FOREIGN STUDENTS: THE LESOTHO STUDENTS' REASONS, LEARNING AND SOCIAL EXPERIENCES IN THE INSTITUTIONS OF HIGHER EDUCATION IN THE WESTERN CAPE, SOUTH AFRICA

BY

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Preface

This study was done as a Mini-thesis in part fulfillment for a Masters degree in Education (M.E.D.) in Democracy and Education in the Department of Philosophy of Education and History of Education at the University of the Western Cape.

Abstract

The aim of the study was to find out the academic and social experience of Lesotho students who studied at institutions of higher education in the Western Cape between 1990-1997.

The research methods employed in this study involved both primary and secondary data collection. Secondary data was collected in Lesotho and in the Western Cape, particularly from libraries and government institutions. Primary data was collected through interviews conducted on some Lesotho students in the Western Cape and a few back in Lesotho

This study was conducted as a mini-thesis in part fulfillment of the requirements of the degree of Master of Education in the Department of Philosophy of Education and History of Education at the University of the Western Cape.

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Last but not least I would like to thank my friend, now present husband Vusi Mashinini (Snr), our sons Vusi Mashinini (Jnr) and Andile Mashinini (Jnr) for the emotional support that I needed to finish up the mini-thesis.

This all said and done, all the flaws in both arguments and otherwise are my entire responsibility.

ANNA KUILI

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4.1 Tables

Abbreviations in the Text

Cape Tech	=	Cape Technikon
C.H.C.	=	Central Housing Committee
		Foreign Students
Pentech	=	Peninsula Technikon
U.C.T.	=	University of Cape Town
Res. Admin	=	Residence Administration
		University of Stellenbosch
U.W.C.	=	University of the Western Cape

Chapter One

Introduction

Focal problem:

The aims of the study were first to establish why Lesotho students chose to further their studies in the institutions of higher education, in the Western Cape Province, South Africa, and second, to investigate their learning and social experiences at these institutions.

Aims:

In terms of the focal problem stated above, the specific aims of this project were to investigate:

(i)   the total number of Lesotho nationals registered at the University of the Western Cape, Cape Technikon, Peninsula Technikon, University of Cape Town and the University of Stellenbosch, for the academic years 1990 to 1997.

(ii)   and map places of origin and the secondary and tertiary institutions that they attended before coming to South Africa.

the reasons for coming to South Africa for studies in terms of academic, financial, social, political and other motives.

their perceived advantages and disadvantages of studying in South Africa in general, and of studying in the Western Cape Province in particular, and of studying at particular institutions in that region.

(v)   the preferred language of instructions where registered.

(vi)   the preferred course/intended courses at the time of registration and their second choice of courses and the reasons given for registering in these areas.

the types of grants and scholarships and donor policies, available and how these were shared to their individual institutions for their studies.

The academic and social experience of Lesotho students in the institutions where they were registered.

Rationale

was increased discussion of the phenomenon of foreign students worldwide. Studies show that there were reasons why foreign students moved to other countries which might include the following: students were forced to enroll for programmes that were not offered at their home universities (Wagner and Schnitzer 1991:287), universities abroad offered sponsorships to students from the Third World countries (Throsby 1986:400), and foreign students chose programmes that they thought might be relevant to conditions at their countries of origin (Wagner and Schnitzer p. 282).

It was observed that students moved to other countries, in order to gain expertise, so that when they reached their homes, they could be appointed to leadership positions in domestic local scientific and academic communities (Altbach, Lulat and Kelly 1992:43). Students also perceived that the world valued the knowledge and institutional patterns of major industrialised countries. As a result they chose to

move to universities recognized abroad, in order to attain the standards that the international community had legitimized (Altbach, Lulat and Kelly et al. p. 43). Finally, the world emphasis on developing a peaceful, co-operative global community was also cited as a reason why people moved to other countries for studies (Fry 1984:203).

This study focused on a specific group of foreign students, Lesotho students in South African universities and technikons. It was a special study in that geographically, Lesotho was landlocked within South Africa. Therefore, it was inevitably affected by changes in South Africa's policies. As a result Lesotho students were affected by the apartheid education policies. Apartheid policies did not grant institutions of higher education permission to admit Lesotho students before the late 1980's, the reason was that the National Party's policies on education, included restrictions such as not allowing black students to be registered with the historically, white universities. This also meant that blacks had to learn/study within their ethnic and social context, because the universities were divided along tribal lines. Therefore Basotho students, had to seek place for their higher education in other African countries or abroad rather than coming to South Africa.

South Africa, on the other hand faced the international community's sanctions due to her (SA) apartheid policies. Lesotho, a member of the United Nations, Commonwealth and Organization of African Unity (OAU) had also embarked on boycotting South Africa. This was done by Lesotho, in order to comply with the other commonwealth, UN, and OAU countries. For instance, Lesotho did not sponsor Basotho students in the Homelands, as Lesotho did not recognize the homeland policy.

However, with the achievement of democratic elections in 1994, in South Africa, there came a change in South Africa and the international

community at large. South Africa became less strict on immigration and foreign students policies. The flow of Lesotho students to South Africa increased. Donor countries, as members of the UN stopped their boycott of apartheid policies in South Africa, after the achievement of democratic elections in April, 994.

Lesotho students, who wished to further their studies in the institutions of higher education in South Africa, could get financial support from the donor agencies and their government. In the late 1990's, donors like British Council became aware that paying for fees for a student in Britain cost them thirteen thousand pounds a year. This amount of money, was proved equal to seventy-five thousand rand (R75,000) in South Africa currency. This amount of money was also found to be an effective amount that could be paid for seven students in the South African institutions of higher education. It was therefore, decided by the British Council that financing education for students (Lesotho students being amongst them) in South Africa was much cheaper than financing for them (students sponsored by British Council) in Britain (Rouhani & Paterson 1996:295).

The Ministry of Education and Training in Lesotho, implemented foreign funders policies on how and where to spend money on the Lesotho students' education. The Ministry of Education and Training also monitored the allocation of these funds in Lesotho. The process of implementing, monitoring and allocating of state and donor funds for Basotho students was done through the National Manpower Development Secretariat (N.M.D.S. In the mid- 1990's, Lesotho students who wished to study for degrees outside Lesotho were advised to apply to top class South African institutions of higher education World Bank, 1995:17).

