

The main problem Zimbabweans who are provided rooms over South Africans. This I do Not and cannot understand because there are many South African students who need rooms and can afford to pay. I have a big problem with that

3. Have you noted any problems in the relationships between students and staff from different countries?

Yes

3(a) If Yes, describe the problems you have noted.

One of the problems the local students have with the management is that it overlooks the internal problems and cater for foreigners. We as local students have been raising this with the management.

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

Imagine when you do not have a place to stay and you have to pass. How do you expect that to happen. It is impossible.

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

There will be a high failure rate especially amongst South African students as the victims of capitalism



6. Do you think fear or hatred of individuals from different countries affect relations among students?

Definitely

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Together in Excellence

6(a) If it does, how?

The students do not have a piece of mind, and therefore would need to go to therapy

7. How do you think the problem between staff and students from different nationalities affect student learning?

It makes us really angry and demotivates us Young South African that we are left to struggle when foreigners are comfortable in our own land. We cannot concentrate on our studies when we have a pain inside and the university is not doing anything about it.

THEME 4: STRATEGIES EMPLOYED BY THE UNIVERSITY

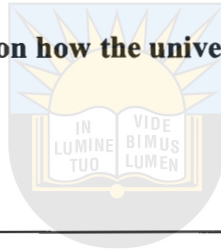
8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

Yes

8(a) If yes, how can these be improved ?

It is just that certain students are attending these functions, all students should appreciate what is being done by the university and they should stop complaining.

8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?



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THEME 5: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

Very Good Job, and very professional

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

Counselling, workshops and events such as campaigns.

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :South African

2. Age (mark underneath the ages)

15-20 years

21-30 years

31-40 years

Over 40 years

3. Gender

Male



University of Fort Hare
Together in Excellence

Female

X

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes



2. If yes, give details of the problem.

In the residence we do not treat each well. A South African does not want to stay with a foreigner and vice versa.

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3. Have you noted any problems in the relationships between students and staff from different countries?

No

3(a) If Yes, describe the problems you have noted.

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

South Africans keep themselves alone and foreign students and others choose to study with foreigners in order to pass with distinctions.

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

We need each other for the sake of our studies, but we do not support each other.

6. Do you think fear or hatred of individuals from different countries affect relations among students?

Yes t does

6(a) If it does, how?

We do not like each other and it is even scarce that we date amongst each other. For example I do not date Zimbabwean girls, but some are attractive

7. How do you think the problem between staff and students from different nationalities affect student learning?

I am not aware of the problems caused by the staff , but they undermine south African lecturers and only respect foreign ones.

THEME 4: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

Yes

8(a) If yes, how can these be improved ?

If they cater for South African students in terms of accommodation that would be great. We really struggle at the



8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?

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THEME 4: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

Social workers at the Student Counselling unit are doing Great work.

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

I remember when they did seminar on xenophobia. They must continue that wonderful work

INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :South African

2. Age (mark underneath the ages)

15-20 years

21-30 years

31-40 years

Over 40 years

3. Gender

Male



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Female

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE



1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes

2. If yes, give details of the problem.

The problem was when there was SRC elections. The Zimbabwean students wanted to elect the Zimbabwean as the president and local students wanted a South African. The atmosphere was very tense on campus and there were also threats amongst students, but the management handled it.

3. Have you noted any problems in the relationships between students and staff from different countries?

Yes

3(a) If Yes, describe the problems you have noted.

There will be tension between them and learning will not run smooth.

THEME 3: STRATEGIES EMPLOYED BY THE UNIVERSITY

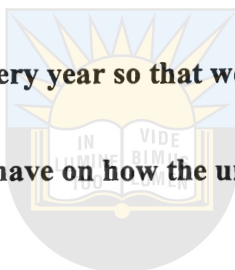
8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

Yes

8(a) If yes, how can these be improved ?

The programmes should be done every year so that we do not forget about them

8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?



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THEME 4: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

Yes

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus?

