

Exploring the Experiences of Refugees in the Western Cape, South
Africa with Regard to Their Integration into Society

BY

TUSEKILE MWAMBETANIA

A mini-thesis submitted in partial fulfillment of the requirements
for the degree of Masters in Human Ecology in the Department of
Human Ecology, Faculty of Community and Health Sciences,
University of the Western Cape.



UNIVERSITY *of the*
WESTERN CAPE

November 2008

Supervisor

Professor Priscilla Daniels

**Exploring the Experiences of Refugees in the Western Cape, South Africa
with Regard to Their Integration into Society**

Tusekile Mwambetania



KEYWORDS

Refugees, Forced migration, Needs, Support, Education, Employability, Integration, Language, Culture, Health, Xenophobia

ABSTRACT

Forced migration is a serious problem worldwide and it is always associated with political, ethnic or violent conflict accompanied by intensive human rights abuses. Africa has the largest number of refugees (more than 15 million) compared to other regions. Many Africans are forced to abandon their homes and go into exile because of ethnic conflicts, civil wars and ongoing violence which in turn cause millions of refugees to be separated from their families and loved ones.

The aim of this study was to explore the experiences of refugees in the Western Cape province with regard to their integration into the society. The objectives of the study were (1) to explore the experiences of refugees in the Western Cape, South Africa; (2) to explore the link between their experiences and integration into the South African society.

This research employed an exploratory study design that was conducted qualitatively. Semi-structured interviews with refugees were conducted with the aim of understanding personal experiences and challenges that refugees face. The population of the study was refugees who visited two of the refugee centres in Cape Town. A purposive sampling method was used. A total of ten refugees were interviewed and a questionnaire was used to collect the demographic characteristics of the participants. Data was analyzed by thematic analysis method where the data was coded and categorized and discussed according to the aims and objectives of the study in relation to previous studies. The major themes identified were employment and financial independence, education, health, language, culture, emotional sustainability, support and xenophobia. The results of the study were made available to refugees and the centres participating in the study.

The main findings were that most refugees are educated and have skills and relevant work experience yet they feel dissatisfied in their current work place because they are underutilized and not using their skills optimally. Emotional sustainability and integration is often challenged and refugees rely on spiritual faith to face their hardships. Issues of cultural differences and language gaps contribute to the lack of well being. Accessing treatment in public health care facilities was described as inadequate by

refugees. Xenophobia contributes to the problems of integration. Participants felt to some extent their difficulties could be reduced if proper intervention could be made by the government in terms of support. The main recommendations resulting from the research were 1) government and non governmental institutions should work together to improve services delivery to refugees for integration purposes; 2) policy intervention is needed from the government to address the problems of refugees and 3) non-governmental organizations should extend their services to community development to improve the interaction of refugees in adopted countries.



DECLARATION

I declare that; *Exploring the Experiences of Refugees in the Western Cape, South Africa with Regard to Their Integration into Society* is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Tusekile Mwambetania

Date

Signed.....



DEDICATION

To my late father and aunt; Mundu and Bakalele; my mother Mary, my brothers Vyande, Kwacha, Walusayo, Lwitiko and Wakisa; my sisters Tuya, Lugano and Lusubilo. Thank you for your support in my life. You are aware of the predicament of refugees and understand what it means to be one.



ACKNOWLEDGEMENTS

I am grateful to God almighty for strengthening my faith and for giving me the power to keep it, especially during the difficult circumstances.

I would like to thank Professor Priscilla Daniels, my supervisor for guiding and supporting me, not only academically but also on how to handle everyday challenges by sharing with me her personal experiences.

I appreciate the willingness of the coordinators of refugee centres in Cape Town, George; (Alliance for refugees) and Charles; (ARESTA) for allowing me to conduct the study at the centres; also I am thankful to refugees from these centres who agreed to participate in the study.

Tracey; thank you for your contribution and the role you played from the beginning of the research to the end.

It would be amiss if I won't acknowledge Avril for your patience and continuous support; administratively; and for your hospitality, thanks Avril.

Many thanks go to the Department of Human Ecology at UWC, for supporting and encouraging me; Prof Cornelissen thank you for your initial interest on my research study when I just mentioned it to you and your extended support during my studies at the University. Mrs. E. Kyne thank you for your contribution on my masters program; Dr M. Isaacs of PLAAS; thank you for your invaluable support and kindness.

CONTENTS

Keywords.....	i
Abstract.....	ii
Declaration.....	iv
Dedication.....	v
Acknowledgements.....	vi

CHAPTER 1	Introduction.....	1
1.0	Background of the study.....	1
1.1	Rationale.....	2
1.2	Problem statement.....	3
1.3	Objectives.....	3
1.4	Definition of terms.....	3
1.5	Summary.....	5

CHAPTER 2	Literature Review.....	6
2.0	Introduction.....	6
2.1	Theoretical framework.....	7
2.2	The context of refugees globally.....	9
2.3	The context of refugees in Africa.....	10
2.4	The context of refugees in South Africa.....	11
2.4.1	Historical context of the Congo conflicts.....	12
2.5	Integration.....	14
2.6	Xenophobia.....	16
2.6.1	Xenophobic violence.....	18
2.7	Employment and financial independence.....	20
2.8	Education.....	22
2.9	Health.....	24
2.10	Language.....	26

2.11	Culture.....	27
2.12	Emotional sustainability.....	29
2.13	Summary.....	32
CHAPTER 3	Methodology.....	33
3.0	Introduction.....	33
3.1	Refugee centres.....	33
3.1.1	Alliance for Refugees in South Africa.....	33
3.1.2	ARESTA.....	34
3.2	Research design.....	34
3.3	Pilot study.....	34
3.4	Study population.....	35
3.5	Sampling.....	35
3.6	Data collection.....	36
3.7	Validity.....	37
3.8	Analysis.....	37
3.9	Limitations for the study.....	37
3.10	Ethical and legal considerations.....	38
3.11	Summary.....	38
CHAPTER 4	Results and Discussions.....	39
4.0	Introduction.....	39
4.1	Demographic characteristics.....	39
4.1.1	Gender.....	39
4.1.2	Age.....	39
4.1.3	Country of origin.....	39
4.1.4	Length of stay in South Africa.....	40
4.1.5	Social group membership.....	40
4.1.6	Knowledge of South African languages.....	41

4.1.7	Marital status.....	41
4.1.8	Number of children.....	42
4.1.9	Additional dependants.....	42
4.1.10	Level of education.....	42
4.1.11	Financial status.....	43
4.1.12	Health status.....	44
4.1.13	Concluding comments on demographic characteristics.....	44
4.2	Themes and sub- themes.....	44
4.2.0	Introduction.....	44
4.2.1	Financial independence and employment.....	44
4.2.1.1	Insecurity.....	45
4.2.1.2	Limited access to job markets.....	46
4.2.1.3	Insufficient income.....	46
4.2.1.4	Threatening experiences in the workplace.....	46
4.2.1.5	Obtaining a refugee status.....	47
4.2.1.6	Recognition of refugee documents.....	48
4.2.1.7	Concluding comments on financial independence and employment.....	48
4.2.2	Education.....	48
4.2.2.1	Education and refugee status.....	49
4.2.2.2	Work experiences and recognition of qualifications.....	50
4.2.2.3	Underutilization of skills.....	50
4.2.2.4	Concluding comments on education.....	51
4.2.3	Health	52
4.2.3.1	Accessing services & treatment.....	52
4.2.3.2	Concluding comments on Health.....	53
4.2.4	Language.....	54
4.2.4.1	Learning & speaking South African languages.....	55
4.2.4.2	Concluding comments on language.....	57
4.2.5	Culture.....	59

4.2.5.1 Understanding and knowledge of South Africans cultures.....	59
4.2.5.2 Cultural differences and similarities.....	59
4.2.5.3 Personal cultural practice.....	60
4.2.5.4 Concluding comments on culture.....	61
4.2.6 Emotional sustainability.....	61
4.2.6.1 Spirituality or faith.....	61
4.2.6.2 Emotions.....	61
4.2.6.3 Concluding comments on emotional sustainability.....	63
4.2.7 Support.....	63
4.2.7.1 Concluding comments on support.....	65
4.2.8 Xenophobia.....	65
4.2.8.1 Interaction with South Africans.....	66
4.2.8.2 Concluding comments on xenophobia	68
4.2.9 Suggestions from participants.....	69
4.4.1 Educating communities.....	69
4.4.2 Opportunities for refugees.....	69
4.2.10 Chapter summary.....	70

CHAPTER 5

Conclusion and Recommendations

5.0 Introduction.....	72
5.1 Conclusion.....	72
5.2 Recommendations.....	72
5.2.1 Financial independence and employment.....	73
5.2.2 Education.....	73
5.2.3 Health.....	73
5.2.4 Culture and language.....	74
5.2.5 Support.....	74
5.2.6 Xenophobia.....	74
5.2.7 Policy intervention.....	75
5.2.8 Recommendations for further research.....	75

6. REFERENCES.....	76
---------------------------	-----------

7. APPENDICES.....	85
---------------------------	-----------

Appendix 1	Questionnaire about demographic information.....	85
Appendix 2	Interview guide.....	90
Appendix 3	Table of themes and sub- themes.....	93
Appendix 4	Permission letter.....	94
Appendix 5	Consent form.....	96
Appendix 6	Letter of consent.....	97
Appendix 7	Information sheet.....	99
Appendix 8	Approval letter- Alliance for refugees in South Africa...	101
Appendix 9	Approval letter- ARESTA.....	102



LIST OF TABLES

Table 1 Gender of participants.....39

Table 2 Age of participants according to gender.....39

Table 3 Country of origin.....40

Table 4 Length of stay in South Africa.....40

Table 5 Church Membership.....41

Table 6 Knowledge of South African languages.....41

Table 7 Marital status.....41

Table 8 Number of children.....42

Table 9 Additional dependants according to financial status.....42

Table 10 Participants level of education..... 43

Table 11 Financial status.....43

Table 12 Health status.....44

Table 13 Chronic ailments.....44



CHAPTER 1

INTRODUCTION

1.0 Background of the study

Forced migration is a serious problem worldwide. It is in this context that the United Nations High Commission for Refugees (UNHCR) was created in 1950. The commission's analysis of the phenomenon of refugees indicates that forced migration is always associated with political, ethnic or violent conflict accompanied by intensive human rights abuses (UNHCR, 2004). Africa has the largest number of refugees (more than 15 million) compared to other regions (Stebleton, 2007).

Many Africans are forced to abandon their homes and go into exile because of ethnic conflicts, civil wars, and ongoing violence which in turn cause millions of refugees to be separated from their families and loved ones. More than 12 million Africans are internally displaced and between 1960 and 1990, 7 million people died in Africa because of civil wars, conflicts and violence (Stebleton, 2007).

Refugees are faced with many psychological and social challenges resulting from forced migration making their social integration into new societies a daunting experience. This is compounded by the state of conflict in their home countries which make it difficult for them to return (Bwakira, 2001).

When in exile refugees experience feelings of grief, loss and guilt for making a decision to leave their family members. They remain in a continuous state of mourning for their losses. It has become evident that the quality of asylum has declined in host countries. Normally refugees are supposed to be protected from violence and security threats that made them flee their countries but this is not always the case in the host countries. Bwakira (2001) illustrates that refugees continue to suffer even in exile.

In the new destination refugees are faced with other problems; they may become victims of violence from the local population or often they find that they have brought their own war with them for example problems may arise when different ethnic groups are forced to

live together. Cultural, social, economic practices and religious beliefs differ and may cause hostility in a new situation. The different groups of refugees sometimes fight among themselves or with the host population for scarce resources. It is said that migration is basically a course for disorganization of individuals or groups and integration is a mechanism to re-establish normal ties with communities. In their new destinations, refugees need to be integrated into the new society in order to continue to lead normal lives (Bernard, 1986; Dijkstra, Geuijen, & de Ruijter, 2001).

1.1 Rationale

Although local and international organizations have tried to deal with the refugee situation, refugees continue to suffer and it is almost impossible for them to preserve their dignity. There is concern with regard to refugees, but little is known about the experiences they endure daily in order to live normal lives in foreign environments as far as culture, economics, social and emotional are concerned. Some refugees are traumatized and have experienced all kinds of cruelty in their lives. Understanding the context of refugees is a challenge. Kofi Anan (UNHCR, 2006) the previous United Nations Secretary General said:

It is difficult for anyone who has never been forcibly displaced to imagine what it is like to be a refugee. Most refugees are ordinary people living extraordinary lives, driven from their homes by fear, conflict and persecutions; they have to give up jobs, possessions, dreams, even families in their struggle to survive. They remain some of the most vulnerable people in our societies. They need assistance and protection and they need understanding. (p.i).

This study sought to provide meaningful insights into the experiences of refugees in terms of integration, employment and financial independence, education, health, language, culture and emotional sustainability, which could facilitate the service delivery of non-governmental and governmental institutions involved in issues of social, cultural and economic integration.

1.2 Problem Statement

The aim of this study was to explore the experiences of refugees in the Western Cape, South Africa with regard to their integration into the society.

1.3 Objectives

1. To explore experiences of refugees in the Western Cape Province, South Africa
2. To explore the link between these experiences and the integration of refugees integration into the South African society.

1.4 Definitions of terms

Refugee:

The South African Department of Home Affairs in terms of the Refugees Act, Act 130 of 1998 identifies a refugee as defined by the international law as;

A person who, owing to well founded fear of being persecuted for a reason of race, tribe, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality and unable or unwilling to avail himself or herself of the protection of that country, or not having a nationality and being outside the country of his or her former habitual residence is unable or, owing to such fear, unwilling to return to it;

Or

Owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either a part or the whole of his or her country of origin or nationality, is compelled to leave his or her place of habitual residence in order to seek refuge elsewhere;

Or

A dependent of a person mentioned in the paragraphs above.

Asylum seeker:

The South African refugees act, according to UNHCR (2004) defines an asylum seeker as a person who comes to South Africa and has applied for asylum. The Department of

Home Affairs then makes a decision about whether the asylum seeker qualifies as a refugee based on certain criteria.

Needs:

For the purposes of this study, the needs of refugees will be limited to the areas of employability, education, health, language and culture.

Refugee centre:

A non- governmental organization that provides limited services to refugees upon their arrival in South Africa, in order for them to integrate successfully within the South African society.

Integration:

Stubbs (1996 as cited in Olsson, 2002, p.1) defines integration as:

The attempt to facilitate a sharing of resources - economic and social, an equalizing of rights - political and territorial, and the development of cultural exchanges and new cultural forms, between forced migrants and all other members of a society. At the local level, the process of integration involves all sections of the community in minimizing social distance, and facilitating communication and cooperation, through creative negotiations which produce new social meanings.

Refugee Council (1997 as cited in Schibel, Fazel, Robb & Garner, 2002, p.4) describes integration as:

A process which prevents or counteracts the social marginalization of refugees by removing legal, cultural and language obstacles and ensuring that refugees are empowered to make positive decisions on their future and benefit fully from available opportunities as per their abilities and aspirations.

Xenophobia:

Van Wagner (2005) defines xenophobia as an excessive and irrational fear of anything foreign. This fear is most often of foreign people, places or objects. People who are xenophobic may display fear or even anger toward others who are foreign. While xenophobia is often used interchangeably with terms such as "prejudice" and "racism," these terms have different meanings. Tshitereke (1999 as cited in Harris, 2002) assert, 'Xenophobia in South Africa is not restricted to fear or dislike of foreigners, rather it results in intense tension and violence by South Africans towards immigrants'. (p.4)

1.5 Summary

This chapter has provided an introduction to the issue of forced migration and the rationale for this research. Explores the refugee situation in Africa which is severely affected by forced migration of millions of people who have been forced to leave their homes and go into exile. The causes of forced migration are mentioned which include according to research are; ethnic conflicts, civil wars and violence. It concludes by suggesting that the development of a case study in the South African situation will provide a context and understanding of the experiences of refugees in host countries and facilitate the development of strategies to aid integration into new societies.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

Forced migration affect families and leaves them fragmented. For fragmented families to rebuild their lives, integration into new societies is crucial. Systems theory will be explored and its role in explaining the integration of refugees in society examined. The main concepts of the study will be discussed which include employment and financial independence, education, health, language, culture, emotional sustainability and xenophobia. These concepts interlink and they affect the integration of refugees into host countries. As researchers have mentioned, the issue of refugees is a global problem; therefore it was seen important to highlight the scene globally, in Africa and specifically South Africa and the Western Cape Province in particular where the study was conducted.

Research conducted by Jacobsen (1996), indicates that refugees flee their countries of origin to other countries because of problems of wars and conflicts, to other countries where there is peace and stability. It is not always easy for governments to commit themselves to accepting refugees in their countries. Governments have different policy responses to mass influxes of refugees. Some host governments act in generous ways while others operate more restrictively. Different factors such as costs and benefits of accepting international assistance, relations with the refugees' countries' of origin, political outcomes about the local community's absorption capacity, and national security considerations influence the formation of refugee policies by governments. Host governments also have other issues to deal with such as the position of refugees in domestic politics, power struggles between government ministries and among decision makers, lack of information, bureaucracy, and many other complications (Jacobsen, 1996).

The United Nations High Commission for Refugees (UNHCR) is concerned as more and more states are reluctant to provide asylum to refugees. The states' unwillingness is associated with the fear that hosting a large number of refugees has social, economic and environmental costs and threats to the national security. Consequently, many countries have made it impossible for refugees to enter their borders and others have even sent them back to danger and even death. In some countries the policies

and procedures to prevent refugees from entering are just the same as those for illegal immigrants (Bwakira, 2001).

Feller (2006) explains the importance of dealing with the refugees issue seriously in the following assertion:

As far as refugees are concerned, prevention of flight, which denies them their basic security and safety is not only impossible, it is also not permitted under international law. The objective therefore should not be to prevent movement, but to manage better the many sensitive issues at stake, including national security and identity, social harmony and economic progress, in a manner which protects individual rights and state interests, promotes a proper sharing of responsibilities and maximizes the benefits that migration of all sorts can bring to host societies (p.509).