The National University of Lesotho, on its part, had gaps in providing education for Basotho citizens. For instance, most post graduate degrees are not offered, even for those that were offered the number of applicants admitted was very low. The country (Lesotho) had no technikon, nor a medical school. This shortage for adequate education and training facilities was often cited by students interviewed to be one of the reasons why students from Lesotho moved to South African institutions of higher education.

It was in this context that this study on Lesotho students at South African institutions of higher education was undertaken. The main aims were to establish reasons given by the Lesotho students for coming to the Western Cape for their studies. Secondly, information was sought on their learning and social experiences in the universities and technikons of their choice. This was done, in order to achieve the main aims of this study. The aims of this study were motivated by the fact that the Basotho in Lesotho had long ethnic ties with the Basotho in Gauteng, Free State, Northern Province and North- West. It was assumed that because of this ethnic link Lesotho students could be attracted to universities and technikons in those provinces. However, this was found not to be the prevailing situation. This study enabled me to find out why some Lesotho learners chose to study in the Western Cape. The Lesotho students, learning and social experiences were investigated.

This study might be significant to the Southern African Development Community (SADC) member states, who set policies for the movement of their own students across countries. This study might also be of assistance in the formulation of policies in both the sending countries and by the host or receiver South Africa.

Universities and technikons might also find the study to be of assistance in their formulation of policies that dealt with admission, management, accommodation, fees, intake levels, population groups and students interaction to promote multicultural education

At the governmental level different departments could use the study in their formulation and implementation of policies, with regard to foreign students movement to South Africa. For instance, the Department of Home Affairs in South Africa and the sending countries could be able to engage in more dialogue on more effective procedures for foreign students.

Methodology

Secondary information was gathered at a governmental level. This kind of information was sought from the Department of Home Affairs in Cape Town on statistics on Lesotho students study permits issued in the 1990's. The information gathered included statistics on the total number of Lesotho students that have acquired study permits from 1990 to 1997. Information was acquired on procedures that students follow in obtaining study permits, paying for repatriation fees and re-entry visas. Other information gathered was from the Department of Home Affairs, in South Africa; on it's policies with regard to foreign students.

Statistics were sought at the Ministry of Education and Training, in Lesotho, on the number of Lesotho students who have been granted studies in South Africa. Information on the policy of granting Basotho students studies in South Africa was sought from the National Manpower Secretariat (NMDS). The NMDS was the department within the Ministry of Education and Training whose portfolio included awarding loan bursaries to Lesotho students in South Africa. Some funders like the

British Council (BC) officers and the United Nations Development Programme (UNDP) officers were interviewed by the researcher. These interviews with BC and UNDP was concerned with their policies on granting funds to Basotho students who pursue their studies in South Africa. Statistical data of Lesotho students in South Africa was sought from these funders.

At institutional level, data was gathered at the National University of Lesotho (NUL). This data was on the total number of students in the university. The statistics on the number of the Basotho students, at NUL, were compared to that of the Basotho students in the Western Cape. This information assisted the researcher to be able to find out whether there were more Basotho students in the Western Cape than at NUL studying for higher education qualifications.

Relevant statistics were sought from the University of Cape Town (UCT), University of the Western Cape (UWC), University of Stellenbosch (US), Peninsula Technikon (Pentech) and Cape Technikon (Cape Tech) from 1990 to 1997. These statistics were acquired from the students records of these institutions. This information on the total number of Lesotho students in the Western Cape Province, institutions of higher education, enabled the researcher to compare it with the total number of Lesotho students at NUL.

There was information gathered in relation to these institutions' policies on admitting foreign students. Information was gathered on the different faculties in which they (Lesotho students) had registered with. This information gathering was on the specific programmes in which Basotho students were registered.

Data was gathered from Lesotho students registered at UCT, UWC, US, Cape Tech and Pentech. Qualitative information sought included interviewing present and past Basotho students, in the Western Cape. These interviews sought to investigate on their reasons for studying in their respective institutions of higher education. They (past students) were interviewed about their learning and social experiences in these institutions. The researcher analyzed these findings and compared the past and the present Lesotho students' motives of studying at the Western Cape, their learning and social experiences.

Data gathering was sought through administering questionnaires to the present students. These questionnaires were equivalent to the ones on the interviewing procedure. The questionnaire was basically on finding about the Lesotho students reasons to study in the Western Cape, learning and social experiences.

The researcher constructed a sampling frame of all Lesotho students in these institutions. This was done on the basis of the data collected from the institutions of higher education in the Western Cape. The aim was that of establishing the Lesotho student's population. The researcher estimated that a hypothetical figure of around two hundred students was enrolled in all these institutions. A maximum sample of forty-eight students was consulted, between 1997 and early 1998

The researcher analysed the information gathered, drew tables where statistical data needed to be shown on the total number of lesotho students. This was done to show the number of students at NUL and the ones in the Western Cape institutions of higher education. On the basis of the analysis of the information collected, the researcher speculated regarding the future of Basotho students in South African institutions of higher education in the near future.

The researcher was a Lesotho student too. She had reasons of studying in the Western Cape. She had learning and social experience in the Western Cape too. Therefore, she might be in a better position to carry out the study or she might be bias in carrying out the study because she was part of the problem under investigation.

An Outline Structure of the mini-thesis

Chapter One introduces the study. It contains the statement of the problem, focal problem, the rationale and the methodology used to carry out the study. It also has an outline to show what each chapter is about.

Chapter Two is based on a review of literature on the phenomenon of foreign students in relation to two areas. These are the first world, Europe, the United States of America and the Third World countries like Asia and Africa. There is a specific focus on the causes of movement of Lesotho students to South African institution of higher education.

Chapter Three discusses the methods used in collecting data. This is the method's successes and failure. It's limitations and successes in trying to achieve the aims of the study are discussed.

Chapter four reports on the empirical results of the statistical survey and the analysis of the interviews of Basotho students studying in the five institutions of higher education in the Western Cape. Tables are constructed to create a quantitative dimension of the question under investigation. This chapter will have the following subsections:

> Analysis of characteristics of Lesotho students going to the Western Cape.
> Discussion of the reasons for moving to the Western Cape.
4.3 Examinations of their learning and social experiences in the Western Cape.