The role of the social service practitioners is to educate students about Xenophobia and also take care of the emotionally disturbed students.



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INTERVIEW SCHEDULE (INDIVIDUAL PARTICIPANTS)

THEME 1: BIOGRAPHICAL DETAILS:

1. Nationality :South African

2. Age (mark underneath the ages)

15-20 years

21-30 years

31-40 years

Over 40 years

3. Gender

Male



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Female

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

1. Have you ever had a problem with interacting with a student from a country different from yours?

Yes



2. If yes, give details of the problem.

Foreign students like to think that they are better than us especially in term of the studies. They undermine us as if we are stupid. They have a tendency of saying that when you pass with 50% you pass with a South African mark.

3. Have you noted any problems in the relationships between students and staff from different countries?

No

3(a) If Yes, describe the problems you have noted.

THEME3: IMPACT OF XENOPHOBIA ON STUDENTS

4 How did the problem you experienced affect your learning?

I always have to tell myself that I can do it, I am not stupid. Sometimes I think I am stupid and give in to that and realize later that actually I can do better

5. In what way do you think tension between students from different nationalities affects the learning environment at Fort Hare University in general?

They do not work together when they are needed to work together

6. Do you think fear or hatred of individuals from different countries affect relations among students?

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Yes

6(a) If it does, how?

People see each other as enemies

7. How do you think the problem between staff and students from different nationalities affect student learning?

Students can end up failing especially if the student has a personal problem with staff.

They can make you fail

THEME 3: STRATEGIES EMPLOYED BY THE UNIVERSITY

8 Do you think the university has systems in place to deal with xenophobic cases and can you list them?

Yes

8(a) If yes, how can these be improved ?

Students must make an effort to attend

8(b) If no, what suggestions do you have on how the university can develop systems for addressing these?



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THEME 4: STRATEGIES EMPLOYED BY THE SOCIAL SERVICE PRACTITIONERS

9. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

Yes

10. What do you think the role of social service practitioners is in dealing with xenophobia on campus

To teach students how to live together in peace

ANNEXURE E

INTERVIEW SCHEDULE (FOCUS GROUP PARTICIPANTS)

Kindly be informed that the interview will be conducted with confidentiality in a non-censorious environment, and you will be informed about the results as a participant and as a research unit

THEME 1: BIOGRAPHICAL DETAILS

1. What position do you hold at the University of Fort Hare?

THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

2. Have you come across cases of conflict between local and international students.

Yes	No
-----	----

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2(a) If yes, what kind of cases?

3. In your opinion, were these cases linked to fear or hatred of students from different countries?

Yes	No
-----	----

THEME 3: IMPACT OF XENOPHOBIA ON STUDENTS

4. What do you think is the impact of xenophobia to students?

5. To what extent do you think these conflicts interfere with the students' learning?



THEME 4: STRATEGIES EMPLOYED BY THE UNIVERSITY

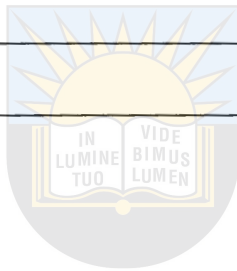
6. In what way has the university provided for the handling of xenophobic cases?

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THEME 5: STRATEGIES EMPLOYED BY SOCIAL SERVICE PRACTITIONERS

7. Do you think the university social service practitioners have been instrumental in dealing with xenophobia on campus?

8. What do you think the role of the social workers is in dealing with xenophobia?



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APPENDIX F

An interview with Focus Group Participants

THEME 1: BIOGRAPHICAL DETAILS

1. What position do you hold at the University of Fort Hare?

Luvo: A-I hold two positions, administratively I am the head of the department in the department of Library Science and Information. Academically, I am a senior lecturer.

Mandla: I'm an Educator

Siya: Head- International Office

Nomsa: I'm the Executive Dean of students- Student Affairs

Zingi: I'm the Residence Manager

Sabelo: I'm the Disciplinary Coordinator



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THEME 2: EXISTENCE OF XENOPHOBIA AT THE UNIVERSITY OF FORT HARE

2. Have you come across cases of conflict between local and international students

All: Yes

2(a) If Yes, what kind of cases?