2.1 Theoretical Framework

In many parts of the world, families are torn apart because of war and internal conflicts. The results are economic disorder, hunger, and loss of property to mention just a few, that weaken and destroy family units. As refugees flow from one country to another for different reasons, they experience conditions that have a severe impact on families. Their lives are changed by disconnection from their parental families, roots and traditions (Firebaugh, 1991). The family as a unit is a part of a dynamic society. Wars and conflicts cause disconnections in the family unit and refugees are affected because they find themselves not in equilibrium. The systems theory is adopted in this study to illustrate how forced migration affects the functioning and well-being of individuals within families and communities

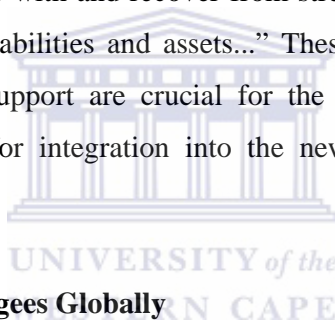
This theoretical perspective presents a worldview that regards the family system the focus of an enquiry. The refugee's wellbeing is affected by forced migration and this individual is separated from social support networks that assist in the psychological, social and economic well-being of individuals. The systems theory therefore shifts the emphasis from focusing on parts of the organization to the organization of parts, recognizing the interactions of parts are not static and constant but dynamic processes (Banathy, 1997).

Refugees in Africa are faced with even greater challenges because they have more family responsibilities due to extended families. “The African family is much larger and extends far beyond a husband, wife and children and does not in most cases conform to the nuclear type” (Dovlo, p.115). Many African immigrants stay in a prolonged state of mourning after being force to leave their countries because of the cultures they have lost. Others wonder if at all they ever will be able to meet with their families again. Often they become distressed because they are unable to support extended family members especially when they are unable to send money home. In host countries, African immigrants are uncertain about their future; therefore they avoid making long term plans for their future. If they make any career plans, the arrangements are normally influenced by their cultures and the life situations of the extended families in their homelands. All these factors affect their psychological wellbeing (Stebleton, 2007). Due to the fact that the functioning of the family system of refugees is disrupted, the wellbeing of individuals and families is also interfered with because the wellbeing of families and individuals depends on the stability of the family system. Wellbeing is more than just feelings of happiness, pleasure or pain. “Social influences penetrate and disrupt the wellbeing of societies. These issues all impact the status of human development” (Wooldridge, 1997).

Research indicates that refugees undergo extreme stress when they are in exile. They are separated from their families which make it difficult for them to cope psychologically, socially and economically. According to the Systematic Family Development (SFD) Model, all families go through the process of development; however the process may vary between families. During the developmental process, all families experience the emergence of a stressor which is “a phenomenon that exerts force on a family system and thereby pressures it to change and adapt” (Laszloffy, 2002, p. 207). The process of changing and adapting is described as transition where family roles and relationships are likely to change. In order to be relieved from a stressor a family is expected to be able to make a transition. When the stressors which pressurize families become too much, the families are unable to acquire relevant resources to achieve new stability and this causes crisis (Laszloffy, 2002). Refugees’ lives are at risk of stress all the time. Refugees’ stressors can be issues such as living in a large metropolitan area; several things may be different from their countries of origin such as housing, transportation and technology (Kemp, 2006). Refugees are faced with a wide range of challenges in host countries; making most of

them unable to make a transition which leads them to fall deeper into. They experience various difficulties when they are faced with so many stressors in a short period of time which makes them fail to adapt to new situations. The solution for them would be to manage stressors so that families don't fall into crisis by being able to access and utilize resources (Laszloffy, 2002).

Nel, Binns & Motteux (2001) point out that meaningful development which is necessary for refugees to achieve, depends on many factors that must interact to produce results. The most important aspect is the livelihood asset that they possess such as; human capital which entails knowledge, skills and abilities; physical capital such as basic infrastructures that can be accessed; social capital being community groups and networks built together with trust; financial capital which entails savings and credits; and natural capital which is already available that people can draw resources from. Ngwenya, Potts & Thakadu (2007, p.11) assert, "A livelihood is sustainable when it can cope with and recover from stress and shocks, and is able to maintain or enhance its capabilities and assets..." These resources when associated with appropriate external support are crucial for the development of refugees as community members and for integration into the new society (Nel et al., 2001; Ngwenya et al., 2007).



2.2 The context of Refugees Globally

It is estimated that there are about 18 million refugees and 25 million Internally Displaced Persons (IDPs) worldwide. About 50 countries are faced with ongoing attacks which are accompanied by hunger, disease and lack of shelter and millions flee their homes to escape internal conflicts (Internal Displacement Monitoring Centre- IDCM, 2008)

By the end of 2007, approximately one third of all refugees were found in Asia and the Pacific region, 80 percent of them being Afghans. The Middle East and North Africa hosted 25 percent of all refugees, Southern Africa 20 percent and Europe 14 percent of the world's refugees. The Americas had the smallest number. Most refugees flee from developing countries to other developing countries. Less than 20 percent of the world's refugees live in the developed West (Lenaerts, 2008).

Since the Second World War and the Cold War, the world has produced a large number of refugees. Violence caused political instability in many countries of the world. Global social conflicts that happened during the Cold War can still be related to recent refugee crises across the globe such as Congo conflicts and wars in Iraq and Afghanistan (Hein, 1993). When refugees cross international borders to seek protection in a host country, they break ties with their home state. Wars and conflicts affect world system dynamics and the breakdowns in these world systems create refugees. The world becomes divided into populations that are protected by their own state and those that are not protected, such as the refugees. The numbers of international institutions that are protecting refugees are increasing (Stein, 1986). Political problems can cause migration when they result in economic deterioration. Political conflicts are associated with unemployment, poverty and economic instability which force people to leave their countries of origin. Therefore there is a linkage between political conflict and migration. The solutions that are suggested for the refugee crisis are; repatriation, integration within the country of the first asylum and resettlement in a third country. Most refugees have remained in the host countries for integration purposes; resettlement has been the least used solution by many host countries. A state's acceptance of hosting refugees depends on its foreign policy and domestic pressure (Hein 1993: Stein, 1986).

2.3 The Context of Refugees in Africa

Millions of people in Africa are affected by forced migration. Kisangani (2003) is concerned that Africa has become a continent of refugees; refugees are faced with economic and political deprivations and wars. They go to other countries hoping that life will be better and more humane than in their homelands (Kisangani, 2003).

The refugee problem in Africa is challenging because the crisis does not seem to get any better, when one situation seems to cease, the new one emerges. In 1988 world's refugee population was around 17 million, and one out of 66 Africans was a refugee (Mupedziswa, 2001, p. 192).

The main causes of having refugees in Africa can be divided into three categories; political, economic and environmental factors. However, most refugee problems in Africa are politically motivated. This is contributed to suppression caused by political systems which have its roots in the colonial past (Mupedziswa, 2001, p. 194).

2.4 The Context of Refugees in South Africa

Refugees are a relatively new experience for South Africa. There has been an influx of refugees into South Africa since the South African government and the United Nations High Commission for Refugees (UNHCR) signed a memorandum of understanding in September 1993 to recognize the right to asylum for refugees. Approximately 110 000 applications for refugee status have been documented (UNHCR, 2004).

According to UNHCR, the refugee population in South Africa is comprised of a male majority aged between 17 years and 37 years old. The greater part of refugees in South Africa comes from other African countries, particularly the conflict-torn countries of Burundi, Rwanda, the DRC, Angola, Somalia, Sudan, and Ethiopia. Recently there have been influxes from Zimbabwe (UNHCR, 2004). Robinson (2005) discovered that, unlike other African countries, South Africa does not have any refugee camps to house non-nationals. Refugees live in urban areas, and survive largely without assistance. The refugee policy in South Africa explains the importance of local integration for its refugee population rather than having refugee camps in the country.

According to the South African draft Refugee White Paper of 1998 (as cited in Iboko, 2007 mentions;

The government acknowledges that full protection of refugees requires the attainment of a degree of self-sufficiency and local integration within the host community for the duration of their exile. In fact, it is only by becoming self-sufficient that refugees can lead a productive life, which would make them assets to the host country. (p.21).

Harris (2002) argued that, the importance of integration is that it reduces the responsibility on the government of meeting the refugees' needs by encouraging them to become self reliant. Furthermore, the international image that South Africa holds in comparison to other African countries is one of good democracy and freedom. Moreover, country's economic stability has made South Africa an attractive destination to refugees and immigrants. The refugee policy has been the main reason for the influx of refugees in South Africa. Landau (2003) adds that, refugees who are adaptable, educated and resourceful prefer independent life instead of being confined

in the camps and being assisted in everything (as cited in Iboko, 2007, p. 21). Steinberg (2005) suggests that the principal motivation for refugees choosing South Africa is work and education despite the difficulties and generally hostile conditions.

Some stakeholders - non governmental organizations, faith and community based organizations, research specialists, academic institutions and refugee communities provide limited assistance to refugees for a limited period of time. Services that are provided include English classes, skills training, provision of food and clothing, and legal assistance for the recognition of their refugee status. The United Nations High Commission for Refugees (UNHCR) also observed the trend of where refugees settle and they found that most refugees inhabit urban areas around industrial and commercial centers in Gauteng, Western Cape, Kwa-Zulu Natal and Eastern Cape (UNHCR, 2004).

Since South Africa started receiving refugees in 1994, the Congolese have become the largest refugee population of about 24,000-26,000. The Democratic Republic of Congo has been involved in conflicts and has been one of the largest war zones in the history of the continent (Kisangani, 2003). It is therefore important to give an overview of the Congo conflicts.

2.4.1 Historical context of the Congo Conflicts

The Democratic Republic of Congo is situated in Africa and shares its borders with nine other countries. The languages spoken include Koongo, Lingala, Luba-Kasai, Congo Swahili and French (Levitt & Wagner, 2000). In 1996 and 1997, there was a massacre of Congolese refugees who fled to other countries because of the conflicts that occurred in that country which has its roots in the history of conflicts that took place in Rwanda. In 1996, tensions flared in Congo between ethnic groups and put the Democratic Republic of Congo in the centre of complex civil wars. Despite the peace processes in progress for DRC, North Kivu province is still one of the most unstable and insecure places in the country (Levitt & Wagner, 2000; Kisangani, 2003).

It is estimated that more than 415, 000 refugees have left the Congo because of war (UNHCR 2003). Poor socio-economic conditions have resulted in young girls turning to prostitution and an increased number of street children has been noted, some of

whom have become child soldiers. Large numbers of women were raped during the war and are rejected by their husbands. Family systems have been destroyed and, as a result, HIV/AIDS has increased. In host countries refugees have found it difficult to adapt to the new environments because of difficulties facing them. They experience loss of status. Cultural, attitudes of the host communities can be acceptance, rejection or discrimination (Papadopoulos, 2002). For refugees to regain their self confidence and esteem, successful integration might be a solution. Amisi (2006) conducted research on the experiences of Congolese refugees in Durban, South Africa and concluded that the integration of refugees into South African communities is facilitated by social networks, that the informal economy is the main source of income for refugees and that the skills that the refugees had obtained in their home country are not recognized and appropriately rewarded in the South African economy.

2.5 Integration

The integration of refugees in a new society is important but it has both positive and negative results. During the integration processes, internal unity among both refugees and host population stimulates both cooperation and social control and to a certain extent subordination to group norms. At the same time strong internal solidarity results in animosity towards the external which leads to xenophobia or sometimes even worse scenarios (Dijkstra, Geuijen, de Ruijter, 2001).

Guest & Stamm (1993) provides mechanisms by which individuals become part of the new community and conclude that community integration can be achieved in many different ways. It is a commonly held belief that migration basically entails some form of disorganization and integration is a mechanism for establishing normal ties with communities. Individuals prioritize their time when they move to new communities. They engage in different activities such as finding a job, or socializing. For integration, individuals need to devote their time to forming strong ties in the neighborhood. Integration means putting efforts in different directions. Community attachments and social ties are crucial for integration as they form direct relationships between the individual and a new community (Guest & Stamm, 1993).

Refugees usually leave their countries of origin at very short notice and go to unknown destinations. It is a hard decision to take; they risk losing everything. They experience pre and post migration trauma and the asylum procedure and the waiting

period makes integration into an unfamiliar society very stressful. A long waiting procedure is a cause of psychological trauma. Even after the asylum application has been successful, the process of integration turns out to be a stress. The refugees have to go through multiple changes, because they enter a new society with different social, cultural and economic structures. They often have to learn a new language, and get used to different ways of thinking and behaving (Lenaerts, 2008).

In situations where refugees are able to access basic services, there are still certain circumstances that make integration of refugees very difficult. Kalumba & Freund, (1986) found through their work in Zambia that even though refugees accessed basic services such as schools, public transport, and health services, this was not valuable access as they did not have national registration cards (the equivalent of the South African identity document). In this study, refugees informed that not having a national registration card contributed to their being seen as aliens and hence they could not be fully integrated into society. Kalumba & Freund (1986) therefore concluded that "... the provision of services does not guarantee social development of refugees but to problems of relative access." (p.307)

Stebleton (2007) asserts that in most African societies, a person is shaped and defined by the community. This is an ongoing process for a person to be immersed in the community. Kinships and family responsibilities start at an early age. "Therefore the main source of identity for the African group and the unit starts with the family rather than the individual" (Stebleton, 2007, p. 5).

Carmon (1981), conducted a study of assimilation of immigrants into a new society and focused on two aspects namely, cultural integration and social integration. According to Carmon, cultural integration is defined as "those phenomena which result when groups of individuals having different cultures, come into continuous first hand contact with subsequent changes in original cultural patterns of either or both groups" while social assimilation "is regarded as the process of absorption as a gradual widening of immigrants social relationships" p.150. The study discovered that although the first mission of immigrants is to make a living in a new country, they normally do not achieve economic integration. The study therefore suggests that it is crucial that policies are formulated and resources allocated to assist the inclusion of immigrant individuals and families into the new society. Integration of the

immigrants in the economic system is important for the improvement of their lives. Carmon adds that Maslow's hierarchy of needs indicates that an individual's physical and security needs must be met first; that's when he/she would be able to meet higher needs such as social adjustment, esteem and self actualization. Likewise the immigrant must first find employment; that's when he/she will start concentrating on social integration (Carmon, 1981).

Another problem facing refugees when entering a host country for the first time is that they need to apply for asylum seekers' documents and refugee status which will allow them to remain in the country and be recognized as refugees. The waiting period when refugees' applications are processed, might last for several months or years, and during this time they do not enjoy any rights. Asylum seekers have limited opportunities to be productive members of the new society and it is difficult to make any future plans. With a prolonged wait, they remain inactive and are excluded from mainstream activities. The result is that refugees are unable to learn new skills and the process of integration becomes more difficult. Family size has been found to have an impact on economic integration; the bigger the family the lower the chances for economic integration (Morrice, 2007).

Griffiths, Sigona & Zetter utilize Tonnie's framework of 1955 on the role of associations in migrant communities. In this framework it is explained that, adaptation to new social relationships and norms can be fostered by the formation of migrant associations. It was noted that there is inadequate understanding of refugees' needs; therefore the associations within refugee communities would help the early phase of settlement and will serve as a support mechanism for forced migrants' uncertainties about their future. The functions of the associations would be to alleviate boredom, provide a sense of 'self-determination' and identify unmet needs in the community. The study in Britain from the 1990s has shown that, migrant associations provide a bridge to the new society and this has been crucial for the integration of refugees. The inclusion of refugees will address the social isolation and loss of status and esteem that refugees have experienced due to migration. It will encourage integration and help refugees to become effective and competent members of society (Griffiths et al., 2006).

In public discussions and policy formulation, the integration of refugees and immigrants becomes an important area of concern (Ager & Strang, 2008). Refugees need to participate in the economy of the country of asylum and become active members of society at different levels. If refugees' income continues to be low, economic integration becomes inhibited (Olsson, 2002).

There are several aspects that hinder the availability, accessibility, utilization and interaction of resources which might assist in the process of integration of refugees; xenophobia is one of the obstructions.

2.6 Xenophobia

There are three hypotheses about xenophobia namely scapegoating, isolation and biocultural (Harris, 2002). Scapegoating locates xenophobia within a context of social transition and change and links hostility to limited resources. Viewed in the context of South Africa, the isolation hypothesis identifies foreignness as the unknown and post apartheid places them at the interface between previously isolated South Africans and unknown foreigners and creates the space for suspicion and hostility to develop. The third, biocultural hypothesis, locates xenophobia at the level of visible physical differences in terms of physical and biological factors and cultural differences. According to Harris (2002) the context of xenophobia in South Africa needs to be understood within this country's transition from a past of racism to a future of nationalism.

Kollapan (1999 as cited in Harris, 2002) asserts that:

Xenophobia is not just an attitude: it is an activity. It is not just a dislike or fear of foreigners: it is a violent practice that results in bodily harm and damage... In South Africa, not all foreigners are uniformly victimized. Rather, black foreigners, particularly those from Africa, comprise the majority of the victims. (p.170).

The recent survey that was conducted by Southern African Migration Project (SAMP) on migration in some countries of the Southern Africa Development Community (SADC) region, found out that there was limited contact between citizens and non-citizens which contributed to the lack of knowledge about migrants. The citizens of

the host nations are more intolerant; there is a fear that migrants and refugees steal rather than create jobs. Most face to face contact between the two was for economic purposes. It was observed that citizens who interacted with foreigners socially are more accepting and tolerant than those who do not. The countries surveyed include Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland and Zimbabwe. The citizens of South Africa, Namibia and to a lesser extent Botswana, were more intolerant while the citizens of other countries were more relaxed about having non-citizens in their countries (Pendleton, 2007).

Xenophobia in South Africa makes foreigners feel foreign. This draws foreigners further apart from South African society and sometimes adds to hostility and violence from foreigners towards South Africans (Harris, 2002).