Chapter Five draws together the major findings, conclusions and recommendations.

CHAPTER TWO
FOREIGN STUDENTS ABROAD: A GLOBAL PERSPECTIVE

1.1 Introduction

This review of literature focused on the reasons for the movement of students between the industrialized countries themselves, and the cases of movement of students from the Third World nations to industrialized countries. The last section of this literature review attempted to show the overseas students academic and social experiences.

There seemed to be many factors leading to the movement of students to study in other countries. The reason given by students in studying overseas from industrialized countries differed from those of students from the Third World. Students from industrialized nations moved to other countries for linguistic training, cultural enrichment, and in some cases for the experience of living in another unfamiliar place. Some academic institutions in North America and Western Europe awarded academic credit for foreign study in such fields as foreign languages. Thus studying abroad was an important part of the curriculum (Fry, 1984:205). It was significant that foreign academic degrees were treated with less respect in some industrialized countries. For instance, if the value of foreign degrees were taken to be less than domestic qualification, it is obvious that students were not motivated to obtain such degrees. Japan is given as one of those countries which did not recognize foreign degrees in some fields and from some universities. It was however, indicated that in the earliest period of Japanese civilization emphasis was laid on sending Japanese technicians and students overseas to gain up to date skills in a different number of disciplines needed by the Japanese to cope with the modern technology. Fry indicated that Japanese still send thousands of students overseas, especially in fields

related to science and technology (Fry 1984:205). The European Union made it easier and less expensive for students from its member states to study in institutions in its member states by having a common currency the Euro-dollar in the late 1970's (Altbach et al, 1985:14).

Push – Pull factors on foreign students

2.2.1 GLOBILISATION

The emphasis on economics as well as cultural and social independence, that was the on going debates about "globilisation" which encouraged competition, intellectual and skills development amongst nations was perceived as one of the factors that motivated movement of students to other countries. Globilisation therefore is one of the factors that made students seek access to degrees from countries other than their own. Since competition and development would be amongst intellectuals from different countries, it was advantageous for prospective students to seek programmes that could offer them training which would enable them to become competitive. To the advantage of foreign students, such foreign qualifications were helpful on the national or international labour market and usually reward the possessors with higher salaries and good possibilities for higher positions (Altbach et al. 1985: 12-13;Thelejane, 1990:2; Weiler et. Al., q984: 175; Wagner and Schnitzer, 1991:276).

It was also significant that Third world nationals did not only acquire technical skills, and personal career upliftment while abroad, but;

> It can also be an intense cultural experience that has deep and
> Fundamental meaning for many sojourns. Given the extensive
> Research on attitude changes associated with foreign study,
> changes may have many positive intangible benefits related to the

building of a peaceful co-operative global community 1984:208).

Despite the positive aspect of globilisation there were also negative aspects of globilisation. Brislin pointed out that studying abroad made Third world students who return home confront the problem of "culture collisions." Some managed to integrate the newly acquired values with the old. However, Brislin indicates that the process of readjusting was difficult for many returning students (Brislin, 1981:297-299; Lifton, 1969).

2.2.2 POLITICAL FACTORS

Political factors in the receiver countries had an impact on the movement of students. For instance, after World War Two, foreign policy agreements on offering assistance to students from former colonies which had financial crises, prompted many industrialized nations to take a great number of international students (Altbach, Kelly and Lulat, 1985:10)

Political and economic changes in the world, "as well as political realignment between countries" all had an effect on the choice made by foreign students to study abroad. For example, when the United States government became active in alliance with a country, the number of students moving from that country to the United States went up. Whereas, if the United States government became less active in its alliance with another country, the number of students moving from that country to the United States dropped. For instance, the American government's lack of sympathy towards allowing visas to students from Iran since the revolution in that country, reduced the flow of Iranian students from home to America (Altbach, Kelly and Lulat 1985:10).

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Foreign students' movement could also be affected by changes in foreign policy leading to the completion of two countries' agreements. For example, bilateral agreements between China and the United States or Ethiopia and the Union of Soviet Socialist Republic slowed down the flow of students between these countries. The movement of students might also be affected by economic policy changes that stressed requirements for specialised pre-higher learning education which might not be afforded by some students from other countries because it was expensive. China could be cited as an example of a country that send students abroad to acquire pre-higher learning education

2.2.3 EDUCATION POLICY CHANGES

The language used as medium of instruction in a country could also influence the flow of foreign students abroad. There was less flow of foreign students to study in those countries which insisted on use of their own national language as the medium of instruction/as the only medium of instruction. The prospective foreign students were often discouraged by their lack of knowledge of the national language. The fact that to make up for a language of instruction meant attending long language lessons and tests which had to be passed before the students could be allowed to pursue with or embark on their actual courses.

There was a preference by foreign students to study in those countries which used a language with which they knew as a medium of instruction or which had one of the optional language from which the students could choose their own medium of instruction.
Some countries like France attracted foreign students to study their national languages by making specific policies and programmes which were promoted by the Alliance Franse'. The alliance Franse' offer

scholarships for this purpose to some foreign students to study French in France.

American higher education pulled students to such programmes, as they were funded or financially assisted by the American government (Jenkins, 1983:64).

Sometimes students were faced with unsympathetic policies that denied them admission because of being identified with unfavoured population groups. In some instances, certain racial and ethnic groups found themselves excluded from obtaining admission to local institutions of higher education (Weiler, 1984:170; Moock, 1984:236).

2.2.4 POOR QUALITY EDUCATIONAL FACILITIES IN THE THIRD WORLD.

Many Third World countries, had poor educational facilities for training their personnel in all fields, which are required for training their students to acquire the diversity and higher level of skills necessary for their national development efforts. It therefore became necessary for them to send their students abroad to acquire those skills. Therefore the skills, academic and social experience of having studied overseas is highly valued (Kelly and Lulat, 1985:14; Weiler, 1984:170; Moock 1984:236).

2.3.1 LACK OF ACCESS AT HOME

In some cases Third world countries did not have enough tertiary institutions. For example, Lesotho had only one university and one polytechnic. In some countries local academic programmes were very limited and highly selective. The increase in the prospective student population at some countries also had an impact on the movement of

students. Therefore, a great number of students who did not obtain admission to academic institutions at their home countries, often chose to move overseas for their education. On the other hand problems of accessibility made some Third World countries offer opportunities for studying overseas (Altbach Kelly and Lulat, 1985:11).