Siya: Usually it's cases from SRC where South African students claim that foreign students get preferential treatment from the university. For example, there are certain services that are

tailored for foreign students- The university is obliged by the Act of parliament to provide accommodation for foreign students.

Sabela: Others are obvious and others are conceptual in nature, i.e. you cannot really see that xenophobia is being practised. You will just notice that the victim holds back and keeps quiet about what he experiences. That victimization causes foreign students to come together and form this circle. The circle is formed by students from different African countries, not necessarily one country, because they can see that they have one common problem. They protect each other and feel safe in this circle. When they are hated and they feel that they are not accepted, they form the strong circle and become rich. Men are the ones who have a problem with accepting foreigners because that is their nature, they do not open up easily to strangers. They will stay for ten years with you before they come closer to you. Men also think that foreigners came to steal their women as well as their jobs. Unlike women, they are accepting wholeheartedly, and they can penetrate this circle. They practice what we call xenophilia i.e. being attracted to strangers. Most of the people who penetrate this circle learn from the foreigners because they are brilliant and have skills.

Zingi: Cases of international students who report that in residences the matrons communicate in Xhosa with them, and they feel discriminated against.

-Students especially from Zimbabwe, Swaziland and Lesotho also report that lecturers sometimes speak Xhosa during the lecturer, and they feel discriminated against. They also report that local students speak Xhosa during the study groups.

-Other cases involve conflict that arises from foreign students buying textbooks, local students feel entitled to access to those textbooks.

-There was also a case of theft in East Camp where international student's Music System was stolen.

Mandla: There are no cases that have been reported to the DC, but I am aware of the fact that there are cases that warrants DC's intervention. May be they choose not to report it to this office for the reasons known to themselves.

Luvo: One of the cases was the time when the locals felt unease at dealing or engaging with the international students. Sometimes this is sparked by certain incidences when the internationals look down, bypasses sometimes the locals, and authorities like undermining the rules that were in place and jumping the gun –go and address a particular issue at that time at a higher level. In this department there was a woman, who was engaging anybody in a fight. Then we tried to analyse it- She is compensating for something-which happened back at home but at the same time we realized that she also undermining the locals. The internationals have got a particular way of looking at the locals. Our slowness in reacting to a particular situation is regarded as stupidity, just the same as the white people used to do.

Another case involves me as a person, like I was working with one of the international professor, and he used me to get money from NRF, and then he used many students, one of them was a technician, and when the money arrives he makes this person to sign. In my case I had to wait not to register for my PHD, because he would say lets research first and when I went to ask him whether I can please register, he would say there's no money. At the present moment, there are two students who had to leave after three years of wasting their time at this university, they just packed their bags and left without telling anyone. This happened in Micro-Biology, he went back to Congo, both of these people I'm talking about

He only used students from South African and not with students from other countries. The students from other countries got their degrees, except us, and students started to doubt themselves, what's wrong with them because they cannot finish. So the Xenophobia we are talking about here is not isolated , it starts somewhere, their action and our reaction produce that distrust and then results into a phenomenon called Xenophobia.

Sabelo: For example, I was organizing a seminar, where I said that student should go and look for readings on a certain topic. They were expected to come back and present on what they have read. When they were presenting, you could see that the local student is giving a good, but not up to scratch presentation. When it came to a certain foreign student, who is known by the others that he is good. He was giving a lot of detail and the presentation was very good. You could see that local students think that he is showing off, as a result they never asked questions from him. The foreign student got better marks. When the student came to me, he was advised to approach the foreign student to make use of his presentation. The local student refused to approach and he just said, " Nooo, Nooo " , and you know when they say like that they don't want to go back and apologise, because they feel guilty and they have pride. I also tried to constitute the group statistically, i. e randomly, by putting all A surnames together, B's together and so on.