Pendleton (2007) asserts:

One way xenophobia manifests itself in South Africa is in the form of a nationalistic fear of non-South Africans, no matter what their origins. The most notorious form of post-apartheid xenophobia is hostility towards black Africans (the new immigration) who do not speak Nguni or Sotho languages and who are considered too dark; thus the frequently heard derogatory term “*makwerekwere*” (dark skinned Africans who do not speak “*our*” South African languages). The hostility manifests itself most often against men at work or in the township. (p.41).

2.6.1 Xenophobic violence

In May and June 2008, there were xenophobic attacks in South Africa which started in Gauteng on the 19th May and quickly spread to most provinces. The Western Cape was not an exception. The attackers’ claims were basically that foreigners take up their jobs and are a reason for increased crime. The attacks targeted Africans from other African countries and claimed the lives of sixty two people and twenty one of those were South Africans who were mistaken for foreigners. Tens of thousands of migrants left the country after the attacks. Groups of people were attacking premises and properties of foreign nationals and hundreds of refugees were accommodated in temporary shelters. Foreign owned businesses and houses were looted and set on fire,

their possessions were taken by South African mobs, and several people were burned to death in the violence (Hweshe & Yeld, 2008; BBC News Channel, 2008).

Prior to the xenophobic attacks, there were several warnings from the local communities especially to Somali shop owners in informal settlements in the Western Cape. The warnings were in the form of letters urging Somalis to close their businesses within a specified time while the business associations emphasized that they were going to find a solution for the influx of Somali shops in their communities. The local business associations in communities were concerned that the 'spaza' shops that belonged to the local residents were collapsing while the Somalis were benefiting. Some local community members felt that Somalis were taking over shops and renting space while the local people were unemployed and suffering. The police treated the letters as a threat to peace and ordered an investigation of the matter (Dolley, 2008).

The South African government condemned the attacks because they caused civil unrest. The city of Cape Town alone spent R75 million which was used on shelter and other disaster relief such as Metro police, tents, traffic services and ammunition for crowd management. Assistance was extended to people who had been displaced because of xenophobic violence. These costs do not include the repair and maintenance due to damage that was caused by the attacks (Dentlinger & Prince, 2008).

The violence caused most refugees to be displaced and they were accommodated in temporary government shelters. After passing through temporary refugee camps in Cape Town, Mohamed (2008) asserts:

Approaching the Soetwater camp ... one wouldn't say there are... refugees living in overcrowded, ill constructed tents ... A similar scenario plays out at Youngsfield; until one is actually at the refugee camp, the tents are not even visible. The refugees are not visible. They are slowly being forgotten and they feel this sense of being forgotten, of being banished into a no man's land of some sort, and they are screaming at us to take notice. They are desperately clinging on to what little humanity and what little dignity they have left... (p.16).

The South African government is trying to reintegrate foreigners and refugees who are still living in the temporary camps back to the townships where violence took place but some local residents are not prepared for re-integration with immigrants from other countries and several refugees are still afraid and reluctant (BBC News Channel, 2008). The city shelters will have to be closed by the government and refugees need to be integrated into the communities. Some refugees have already been re-integrated but others have rejected this. Bamford (2008) adds that, the government understands people's fear of reintegration but cannot give guarantees against violence and cannot give permanent solutions. But some South Africans in communities are tired of the violence and have suggested that platforms should be created where locals and foreigners could interact and unite instead of turning on each other (Bamford, 2008).

Some commentators believe that the roots of xenophobia and its effects on integration in South Africa can be traced back to the Apartheid regime in South Africa. As Iboko (2007) asserts:

I have to argue that Apartheid played a role in this anti-foreigner attitude of some South Africans. Apartheid era isolation was reinforced even by bodily separation and enforced through strict demarcations that prevented homeland inhabitants from freely commuting to another, and the same situation was real for homelands and the rest of the African continent. As a result, South Africans seem not to be prepared for the new form of immigration, which has led to the influx of refugees in the post-Apartheid South Africa. (p. 25).

Xenophobia has a direct impact on the integration of refugees in society; however researchers have highlighted other issues that affect the process of integration of immigrants and act as barriers to rebuilding their lives. Among others is employment and financial independence.

2.7 Employment and financial independence

Refugees experience difficulties in securing employment in host countries and as a result, they are financially unstable. In most African host countries, refugees are seen as competitors of the nationals for scarce employment opportunities, services such as

health, education, housing, water and transportation. In these countries, refugees are excluded from employment especially in the public sector because it is strictly for nationals (Kibreab, 1996). In developing countries, there are limited resources which may be strained to accommodate refugees. This could contribute to the fact that low-income hosts may be hesitant about allowing refugees to remain due to a concern that sufficient jobs or arable land are not available even for their own people (Stein, 1986).

Employment not only fulfils economic needs, it could also facilitate the process of integration into the society. Kamanga (2005) elaborates the importance of work when he asserts that “work is not only a source of income and livelihood, it is critical to a person’s sense of self-worth.” (p.113). Refugees do bring with them skills which could economically benefit the host country. In South Africa, refugees are faced with many challenges. Since there is no government assistance given to refugees, and support from NGOs is minimal due to lack of funding and resources, refugees are faced with financial difficulties. There are sections of the population who perceive the plight of refugees as an opportunity to exploit them as cheap labour source. Employment and educational opportunities for refugees are restricted, even for those with secondary or tertiary education. Consequently, many refugees in order to survive engage in activities in the informal sector such as hawking. A durable solution for integration of refugees into a society is finding gainful employment (Kamanga, 2005; Stein, 1986).

Refugees may be perceived as the cause of disturbance in the security, economic and environmental aspects of the host countries but they also influence the availability of resources from international humanitarian aides, economic and human capital. Studies elsewhere indicate that host governments may benefit from refugee camps because of resources such as relief supplies and food aid, improved infrastructure, vehicles, communication equipment, employment and transport. Furthermore refugees increase human capital as labourers and come with skills. Refugee resources may help to develop areas in the country that were not previously developed (Jacobsen, 2002).

In the recent years the strain is great on refugees as more countries both Western and Africa are now reducing the number of refugees they accept and are restricting their mobility. Butler (2003) gives an example of Kenya where refugees are kept in officially recognized camps in isolated areas. Before leaving the camps, refugees

need to get an authorization which is not easy to obtain; those that disobey are at risk of being arrested or sent to jail. But refugees don't only bring strife in host countries, they offer short term and long term economic benefits to host countries. Unfortunately the benefits are outweighed by security threats that refugees sometimes create (Butler, 2003).

For survival, refugees engage in various activities. They may possibly experience racism and discrimination as they try to fulfill their career and employment goals in the new country. These social injustices may disrupt self worth and self esteem (Stebleton, 2007).

Political oppression which occur frequently and the declining economy, for example has forced Zimbabweans to flee the country and enter neighboring countries including South Africa in large numbers daily. While viewed as unwelcome visitors by many, they engage in various activities to support themselves. Their potential and skills for arts and crafts has boosted the South African tourist industry locally (Langa, 2007).

Despite experiencing difficulties, some refugees have managed to build up small businesses without benefiting from any funding. They have spread out limited domestic markets to areas which previously had limited economic potential such as Central Karoo. They pay municipal taxes, they employ citizens and they consume in South Africa and invest in the country. The country can take advantage of entrepreneurship skills and cultural diversity (Kazadi, 2007, p.6). There is a relationship between the educational qualifications of refugees and their chances for securing employment in host countries. It would be expected that the higher the education qualification of refugees, the easier it should be for them to gain employment but this is normally not the case for most refugees.

Unemployment of refugees means that they are limited in accessing resources. This in turn affects their health status because they are not be able to get proper treatment when they need it due to the fact that they are not able afford medical insurance. Immigrants often become traumatized by the whole issue of unemployment which affects their mental health. Furthermore inadequate resources prevent them from gaining more skills and knowledge because acquiring tertiary education is expensive.

2.8 Education

In the midst of hardship, education is seen as a luxury for refugees who also have to struggle for other requirements such as food, shelter and integration in host societies. Education is the basic right that is important in restoring one's hope and dignity. UNHCR has a mandate of coordinating international actions for the worldwide protection of refugees and resolution of the problems they face. Its primary purpose is to protect the rights and wellbeing of refugees. The right of and access to education is necessary for a durable solution to restoration of the wellbeing of refugees worldwide. Refugees themselves regard education as a priority and crucial for their survival and sustainable development. The knowledge and skills they acquire help them to integrate into the new society (UNHCR, 2007).

Education is a human right because it assists in personal, social and economic development of an individual and assures life with dignity. An international conference on the right to education in the context of Migration and Integration in 2007 recommended that it is important to recognize migrants' formal and informal qualifications in the host countries. Access, availability, acceptability of education of people with a migrant background especially women and young refugees should be guaranteed. Studies show that most migrants in developing countries are from the middle class in their country of origin, they have school education and occupations. In order for the knowledge they bring in the host country to be adopted, it is important that language courses, integration courses and vocational training be provided; otherwise integration will not be reached and migrants will not achieve a better life in the host countries (Lehman, 2007).

During the time of political chaos and change of environments, refugees' access to, quality and relevance of the education they have received is affected. They lose the ability to use their skills and the knowledge they have acquired. The value of education in integration can not be overestimated. It provides refugees with hope and a brighter future and can break the cycle of violence and deprivation. Unfortunately, in host countries opportunities of education for asylum seekers and refugees are restricted (IDMC, 2008).

Evidence show that even when refugees possess high levels of qualifications and skills, unemployment and underemployment are still high. When refugees work, the

jobs are normally below their capabilities; many of them work in unskilled jobs that are not related to their qualifications or past experiences. They take up jobs as cleaners, security guards and sales assistants. The reasons for the disproportion between skills and qualifications and actual employment are : difficulty in getting qualifications recognized, lack of host country experience and references, poor English language skills, lack of information and guidance on labour market and negative attitudes of the employers (Morrice, 2007). Education and employment opportunities for refugees have an impact on integration. Limited opportunities for immigrants have been shown to prevent successful integration in the host societies.

However, despite acquiring high education qualifications, unemployment causes strain in the process of integration and it is difficult for refugees to get employed in host countries. Their skills and education qualifications are underutilized and most of the time not used at all. Lack of or minimum education poses a great challenge to refugees especially women because it is associated with language barriers, limited access to health care services and inadequate knowledge of health needs. In the rare occasion when women are employed in the host countries before their husbands, it becomes a cause of stress because it clashes with their African cultures. Many cultures expect women to depend on their husbands for survival; they are viewed as property and must submit to men (Kemp, 2006).

Education and employment are not the only determining factors for integration; health is also very important.

2.9 Health

Access to health care can be regarded as a priority issue for refugees as it forms a crucial part of the support network required for refugees to be integrated into society. Refugees often face unique circumstances and human rights violations during flight that impact negatively on their health. According to the refugee permit, a refugee has the right to access health services, education and employment in South Africa (UNHCR, 2004). Unfortunately the refugees' permit is normally not well understood by personnel in different public service sectors in South Africa. As a result, this contributes to difficulties in accessing health services by refugees which hampers the process of integration. Section 27(3) of the Refugees Act indicates that no one may be denied emergency medical care (Refugees Act, 1998). However, a recent survey

conducted by the United Nations High Commission for Refugees (UNHCR), found that refugees were being turned away from health facilities in emergency and non-emergency situations. This study identified several reasons for this including the inability to afford hospital fees and the health facility not accepting the refugees' permits as identification (UNHCR, 2004).

Refugees experience stress and trauma because of the hardship before and after forced migration, and substance abuse may be considered as an option by refugees as a coping mechanism. Malnutrition, poor hygiene and sanitation, headaches, backaches and non-specific body pains are common as a result of trauma, muscular tension and emotional distress. Children and adults may have received incomplete immunization due to lack of opportunities and limited access to health care facilities (Burnett & Peel, 2001).

The health and welfare of refugees is in jeopardy as the basic human rights that they have are not being met. This invokes a sense of vulnerability and contributes to the adverse impact on the health of refugees. Refugees are vulnerable to abuses, contributing to a situation where they feel unsafe and unable to exercise their rights, including the right to health care. Women in particular are more vulnerable than men as they are subjected to various forms of stressors that prevent them from accessing health services. Kemp (2006) reports that there are various factors that inhibit women from seeking health care. These include language barriers, cultural barriers, limited transportation, refugee knowledge deficits regarding health needs, and the refugee's limited knowledge of health care sources.

Further evidence shows that deprivation, physical hardship and stress contribute to the poor health status of refugees. Unemployment and lack of resources in the foreign country may magnify the problem. Refugees find themselves living in unhealthy conditions which are associated with sexual violence, unplanned babies who are born without citizenship, inadequate access to education, prostitution and malnutrition (International Council of Nurses -ICN, 2006).

Studies have confirmed that poverty and lack of social support can affect physical and mental health which has an effect on quality of life. Refugees that have suffered torture and fled persecution experience mental disorders. They suffer from anxiety,

depression, and Post Traumatic Stress Disorder (PTSD). A study carried out on Bhutan and Cambodian refugees in Asia revealed that five out of every six refugees that had been tortured had signs of mental problems at some time and especially after they became refugees. Also, almost half of the non-tortured refugees suffer mental disorders as well. It is suggested that there is a need to increase attention to the mental health of the refugees (Bower, 2001; Burnett & Peel, 2001)

It is common for refugees to develop certain behaviors that will assist them to avoid stimuli that remind them of past experiences. Memory problems and concentration may prevent learning. This may be a cause of emotional trauma. Refugees who are pregnant and new mothers' health needs must be met. They have physical, emotional, and material support needs. They are vulnerable and far away from their families and communities, with little support (Burns, Neill & Pierotti, 2000; Kennedy & Lawless, 2003).

The reproductive health of refugees has received very little attention internationally. The reason for this is probably that meeting refugees' reproductive needs in unstable and insecure circumstances is not easy. Misconceptions about contraceptives and distances to health facilities and communication problems pose problems to refugees especially women, in accessing reproductive health services. This explains why some refugees stick to traditional beliefs even more than they would in their own countries (Burns, Neill & Pierotti, 2000). Efficient reproductive health services are necessary for reducing infant and maternal mortality. Lack of reproductive health services has been shown to lead to unsafe abortions, complicated births, and vulnerability to sexual violence, HIV and sexually transmitted diseases. Addressing the reproductive health of refugees is important for improving the overall health of refugees (ICN, 2006). Experience elsewhere has shown that often; refugees' access to health is limited as a result of difficulties in communication caused by the inability of refugees to speak the host country's language.

2.10 Language

There are various social factors that impact on the ability of refugees to be integrated into 'new' societies. Sudden refugee flows force them to cross borders without even knowing what to expect in foreign environments (Bariagaber, 1997). Refugees who manage to enter other countries find themselves in very helpless situations. They

need food, water, shelter, sanitation, and health care. They go through traumatic experiences, separation from their family and support systems, arriving in a country where there is a different language, culture and system of government. Asylum seekers and refugees may have free access to the health and social services; but, because of the language problem, they require interpreters; without interpreters it will be difficult for many to make use of these services (Kemp, 2006).

However, refugee parents are concerned that during the process of learning a new language, children are losing the ability to speak the home language. This is perceived by refugee parents as losing ethnic and national identity. Parents want their children to adjust successfully to new environments but they are worried that when they are embracing a new life, they lose touch with their own traditions (Weine, 2004). Interaction in the new society causes African immigrants to experience multiple identities such that they just want to be identified as Africans. Because of racism and discrimination they have to adjust to working and living in mixed cultures at the same time maintaining their own cultural traditions and heritage; this can be a source of psychological stress (Stebbleton, 2007).

Use of language can improve social interaction and reduce exclusion. Language can also be used to gain or pass on cultures. With language the issues of power, status, and citizenship come up. Acquiring goods and services become easy when one has acquired normative grammar which encourages mutual understanding. However, the process of learning the host country's languages by refugees is often affected by several issues such as lower living standards, change of profession, loss of community and cross cultural adjustment. Language barriers have an impact on self esteem and have increased the social gap between refugees and host populations (Davila, 2008).

A study conducted among Yugoslavian refugee women in the United States found that a language difficulty was the main problem to integration and employment. Language training, especially to women, can be a solution toward helping them to obtain a job or to meet other practical needs. If language training is sufficient it can be a source of empowerment to women because it would increase their ability to communicate and become active members of society. Immigrants who added to their language skills have integrated with fewer problems and carry out their daily tasks with ease (Olsson, 2002).

Villalba (2007) suggests that social integration can be accomplished through adult education; migrants should be taught how to read, write and speak the host country language in order to be integrated. Language encourages dialogue which enables socialization which is necessary for refugees to survive, adapt and be productive in the host country.

Learning a new language creates a lot of stress among refugees. It is associated with learning a new culture, different means of livelihoods and many other new experiences which come with relocation. Older people particularly find the experience extremely difficult. It is stressful to maintain cultures and traditions of the family when one is learning a new language (Kemp, 2006).

2.11 Culture

A range of personal and cultural barriers may also prevent refugees from seeking different services. Refugees may come from a background where there are different forms of health care provision, for example traditional methods of treating illness as opposed to western medicine techniques (Downs, Bernstein, & Marchese, 1997). Furthermore, women who come from very private backgrounds 'may fear allowing someone from outside their culture to examine or treat them' (Kemp, 2006). In a host country, refugees are faced with various challenges such as acquiring a new language, new customs and practices and balancing these with recreating a new home that will still include their own customs. The challenges occur when they attempt to assimilate into new cultures. Issues of status, role identity, gender and discrimination are likely to come up leaving them caught in between two cultures, no longer their own but not the new one either. In the host country their own customs may not be acceptable and could lead to significant stress and strain and therefore impede integration into the new society (Stebbleton, 2007).

It is important for refugees to develop continuous connection and friendships with people in the host community as well as making contact with people from their own countries. Culturally based groups can be used as platforms for sharing experiences and ways of coping and making sense of past experiences (Burnett & Peel, 2001).

Women and men are not affected by displacement equally. Women face more difficult circumstances. They become vulnerable to physical assaults, sexual harassment and rape. As refugees they acquire new roles and responsibilities, sometimes being heads of disturbed households. Stress may make a man fail to satisfy his responsibilities within the family. In these difficult situations, divorces are common which leave women with the responsibilities of children and domestic chores. The needs for women are enormous, especially those who have come from a cultural background where the man is traditionally a spokesman. They become isolated because traditionally communication regarding family issues is not their role and the majorities are less likely to speak host languages, specifically English (Burnett & Peel, 2001).