2.3.2 THE EXPANSION OF SECONDARY PROVISION

The expansion of secondary education provision in some Third World nations like Tanzania and Kenya increased numbers of middle-class young people who sought access to higher education. However, local academic programmes were not able to accommodate their growing numbers. In response to this some governments increased the provision of scholarships. This was done through asking for more donor assistance and increased participation from the NGO's and the private sector to fund more students to study in institutions outside the country. However it needed to be noted that some Third World countries perceive foreign study as a reduction of pressure on limited available home academic resources (Altbach, Kelly and Lulat, 1984:14; Weiler, 1984:172).

2.3.3 FINANCIAL SUPPORT OF THE HOST COUNTRIES

It was also significant to realize that although immigration policies have tightened, in Britain, Germany and France in the late 1970's privately funded students were still observed to be moving in great numbers. It was also noticeable that privately funded students choose places where the cost of education accommodated their capacity to pay. India and the Phillipines had become popular among foreign students because of in-expensive education offered (Altbach et al, 1985:14).

Some of the Third world countries send out their students to study in other Third World countries because of the availability of scholarship in those countries. India and the Phillipines were given as examples of the Third World countries which host many foreign students. Altbach, Kelly and Lulat indicated that studying in India became popular for students in the South Asian region and also from some countries in Africa. Thus India extended her influence in the South Asian region and in some countries in Africa (Altbach 1985:14).

India seemed to attract many students, because firstly, admission into the universities was said to be easier than in other countries Altbach and Lulat, 1985:14. Secondly, to a certain extent higher education curricular were more suited to the condition in the third world. Thirdly, Indians costs of the education were low. India might also benefit such personnel as they (foreign students) might work in India upon completion of their studies. In some cases, they (foreign students) may also work for low wages in the universities as tutors or student assistants and as a result India will gain cheap labour (Altbach, Kelly and Lulat, 1985:1). The Phillipines on their part attract many international students because of their large educations system that functions in English. The Phillipine's private universities potential hosts for foreign students from South East and Mexico (Smith, Woesler de, Panfieu and Jarousse 1981:102)

2.3.3 SOME REGIONAL PATTERNS OF ATTRACTION

Argentina hosted Latin American students, and Egypt became a traditional center for students from the Middle East. Whereas, Lebanon, because of its English and French medium universities, host foreign students from the Middle East (Smith, Woesler de, Pantieu and Jarousse, 1981:102)

2.4.1 ECONOMIC POLICY CHANGES

The movement of foreign students was also affected by economic policy changes in the receiver countries. Economic problems in the industrialized market economy, led to the re-evaluating of policies with respect to the education of international students.

Some states in America, Australia, Britain and the German federal Republic decided to lower the flow of international foreign students by increasing fees. Britain and Australia, diverted their financial assistance to most of their nationals. This policy had to be adopted because the cost of fees for British citizens at undergraduate level had been lowered. These policy changes reduced foreign students movement to countries because of increased fee expenses (Altbach, Kelly and Lulat, 1985:10; Williams, 1984:260).

2.4.2 INTERNATIONAL STUDY AS AN INTRODUCTORY EMIGRATION

For some students, who were fully responsible for financing their studies, or relied on their families' financial support for their studies, their reasons to study in a foreign country were specific. For instance, some foreign students perceive their studies as introductory to immigration. It seemed statistics on the "brain drain" from Taiwan, South Korea and many others could be taken as evidence of this notion (Myers, 1972:51; Glaser et al, 1978:70; Rao, 1979:160 and Cao, 1996:270). Since in the past visas for studying abroad were easily obtained from America, Britain, Germany Federal Republic, foreign students in this places hoped that their temporary study could be changed into permanent residency. However, such moves have been noticed by host countries like America, Britain, Australia, and the German Federal Republic. Since the world

economic recessions of the 1980's turning a temporary study permit into a permanent stay was no longer easy. Access to turning a study residence permit into a permanent stay is highly controlled as these countries were experiencing a problem of great influx of both legal and illegal immigrants (Altbach, Kelly and Lulat, 1985, 14; Harris, 1995).

2.4.3 POLITICAL ASYLUM

Students who moved overseas for studying due to political reasons, sometimes found it difficult to go back due to lack of political stability in their home countries (Altbach 1985; 14).

2.4.4 ADVANTAGE OF COMPETENCE IN AN INTERNATIONAL LANGUAGE

According to Fry, studying overseas offered one of the most effective ways to acquiring knowledge in a foreign language. Capability in a foreign language was highly significant for professionals in states "where the national language was not one used internationally". For instance, professionals in countries such as Japan, Indonesia, Thailand, and Nepal needed knowledge of an international language like English in order to interrelate with professionals in other areas of the world as well as in their own places. Ability in an international language create access to unlimited areas of academic material of a different ideological kind. Knowledge of English and French provided the means "to a wide diversity of ideological perspective on" the most important issues. It was also a fact that foreign language ability was in most cases related to career success in both the private and public sectors in communities where the national language was not an international one (Fry, 1984:203).

As much as knowing the international language was important, some scholars like Altbach, Kelly and Lulat also pointed out that foreign students became used to working in international language like English and French, and in most instances did not find it easy to utilize local languages for scientific work in their countries of origin

2.5 THE POSSIBLE NEGATIVE CONSEQUENCES OF WORKING IN AN INTERNATIONAL LANGUAGE

An intellectual was sometimes unable to engage in an intellectual talk or lecture in the local language and more often did not offer services in developing a scientific life in the home language. This meant the intellectual was unable to offer any scholarly help unless he or she uses an international language. On the other hand, there were some who possessed foreign qualifications and were sometimes unwilling to translate their work or to help in preparing textbooks or learning materials in a local language (Altbach, Kelly and Lulat, 1985:20).