I would get a report that locals didn't honour the group sessions. As I said earlier, women did not have a problem and they benefited a lot.

Local men do not want to see women with foreign men and go to an extent of abusing them. Let me sight a very sad example, when I came here in 1999, I was working at NAHECS with three ladies. I was staying in Fort Beaufort at the B&B. Later I got a house on campus. The ladies offered to clean the house and go for shopping with me. The other two cleaned the house and I

went to shop with the other one. Later I heard that the security staff told the boyfriend of the girl whom I went to shop with that she was with a foreign man. She was very badly bitten and ended in hospital. I told myself that I have to protect myself.

3. In your opinion, were these cases linked to fear or hatred of students from different countries?

All: Yes

THEME 3: IMPACT OF XENOPHOBIA ON STUDENTS

4. What do you think is the impact of xenophobia to students?

All: Yes

Luvo: When I look at the level of international toward our students, they come in here and analyse the situation and they make a decision that our students are stupid, ill-prepared, lazy, etc then they start having particular tendencies which I cannot say it's hatred but a kind of undermining, but when you look from the locals ,xenophobia is the opposite, because when these people come here they come as professors so we have got a tendency of putting them on a higher level, and they start abusing that, because you start treating them as a mentor, and remember that the locals are coming from the era of apartheid, that phobia against any discrimination is still existing in them, so the attitude they are picking up is that they are being discriminated against. The Internationals look down and the locals start to hate, because they are protected by law, their presence here is protected by law, there's nothing you can do. The only way you can revenge is to hate. There's no justice that says if you hate somebody you will be punished by law.

This was acute in people from people from a particular origin, but what I have noticed is that almost all the Africans have the common distrust which we can translate to other things

5. To what extent do you think these conflicts interfere with the students learning?

Luvo: It definitely affects their performance and concentration levels

Namsa This creates complexes, and this is reflected in what is happening in Mali.

Mandla: There are positive and negative effects. Positive being that isolation brings about unity and foreign students focus more on their studies. The negative effects are that they become isolated and there is a sharp division. The locals are also losing on learning, for example they don't know what the culture of the foreign students is. They are also losing on the academic experience.

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Luvo: Most of the time the internationals come here as professors, so they don't want to teach undergraduates, most of the time they will require the locals to teach their own undergraduates, they concentrate on the post-grads because there's money, and that alone because you need their experience at the undergrad level you will miss out on that element. The effects on the post grads, is that they realize that they are being used, but this takes sometime to realize when you don't get your degree or where you were supposed to go to conferences and you realize that you were not allocated money and in fact you are there to attract money. That affects them in their performance as well because they are not exposed to many things, because these people although they come here, they have got a tendency of clumping together as Nigerian, so its difficult for a student who is suppose to be tapping from the knowledge and experience because they remain in circles. So locals cannot penetrate that circle. They remain intact and they encourage distrust

because you start to be suspicious about why are they clumping together are they ganging against me. You begin to have phobia yourself. Distrust leads to Xenophobia.

THEME 4: STRATEGIES EMPLOYED BY THE UNIVERSITY

6: In what way has the university provided for the handling of sensitive cases involving students from different nationalities?

Nomsa: The university has an interactive programme called “Incoko” where students voice out their frustration and concerns to the management.

The Residence manager also had a meeting with students to address this issue of xenophobia.

The Residence Manager is responsible for formulating a committee that will look into the problem of xenophobia.

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Former DC Coordinator organized and facilitated workshops around this issue.

Lecturers maintain that South African students are not performing to their fullest, for example one scarcely see them in the Library.

Luvo: The Faculty of Science and Agriculture as well the university did nothing when the case was reported and react after the incidents occur. We lost more than 5 students under the same supervision. They reported this matter they were never taken seriously and they deregistered themselves for the other universities. They were referred to as being xenophobic. The university should actively seek to look seriously at mechanisms to reverse the trends. The university has been turning a blind eye.