Change of roles and responsibilities is a strain on refugees in a host country especially women who have the duty of keeping the home. The stress comes when they are try to adjust to life in the host country, while attempting to maintain traditions and cultures of their homelands. At the same time, their children quickly adopt the new culture. When women arrive in the asylum countries, their roles change and they gain more freedom than they previously had. This freedom clashes with their tradition and their role as women and it becomes difficult and uncomfortable for them. It becomes even more difficult for men to accept these changes (Kemp, 2006).

In most traditional families, respect is considered very important. However, when refugees reach new destinations, what is considered inappropriate and disrespectful in their home countries becomes normal in the host country. As children embrace the new cultures, they behave in a way that may be perceived as lack of or low respect shown to parents by their children. This causes severe stress to parents as they feel that they are losing control of the family and the influence of culture and traditions in the children (Kemp, 2006). Culture clash which is experienced by refugees contributes to the emotional instability of most refugees.

2.12 Emotional sustainability

Most often refugees don't necessarily plan their migration in advance. Neither are they prepared to face the extremely difficult situations ahead of them. Many refugees have tales to tell relating to their integration and emotional sustainability. Steinberg (2005) provides a narrative that may be familiar to most refugees:

The story of Congolese migration to South Africa is not unique, but distinctive; it is a story characteristically associated with sudden economic collapse, war and societal implosion. A group of young people, groomed to take their place among the professional classes of their society, have the rug pulled from under their future, and end up living in a foreign land where they cannot access credit, open a bank account, or appeal to the police when in trouble. In these inhospitable conditions, they develop few ties with outsiders, cluster into defensive networks and negotiate life from the fringes of the urban economy (p.37).

In host countries, adaptation to the new environment is needed. Refugees have to learn new and different things quickly in order to adapt. Many refugees before fleeing their countries had been living close to their extended families for almost all their lives. They find it extremely difficult to live in a different country where they cannot have access to family support. This experience may reduce refugees' capacity to build confidence; resulting in low self esteem (Kemp, 2006). In the host countries, almost everything is new, from obtaining food, registering in school, even the money. Technology may be more advanced than that of their countries; items like washing machines, microwaves and computers may be rare in their countries of origin. This may be a major cause of emotional stress because they need support as well as proper instructions on how to live in a new environment. This support is often not available (Kemp, 2006).

In new environments, children learn quickly in terms of language and technology. Parents become highly dependant upon their children. They feel hopeless and at the same time children experience a huge burden because they have to accept new family obligations. The situation is stressful to both parents and children (Weine, 2004).

Refugees and especially those that are highly educated are vulnerable to health problems and lack of motivation. Refugees that have lost their socio-economic status from their home country to the host country experience stressful lives that can cause other related problems. Unemployment can be associated with the feeling of incompetence and the passive situation where a refugee is anticipated to be a grateful receiver of aid and at worst viewed as abusing the asylum system. It has also been

found that the media contributes to spreading the negative image of a refugee as incompetent and passive. Refugees are portrayed as vulnerable to serious health conditions and a burden to host communities as they consume the available resources. This image has a role in the exclusion of refugees from the host society and leaves a refugee emotionally drained (Psoinos, 2007)

Another account is provided by Reolofse (2007), a city lawyer who has worked with refugees extensively and has expressed that refugees in South Africa are not treated fairly. Reolofse (2007) mentioned that asylum seekers in Cape Town struggle to get the required papers; after fleeing cruelty in their countries, they are now treated roughly in South Africa. They are forced to live like criminals with no dignity. For emotional sustainability, it is important for refugees to preserve their dignity (Reolofse, 2007).

Many host countries experience challenges when accommodating refugees which impact the whole process of integration. With the prolonged refugee situation, international communities, cease most assistance and leave the host countries to deal with the refugees on their own. For example, the international community scaled back its assistance to Pakistan which was hosting Afghan refugees. Refugees faced hostility and intolerance; they were blamed for unemployment in the country, crime and all social problems such as drugs abuse and prostitution. The Pakistan government decided that refugees should return home. In Iran, Afghan refugees faced similar circumstances; the Iranian government made it official that Afghan refugees were not welcome and they stopped registering new refugees. The deadlines were set for refugees in Iran to leave the country and some were deported. There were cases of angry mobs attacking and killing refugees demanding their deportation. In situations like these, refugees are caught between issues that leave them helpless and with no power to make decisions (Emery & Ruiz , 2001).

Sometimes the integration of refugees into society becomes difficult during the initial stages when refugees first enter a host country. This can increase the emotional trauma they are already experiencing. Rolls (2007), narrates how a 24 year old Zimbabwean man died of starvation in Cape Town while desperately waiting for the Department of Home Affairs to issue him asylum documents. Without these documents, a refugee is considered an illegal immigrant with no rights that protect

him/her. After spending nights in front of Home Affairs for many days without food, water and sanitation, he became so weak with hunger that he finally died in front of the offices in Cape Town (Rolls, 2007).

For emotional sustainability, counseling could be used to improve the situation but it may not be helpful if issues of cultures are not taken into consideration. Refugees might not be familiar with the concept and consider counseling a western oriented idea especially for those who are not used to sharing their feelings with strangers. For it to work, a trust relationship must be developed first (Burnett & Peel, 2001).

Children may be caught up in a fragmented family or in child- headed households. They may have been victims of torture themselves or have witnessed it. They may have been forced into being child soldiers or have committed violent acts in the past. Their development may have been affected and they may be mature in some ways, while immature in other areas such as school education. They may demonstrate anxiety and withdrawal. A lot of support will be needed in order to improve their sense of security, education and self esteem (Papadopoulos, 2002).

2.13 Summary

In conclusion, the literature has highlighted important aspects around the issue of refugees. Refugees face challenges in areas of social and economic spheres as well as in re-establishing support network. These include aspects such as education, training, language, culture and religion. Refugees are also challenged with the problem of xenophobia. These challenges need to be overcome in order for refugees to be fully integrated into new societies. Different countries have policies that address the issue of refugees in various ways.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter will outline the process utilized to conduct the study and the method used to analyze data. The ethical considerations and significance of the study will also be discussed. The sections will be covered as follows; research design, pilot study, study population, sampling, data collection, validity, analysis, limitation of the study and ethical and legal consideration.

3.1 Pilot Study

A pilot study was conducted among two refugees who were randomly selected and with similar characteristics to those of the main study. This was done prior to the main study in order to determine the clarity of the questions, to ascertain the amount of time required to complete the interview, to familiarize with the audio equipment and the appropriateness of the interview guide and the demographic questionnaire.

After the pilot study, some changes were made on the interview after realizing that some questions were repetitive and they were thus omitted. In this way the quality of the measure is assured (Neuman, 2000).

3.2 Research Design

This study was an exploratory study. Using qualitative approach it utilized semi-structured interviews with refugees, aiming at understanding the personal experiences and challenges that they face. Research on refugees in the South African context is a relatively new area; therefore this research attempted to ‘provide a basic familiarity’ that will provide an insight and understanding on the experiences of refugees (Babbie & Mouton, 2001). Maxwell (1996) asserts that qualitative methods require a researcher to get into the processes that lead to an adequate understanding of the realities of the respondents in the study. The demographics of the sample were obtained quantitatively using a short questionnaire.

3.3 Study Population Context

The population of this study was obtained from two refugee centers namely Alliance for Refugees in South Africa and Agency for Refugee Education, Skills Training & Advocacy (ARESTA). The centres’ missions differ, one aims at identifying the abilities of refugees and use these abilities to enhance meaningful contribution to the

South African society and the other one aims at providing psychosocial support to refugees respectively.

3.3.1 Refugee Centres

There are number of refugee centres in the Western Cape. For this research, two refugee centres were selected purposively.

3.3.1.1 Alliance for refugees in South Africa

Alliance for Refugees is one of the two refugee centres where data collection was conducted. It is located on 9th floor, Sahara House in Cape Town. It was founded in 2005 by refugees from different African countries with the purpose of addressing socio-economic and cultural challenges encountered in their country of refuge. Its mission is to renew and highlight the abilities of refugees, to enhance their contribution and forge links with the host society, to encourage social justice and sharing for all and to restore the hope and dignity of refugees. To achieve its mission, the centre has a number of projects that involve refugees. Training projects include; fine arts, painting and craftsmanship; fashion and design; English training; computer and business training. Included are short courses such as life skills and sexual and reproductive health. The centre has an information centre that is designed to equip refugees with necessary information such as translation, advisory and referral services. The organization supports a childhood development centre for the refugees and locals in Kensington, Cape Town. Alliance for Refugees promotes Panafricanism by participating in African cultural festivals such as Africa Day in May each year. A number of income generating activities have been formed by refugees as a result of knowledge and skills which had been acquired from the centre. Among the projects are Afritech Electronics which engages in maintenance and repairing of electronic equipment; Aid Mutual & Recovery Centre organizes arts, crafts and paints; Women's sewing project makes bags, African garments and placemats, to mention but a few.

The centre trains approximately 500 learners each year and has new intakes every three months. It has 15 members of staff with 6 trainers. The centre is a non-profit organization and largely depends on donors and funders (Alliance for Refugees, n.d).

3.3.1.2 ARESTA

ARESTA is the Agency for Refugee Education, Skills Training & Advocacy, based in Athlone, Cape Town and it is a non-profit organization. This is the second refugee centre where data was collected. It was started in 1996 to advocate for and provide psychosocial support to political Refugees and Asylum seekers. ARESTA activities are targeted at refugees and asylum seekers living in urban and surrounding areas of the Cape metro region, who would like to integrate successfully within the South African society. Its mission is to make a contribution to the integration of refugees into the local community. Also the organization offers community development skills training for refugees who are preparing to repatriate to their countries of origin. The projects conducted to assist refugees at ARESTA include; careers and educational counseling; English language training; refugees' rights awareness and education; art and creative expression; income generating activities; community development skills training for refugees wanting/preparing to repatriate; discussion and support groups; HIV/AIDS, life skills training and gender awareness workshops; and entrepreneurship and business training. The organization is managed with the assistance from donors, volunteers and interns who offer their expertise and time. By September 2008, ARESTA's beneficiary report indicated that a total of 29,915 refugees had been assisted through various programs at the centre (ARESTA, n.d).

3.3.1.3 Study population

The population of the study was refugees who were acquainted to two of the refugee centres in Cape Town; and who had been had been in South Africa for at least six months; hence they were in a position to reflect on their experiences. A sample was selected, from the population from which relevant data was collected.

3.4 Sampling

The respondents were selected by utilizing a purposive sampling method. This is an approach in which certain settings, events, or people are chosen deliberately to supply specific information that cannot be accessed otherwise (Maxwell, 1996). Two refugee centres were visited and the researcher requested permission from the directors of the centre to conduct the study. The personnel in charge of the centres assisted in the selection of participants and a minimum of ten (10) individuals were selected, five (5) from each centre.

Initially the sample contained six (6) males and (4) females. After the purpose and procedures of the study were explained and the right to withdraw was made clear, three (3) females withdrew from the study and attempts to include them were made; however they declined and therefore they were replaced by males. Possible reasons for the withdrawal of the respondents were that, the possibility that the timing of the study coincided with some of the xenophobic attacks and refugees, especially women, were traumatized and not ready to talk to a stranger. Another reason could be that their cultures dictate that women assume a low profile in society and leave them less confident to give their opinions on different issues. This phenomenon is supported by Amisi (2006) who also found that women were underrepresented in the research sample due to being less willing to talk to strangers and participate in the research.

3.5 Data Collection

Data for this research was collected between May and June 2008. It should be noted that during this time there were countrywide xenophobic attacks. The two refugee centres that were visited were affected as most refugees especially women stopped attending classes. Refugees were displaced and they were living in temporary shelters that were set up by the government. It is assumed that change of environment made it difficult for refugees to attend classes, and some were still afraid to move around as the attacks were still underway. According to Hweshe & Yeld, groups of people were attacking premises and properties of foreign nationals and hundreds of refugees were accommodated in temporary shelters. Foreign owned businesses and houses were looted and set on fire, their possessions were taken by South African mobs and several people were burnt to death in the violence (Hweshe & Yeld, 2008).

Data collection was conducted by use of a brief demographical questionnaire and semi-structured interviews. The interviewer observed the environment and nonverbal communication and nuances. It was also possible to ask complex questions and to probe. The conversation with the respondents during the interview was recorded and then transcribed. As Silverman (2000) pointed out, one cannot only rely on memory; it is not easy to remember or note things like pauses, overlaps and “in breaths”. By studying the tapes, one is able to capture ‘the actual details’; also tapes can be replayed and transcripts improved. All the materials that were used for the interviews were prepared in advance and were ready before interviews started. The tape recorder was checked for any faults and new batteries were used. Ethical consideration and

confidentiality was ensured in the following manner. Each respondent's confidentiality was ensured by giving the transcripts of the interview and demographic questionnaire a number instead of using names of participants. Respondents gave their consent to be interviewed and a consent letter was shown to respondents by the interviewer and the procedure of conducting a research was explained verbally. The language of communication was English. Permission was asked from the respondents for the researcher to use the audio tape. Although the researcher had the interview guide, further probing was done and respondents were encouraged to talk more. Any non-verbal gestures just before, during, and just after the interview were observed and recorded. Each interview was approximately 45 minutes in duration.

3.6 Validity

According to Babbie & Mouton (2001, p.122), "validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration". It is important to have proper measurements and useful meanings of the concepts that are studied (Babbie & Mouton 2001). To avoid factual errors or deficiency of data, an interview guide was used so that the same questions and format was applied to each respondent. Extensive field notes and all nuances and non-verbal gestures were noted and captured. The audio recording of interviews and verbatim transcription of the recording was done. The data was cleaned and member checks took place where the respondents were requested to verify that the transcripts were correct. To minimize bias, questions that were somehow leading were avoided. The interviewing and transcription were conducted by the researcher to minimize any errors because the researcher was familiar with the study.

3.7 Analysis

A thematic analysis was employed. Data was split into small components that were given a code. Those with related codes were grouped together in categories. The process of coding was done as the researcher was working through the data. Once transcription was done, themes were constructed from the categories. Each theme was used as a basis for argument. The researcher examined relationships between themes that were constructed from the clusters and categories. Coding the data decreases a lot of raw data into a manageable quantity, making it easy for the researcher to access relevant data (Neuman, 2000; Hennings, 2004).

3.8 Limitations for the study

The research was conducted in two refugee centres in the Cape Town Metropole and not the entire Western Cape. The two refugee centres have different purposes for giving refugee services; ARESTA was started by a cleric father to try and help refugees to develop strength for self reliance, with the aim of assisting the integration of refugees into the local community. Alliance for Refugees in South Africa was founded by refugees themselves who had a common purpose of addressing their socio-economic and cultural challenges in South Africa. The mission of the two centres was to renew and highlight the abilities of refugees, create links with the host community and restore the hope and dignity of refugees. Therefore, comparisons cannot be made between them. This research presents a case study and explores the experiences of refugees at the two centres; therefore the findings are only applicable to these two refugee centres.

3.9 Ethical and Legal Consideration

Ethical clearance for this research was granted by the University of Western Cape Research and Ethics Committees. Permission was obtained from the directors of the centres to conduct the study. Participants gave their informed consent to participate in this study. This was conducted in the following manner; all participants received a letter of consent and completed a consent form. This form explained the purpose and nature of the study, gave assurance of anonymity, confidentiality and the right to withdraw from the study if they wished without any consequences. To protect the respondents from possible negative effects of their responses, the anonymity was assured.

Prior to the commencement of the interview, introductions were made and the purpose of the study was explained verbally. Because of the sensitivity of the subject especially when participants had to talk about xenophobia (and all participants were victims of the xenophobic violence), participants were referred to appropriate counsellor for comfort, support and counselling at the study setting in case of any emotional difficulties arising during and after the interviews. Permission was requested from the participants to audio tape the interview. The participants were also informed that the raw data information provided and collected was only for the purpose of the study and only accessed by the researcher. The data collected was kept

under lock and key as we had agreed with participants. On completion of the research, the results and the findings will be made available to the respondents.

3.10 Summary

This chapter described the methodology that was employed in the study. The data collection and analysis procedures were explained and the limitations of the study were provided. The next chapter will give the results and the discussion of the study.



CHAPTER 4

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the interpretation and discussions of the findings in relation to the objectives of the study and frequently relate to previous studies in this area.

To begin with the demographic profiles of the participants are presented.

4.1 Demographic Characteristics

Prior to the interviews, the questionnaire was used to collect the demographics characteristics of the participants.

4.1.1 Gender

The study comprised nine males and one female (table 1). This reflects the reality of refugee population in South Africa where male refugees are a majority

Table 1: Gender of participants

Gender	Alliance for refugees	ARESTA	Total no. of participants	Percentage
Females	1	0	1	10
Males	4	5	9	90
Total	5	5	10	100

4.1.2 Age

The participants' age range was between 24-36 years (table 2). UNHCR, (2004) stated that the refugee population in South Africa comprises of a male majority aged between 17 years and 37 years old.

Table 2: Age of participants according to gender

Age (yrs)	No. of participants		Percentage
	Males	Females	
< or =30	5	1	60
< or =40	3	0	30
>40	1	0	10
Total	9	1	100

4.1.3 Country of origin

Participants were from Democratic Republic of Congo (DRC); Congo Brazzaville, Zimbabwe and Rwanda and the majority, more than half (70%) were from the DRC

(table 3). This is not surprising as Kisangani (2003) indicated that the Congolese are the largest refugee population in South Africa totaling between 24,000 and 26,000.

Table 3: Participants Country of origin

Country	No. of participants	Percentage
DRC	7	70%
Congo/Br	1	10%
Zimbabwe	1	10%
Rwanda	1	10%
Total	10	100

4.1.4 Length of Stay in South Africa

With regard to the number of years participants have stayed in South Africa, the highest was eight and the lowest was six months and the average was three years (table 4).