2.5.1 IRRELEVANCE OF CURRICULUM CONTENT AND METHODOLOGY

Overseas training sometimes created problems for foreign students. It was found to be based outside the real life and experience of the international students' home conditions. As a result Bray comments that a number of small states discovered that their overseas students wasted time and energy meeting foreign academic requirements which were not going to be of any good use to their own job requirements and prospects (Bray, Clarke and Stephens 1986:73). In addition to that, Moock indicated that the learning materials were often irrelevant to conditions at home but were also passed or when foreign students moved from the third world countries which had poorly institutions for training

and received training, in the industrialized countries which were well resourced they found themselves overqualified and overtrained for their poorly resourced technologically equipped home countries. Training of this kind encouraged some overseas students to perceive themselves as specialist professionals. These views or perceptions were said to be less suited to small countries. Those who viewed themselves as experts in certain fields of studies were said to be unwilling and unprepared to undertake the generalist work which their countries needed urgently (Bray, Clarke and Stephens 1986:73, Moock, 1984:231-239).

Moock pointed out that overseas training problems did not only involve third world students alone. It seemed that many lecturers abroad, were not familiar with the prevailing academic life and development conditions of the foreign students' countries. As a result problems encountered while translating the subject matter of study into "practical application" at home. Moock cited the United States graduate department of economics as an example in this problem. He stated that it was only five percent of the faculty members who had experience in Africa. This forced the many talented international students to shift their research focus to developed countries problems because it became of interest to many "available thesis advisors" (Wyn Owen in Moock 1984:231). In the final analysis, these students frequently did not undertake research work that addressed their countries' economic problems as there was no staff suitable to advise them on such research work (Moock et al 1984:231).

2.5.2 SOME POSITIVE GAINS OF OVERSEAS STUDY

Some leading research universities in the United States and Europe were indicated as examples of institutions that addressed Third World conditions in their instruction.

International students who studied in these universities learned about their countries' historical social, and economic conditions, availability of Africa Centers that had scholars with important professional experience on the continent created opportunities for overseas students. International students could make use of such an opportunity to focus their major research on home countries problems, because there would be available professional advisor. The availability of the Third World materials in the libraries and book shops in London, Paris, New York, Boston and East Lansing and Michigan enabled foreign students to have access to educational material on their home countries' (Moock, 1984:230)

According to Williams for library arts "the issue of relevancy relates to more than the substance of study". For studies to be relevant, they need not only be attached to the students' social context only. The subject matter and techniques taught should be relevant to the students home situation in order for them to appreciate their value. This meant that overseas students should be equipped with analytic skills for defining and solving problems. As mentioned earlier, scientific and technical fields areas, seem to have a different experience for international students. This meant that staff members sampled, in the faculty of business and science, indicated that students themselves should "find ways of applying the principles and techniques of the traditional disciplines studied" (Marvin Baron 1979 in Moock, 1984:230).

2.5.3 SOCIAL EXPERIENCE
2.5.4 CROSS-CULTURAL CONTACT

According to scholars like Altbach, Kelly and Lulat, the major cause of international students' loneliness, personal depression and different psychomatic illness was the cross cultural isolating factor. Overseas

students all over the world seemed to complain about this factor. It was however, different for those foreign students who were able to establish regular, and smooth interrelationships with the other people of the host country. Having positive contact with the local people of the host country, had also been proved to have a good impact on the foreign students' academic success. It was therefore, viewed that good contact with local people of the host country "ranks at the very top of international students' needs". Hull (1978) had also been cited as one of the researchers who discovered that in his United States study of this focus, that overseas students who made mention of regular good cross-cultural meeting with Americans (through activities such as joint academic work, visits, outings, discussions, taking active roles in artistic/social/communal practices) were the students who did not report of homesickness. Because of good relationship with the local people, they became less anxious to go back home. Hull's study was said to be supported by the same finding for overseas students studying in other countries like Brazil, Canada, France, India, Iran, Japan and Kenya (Altbach, Kelly and Lulat, 1985:25). Research shows that there were three factors that contributed to good cross-cultural contact. example, good command of the host country's language or international language; previous travel experience; absence of discrimination and cultural background. All these variables, did not only help one to achieve good results academically but also helped the foreign students in breaking down cross cultural isolation.

2.6 LOCAL PEOPLE'S ATTITUDE

The attitude of local people to foreign students also contributed to the harmonious or bad relationship of both parties. If local people in the host country were hostile to foreign people, a good command of the international languages nor an experience in travel would not help the

overseas student to have a good sojourn. Klineberg and Hull (1979) study also indicated that foreign students who most likely mention an experience of discrimination were to be found in France, United States, United Kingdom and Canada. Overseas students who experienced personal discrimination, were reported to have been in great percentage in Japan (forty-four percent); Hong Kong (thirty-six point six percent); France (thirty-five point eight percent); Kenya (thirty-four point five percent); Canada (thirty-four point two percent); Iran (twenty-two point two percent); United Kingdom (twenty-two point zero percent); West Germany (seventeen point nine percent) and Brazil (eleven-point six percent); Maliyamkono also found out that when it came to good cultural and racial relations experience of overseas students from East African countries, North America rated the lowest mark, followed by Western Europe. Eastern Europe had the highest mark (Maliyamkono 982 in Altbach, Kelly and Lulat, 1985:26)

2.6.1 OVERSEAS STUDENTS' OWN CULTURAL BACKGROUND

Another important variable preventing or promoting cross-cultural contact was the overseas students' own cultural background. White and findings (1981) showed that the issue of cultural background was so important that it even prevails over the language competence variable, when they tried to match it to social adjustment in their comparative study of Indian and Chinese students. "They acknowledge that English language competency might have links to acculturation but this linkage "appears to be neither strong nor consistent across groups of foreign students whose national origins differ" (White and White 1981:61 in Altbach and Lulat, 1985:26)

2.6.2 CROSS CULTURAL ENRICHMENT

Fry mentioned that cross-cultural experience had "deep and fundamental meaning" for many overseas students. Basing his hypothesis on the attitude changes of foreign students, he viewed foreign study to had many good benefits in relation to the building of a peaceful co-operative global society (Fry, 1984:208)

2.6.3 POSSIBLE NEGATIVE EFFECTS OF STUDY ABROAD
SOCIALIZATION INTO A CONSUMER CULTURE

As a consequence of studying overseas, foreign students studying in developed countries might become exposed to "consumer oriented culture, dress, the purchase of luxury goods like video tapes, recorders, home computers, washing machines and the private automobile".
the sending countries whose interest was saving and sending students abroad to acquire skills in order to develop their countries in return, this could be a disadvantage. Bray indicated that one of the negative effects of studying abroad for students from small states was that "they may acquire tastes for material comforts which cannot be provided when they return home" (Altbach, Kelly and Lulat 1985:19; Bray, et al., 1992; 1984:209)

