



## GLOBAL LEGACIES OF RACIAL INJUSTICE

Global Week Virtual Exchange

Nottingham Trent University

2021



# TRANSFORMATIVE LEARNING JOURNEYS

EDU Africa aims to promote the process of student transformation by utilizing the unique context of Africa to help students broaden their intellectual horizons and grow personally, cross-culturally, professionally, and as global citizens.



**INTERCULTURAL  
COMPETENCE**



**GLOBAL  
CITIZENSHIP**



**PERSONAL  
GROWTH**



**INTELLECTUAL  
GROWTH**



**PROFESSIONAL  
DEVELOPMENT**

## PROGRAM OVERVIEW

### About South Africa

As its name might suggest, South Africa is a country located on the southern-most tip of the African continent. South Africa is well-known on the global stage for its long struggle with Apartheid, transitioning to a democratic nation in 1994. Its formative histories, however, are much longer and more complex than the narrow lens of Apartheid allows. Contact between the indigenous societies of the Khoi and the San, and the waves of migration that brought various Bantu civilizations south from West Africa are a couple of examples. Like many other African countries, South Africa is home to varied people groups, cultures, and religious belief systems; for this reason, it is often called the “Rainbow Nation”. It is also geographically rich and varied, comprising of 8 different biomes that are spread across the country, and is home to a spectacular array of plant, mammal and bird species.

### About Kenya

Kenya is a country in East Africa; it is bisected by the Equator and is home to savannah, lake-lands, the dramatic Rift Valley, mountain highlands, and a coastline on the Indian Ocean. It is famed for its scenic landscapes and vast wildlife preserves, but its human history is just as remarkable as its natural heritage. Kenya has been an independent nation-state for just over half a century, but its diverse human history dates back many of years, from the earliest hominids who lived millions of years ago, to the Nilotic and Bantu migrations and the settlement of Arab traders on the coast in the first century AD. One of the country’s two official languages, Kiswahili, has both Bantu and Arabic origins that demonstrate this history, while the second, English, is evocative of its colonial past. The country is home to one of the fastest growing economies in Africa, and relies heavily on tourism. It is Africa’s original safari destination, and shares the world-famous great Wildebeest migration with its neighbor, Tanzania.

### Program Content

Colonization, colonialism, and anti-colonial movements are key parts of Africa’s past and present. Colonialism penetrated almost every aspect of life in African countries that were colonized – economic, political, social, and cultural – restructuring, reformatting and often fragmenting the key indigenous institutions that governed identity and social relations along the way. Since independence, African societies grappled with the legacies of colonialism in different ways and with various effects. But the challenges these societies face in confronting legacies of the past -- such as systemic racism, poverty, oppression, police brutality, corruption, and injustice -- are not unique to the African context alone.

The Black Lives Matter movement in the USA, for example, demonstrates the need to confront not just local, but global legacies of colonialism and racism in order to dismantle the systems that perpetuate them. This session engages participants with historical and present-day issues of racial injustice in particular, placing students in conversation with local activists in Kenya and South Africa. Using the past as a lens to explore present-day international manifestations of racism, participants will engage with responses to social injustices through collaborative problem-solving.

## Virtual Exchange Inclusions

Through both synchronous and asynchronous methods, students will explore, experience, and engage with the following:

- Engaging Discussions with Local Activists for Racial Justice
- Small Group Discussions
- Reflective Struggle Song Exercise
- Small Group Reconciliation Challenge

## LEARNING OUTCOMES

By the end of this cluster, participants should be able to:

1. Identify instances of racial injustice in local and global contexts (past and present)
2. Devise ways to overcome these oppressions at a global level

Note: Specific learning outcomes and activities can be constructed in collaboration with EDU Africa's dedicated curriculum development team.

## DAILY PROGRAM

Date	Time (GMT)	Session	Facilitator	Learning Outcome Achieved
Pre-Program		Students will be notified of the pre-program reading and activities to be completed ahead of time		1
26 April, 2021	2 – 2:15pm	Program Orientation and Introduction to Global Legacies of Racial Injustice in Africa	EDU Africa Program Facilitator/s	1
	2:15 – 2:35pm	Engagement Session: Racial Injustice in the Kenyan Context	Billy Mugambi	1
	2:35 – 2:55pm	Engagement Session: Racial Injustice in the South African Context	Felicity Harrison and Jodi Williams	1
	2:55 – 3:15pm	Breakout room Discussion	EDU Africa Program Facilitator/s and Contributors	1