It was found that the participants who had stayed in South Africa longer had better coping mechanism compared to the newly arrivals. They were better prepared for survival both economically and emotionally, by means of owning small businesses or opening up churches. This has made them independent from formal employment market which is difficult for foreigners to penetrate

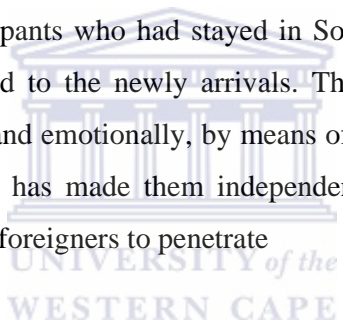


Table 4: Length of stay in South Africa

No. of yrs	Participants
6mth	1
1	4
2	2
3	1
6	1
8	1
Total	10
Average 3.4	Average 100

4.1.5 Social group membership

Most participants 80% indicated that they were members of a social group, especially church groups (table 5). These participants expressed the most frequent interaction with South Africans. The findings showed that participants who interacted often with

South Africans were more willing to integrate in the South African society, than those who didn't for being reluctant and afraid to do so.

Table 5: Church membership

Response	Number	Percentage
Yes	8	80
No	2	20
Total	10	100

4.1.6 Knowledge of South African languages

English was the only South African language most participants spoke except for 10% who also spoke Xhosa (table 6).

Table 6: Knowledge of South African languages

Language	No. of participants	Percentage
English	10	100
Xhosa	1	10

4.1.7 Marital status

More than half (60%) of participants indicated that they were single and 50% had no children (table 7). This situation may be attributed to the fact that participants struggle to sustain themselves financially and therefore are not ready to commit and add more burden to their lives.

Table 7: Marital status

Marital status	No. of participants	Percentage
Single	6	60
Married	4	40
Total	10	100

4.1.8 Number of children

Of the 50% who had children, the majority 40% had only one child (table 8). The reason for this may be similar to the above that participants experience financial difficulties hence are reluctant to have additional family members or that they may have left the children in the country of origin.

Table 8: Number of children

No of children	No. of participants	Percentage
1	4	40
2	1	10
0	5	50
Total	10	100

4.1.9 Additional dependants

The findings revealed that 40% of refugees had dependants in South Africa (table 9). Additional dependants were other people that depended on participants beside their spouses and children. Those with dependants expressed their financial status as either below average or extremely poor. This means their earnings were not sufficient to support both themselves and the dependants. The situation has a negative impact on integration as Morrice (2007) discovered that the size of the family affects economic integration; the bigger the family, the lower the prospect for economic integration.

Table 9: Additional dependants according to financial status

No. of dependants	Financial status	Participants	Percentage
2	Below average	2	20
3	Extremely poor	1	10
4	Extremely poor	1	10
None	Average/below average	6	60
Total		10	100

4.1.10 Level of education

The lowest education level was secondary education which was 10% (1) and the highest, 50% (5) of the population had college education; college education is

qualification that is higher than secondary education but lower than university level. and 40% (4) of participants had a university education (table 10). Their educational level did not assist in getting them a refugee status. It was further found that no proper system in place in South Africa to recognize and evaluate refugees' education qualifications and work experience and hence the refugees are often exploited or underutilized. Stein (1986) observed that refugees were faced with financial difficulties, employment and educational opportunities were restricted, often they were exploited as a cheap labour source even for those with secondary and tertiary education and many were engaged in activities in the informal sector in order to survive.

Table 10: Participants Level of Education

Education	No. of participants	Percentage
Secondary	1	10%
College	5	50%
University	4	40%
Total	10	100

4.1.11 Financial status

Data showed that that the participants' education qualification did not influence their employability in South Africa, nor did it improve their financial status because the participants' financial status could be described as; 50% (5) were living below average. 30% (3) were at average and 20% (2) were extremely poor (table 11).

Table 11: Financial status

The table below shows that a majority of the participants were living below basic income level.

Status	No. of participants	Percentage
Extremely poor	2	20
Below average	5	50
Average	3	30
Total	10	100

4.1.12 Health status

Generally the health status of participants was good with only 10% (1 of participants) experiencing chronic ailments. However, almost all participants indicated that they had visited health care facilities for various reasons. Some participants explained that because of the poor services they experienced at the clinics, they purchased their medications from the pharmacies after being advised by the pharmacist on what to take; it could be possible that proper diagnosis of some ailments was lacking.

Table 12: Health status

Health status	No. of participants	Percentage
Not so bad	1	10%
Average	1	10%
Good	5	50%
Very good	3	30%
Total	10	100

Table 13: Chronic ailments

Response	Number	Percentage
Yes	1	10
No	9	90
Total	10	100

4.1.13 Concluding comments on demographic characteristics

The demographic characteristics of the participants have revealed that the study was comprised of a male majority, (90%) which, according to UNHCR (2004) it is in line with the refugee context in South Africa where it is described that the refugee population in South Africa is comprised of a male majority aged between 17 years and 37 years old. The majority of participants were from the DRC; despite some of them staying in South Africa for almost eight years and possessing good qualifications, they still struggled to make ends meet. Many of them involved themselves with church groups for emotional support. Furthermore, participants

indicated that their health status was generally good, but as it will be discovered later in the chapter, when they felt unwell they purchased medication privately from the pharmacy without proper diagnosis from the doctor. The main reason for doing this was the negative experiences they encountered when they visited health care facilities.

4.2 Themes and sub- themes

4.2.0 Introduction

Several sub-themes emerged from the major themes. The following analysis and discussions are therefore based on the major themes, which are financial independence and employment; education; health; language; culture; emotional sustainability; support and xenophobia.

4.2.1 Financial independence and employment

This theme is described under the following categories; insecurity, limitations on access to job markets, insufficient income, threatening experiences at work place, obtaining a refugee status, and recognition of refugee documents.

4.2.1.1 Insecurity

The participants expressed their concern on their future security in South Africa especially after the violent xenophobic attacks in which many refugees in the sample were victims.

Participant P1 mentioned:

“My business is almost closed. It is closed... problems of xenophobia, everything was taken by South African people. I decided to close down so I am not sure if I will go back again, it is closed”.

“Yeah, there is other people who was coming to tell me you, you are a foreigner you must leave this place and the people was take everything and me I leave that area. Yeah, they take everything, all of it” (P5).

It can be concluded that xenophobia and xenophobic violence has made many refugees uncertain about their future in South Africa and has contributed to the financial instability of many.

4.2.1.2 Limited access to job markets

Participants expressed their views on the limited access they have to the world of work especially in the public sector. The public sector policy allows refugees to take up employment (Refugee Act, 1998). In this study it was found that highly educated refugees experience other complex employment-related problems such as their jobs being extremely insecure due to the fact that they cannot sign contracts and are not able to get employment in the public sector.

As participant P2 said:

“South African people don’t allow us to work in public sector. I tried... to apply ... certain companies just to get a job, they said “no” ...as a foreigner you don’t have a possibility to get a job”

Participant P4 had the following view

“It is very difficult for you to sign a contract in South Africa they can come in the morning and say, ‘no there is no work for you’ you see. When you ask that, what about my contract they will say, ‘no you can’t sign the contract...’”

This situation can result in the exploitation of a refugee workforce. Vawda (1999) asserts that as ‘refugees are often denied access to the job they have been trained for in their countries of origin such as teachers, medical personnel, engineers, economists, and technicians of various kinds, most foreign immigrants (refugees included) have turned to working for themselves in the informal economy such as street traders, car guards and security guards...’ (p.6). In effect, regardless of their knowledge and professional support, structures effectively deny legitimate African immigrants access to work opportunities.

4.2.1.3 Insufficient income

Participants emphasized the point that although they engage themselves in something to earn a living, the income they obtained was not adequate to meet most of their basic needs, their jobs were insecure, and they were very poorly paid.

Participant P2 pointed out:

“What I do currently in South Africa may not help me to support normally my life”.

“... I am not financially able to sustain my lifestyle but I am trying, I am trying, see, its very, very hard because my salary is very poor. I mean we are just paying the rent, paying the house, buying some food... finish that’s not life. I can’t

prepare my future unless, I change it also difficult to change but it's possible"
(P6)

"I found a job it's just... for just surviving like peanut money they just pay me like the peanut money but you know I have no choice" (P9).

According to Amisi (2006) the earnings refugees receive are low as they work in informal employment which does not require formal training and hence the income is low and changing. Amisi (2006) found that the income was mainly utilized for accommodation and the portion left to cover basic social services such as education and health care and food was minimal.

4.2.1.4 Threatening experiences in the workplace

Participants mentioned that as refugees and foreigners in South Africa they always felt threatened in the work place. Sometimes fellow employees harassed them. It was also discovered that when refugees engaged in activities to earn a living, they normally worked under threat. They were regarded with suspicion as South Africans believed that they were job stealers. Suspicion was one of the main causes of xenophobia.

"It is a problem just because when you tell them (South Africans) that you are working and they know that you're working it is a problem because they will say to you that you have come to take our jobs and all that kind of stuff"(P3).

"It is a disgrace. The trouble they are making, the violence. Xenophobia is a big problem. They don't like to see foreigner working, get money" (P8).

The research has found that limited contact between citizens and non- citizens has contributed to the lack of knowledge about migrants. The citizens of the host nations are more intolerant, they have a fear that migrants and refugees steal rather than create jobs (Pendleton, 2007)

"You can't take same work, you will be always pushed somewhere. It means that you came to take their (South Africans) job, but what kind of job are you taking?"
(P2).

The findings suggest that refugees live in a state of fear and uncertainty. This can have a detrimental effect on achieving the social, cultural and economic integration of refugees. For integration to be successful, refugees must find relevant employment.

According to Carmon (1981), using the work of Maslow's hierarchy of needs, the physical and security needs of refugees must be met first; that's when they will be able to meet higher needs such as social needs, esteem and self actualization.

4.2.1.5 Obtaining refugee status

Although having proper refugee documents is a prerequisite for refugees to remain in South Africa and be able to live, take up employment or study, participants reported that it was not very easy to get the documents.

As participant P3 mentioned:

"I spent three nights sleeping outside [Home Affairs]".

Another participant mentioned:

"After six months you need to have a status you see it is your right to have it, but we find on the ground is very different because you can go up to six months you can never get a status ... for me to get my status I did go to the lawyer"(P4).

All participants reported on the poor system that is being used for refugees to obtain the documents. Research has shown that the stress of obtaining documentation can go to the extreme, even to death. Rolls (2007), gives an account of a young man from Zimbabwe who died in front of the offices of Home Affairs in Cape Town after many days of sleeping outside without food, water and sanitation. Ballard (2003) highlighted that the procedures involved in obtaining the appropriate documentation is a long and slow process.

4.2.1.6 Recognition of refugee documents

There were expressions from participants on the issue of the recognition of refugee documents. Participants stated that most employers do not recognize the papers that refugees possess. Sometimes the situation discourages refugees from looking for employment.

"I went to apply for a job and they said to me, you can't use that paper unless you get a status or ID number and you come for a job and that discouraged me and I said will never go back again to look for work so I can try to do something else" (P1).

"If you don't have a paper from here they don't considerate you" (P10).

This confirms Amisi's (2006) findings that the lack of proper identification documentation impacted negatively on the access of refugees to various facilities and employment opportunities.'

4.2.1.7 Concluding comments on financial independence and employment

Participants indicated that financial sustainability was one major means of integration as it helps them to preserve their dignity. Refugees find various means and engage in different activities that they consider below their self standards and personalities in order to survive to the extent that they can no longer preserve their dignity and many lose self confidence. Some refugees are ashamed of what they do. For example one participant who is an engineer by profession and working as a security guard in Cape Town was so embarrassed to mention what he does for a living saying that once he tells people what work he does he feels that they stop respecting him.

4.2.2 Education

This theme aimed at obtaining refugees' integration experiences in South Africa with regard to the education and skills they have. Participants expressed their feelings on the issue of education and skills in South Africa and aspects that were mentioned include; education and refugee status; work experience and recognition of qualification; underutilization of skills.

4.2.2.1 Education and refugee status

Participants shared their views on whether there was a relationship between their level of education and their refugee status. When answering the question '*How do you think your level of education influences/impacts your refugee status?*'

Most of the participants (9) mentioned that getting a refugee status has nothing to do with one's level of education.

For example participant P2 mentioned that:

"... education ... isn't a matter to get status, just to respect. Even if you are not scholarized, let's say you didn't have any education you will get status".

Another participant said:

"I think the standard of your study doesn't have a problem about to have a status because to have a status that is a process of Home Affairs..."(P4).

In contrast, participant P3 stated that:

“I think if you have more education is easy to get a status”

These results indicate that there is lack of information among refugees on the process of obtaining the refugee documents. Refugees make assumptions based on what they have experienced when they arrived at the offices of home affairs and not according to the available information about the procedures of obtaining a refugee permit. Some refugees think getting a refugee status depends on ones education qualifications and others do not think so. This correlates with Lenaerts (2008), who noted that asylum procedures in many countries are complicated and inadequately understood by asylum seekers and, during this time the refugee’s emotional state is extremely fragile because they are not able to make any future plans and are afraid of being rejected.

Some participants (4) elaborated further on how their education level assisted them to interact in the South African society, as participant, P1 mentioned:

“I can say it (education) has helped me; it helped me to be integrated to the South African people because I understand easily their level so it is easy for me to communicate to anyone...”

Another participant reported:

“My education help me first to understand which... kind of person are South Africans. What kind of things I can do or what kind of things I can’t do...”(P7).

From the discussions with participants, it was clear that one’s level of education was important for integration. Participants mentioned that their level of education assisted them to analyze things with a different perspective and to handle difficult situations carefully. They also explained that interacting with South Africans who had higher levels of education was easier than dealing with those whose education levels were very low.

4.2.2.2 Work experience and recognition of qualifications

A majority of the participants (9) had relevant work experience although they mentioned that it did not help much with securing employment. They were also concerned that their foreign qualifications were not recognized in South Africa.

As Participant P6 said:

“Like in my country ... I have Engineering. I finished my studies in electricity and I finished in University so here I think for me it’s difficult to accept some qualification from other countries so it’s difficult because they will send you, they will ask for many, many, many things, SAQA, green ID... many, many, many things”.

Another participant added:

“I qualified in physics and maths. I was a teacher in my country” (P8).

The reasons for unemployment of refugees are in line with what Morrice (2007) found that, even when refugees possessed high levels of qualifications and skills, unemployment and underemployment were still high and this was toward foreigners because of the difficulties in getting qualifications recognized, lack of host country experience and references, poor English language skills, lack of information and guidance on the labour market and negative attitudes of the employers.

4.2.2.3 Underutilization of skills

Another concern that was raised by the participants was that most of those that are qualified in various professions, felt that their skills were not put to full use. They were given to perform tasks that were at a very low level compared to the experiences and educational qualifications they possess. This was highlighted by the response of participant P4 who had a university degree in business management:

“My level of education is not anything for me here in South Africa. I never use my potential here in South Africa. They can’t consider my level you see... they don’t want because they want me to go back to school to study again probably so that they can consider... I never use my potential ... I am doing things just... to get money, you know just to survive. I was pushing the trolley ... after that I did work as a security you see ...I did start by making the pots, and I did change, I did try to push the trolley it was also hard and after that I did work like a security”

This point of view was corroborated by participant (P1) who asserted that:

“I have got bachelors in economics, there is nothing I am doing in South Africa, understand; there is nothing I am doing”.

The views expressed by participants show that, although most refugees are educated and have skills with relevant work experience, they are not employed. Those that

were employed were unhappy in their work because they were not using their skills and experience.

Unemployment and underemployment have negative consequences for refugees as Psoinos (2007) indicated that refugees and especially those who are highly educated are vulnerable to health problems and lack motivation. Unemployment can be associated with the feeling of incompetence and a passive situation where a refugee is perceived to be a grateful receiver of aid and at worst viewed as abusing the asylum system. This image has a role in the exclusion of refugees from the host society and leaves him/her emotionally drained. The participants felt that they actually possess the appropriate qualifications and skills, but emphasized that these assets were not recognized in South Africa.

4.2.2.4 Concluding comments on education

The findings suggest that it is difficult for refugees to get employment in South Africa especially in the public sector. Even if they do get employed in the private sector, the job is normally at a low level compared to the academic qualifications, experience and skills they possess, and so is the salary. Among participants there were qualified people such as teachers, engineers, accountants and business administrators who could not find employment. The situation contrasts with South Africa draft policy for refugees of 1998 which clearly indicates that the country does not have refugee camps because the government understands the need for refugees' self sufficiency and local integration within communities so that they could lead productive lives and become assets to the host country.

4.2.3 Health

Participants gave their views on health and it emerged as a main theme. The sub-theme relates to accessing services and treatment.

4.2.3.1 Accessing services and treatment

Participants gave their experiences of interacting with the health system. Because of inadequate services as explained by participants, some refugees do not want to visit the government-sponsored health facilities any more. For example participant mentioned;

“... Those nurses they couldn't help my wife the way things could have happened you see the nurses were black people; we couldn't get treatment by then until we forced, I tried to explain to them but we couldn't get easily treatment (P1).

“I was sick; that doctor he said to me; I was just wasting his time. That's why I will not go there again... I use now to go to the chemist and buy my own or to see private. I prefer lost or spend more money...I think because maybe we are foreigners, I don't think he can do that to Xhosa or colored, I don't think he can do that' (P6).

The findings suggest that there is a lot of misunderstanding between health service providers and refugees. Previous research has shown that most refugees do not receive any psychiatric or psychotherapeutic assessment or treatment. If they receive treatment is for somatic complaints instead of psychological problems. As a result they receive incorrect treatment and normally complain about their dissatisfaction with the services of a nurse or doctor. The staff may not recognize mental problems in refugees (Lenaerts, 2008).

The health status of participants was generally good with only (1) participant experiencing chronic ailments. Most participants (7) indicated that they had experienced health problems and they had visited health care facilities before. Some participants (4) explained that, because of the poor service they experienced at the clinics, they purchase their medications from the pharmacies after being advised by the pharmacist on what to take.