2.6.4 THE PROBLEM OF CULTURE MARGINALITY

With important attitude and cultural changes presumed with overseas study, some people experience a problem of cultural conflict when they return home. Some individuals were able to integrate their newly acquired cultural values with the old. Brislin calls such people "multiracial", while Lifton calls them, "Protean individuals" (Brislin, 1981: 297-299) Many overseas students seemed to find the process of

readjusting very difficult. One example of a person who experienced problems of readjusting the acquired attitude and cultural changes with the old was the old scholar Nehru. He felt that he was a mixture of the East and the West, but he also felt like he did not belong in any of the two areas. He revealed that sometimes he had exile's feelings in his own country (Nehru, 1985:596) Signh (1963) came into contact with some Asians who received their education in the west. These Asians showed some cultural traits of the West among their own people. For instance, Asians introduced English terms into the local language and this created a barrier between the Western-educated professionals and the local peasants with whom they were aiming to have a dialogue. The other example given was that of an Indian villager, who warned his grandchild about studying overseas. He told his grandchild that Indian students who went to England neglect their religion and culture. They (Indian students from abroad) smoked in the presence of elders and were not even ashamed to offer them cigarettes. He even mentioned that they were also embarrassed of their poor fathers whom they introduced to their officer friends in town as servants from their village home (Signh, 1963 in Fry, 1984:210)

In Micronesia, the problem of cultural marginality was also showing its signs very distinctly. For instance, Nevin pointed out the outstanding clashes between Western education and Micronesian cultural and economic realities. His respondents commented of university graduates returning to Micronesia and "just hanging around drinking" (Nevin, 1977:154).

CONCLUSION

The review of literature in the preceeding sections of this chapter showed that there were positive and negative aspects related to the phenomenon of international students.

In terms of positive aspects international students stood much to gain in other countries in which they went to study. The gain included technical training and acquisition of skills, which enabled them to become effective manpower both in their home countries and anywhere else where they might choose to work.

In some rare cases, some students even managed to acquire citizenship in their countries of study.

Lastly, the various countries from which students originated, were often poorer than those to which they went for education. This poverty made the sending countries to fail to provide adequate resources and facilities for the education of their students at home. This therefore acted as a major push factor that caused international students to move out of countries in search of better education elsewhere. On the other hand, countries that acted as destinations that provided the international students with education were often richer and therefore can afford to provide the international students with resources and facilities necessary for good education.

It was often availability of these educational resources and facilities that acted as major pull factor that attracted international students.

In case of negative aspects the literature review showed that despite the gains in some cases, international students under went some language,

cultural, financial, political and academic capability problems in some host institutions and countries.

The study reported upon in this mini-thesis used the pull-push model as presented in this chapter as a conceptual framework to analyse the experiences of Lesotho students in the Western Cape in South Africa.

CHAPTER THREE
METHODOLOGY

Introduction

In academic studies, three approaches to methodology, namely positivism, the interpretative/human action and the radical critical approaches were recognized. This study employed mainly human action in its approach to the study of Basotho students and their experiences in studying in the Western Cape's tertiary institution.

Secondary data

Two methods of data collection were used in this research. Firstly, secondly data was collected from the University of Western Cape (UWC) library on the movement of foreign students to South African tertiary institutions. More emphasis was placed on collecting material on the movement of Lesotho students to South African institutions of higher education. There was not much written on Lesotho students movement to South African institutions of higher education except on Paterson and Rouhani's article of 1996.

Secondly, secondary information was sought at governmental departments. In South Africa, this kind of information was gathered from the Department of Home Affairs on Lesotho students' possession of study permits issued in 1990-1997. This was achieved through interviews and acquisition of the necessary documents. In Lesotho, secondary data was captured from the Ministry of Education and Training on the total numbers of Lesotho students studying in South African institutions of higher education in 1990-1997.

At the funders level, representatives from the British Council (BC) United nations Development Programme (UNDP) were interviewed in Lesotho. The representative from the National Manpower Secretariat (NMDS) was also consulted on the policies of granting loan bursaries to Lesotho students studying in South Africa. Secondary data was also gathered at the institutional level. This kind of information has been acquired at the National University of Lesotho (NUL), University of Cape Town (UCT), University of Stellenbosch (US), University of the Western Cape (UWK), Cape Technikon (Cape Tech) and the Peninsula Technikon (Pentech) on the population of Lesotho students in the nineties. Interviews have been held with the representatives of the international offices of these institutions. A detailed analysis of the secondary data obtained showed that in terms of government agencies both in South Africa and Lesotho the following specific information was sought. In South Africa, information was sought on procedures that students followed to obtain study permits, paying for repatriation fees and for re-entry visas. This was achieved through interview and acquisition of the necessary documents.

In Lesotho, statistics was sought at the Ministry of Education and Training, on the numbers of Lesotho students who have been granted permission to study in South Africa. Information on the policy of granting permission to Basotho students to study in South Africa was acquired from the National Manpower Development Secretariat (NMDS). The NMDS is the department within the Ministry of Education and Training whose portfolio includes awarding loan bursaries to Lesotho students in South Africa. I have demonstrated through tables the numbers of Lesotho students who were registered at South African institutions of higher education, in the Western Cape.

Funding Agencies

interviews with British Council (BC) and United Nations Development Programme (UNDP) was on their policies on granting funds to Basotho students in South Africa. Statistical data of Lesotho students in South Africa was, however, not available from these funders. These funders indicated that they did not directly offer financial assistance to individual students but did work in collaboration with the government ministries in issuing of such finances. This meant that no national could apply for financial assistance on an individual basis. The money for study purpose seemed to be distributed to different ministries for various areas of disciplines. The concerned ministries offered it to certain employees to study for short courses in some cases for a full programme, on specialised areas.

Interviewees consisted of a few private students paying their own fees. Availability of granting Basotho students loan bursaries reduced a number of private students paying their own fees. More lately the demand that Basotho students must work for two years after degrees, or honours in South Africa before proceeding with their other post graduate degrees led a few rich ones to pay for themselves.