	3:15 – 3:30pm	South African Struggle Song Reflection Exercise and Wrap up	EDU Africa Program Facilitator/s	1
<b>28 April, 2021</b>	2 – 2:10pm	Introduction to Global Solutions to Racial Injustice	EDU Africa Program Facilitator/s	2
	2:10 – 2:30pm	Engagement Session: Effective Solutions in Kenya	Billy Mugambi	1,2
	2:30 – 2:50pm	Engagement Session: Effective Solutions in South Africa	Felicity Harrison and Jodi Williams	1,2
	2:50 – 3:10pm	Small Group Reconciliation Challenge	EDU Africa Program Facilitator/s and Contributors	2
	3:10 – 3:30pm	Reflection Exercise and Wrap up	EDU Africa Program Facilitator/s	2



## SUSTAINABLE DEVELOPMENT GOALS

This program engages students with the principles of the following United Nations Sustainable Development Goals:



## PROGRAM CONTRIBUTORS

### Billy Mugambi (Social Activist, Kenya)



Billy Mugambi, also known as Mr Sketch, is a freelance illustrator, children's content creator, and fine artist. He holds a Bachelor's degree in Design from the University of Nairobi, and has worked as an art teacher in various schools in Nairobi. Billy uses various forms of visual and performing arts to express himself and his beliefs- he draws, paints, sculpts, crafts, writes, sings, and plays the guitar. He also cherishes the belief that art is the most powerful and enduring tool for social revolution used by mankind; a universal language of activism that does not require a translator. He therefore strives to use it responsibly in his own unique ways.

### Jodi Williams (Institute of Justice and Reconciliation, South Africa)



Jodi is the Communications and Advocacy Officer at the Institute of Justice and Reconciliation in South Africa. She has an honours in Political Science from the University of Stellenbosch. Her postgraduate studies focused on the intersectional links between political participation and Gender in South Africa. As a student, Jodi was heavily involved in student activism and is passionate about systemic inequality and exclusion in higher education.

### Felicity Harrison (Institute for Justice and Reconciliation, South Africa)



Felicity Harrison is with the Institute for Justice and Reconciliation in South Africa. Felicity holds a degree in Law and Politics and an Honours degree in Human Rights, Normative Theory and International Relations. She has done extensive work in the area of Justice, Democracy and Human Rights.

## ACTIVITIES/SESSIONS

### EDU Africa Orientation

EDU Africa offers a comprehensive introductory session at the start of the Virtual Exchange program to kickstart student engagement and manage expectations of their time ahead. The orientation session begins with an overview of EDU Africa and its transformative learning goals. It is led by the local Program Facilitator who will guide and support the group through each session for the duration of the program. The orientation is designed to give students a brief introduction to the country, add context to the program theme, and provide information that is pertinent to the group's overall experience. Students will have the opportunity to ask questions towards the conclusion of the session.

## Country-specific Engagement Sessions

The Engagement Sessions are an opportunity for participants to hear from local activists in the area of Racial Justice as they speak about the colonial pasts of their countries and how these pasts are still impacting communities currently. By offering engagement with injustices in a country-specific context, students are able to identify examples of racial injustice in Kenya and South Africa. In Session two, contributors share examples of effective solutions to racial injustice in their countries and open the discussion to global solutions to this transcontinental injustice.

## Breakout Room Discussions

Students are divided into smaller groups to discuss the presentations by the contributors and apply their learning into their own local context. It is through critical analysis with their peers that global connections are realized and similarities and differences can be used to create new solutions both locally and globally.

## Struggle Song Exercise

Students listen to a song created during the South African struggle against apartheid. In a moment of reflection, using the lyrics of the song, they are asked to contemplate a world without injustice. Students share their responses in the group to close off the session.

# PROGRAM EVALUATION

## Reflection Sessions

Reflection sessions encourage students to think through, process and make meaning of their experiences on the program. Through a combination of formal and informal reflection techniques, students will be asked questions and invited to engage in structured activities that encourage them to articulate their thoughts and feelings, internalize any lessons or moments of growth, and ultimately, to transform, in line with the program learning outcomes.

In the Struggle Song reflection during the first session, students listen to a song created for the South African struggle against apartheid. In a moment of reflection, using the lyrics of the song, they are asked to contemplate a world without injustice. Students share their responses in the group to close off the first session.

In the Ally Statement reflection during the final session, students are asked to look back on the program and what they have learned. Because learning comes with responsibility for action, the session is wrapped up with students sharing statements about how they will personally become an allies of global racial justice.

# STUDENT ELIGIBILITY REQUIREMENTS

Students participating in this program should be aware of and be prepared for the following:

- Ability to access high-speed internet connectivity and use the following online platforms:
  - Zoom
- Willingness to adapt to unpredictable circumstances (e.g. connectivity issues)
- Speaking openly about the themes of identity and race with people from different backgrounds
- Commit to the hours outlined in the program and be considerate of the difference in time zones
- Signing and adhering to the policies outlined in EDU Africa's Virtual Exchange Participant Agreement Form which include Covid-19 Protocols.

**#AFRICAMYCLASSROOM**

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