“...if you go to private sector there they can help you as easy as possible but you have to have money. I just go to the pharmacy; I explain to them how I feel if I have some money I buy medicine, I buy some tablets you see. That's what I do” (9).

The main concern amongst refugees was the difficulty of accessing treatment and services from government -sponsored health facilities. Language was the barrier for most refugees in health care facilities. It was discovered that with most black health professionals especially nurses, they preferred it when refugees spoke Xhosa rather than English even when both refugees and nurses could speak English. Most refugees (9) were comfortable when they were attended to by whites or coloreds but not Africans. From their meager income, refugees preferred private health facilities to

government health care centers, and others, in order to cut costs, just explained their problems to a pharmacist and purchased medicine over the counter. This could therefore mean that proper diagnosis of some ailments is lacking. As Kemp (2006) mentioned, there are many factors that inhibit women from seeking health care, such as language barriers, cultural barriers, limited transportation, refugee knowledge deficits regarding health needs, and the refugee's limited knowledge of health care sources. In this study it was revealed that refugees had information on health care services, most of them lived near clinics but inability to communicate in Xhosa was the main problem to both men and one woman.

It was also found from the study that the health status of a person mattered and it impacted the integration. When refugees looked well and healthy they made some friends and interaction in South African society was a bit easier, but when they were unwell or down with a certain illness, it was obvious that the communities treated them with suspicion and some community members did not interact with them at all.

“Yeah it is a problem when you look healthy, they like us but if you just have... hmm... like if you have a fever they will think otherwise something wrong with you so they will just leave you, they don't want to speak to you or do anything” (P3).

4.2.3.2 Concluding comments on health

The findings suggest that there is a lot of misunderstanding between health service providers and refugees. Most refugees feel that the service they receive from government- sponsored health facilities is inadequate and some refugees do not want to visit the facilities any more. In the case of ill health, participants purchase their medications from the pharmacies, based on the advice from a pharmacist or if they can afford it, they go to private health facilities. Another concern was the language issue which is a barrier for most refugees in health care facilities. According to the refugees, most black health professionals especially nurses, prefer it when refugees speak Xhosa to English even when both refugees and nurses can speak English.

4.2.4 Language

Language facilitates integration and the participants expressed their views on the matter under the sub- theme, learning and speaking South African languages.

4.2.4.1 Learning and speaking South African Languages

When learning the languages, it was revealed that the interaction with Xhosa-speaking people was not easy; refugees prefer interacting with Afrikaans- speakers to the Xhosa- speaking population. This explains why the majority of the participants (9) do not reside in townships where most Xhosa- speaking people are found.

“When you try to learn South African languages, let me say for example you are learning Afrikaans, you are with Afrikaner people... they will try to help you to speak properly Afrikaans whatever but when you are with Xhosa speaking it is like they don’t want you to learn their language you see that is the problem” (P1).

It is justifiable to conclude that the language gap between refugees and the host population is also contributed to by the refugees’ resistance to learning some of the South African languages due to existing tension between the two groups

“I am not obliged to speak South African language but I can speak international language. I am not obliged to speak... South African language because of English is also a common language and with English I can be communicative with them” (P2).

“...its not an advantage if I speak... Xhosa or Afrikaans it can not help me” (6).

There are cases where refugees are willing to learn the local languages but are faced by resistance from the local communities.

“You need to speak the local language. You know we want to speak even Xhosa but they don’t want to teach us. I did stay with Xhosa people when I asked to teach me they refused... It is benefit for me to learn also other languages here in South Africa and if I can speak, it is very nice and good for me” (P4).

The majority of participants (8) believed that speaking South African languages makes the acceptance in society easy.

“I can see if I speak South African language they accept you easily if you speak Xhosa ... they accept you because here they want to speak their own language” (P7).

Some participants felt that it is important to speak the South African languages for the sake of communication and job opportunities.

“... it is an advantage you see because we are living with them you see if may be you are going to look for job they are also asking in the application form they are also asking if you can speak South African language” (P10).

The findings reveal that when refugees arrive in South Africa, they cannot speak any of the South African languages. One of the initial things they do is to try and learn South African languages, mainly English. Several refugee centres in Cape Town offer English lessons for refugees including the ones where research was conducted. Language encourages dialogue which enables socialization which is necessary for refugees to survive, adapt and be productive in the host country (Villalba, 2007). Communication is the main tool of integration. The majority of the participants were from French- speaking countries (9) and it was realized that acquiring new languages was not an easy task.

“...when we came here, we came from... from French country so to have a job here you must know English. So we don't have also choice to do another job because another job means that you must be in contact with people you must speak English so we must learn, we must do security because security in most... time you don't need to speak English just to stay to watch yeah... so you can learn English to communicate” (P7)

I am a new comer. I must... we are learning English first... my English is poor (P8)

In the process of learning languages, refugees' lives become complicated. It is difficult to access health care facilities;

“So it is a problem just because I communicated with the nurses and other people in English, so when I communicate to this other nurse, she told me you have to speak in my language then the way I was to explain the pain I had, I had to explain it in English just because in Xhosa it was difficult so I was served around eleven” (P3).

Refugees cannot easily get employed as some employers want them to speak at least one South African language.

“You see there areas you go to ask the job and the people ask you in Xhosa or in Afrikaans. If the people listen you speak English only they say this is foreigner. I going I talk in Xhosa or Afrikaans, the people will give me the job easily” (P5).

Interaction with South Africans is interfered with as most South Africans, especially blacks, prefer people who speak Xhosa to English and some South Africans cannot speak English at all.

“He (South African) told me to try and speak also Xhosa because English no, no, he said to me you are black you must speak Xhosa and up to now he is not a friend with me” (P2).

“Just because at times you need to speak to that person in English he/she will tell you she/he is not an English person so it is a problem it is better for you to find one language to speak, South African language” (P3).

Even the process of learning is difficult because South African languages have different dialects and sounds as compared to the refugees’ languages.

“...the dialects and other... the tone... it was difficult for me. It is very difficult learning South African languages especially when I learnt how to speak Xhosa” (P3)

As it was stated in the literature, refugees go through traumatic experiences, separation from their family and support systems, arriving in a country where there is a different language, culture and system of government (Kemp, 2006). However the study found out that because of the language gap, social interaction between refugees and the host population is limited. Past research discovered that, use of language can improve social interaction and reduce exclusion; some stumbling blocks to learning a new language were mentioned as: lower living standards, change of profession, loss of community and cross cultural adjustment. The language barrier has an effect on self esteem (Davila, 2008).

4.2.4.2 Concluding comments on language

Participants explained the difficulties they experience when learning South African languages especially Xhosa. The interaction with the Afrikaans- speaking population was easier than with Xhosa- speaking people. They reported that they faced resistance when they tried to learn Xhosa: hence many stick to learning English. The other reason for learning English is that most refugees in the study come from French-speaking countries so when they arrive in South Africa, one of the initial things they do is to learn English which they assume will help them to communicate and get

employment. The study found out that because of the language gap, social interaction between refugees and the host population is limited.



4.2.5 Culture

Participants were asked to give their views on the issue of culture and their responses were divided into the following categories; Understanding and knowledge of South African cultures; cultural differences and similarities and personal cultural practice.

4.2.5.1 Understanding and knowledge of South African cultures

Participants were asked on their views about their understanding and knowledge of South African cultures and they had different opinions on the issue.

“I think ... may be soon we can familiarize with South African cultures it can make maybe things easier...” (P1).

Participants believed that familiarizing with South African cultures was a good thing although there were some concerns that in South Africa there are so many cultures and hence they were in a state of confusion on which one to get familiar with.

“...it is impossible to learn South African cultures because South Africa has got mix of people. Indian people have got their culture, colored people have got their culture, white people have got their culture, black people when you go to Zulu people have got their culture, when you go to Xhosa people they have their culture. There are many cultures. Which culture are you gonna learn” (P4)?

It was discovered, therefore, that even when refugees are willing to learn and familiarize with South African cultures, they are still faced with other challenges of which culture or how many cultures they should adapt to because South Africa is a multicultural society.

4.2.5.2 Cultural differences and similarities

There were both similarities and differences between South African cultures and those of the participants, as explained by all participants.

One participant believed that perhaps if South Africans knew that some of their cultures were similar to those of refugees, they would have treated them differently as one of their own as opposed to the way they were treated.

“...may be they (South Africans) can come and be close to us and will say may be ‘we are having the same culture with some people, may be we can ... be close together” (P1).

From participants' explanations about cultures, it was discovered that although there were some similarities between their cultures and South African cultures, there were still some differences. The difference in cultures is a cause of concern for integration. In an effort to fit in, it was discovered that refugees do not practise their cultures and in the process they find that they abandon their cultures. Stebleton adds that, refugees in host countries experience challenges in acquiring new customs and practices, and to balance these, while they still include their own customs, is a challenge. In the host country their own customs may not be acceptable and could lead to significant stress and strain and therefore impede integration into the new society (Stebleton, 2007).

“There is a different but its not big different not too much different (culture)” (P5).

“You see our culture as in my culture, as African, black African ...there is many, many things ... which are different to South Africa” (P6).

It was discovered that, although there are some differences in cultures between refugees and local populations, there are also some similarities which most refugees feel could be used to bring the two groups together.

4.2.5.3 Personal cultural practice

Participants gave different views on practising their cultures in South Africa. The findings suggest that it is not easy to practise their culture when they are far from their original homes.

“No, I don't practice my own culture. I will practice my own culture but it will be nonsense” (P2).

“I don't because I only live with my husband so no other immediate family so it is difficult for me to practice (culture) without other members of the family” (P3).

Others due to spiritual faith said they don't practise their cultures; they said they are Christians, and as Christians they believe in God and not cultures.

“I am a Christian, I can't... I can't follow my culture” (P8).

Since most refugees cannot practise their cultures in the host countries, loss of culture and identity is likely to happen. This might have a negative impact especially when refugees decide to return to their places of origin.

4.2.5.4 Concluding comments on culture

The issue of culture was discussed in detail by the participants. It was discovered that when it comes to cultures, there are some similarities between their cultures and South African cultures, and also there are still some differences. The differences in cultures inhibit integration. Most refugees are caught in between two or more cultures; their own and South African cultures. In an effort to fit in, it was discovered that they do not practise their cultures and in the process they find that they abandon their cultures altogether.

4.2.6 Emotional sustainability

Emotional sustainability is another main theme that emerged and participants expressed their views under the following sub-themes; spirituality or faith and emotions.

4.2.6.1 Spirituality or Faith

Participants were asked how they sustain their lives emotionally and financially despite the difficulties, and some of them mentioned that their faith had led them through.

“Let me say by faith because ... I am a man of God I am having a church but I am trusting in God, I can say my faith, because I am a man of God” (P1).

Another participant reported:

“My faith helps me and God is always there to do something for me you see” (P4).

Social and religious networks assist in the integration of refugees. According to Amisi (2006), Muslim organizations were extremely helpful in supporting refugees in Durban and provided them with relevant information on how to integrate into the country.

4.2.6.2 Emotions

Some participants expressed their sad feelings when they reflected on their lives in South Africa while others had good experiences.

“Personally I can say, I feel so sad, the way things is happening the way people in South Africa they react to the foreigners, I feel so sad. So that makes me so sad to

see how I can say our brothers they push us away and that makes me so sad... ”(P1).

Another participant expressed his feelings about his life situation with sad emotions and said:

“...Totally broken...” (P2).

Contrary to the above, participant (P3) said

“...I was thinking of where to go now, what will I do, but they (South African friends) were so friendly and comforting they are very best friends to me and they are teaching me some of the languages, South African languages, they are so friendly I always share with my friends”

Participants also explained how moving from one area to another after the xenophobic attacks contributed to the loss of friends they had:

“The first time I had South African friends here so now I was leave my area after to leave my area I was lose all friends there I was stay. Until now I don't have other South African friends and so I think it's so better to have South African friends. You don't have to live alone in life yeah... and me there is no problem about me to have South African friends yeah and myself I like it, I like them, I like the South Africans, yeah.” (P5)

The common areas that of interaction with South Africans that were mentioned by participants were the place of work and church. In the work environment, the interaction was more work- related than social. It was common for refugees to acquire South African friends in church although they said that, even though they visited each other, as foreigners, there were still some issues that they could not discuss with South Africans.

“where I used to meet South Africans is in church and if the church finished just to greet each other and rush to go back home” (P7)

“I talk to my friends but not South Africans, even my South African friends who have got some issues we don't talk about you see they are my friends but I don't” (P9).

Participants felt that most South Africans lack the understanding of the circumstances that refugees live under.

“I can say maybe it’s the level of understanding you know... when you go to the black people they don’t understand you, they push you because you are a foreigner. They think you come to steal their jobs...” (P1)

The findings suggest lack of trust between refugees and the host population.

“What I have discovered with South Africans is lie. You see, you can’t trust South Africans” (P4)

“We knew that they (South Africans) don’t like us because somewhere you can go, you can pass... hey kwerekwere... but we did not expect that they will kill or do what they have done (xenophobic violence) so I can say eer... I don’t trust anymore South Africans especially blacks” (P6).

“... they don’t like us, they don’t like us so someone who don’t like you so why... you can work together but its not my friend you just work together because anytime they can do anything” (P6).

4.2.6.3 Concluding comments on emotional sustainability

The views expressed by participants can be summarized as follows; refugees do not easily attain their emotional sustainability and social integration. The findings suggest that most refugees are spiritual and rely on faith to face emotional challenges. The church was mentioned by many as their place of healing where they meet friends for comfort and get physical assistance such as food and clothing. It was also revealed that some refugees have formed relationships with South Africans which have been crucial for their emotional sustainability. Refugees explained that having South African friends has been useful especially when they are caught in desperate situations such as xenophobic attacks.

4.2.7 Support

During the interviews, participants discussed the issue of support measures available to refugees. Support appears to be the link between all the themes discussed. Achieving integration through employment and financial sustainability, education, health, language, culture and emotional sustainability requires adequate support from various institutions.

“Because when you are in poverty you will always remain the same but when you get support from NGO, it will help you to interact or to work together that kind of thing” (P2)

Refugees are aware of the efforts of the South African government to assist them with documentation to find employment although they admit the effort is inadequate.

“We can not say that we are not supported because they gave us opportunity saying that we can find jobs, I know that its not easy because if we go we want maybe to work they... ask we must have South African ID” (P9)

Participants further indicated that the support they received from the South African government was minimal and others did not even notice it. The findings suggest that to larger extent refugees rely on their own to resolve their problems or on outside help for their financial needs.

“My father have to send something to help me... its difficult” (P6).

“Sometimes we get money from helps, we have got brothers in the USA, Canada they can send more money so it can also help you see” (P4).

Just as much as they need to be supported in South Africa, participants are afraid of how it will make the South African feel when they have to receive a lot of support.

“You see if we receive support from the Government [laughs] that will make South Africans more, more angry” (P6).

“The problem now is about reaction of South African people... you can give us support today, if people don't have information before and if you didn't prepare people to see foreigners with excellent life, there will be fighting between those people” (P4)

Integration into the society for refugees who have SA friends has been somewhat easy they live with them in informal settlements and reduce the cost of housing because accommodation is not expensive in the townships. During the times of trouble such as xenophobic attacks, the friends were there to help and boost their morale.

“... This time of xenophobia I came here at work I just had one trouser the one that I was wearing but my friend, the one who is here... (South African), she went and bought some clothes for me..., sometimes you get support from South Africans especially this time of xenophobia they were moving around the community halls were the foreigners are and giving them food, giving them clothes to wear and their support was so great... ”(P3).

4.2.7.1 Concluding comments on support

In summary it can be explained that, lack of, support featured as an impediment to integration. The South African government has organized the asylum seekers' permits and refugee status as well as identity documents for them to be integrated into the society and become self-reliant. It was discovered, however, that obtaining these documents is not easy. Refugees use various means to access the documents; some used lawyers and others had to sleep outside the offices of Home Affairs for at least three days before getting the documents.

The agony does not end there though; after obtaining the documents, the refugees find that the employers don't recognize the documents and they are still discriminated from employment. Participants explained that having refugee documents in South Africa did not assist them much because they could not access a number of facilities such as employment; some banks don't accept these documents so they can't open bank accounts, they cannot access loans and even getting decent accommodation is a challenge with refugee documents.

Participants mentioned that during the time of need and desperation they are forced to use their South African friends who have identity documents to access certain services. Those who opt to study, normally get accepted in colleges and universities but are financially unable to cover the expenses and do not have any means of support to assist them with their studies. However, a variety of support services such as skills training, food and clothing are offered by NGOs for a short period of time when refugees are still adjusting to the new environment. This is able to keep them in a good state for a while. Some refugees receive financial assistance from their relatives who live outside South Africa, and these contributions to a certain extent lessen their financial burdens. Support in terms of accessing the refugee documents is limited as the process is long and not understood by many refugees.

4.2.8 Xenophobia

Participants spoke about xenophobia and xenophobic attacks. In their explanation, they show how xenophobia affects integration because it creates the feeling of bitterness and sometimes revenge among refugees which makes them reluctant to be integrated with the local population. The issue of xenophobia could not be avoided as

the interviews took place during the time when the attacks were happening and participants highlighted the sub- theme of interaction with South Africans.

“Problems of xenophobia, everything was taken by South African people’ I can say xenophobia but I knew long time of course that is was xenophobia but you know you cant push someone you cant convince someone if they don’t want you to learn you cant push it” (P1).

Xenophobic attacks brought about fear and reluctance on the part of refugees to enter South African communities.

“No, it’s not easy to a time being to enter South African society. It is not easy you got what is going on nowadays with xenophobia’ ... South African people don’t like, that’s why you can see last time they were killing... because of that. To my big surprise when I arrived in South Africa, I saw that xenophobia with increasing something that I have never seen” (P2).

4.2.8.1 Interaction with South Africans

Most participants (8) reported that they interacted with South Africans and they gave different reasons for this. They also gave different opinions on the issue of interaction with South Africans. However some participants expressed their concern on how xenophobic attacks affected interaction.