However it was not always that scholarships were awarded to those who had applied for them purely on merit. Sometimes political patronage, nepotism and corruption did influence some of the officials to offer scholarships to some students whom they knew and denied to offer scholarships to some of those who had qualified and applied.

With regard to the National University of Lesotho (NUL) statistical data was gathered from the Registrar's office on the total numbers of students in the institution This assisted the researcher to be able to assess

whether there were more Basotho students in specific fields of studies in the Western Cape institutions of higher learning than at NUL,

Secondary data was also collected from the international offices of the tertiary institutions in the Western Cape. There were only two tertiary institutions in the Western Cape that had established international offices and employed personnel for such a purpose. Those were UCT and US. UWC, Cape Tech, and Pentech had not yet established such offices.

international students affairs were still a responsibility of the academic registrars in these institutions. As a result in most cases international students in these institutions were treated or handled like any local student. These institutions' policies in relation to admitting international students, were the part of the data sought. This was acquired through interviews and the collection of the necessary documents,

Primary data

Primary data was also collected from Lesotho students. Sampling was used because the time, money and manpower resources did not allow for the conduct of a complete population survey. In order to establish the Lesotho student population a sampling frame of all Lesotho students in the five tertiary institutions in the Western Cape was constructed. It was done on the basis of the data collected from these institutions. It was estimated that a figure of around two hundred students were enrolled in these five tertiary institutions, in the Western Cape in 1990-1997. This sampling frame had some limitations on this research. In the first place, it meant that the lack of resources compelled the researcher to make the choice of the subjects to be interviewed on a basis of the objective of the study. Therefore the choice rather than choice of the subject was more purposive than based on probability. As a result of this, the results of

the survey might have some sampling bias. In the second place, due to shortage of time the sampling size was reduced from thirty-five to twenty-one. Twenty-one units of observations too few for one to draw conclusions upon. This implies that the study merely provided an indicative information base.

A questionnaire was devised and distributed for self-administration to twenty-one respondents at the University of Cape Town (UCT), University of the Western Cape (UWC), and the Peninsula Technikon (PENTECH). A questionnaire was used to determine the Lesotho students' reasons for choosing to study in the Western Cape with reference to their academic and social experience. The questionnaire was taken as a pilot exercise. The pilot questionnaire helped me to check that all questions and instructions were clear to the respondents. The researcher was also able to do away with any unnecessary information which, seemed not to be useful in capturing the necessary data.

These pilot questionnaire held the same questions as the ones on the questionnaire used for interviewing. The choice of the Lesotho students was random and was based on the criteria that they were Lesotho nationals studying in the South Africa institutions of higher education in the Western Cape. Due to time constraints, the researcher was not able to reach the University of Stellenbosch (US) and the Cape Technikon (CAPE TECH) for the pilot exercise.

The data obtained from this research was processed manually and statistical tabulations made. Therefore, these tables have been used to support or notify hypotheses on issues raised in the study

Qualitative data gathering was also necessary in order to complement the data gathered through the questionnaires. Therefore, the researcher

decided to use qualitative instrument to provide additional information that could not be acquired through the use of qualitative method. The questions used for the interview carried the same structure as the ones on the questionnaire. Twenty-three subjects were interviewed to achieve this purpose. In order to represent the total population of the Lesotho nationals studying in the five tertiary institutions in the Western Cape, the researcher decided to interview at least five subjects from UCT, the available three from US, five at UWC, PENTECH and CAPE TECH. made that the sampling size increase to forty-four respondents. Qualitative information sought included two former students at UWC past years Lesotho students, one UCT past years Lesotho student, and one US past year's Lesotho student. This increased the sampling size to forty-eight informants. The researcher carried out the interviews in English because the study had to be presented in English.

3.5 Limitations and the problems of the study

The researcher is Lesotho national, who studied in one of the tertiary institutions in the Western Cape. Therefore, she might have been in a better position to carry out the study or she might have been biased and had a restricted vision because I was part to the problem under investigation. Undertaking this research had an advantage because she lived in the Western Cape, and she knew where some informants stayed and could easily get into contact with them. She knew the best way to approach the respondents. She spoke the same language, shared the same culture, underwent the same scholarship acquisition procedures and foreign affairs procedures when coming to the Western Cape for further studies. She appreciate some of the respondents' problems. On the other hand, at times I suspected that she might have not got the crucial information she needed. For example, coming from a place where people knew each other, some respondents might have felt

insecure of revealing some of their experiences. They might have feared that revealing their true feelings about their experiences might lead them into unpleasant experiences which might hamper their studies somehow. It was not easy to get in touch with all the subjects, because some did not stay in the universities nor technikons residences.

As a foreign she faced some problems in trying to acquire information from one institution. For instance, her limitations with local languages like Afrikaans and Xhosa caused her to be treated with suspicion. In one case, she had to spend the whole two months trying to convince the institution's administration to give her access to the information she needed. This meant that a number of visits were necessary before she was able to acquire the necessary information. It became very difficult to convince some local people about the need for the study, especially when she was undertaking a study on foreign students. One official, at one institution, was reluctant to release information asking her why she was investigating their institution. She could sense that there was a mistrust of some kind from him. At the same time he gave her an impression that there might be some interesting issues on foreign students in his institution that were hidden.

CHAPTER FOUR

LESOTHO STUDENTS IN THE WESTERN CAPE PROVINCE: PRESENTATION AND FINDINGS

4.1 BACKGROUND

4.1.1 Demographic Profile of the students

A total number of forty-eight students were interviewed. These students were in two groups. Those who were still students at the time of interview and those that had already completed their studies and were working in Lesotho.

The modal age group was twenty to thirty years. The range was between eighteen years and forty. Invariably students who were eighteen and twenty-five were predominantly in the technikons because they went for further studies after their Cambridge Overseas School Certificate which was normally completed when the pupils are seventeen. Those who were between twenty-five and forty were mostly found at university level, again because of the fact that the majority were enrolled in the postgraduate diplomas and degrees. The students in the post-graduate programmes mostly for those students who were thirty and above finished their junior degrees at the National University of Lesotho. Most of them had worked in Lesotho before going for further studies at the Western Cape. Thirty of the students interviewed were females. However, most of the students registered with the institutions of higher education in the Western Cape were males as from 1990-1997/98. The total males enrolled in these institutions was 539 while that of females was 315.