“... I used before this situation (xenophobic attacks) going to Khayelitsha praying with people and preaching the gospel ... I did work even in Gugulethu before preaching, doing what God does want me to do and I am in contact with South Africans” (P4).

All participants reported that interaction in South Africa depends on who you are associating with and most of them said it was easier to interact with coloreds and whites than blacks. The findings suggest that the intolerance against foreigners manifests more among black South Africans than other races. These findings explain the fact that all xenophobic attacks happened in black townships. As Pendleton (2007, p 41) asserts, “One way xenophobia manifests itself in South Africa is in the form of a nationalistic fear of non-South Africans, no matter what their origins... The hostility manifests itself most often against men at work or in the townships.”

“So even to a man of God you cant penetrate so easily with them (South African), so when you go to the colored people they are open, they welcome you, they give

you a warm welcome, that's why I say its ok, let just me integrate myself with the colored and the white people” (P1)

Another participant expressed his views with feelings of bitterness.

“That is a big challenge even if you are busy working somewhere they don't take you like friend. When you try to approach, they try to speak their home language but they don't try to let you to go in social life, the most of them will throw you away simply because you are not from this country that is a big challenge... but what I do is to do what they do, if they don't like foreigners, I never like them” (P2)

All participants put across their fears when they narrated what happened to them during the xenophobic attacks,

“I was so scared to go there just because they were attacking us so I couldn't even go there to take my clothes over there” (P3).

“We are scared... we are scared. We need to be together with South Africans but no, the character, we don't know what is the problem, what's the problem? What's the problem?” (P4).

Some participants (3) were convinced that education level matters when it comes to integration because it improves one's chances of integrating into the community.

As participant P2 mentioned:

“... those got high education have differently with illiterate people...there is kind of black the one who is got high education ... his behavior is right but one who didn't go to school, is totally closed to himself that's the problem”.

The participants who were more religious believe that love can bring people together.

“...us (religious people) to love is very important, we do not worry about the situation that can be there, we used to be together with everybody” (P4).

Some participants supposed that South Africans have negative attitudes towards foreigners and refugees because of a lack of information and ignorance.

‘They don't have enough information and they don't know what is a refugee (P4).

Other participants (7) think that South Africans are just not cooperating.

“We could also stay in Philippi (black township), with our brothers you see, sisters because they are black like us, we have to stay together but they are not cooperating” (P6).

“South Africa we complain for them because they use violence” (P8).

One participant indicated that South Africans had certain erroneous beliefs about foreigners which were not true,

“They (South Africans) started to talk in the taxi, I don’t like Zimbabweans, even the Mozambicans, I don’t like them just because they are witches and even I heard of an incident that someone was saying Angolans can eat people, but its not like that” (P3).

Studies have established almost similar incidents of intolerance of foreigners in Afghanistan and Iran where refugees were attacked and killed by local populations. (Emery & Ruiz, 2001). The experience of xenophobia in South Africa is not an isolated case. Xenophobia is a worldwide phenomenon which needs intervention guided by research.

4.2.8.2 Concluding comments on xenophobia

The findings revealed that xenophobia poses a problem for integration. Participants stated that they were aware that some South Africans were xenophobic but the attacks that occurred took them by surprise; they did not expect it to reach to the extent of violence. The attacks brought a lot of fear and uncertainty among refugees. Participants in the study were victims of xenophobic attacks. They were attacked and their properties and businesses were taken by South Africans; many of them had been living in temporary shelters during the interviews. The findings suggest that, although it is difficult to find employment, those who were employed were constantly threatened as they were accused of taking jobs that were meant for South Africans. The whole issue of xenophobia leaves refugees devastated and heartbroken. They are also afraid to be integrated in the communities.

4.2.12 Suggestions from participants

Participants felt that to a certain extent some difficulties they experienced could be avoided, and they gave some suggestions which they thought might reverse the current situation of refugees. These include educating communities and providing more opportunities for refugees.

4.2.9.1 Educating communities

Participants suggested that communities in South Africa need to be educated on different issues concerning refugees.

A few participants felt that South Africans themselves should change; one participant said,

“Among South African community they must change. They must know the rights of refugees” (P1)

Other participants (3) saw the need of educating communities;

“If the Government can educate people and teach people who is a refugee, why refugees come in our country, how can we treat those people, people will be able to respond according to what they know about refugees you see” (P4).

One participant suggested that apart from being educated, South African communities should also be assisted to express their feelings without violence.

“My suggestion is better to help South African people you know, today they talk about xenophobia and what they (South Africans) do and what they have done is expression of people they are not supposed to push them to do other things they must learn to explain what they feel you know” (P9).

4.2.9.2 Opportunities for refugees

Participants believed that giving refugees a chance to demonstrate what they have in terms of skills is better than telling them to go back and learn again.

“They can just give you a chance to see if you qualify you see, as I have got papers from my country if I am going to look for a job for example they just have to say no, we will give you a test so they can give me a test and see if I am able to do what they are asking me if they can see that I am able they can employ me” (10).

Refugees also had suggestions on how to improve integration between refugees and South Africans.

“The way that I can say to organize... something like... culture event to help foreigners and South Africans to be maybe in the same place to speak, not only those ones who study because in the University you can see it is another world but we are talking about in the city where we are living maybe to organize something like a cultural debate or to play football... I think this will be better to mix” (P10)

One refugee mentioned that probably the best solution would be for them to be given asylum in other countries (resettlement).

“The government must get a solution; the foreigners must go out its better. I can even suggest if other refugees can get a place out of South Africa it will be better just to reduce a number of foreigners in South Africa so we can even see if the situation will change you know we need to do something see can make everybody in peace and enjoy you see, not push people to do” (P9).

Another participant gave her concerns about how she would like to be treated.

“But what I can say is that, South Africans have to treat us like other people, like people and they mustn’t discriminate against us” (P3).

These suggestions demonstrate that there is need for consultation with refugees regarding integration strategies. This would facilitate the removal of barriers and constraints in the system particularly with regard to the recognition of qualifications, access to refugee documents and decrease occurrences of discrimination and xenophobia.

4.2.10 Chapter summary

The demographic characteristics showed that the study comprised more males than females. It was revealed that refugees found it difficult to get jobs especially in the public sector. Even when they were employed, the salaries were very low because their academic qualifications and skills were underutilized. Refugees were often emotionally unstable which impacted on social integration. Culture is another issue of concern because, although there were some similarities in the cultures of the refugees and South African cultures, there were also some differences. According to the participants, most South Africans do not realize that some refugees’ cultures were

similar to theirs. The majority of the participants in the study were from French - speaking countries and they did not speak any South African languages and were still learning to speak English. The language gap contributes to the inadequate social interaction between refugees and South Africans. Refugees were unhappy with the quality of services provided by government- sponsored health care facilities; in the event of health problems, they purchased medications from the pharmacies and rely on a pharmacist's advice about their health conditions. Participants indicated that they received very little support from the government; some NGOs provided minimum support such as skills training, food and clothing for a short period of time especially when the refugees first arrived. Some refugees received financial support from relatives who live outside South Africa such as in USA and Canada. Lack of, or minimum support featured as an impediment to integration. The issue of xenophobia has affected refugees and poses a problem to integration. Participants gave their suggestions which clearly indicate that there was a need for consultation with refugees regarding integration strategies.



CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The study provided several meaningful insights into the experiences of refugees and could guide the integration of refugees into society with specific regard to the areas of education, financial independence and employment, health, language, culture and emotional sustainability.

5.1 Conclusion

The major findings of this study highlighted key issues which could be used to understand the experiences of refugees in Cape Town with regard to their integration into South African society. The main themes explored include; education, employment and financial independence, health, language, culture, emotional sustainability, support and xenophobia. Throughout the interviews, participants often mentioned the life struggle in South Africa, the difficulties they experience in securing employment, speaking South African languages, the limited support they got from the South African government or NGOs and private sectors. The refugee documents that are issued to them have their shortcomings; firstly they are difficult to obtain and when obtaining, their functionality proved to be problematic. Xenophobia came out strongly as a stumbling block for integration; it has created a distance between refugees and South Africans.

The study has determined that when an individual's functioning or wellbeing is disrupted; they rely on the supernatural such as faith. The refugees' wellbeing is affected by forced migration. The systems theory plays a role in explaining the process of re-building the lives of refugees. This study has revealed these aspects as education/skills, employment/financial independence, language, culture, emotional sustainability, support and xenophobia have a role to play on integration.

5.2 Recommendations

The data reveals that many refugees have experienced difficulties in South Africa in the areas of health, employment and education. Differences in cultures and languages have escalated the situation. The negative experiences have been a major stumbling block for refugees to be integrated into South African society. Refugees do not reach

their potential because their education qualifications and previous work experience are not recognized; language and culture inhibit access to health facilities and sometimes contribute to the unemployment situation. Limited information about refugees in local populations has seen them become victims of xenophobia and xenophobic violence. The recommendations of the study have been derived from the key themes and suggestions from participants. It can be useful to both governmental and non governmental institutions.

5.2.1 Financial independence and Employment

Government and non- governmental institutions should collaborate to address unemployment among refugees by establishing mentoring programs. The programs should have activities such as advising and training refugees on how to find employment, and providing them with contacts of potential employers. Refugees should be given opportunities to utilize their potentials and demonstrate what they have in terms of skills and qualifications.

5.2.2 Education

There is a need for refugees to be given orientation course. This effort may improve access to public services because refugees will be informed about various issues that would affect them, as far as public services are concerned. Governmental and non-governmental organizations must work together to provide information to refugees on South African institutions and authorities. The government must sponsor non-governmental organizations to develop education programs to educate local populations about foreigners and refugees in South Africa as well.

The media could assist in educating communities about refugees by not only concentrating on negatives aspects but highlight good things and reasons of having refugees in the country.

5.2.3 Health

It is important for the government to establish a call centre that is multilingual with refugees' languages for giving refugees advice and referrals. This intervention may reduce stress, social isolation and emotional instability among refugees because they would be able to express themselves freely in their own languages. Health personnel that deal with refugees should receive appropriate training on how to handle refugees since the majority are traumatized and are emotionally unstable.

5.2.4 Culture and language

Non- governmental organizations should facilitate inclusive practices such as cultural shows and festivals, which embrace refugee cultures. Faith based organizations could organize workshops and, invite refugees to preach and teach congregations using their languages through interpreters. Schools both governmental and private can arrange cultural events; invite refugees in schools to talk about their cultures to learners and teachers. These events should be covered on the media. Some of the refugee languages such as French could be included in school curriculums as optional subjects.

5.2.5 Support

Most refugees are faced with the problem of obtaining accommodation. When obtained is expensive and the rental deposits are extremely high. The government could arrange accommodation for refugees such as hostels or camps for a certain period of time especially when refugees first arrive, until they can afford to support themselves or it could act as guarantor for those who are employed, to help refugees to acquire private rented housing because sometimes just being a refugee becomes a problem when looking for accommodation. Non governmental organizations could continue to provide food and clothing.

5.2.6 Xenophobia

Non- governmental organization should expand the services they offer to refugees into community development and interactions with local population. The centres should be constructed in such a way that they serve other purposes such as providing a place for socializing among refugees and local populations by having recreation activities such as sports and crafts making. The centres should also have community services officers and social workers and they should have child care and after care facilities. This would reduce social isolation and improve integration. It could also improve the emotional stability of refugees because they would be able to obtain emotional support when needed.

5.2.7 Policy interventions

The draft policy for refugees of 1998 indicates that there is a need for refugees' self sufficiency and local integration. Measures should be taken to ensure that the guidelines are stated clearly and should address the issues of recognition of their qualifications, underutilization of skills and employability.

Government support to refugees should be reviewed in future policy formulation and should include issues that affect refugees' wellbeing such as employment, recognition of qualifications and xenophobia. Refugees should be fully supported in order to make use of their potential and in order for them to achieve a better life in foreign environments.

5.2.8 Recommendations for further research

- The efforts by the government to integrate refugees in the communities have been received with reluctance from the host population. Even after the xenophobic violence, the re-integration of refugees and foreigners has been a challenge for the government. It is suggested that further research should be conducted to explore the views of the host population on the integration of refugees in their communities.
- During the xenophobic attacks in South Africa, the attackers mentioned that refugees and foreigners were the course for increased crime and shortage of employment because they take the jobs from the citizens and engage in various illegal activities. A study should be conducted to find out to what extent the presence of foreigners has contributed to increased crime and unemployment and should explore other reasons for intolerance against foreigners.
- Economic integration is often determined by employment. The study found out that most refugees are not employed and it is difficult for them to gain employment. Further research should be conducted to determine the reluctance of the employers to absorb refugees into the labour market when the refugees' permit clearly indicates that they could take up employment in the country.

6 REFERENCES

- Ager, A., & Strang A. (2008). Understanding integration: A conceptual framework. [Electronic version]. *Journal of refugee studies*, 21(2), 166-191.
- Amisi, B. (2006). An Exploration of the Livelihood Strategies of Durban Congolese Refugees. (Working Paper No. 123). School of Development Studies and the Centre for Civil Society, University of Kwazulu Natal, Durban South Africa. UNHCR (The UN Refugee Agency)
- ARESTA. (n.d). *Promotion brochure*. 22 Springbok street, Cape Town South Africa.
- Alliance for Refugees. (n.d). *Promotion brochure*. 9 Floor Sahara house, Hans Stridjom Avenue. Cape Town, South Africa.
- Babbie, E., & Mouton, J. (2001). *The practice of social research*. South Africa, Oxford University Press.
- Ballard, R. (2003). Preliminary Consideration on the relationship between forced migrants and the city of 'eThekweni' in Landau, L.B. (ed.) *Forced Migrants in the New Johannesburg: Towards a Local Government response*. Johannesburg: University of Witwatersrand.
- Bamford, H. (2008, October 18). Refugees fear more attacks and looting: City vows to close down safe sites. *Weekend Argus*, p4.
- Banathy, B.H. (1997) *A taste of systematics*. Retrieved October 10, 2007, from http://www.newciv.org/ISSS_Primer/ase04bb.html).

- Bariagaber, A. (1997). Political violence and the uprooted in the Horn of Africa: A study of refugee flows from Ethiopia [Electronic version]. *Journal of Black Studies*, 28, 26-42.
- BBC News Channel. *SA mourns victims of xenophobia*. Retrieved July 9, 2008, from <http://news.bbc.co.uk/1/hi/world/africa/7486969.stm>
- Benard, C. (1986). Politics and the refugee experience. *Political science quarterly*, [Electronic version], 101(4): 617-636.
- Bower, B. (2001). Many refugees can't flee mental ailments. [Electronic version]. *Science News*, 150 (20), 310.
- Burnett, A & Peel M. (2001). Asylum seekers and refugees in Britain. *Health needs of asylum seekers and refugees*, 322, 544-547.
- Burns, K., Neill, S., & Pierotti D. (2000). Why refugees need reproductive health services. [Electronic version]. *International Family Planning Perspective*, 26 (4), 161-310.
- Butler, A. (2003). Can refugees help? [Electronic version]. *Foreign Policy*, 136, 87-89.
- Bwakira, N. (2001). From Nansen to Ogatta: UNHCR's role in a changing world, [Electronic version]. *International Migration Review*, 35, 278-283.
- Carmon, N. (1981). Economic Integration of Immigrants. [Electronic version]. *American Journal of Economics and Sociology*, 40(2), 149-163.

- Dávila, T. L. (2008). Language and Opportunity in the “Land of Opportunity” Latina Immigrants’ Reflections on Language Learning and Professional Mobility. [Electronic version]. *Journal of Hispanic*, 7(4), 356-370.
- Dentlinger, L., & Prince N. (2008, September 13). City has spent R75m on displaced victims of xenophobia. *Cape Argus*, p4.
- Dijkstra, S., Geuijen, K., & de Ruijter, A. (2001). Multiculturalism and Social Integration in Europe [Electronic version]. *International Political Science Review*. 22, 55-83.
- Dolley, C. (2008, September 5). Sinister warning in letter to Somalis. *Cape Times*, p1.
- Dovlo, D. (2004). The brain drain in Africa: An emerging challenge to health professionals education. *JHEA/RESA*. 2(3), 110-120.
- Downs, K., Bernstein, J., & Marchese, T. (1997). Providing culturally competent primary care for immigrant and refugee women. *Journal of Nurse- Midwifery*. 42, 499-508.
- Emery, M., & Ruiz, H. (2001). Descent into disaster? Afghan refugees. [Electronic version]. *Middle East Report*, 221, 16-17.
- Feller, E. (2006). Asylum, migration and refugee protection: Realities, myths and promise of things to come. [Electronic version]. *International Journal of Refugee Law*, 18, 509.
- Firebaugh, G. (1991). The trend in between nation income inequality. [Electronic version]. *American Journal of sociology*, 26, 323-339.

- Griffiths, N., Sigona T., & Zetter, R. (2006). Integrative Paradigms, Marginal Reality: *Refugee Community Organisations and Dispersal in Britain*. [Electronic version]. 35(5), 881-898.
- Guest. A. M., & Stamm K. R. (1993). Paths of Community Integration [Electronic version]. *The Sociological Quarterly*, 34(4), 581-595.
- Harris, B. (2002). Xenophobia: A new pathology for new South Africa? *Psychopathology and social Prejudice*, 169-184
- Hein, J. (1993). Refugees, Immigrants, and the State. [Electronic version]. *Annual Review of Sociology*, 19, 43-59.
- Hennings, E. (2004). *Finding your way in qualitative research*. Van Schaik publishers, Pretoria
- Hweshe, F., & Yeld, J. (2008, May 18). Tourist panic over SA. *Cape Argus*, p1.
- Iboko. N. (2006). *Blaming the others: refugee men and HIV risk in Cape Town*. Unpublished masters thesis. University of the Western Cape. Cape Town. South Africa.
- ICN. (2006). *Health Services for Migrants, Refugees and Displaced Persons* Retrieved October 23, 2008 from <http://www.icn.ch/psmigrants00.htm>
- IDMC. (2008). Internal Displacement: Global Overview of Trends and Development in 2007. *Forced Migration Review*.

- Jacobsen, K. (1996). Factors influencing the policy responses of host governments to mass refugee influxes. *International Migration Review*, 30(3), 655-678.
- Kalumba, K. & Freund, J. P. (1986). Spontaneously settled refugees in Northwestern province, Zambia. [Electronic version]. *International Migration Review*, 20, 299-312.
- Kamanga, K. (2005). The Tanzania refugee Act of 1998: Some legal and policy implications [Electronic version]. *Journal of Refugee Studies* 18, 100-115.
- Kazadi, P. (2007, January 16). Support refugees in their contribution to economic prosperity. *Daily times*, p6.
- Kemp, C. (2006). *Refugee women*. Retrieved October 3, 2007, from http://www3.baylor.edu/~charles_kemp/refugee_women.htm
- Kennedy, P., & Lawless M, J. (2003). The maternity care needs of refugee and asylum seeking women in Ireland. [Electronic version]. *Feminist Review*, 73, 39-53.
- Kisangani, F. E. (2003). Conflict in the Democratic Republic of Congo: A mosaic insurgent groups: *International Journal on Word Peace*. Volume 20.
- Kibreab, G. (1996). Eritrean and Ethiopian refugees in Khartoum: What the eye refuses to see. [Electronic version]. *African Studies Review*, 38, 131-178.
- Landau, L. (2003). Forced migrants in the new Johannesburg: Towards a local government response. The Foundation for Human Rights.

- Langa, M. (2007, April 10). Zimbabwean refugees rely on selling crafts to survive. *Daily news*, p2.
- Laszloffy, T. A. (2002). Rethinking Family Development Theory: Teaching with the Systemic Family Development (SFD) Model. [Electronic version]. *Family Relations*, 51(3), 206-214.
- Lehmann, D. H. (2007). *The right to Education in the context of migration and integration- the development cooperation perspective*. DvV international, Bonn.
- Lenaerts, E. (2008). *Mental health in asylum seekers: The burden of belonging nowhere*. Keynote address at the Network Towards Unity for Health (27th Sept – 20 Oct 2008). Retrieved October 24, 2008 from http://www.thenetworktufh.org/download.asp?file=KeynoteSpeech_EvyLenaerts.doc
- Levitt, P., & Wagner, S. (2000). Refugee rights and wrongs: Global cultural diffusion among the Congolese in South Africa. Working paper #23
- Maxwell, J. A. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, California, Sage Production.
- Mohamed, R. A. (2008, June 6). Refugees simply want to be treated as humans. *Cape Argus*, p11.
- Morrice, L. (2007). Integrative paradigms, marginal reality community organization and dispersal in Britain. [Electronic version]. *International Journal of Lifelong Education*, 26(2), 155-172.
- Mupedziswa, R. (2001). Africa's refugee crisis. In A. Rwomire, *Social problems in Africa* (192-194). Greenwood Publishing Group.

- Nel. E., Binns T., & Motteux, N. (2001). Community-Based Development, Non-Governmental Organizations and Social Capital in Post-Apartheid South Africa [Electronic version]. *Human Geography*, 83, 3-13.
- Neuman, L. W. (2000). *Social research methods: Qualitative and quantitative approaches*. Library of congress cataloging- in-publication data.
- Ngwenya, B. N., Potts, F. N., & Thakadu, O. T. (2007). *The impact of HIV/AIDS on CBNRM in Botswana: The case study of Ngamiland*. Bay Publishing Company Gaborone, Botswana.
- Olsson, J. (2002). Women refugees and integration into U.S. society: The case of women from Bosnia and former Yugoslavia who resettled in the United States. Retrieved November 21, 2008 from <http://www.scholar.lib.vt.edu/theses/available/etd-06072002-120534/unrestricted/olsson.pdf>
- Papadopoulos, K. (2002). *Therapeutic care for refugees: No place like home*. London. H.Karnac (Books) Ltd.
- Pendleton, W. (2007). *Migration and Xenophobia in Southern Africa*. DvV international, Bonn.
- Psoinos, M. (2007). Exploring highly educated refugees' potential as knowledge workers in contemporary Britain: *Equal Opportunities International*; 26 (8), Research paper.
- Refugees Act, Act 130 (1998). Department of Home Affairs. South Africa.
- Reolofse, D. (2007, April 13). City asylum seekers handed unwelcome reception at centre. *Cape Argus*, p3.

- Robinson, V. (2005). *Refugees and illegals find AIDS drugs hard to get*. Retrieved November 5, 2007, from <http://proquest.umi.com/pqdweb?did=792130081&Fmt=7&clientId=48290&RQT=309&VName=PQD>
- Rolls, C. (2007, November, 29). Death of a refugee. *Drum Magazine* , 793, 12-13.
- Schibel, Y., Fazel, M., Robb, R., & Garner, P. (2002). *Refugee integration: Can research synthesis inform policy?* Retrieved November 21, 2008 from <http://www.homeoffice.gov.uk/rds/pdf2/rdsolr1302.pdf>
- Silverman, D. (2000). *Doing qualitative research: A practical handbook*. SAGE publications. London.
- Stebleton, M. J. (2007). Career counseling with African immigrant college students: Theoretical approaches and implications for practice. *Career development quarterly*, 22, 87-98.
- Stein, B. N. (1986). Durable solutions for developing country refugees. [Electronic version]. *International Migration Review*, 20, 264-282.
- Steinberg, J. (2005). *A mixed reception: Mozambican and Congolese refugees in South Africa*: Institute for security studies. Pretoria.
- The Oxford English Dictionary. 2nd edition Vol XX. Calrendon Press: Oxford
- UNHCR. (2007). *Tertiary refugee education impact and achievements: 15 Years of DAFI*. Technical support section (TSS). Geneva.

- UNHCR. (2004). *Refugees and the right to health in South Africa: A training tool*. UNHCR: Pretoria.
- UNHCR. (2006). *The state of the world's refugees: Human displacement in the new millennium*. Oxford University Press: New York.
- van Wagner, K. (2005). *What is Xenophobia*. Retrieved November 4, 2008 from <http://psychology.about.com/od/xindex/g/xenophobia.htm>
- Vawda, S. (1999). Foreign Migrants, Governance and Local Development Strategies: A Case Study of Internal African Migrants in Durban, Durban: University of Durban Westville. Draft paper prepared for the 4th International Congress of Ales Hrdlicka on 'World Anthropology at the Turn of the Centuries' 31 August to 4 September 1999, Prague, Czech Republic.
- Villalba, J. A. (2007). Culture-specific assets to consider when counseling Latina/o children and adolescents. *Journal for Multicultural Counseling and Development*, 35, 15-25.
- Weine, S. (2004). Family consequences of refugee trauma. *Family Process*, 43, 147-160.
- Wooldridge, J.M. (1997). On two stage least squares estimation of the average treatment effect in a random coefficient model. *Economics Letters* 56, 129–133.

7 APPENDICES

Appendix 1

Questionnaire about demographic information

Where you have been given more than one option; please tick next to the answer you choose. And kindly fill in the blank provided for the questions that don't have options.

1 GENDER

Male	1
Female	2

2 PLEASE INDICATE YOUR AGE

3 WHAT IS YOUR COUNTRY OF ORIGIN?

4 WHEN DID YOU COME TO SOUTH AFRICA? YEAR

5 WHERE DO YOU LIVE IN CAPETOWN?

7 WITH WHOM DO YOU LIVE APART FROM YOUR PARTNER?

8. ARE YOU OR ANY FAMILY MEMBER A MEMBER OF ANY SOCIAL GROUP i.e. Church, business, women group, men etc.

Yes	1
No	2

9. DO YOU SPEAK ANY OF THE FOLLOWING SOUTH AFRICAN LANGUAGES?

Xhosa	1
Zulu	2
Tsonga	3
South Sotho	4
North Sotho	5
Swati	6
Ndebele	7
Tswana	8
Venda	9
Afrikaans	10
English	11
None	12

10. MARITAL STATUS?

Single	1
Married	2
Divorced	3
Widowed	4
Cohabitation	5
Other	6

15. HOW WOULD YOU RATE YOUR HEALTH STATUS?

Weak	1
Not so bad	2
Average	3
Good	4
Very good	5

16. DO YOU HAVE ANY CHRONIC AILMENTS?

Yes	1
No	2

If Yes, please specify;

17. DO YOU REQUIRE MEDICATION THAT NECESSITATES YOU TO ATTEND GOVERNMENT FUNDED HEALTH CENTRE?

Yes	1
No	2

18. HOW OFTEN DO YOU SPEND TIME WITH SOUTH AFRICANS?

Always	1
Very frequently	2
Occasionally	3
Rarely	4
Very rarely	5
Never	6

Why

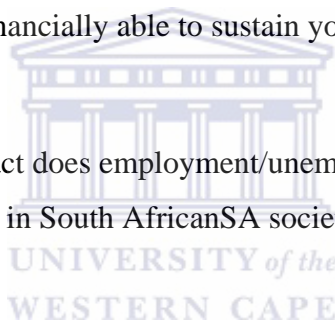


UNIVERSITY *of the*
WESTERN CAPE

Appendix 2

INTERVIEW GUIDE

- 1) How do you think your level of education influence/impact your refugee status?
- 2) How has your education / training facilitated your entry into South African Society
- 3) What do you do for a living?
- 4) Are you financially able to sustain your lifestyle?
- 5) What impact does employment/unemployment have on your integration in South AfricanSA society?
- 6) Tell me a little about your experience about finding employment in South Africa
- 7) Did your education/ training assist you in finding employment?
- 8) How do you sustain yourself financially?
- 9) Do your daily activities in your work, social groups etc allow you to interact with native South Africans?



10) Do you think it is an advantage to speak South African languages?
Please clarify?

11) What impact does knowing the South African language have on
integration?

12) Describe your experience in learning SA language(s)?

13) Do you find SA culture different from your own? If Yes/No! How
so?

14) Do you practice your own culture in SA? If Yes/No, Why?

15) Describe your feelings about how South Africans relate to foreigners
especially refugees.

16) Do you believe that familiarizing with SA cultures has/will have an
impact on integration of refugees in SA? Yes/No. How/ Why

17) What kind of experiences have you had in your interaction with the
South African Health Care System?

18) How does your health status determine the way you interact with
people in SA? (Prompt – is this different in comparison to back
home)

19) Describe your feelings about the support to refugees in SA.



- 20) When you have problems either emotional or financial, who do you talk to?
- 21) Do you have any SA friends? Yes/No; Why?
- 22) How does having South African friends influence the interaction with other South Africans in society?
- 23) What kind of support do you get from NGOs, Government, church, community, and social clubs such as women groups, men's groups etc?
- 24) When you have issues that either make you happy or sad, do you share this with any South Africans? (Not necessarily your friends.)
- 25) Describe the impact of support (social, financial, emotional) in SA on interaction with South Africans in SA society.

Appendix 3

Table of themes and sub- themes

	Theme	Sub- themes
1	Education	<ul style="list-style-type: none"> ▪ Education and skills ▪ Education and refugee status ▪ Work experience and recognition of refugees' qualification ▪ Underutilization of skills
2	Financial independence and Employment	<ul style="list-style-type: none"> ▪ Insecurity ▪ Limitations and access to job markets ▪ Insufficient income ▪ Threatening experiences in the workplace ▪ Obtaining a refugee status ▪ Recognition of refugee documents
3	Health	<ul style="list-style-type: none"> ▪ Accessing services and Treatment
4	Culture	<ul style="list-style-type: none"> ▪ Understanding and knowledge of South African culture ▪ Cultural differences and similarities ▪ Personal cultural practice
5	Language	<ul style="list-style-type: none"> ▪ Learning and speaking South African language
6	Emotional sustainability	<ul style="list-style-type: none"> ▪ Spirituality or faith ▪ Emotions
7	Support	
8	Xenophobia	<ul style="list-style-type: none"> ▪ Interaction with South Africans

Appendix 4



University of the Western Cape

Private Bag X17 Bellville 7535 South Africa



FACULTY OF COMMUNITY AND HEALTH SCIENCES

HUMAN ECOLOGY

Permission letter

TO WHOM IT MAY CONCERN

REQUEST FOR PERMISSION TO CONDUCT RESEARCH



I, Tusekile Mwambetania, a masters degree student in Human Ecology at the University of the Western Cape, request a permission to conduct a research at your centre.

I am to explore the experiences of refugees in the Western Cape, South Africa with regard to their integration into society. It is expected that the findings of the study could provide a meaningful insight to local and international organizations working with refugees on how to improve their service delivery in order to better refugees' lives. A qualitative research design will be used where an in depth interview will be conducted involving ten (10) refugees. Data coding schemes will be used to analyze data.

For more details, please feel free to contact me,

Yours Faithfully

Tusekile Mwambetania

Contact details:

Mobile: 076 456 1876

Email: 2771827@uwc.ac.za



Appendix 5



University of the Western Cape
Private Bag X17 Bellville 7535 South Africa



FACULTY OF COMMUNITY AND HEALTH SCIENCES

HUMAN ECOLOGY

Consent form



Dear respondent,

I..... accept to participate

in this study is to explore the experiences of refugees in the Western Cape, South Africa with regard to their integration into society. I have received a letter of information about the study, the procedure and the nature of the study have been explained to me and my doubts and questions have been clarified to the point of satisfaction.

Date

Signature

Witness

Appendix 6



University of the Western Cape
Private Bag X17 Bellville 7535 South Africa



FACULTY OF COMMUNITY AND HEALTH SCIENCES

HUMAN ECOLOGY

Letter of consent

Research Topic: Explore the experiences of refugees in the Western Cape, South Africa with regard to their integration into society.

Researcher: T. Mwambetania

I.....voluntarily agree to participate in this research. It has been explained to me that the minithesis is in partial fulfillment of a Masters of Human Ecology degree at the University of the Western Cape. The purpose of this research has been explained to me and I am aware that my participation is based on anonymity and I can withdraw from the research at anytime. I am also aware that the information I provide will be used for research purposes only. I understand that after the minithesis has been written, all tapes and transcripts of the interview will be erased to ensure confidentiality.

Signature: Participant.....
Date.....

Signature

Researcher.....

Date.....

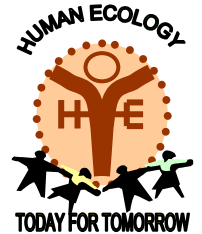


Appendix 7



University of the Western Cape

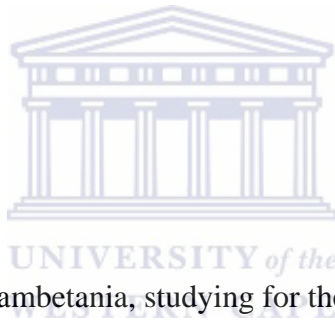
Private Bag X17 Bellville 7535 South Africa



FACULTY OF COMMUNITY AND HEALTH SCIENCES

HUMAN ECOLOGY

Information sheet



My name is Tusekile Mwambetania, studying for the Masters Degree in Human

Ecology at the University of the Western Cape. I am currently engaged in a research project titled; “Explore the experiences of refugees in the Western Cape, South Africa with regard to their integration into society”. This study is conducted in two refugee centres in Cape Town under the supervision of Professor P. Daniels of the Faculty of Community and Health Science of the University of the Western Cape.

The objective of the study is to explore the experiences of refugees with regard to integration.

To complete this study, I need 45 minutes of your time for an interview. The interview will be audio taped, transcribed and verified with you. In this regard, I undertake to safeguard your anonymity by omitting your name and that of the

centre in my project. In order to ensure your confidentiality, I will erase the taped information once the information has been transcribed. You have the right to refuse to participate in this research study at any time. The benefit of this study is that you will be given the opportunity to verbalise your experiences. Recommendations will be made based on the results of this study to the relevant authorities.

A summary of the research findings will also be made to you on your request.

For more information, please feel free to contact me on the following number:

Mobile: 076 465 1876

Yours faithfully

Tusekile Mwambetania

M.A Human Ecology

Researcher





Alliance for refugees in South Africa

9 Hans Stridjom Avenue Thibault House.
Tel: (+27) 21 42 123 48, 42 10 111
Fax: (+27) 21 42 123 58
Cell: (+27) 72 88 347 81
:(+27) 78 255 84 66

Website: www.afri-sa.org.za
Email: gpambason@yahoo.com
Cape Town.
8000
South Africa
Reg.No.047/115npo

Date 4/oct/2008

To Whom It May Concern:

Dear sir/madam

Re: TUSEKILE MWAMBETANIA

The management of alliance for refugees in South Africa confirms that the above Mentioned person was on research during May and June 2008 in our organization and during our stay with her, she shown great interest in trying to understand the life of a refugee.

It is our request that this research may pave away for her success and also pass The examination .

Best regard

Joseph birikomawa
Alliance for refugees in South Africa



UNIVERSITY of the
WESTERN CAPE

Appendix 8



Agency for Refugee Education, Skills Training & Advocacy
Foundation for Community Work, 22 Springbok Street, Kewtown, Athlone 7764
P.O. Box 821, Cape Town 8000, Republic of South Africa
Phone: +27 (0)21 633 8762 • Fax: +27 (0)86 514 8956 • E-mail: coordinator@aresta.org.za

June 09, 2008

TO WHOM IT MAY CONCERN

RE: RESEARCH APPROVAL AT ARESTA

NAME OF RESEARCHER: **TUSEKILE MWAMBETANIA**
RESEARCH TITLE: **EXPLORE THE EXPERIENCES OF REFUGEES
IN THE WESTERN CAPE, SOUTH AFRICA
WITH REGARD TO THEIR INTEGRATION INTO
SOCIETY**
TYPE OF RESEARCH: **INTERVIEW OF REFUGEES**

The above named has been allowed to conduct the stated research at ARESTA.
Please accord her the necessary assistance/cooperation.

Sincerely,

Charles MUTABAZI

COORDINATOR



Patrons: Father Michael Lapsley, Clarence Ford
Board Members: Johann Magerman (Chairperson), Pethu Serote (Secretary/Treasurer),
Esther Kaleji-Maane, Chao Mulenga (Members), Charles Mutabazi (Director)
NPO Number: 013 – 806 NPO • PBO Number: 930023904
Website: www.aresta.org.za