Most females said that they were not married therefore had no major reason to remain at home. They argued that they decided to further their

studies so that they could be economically independent and competitive in the labour market. The majority of the interviewees were not married. Thirty-four were single while fourteen were married. None had any special health problems and physical disabilities. The difference for going to school seemed to be more career-oriented for males. The males wanted to gain power by being more educated so that they could occupy top positions in the job market upon completion of their studies.

4.1.2 Work experience

Out of the forty-eight interviewees thirty of them had worked in Lesotho. There was a special bonding of the loan bursaries scheme which laid conditions for people who wished to further their studies. Students would not complete their junior degrees and went straight for further studies. They first had to work for at least two years paying back the loan bursary. The policy has changed. People who had acquired BED and honours programmes were also compelled to work in Lesotho for at least one year before they could be awarded another loan bursary for masters. The loan bursary scheme bonding stipulated that a student who had completed his/her first degree must work in Lesotho for at least five years (NMDS Loan Bursary Contract 1997:4).

The total number of Lesotho students who attended at the Western Cape technikons and universities between 1990 to 1998 were found to number eight hundred and fifty. It was not possible to collect data on age, sex and marital status on all of these institutions because some of the five administration officers of the respective institutions of higher education being investigated said that they were not able to make this data available to me. UCT, Pentech, US and UWC were most helpful and cooperative and were able to produce these data. However, the records of the University of the Western Cape did not show the marital status of

students or their sex. The officers of the University of the Western Cape responsible for offering such data were reluctant to supply the information the researcher requested as they complained that they already had too much administrative work to do. As a result they were not able to produce the necessary data as the researcher expected. The number of Lesotho students at four Western Cape institutions of higher education since 1990 to 1998 stands as follows:

Table 1

LESOTHO STUDENTS AT PENINSULA TECHNIKON

YEARS	1990	1991	1992	1993	1994	1995	1996	1997	1998	TOTAL
Total	4	23	19	25	24	24	20	35	34	**208**
FACULTY										
Engineering	2	18	16	22	22	22	18	33	31	**184**
Business Studies	1	2	0	0	0	0	1	1	3	**08**
Science	1	3	3	3	2	2	1	1	0	**16**
TYPE OF DEGREE										
Certificate	0	0	0	0	0	0	0	0	0	**0**
National Diploma	21	22	15	22	21	24	19	32	30	**206**
National Higher Diploma	4	1	4	2	2	0	0	0	0	**13**
Masters Diploma	0	0	0	1	1	0	0	0	0	**2**
B. Tech	0	0	0	0	1	0	1	3	4	**9**
M. Tech	0	0	0	0	0	0	0	0	0	**0**
GENDER										
Female	2	6	6	6	6	7	5	7	12	**57**
Male	2	17	13	19	18	17	15	28	22	**151**
MARITAL STATUS										
Single	3	16	15	20	19	18	18	30	32	**171**
Married	1	7	4	3	5	6	2	5	2	**35**
Divorced	0	0	0	0	0	0	0	0	0	**00**
Abandoned	0	0	0	0	0	0	0	0	0	**00**
Widow	0	0	0	0	0	0	0	0	0	**00**

Table 2

LESOTHO STUDENTS AT UNIVERSITY OF CAPE TOWN

YEAR	1990	1991	1992	1993	1994	1995	1996	1997	1998	TOTAL
Total	32	44	49	63	74	85	100	108	-	**555**
FACULTY										
Arts	2	2	3	4	5	3	3	3	-	**25**
Commerce	1	3	0	6	8	8	11	11	-	**48**
Education	1	1	2	5	3	6	7	6	-	**31**
Engineering	10	13	16	21	24	28	30	39	-	**181**
Fine Art and Architecture	2	4	5	5	6	4	5	5	-	**36**
Law	0	0	0	1	2	2	2	3	-	**10**
Medicine	12	14	18	15	16	14	14	12	-	**115**
Music	0	0	0	0	0	1	1	1	-	**03**
Science	3	4	3	2	4	9	8	7	-	**40**
Social Science & Humanities	1	3	2	4	6	10	19	19	-	**64**
TYPE OF DEGREE										
Undergraduate	25	38	43	52	60	62	73	80	-	**433**
P/G Diploma	1	0	1	5	0	2	3	5	-	**17**
Honours	1	2	0	1	8	10	8	8	-	**46**
Masters	4	4	5	5	4	8	13	12	-	**55**
Doctorate/ PhD	1	0	0	0	2	3	3	3	-	**12**
GENDER										
Female	10	17	17	22	26	29	40	41	-	**202**
Male	22	29	32	41	48	56	60	67	-	**355**
MARITAL STATUS										
Single	29	42	47	59	67	76	83	91	-	**494**
Married	2	2	2	4	7	9	16	15	-	**57**
Divorced	0	0	0	0	0	0	1	1	-	**03**
Abandoned	0	0	0	0	0	0	0	0	-	**00**
Widowed	0	0	0	0	0	0	0	1	-	**01**

Source : University of Cape Town: November, 1997

Table 3

LESOTHO STUDENTS AT THE UNIVERSITY OF STELLENBOSCH

YEAR	1990	1991	1992	1993	1994	1995	1996	1997	1998	TOTAL
Total	3	1	3	3	3	5	7	7	6	41
FACULTY										
Art & Social Science	1	1	2	1	0	1	2	2	2	13
Economics & Management Science	0	0	0	0	0	0	1	1	1	3
Education	0	0	0	0	0	0	0	0	1	1
Engineering	0	0	0	1	1	1	1	1	0	
Faculties of other Universities or College	1	0	1	0	2	2	0	0	0	6
Natural Science	1	0	0	1	2	2	3	2	2	13
TYPE OF DEGREE										
Undergraduate	1	0	1	0	2	2	0	0	0	6
Honours	0	0	0	0	0	0	1	4	2	
Masters	2	1	2	2	2	2	4	3	4	
Doctorate	0	0	0	1	2	2	2	0	0	
GENDER										
Female	1	0	2	1	3	3	3	5	3	21
Male	2	1	1	2	2	3	4	2	3	
MARITAL STATUS										
Single	1	0	0	0	1	2	2	4	4	14
Married	2	1	2	2	3	4	4	2	2	
Divorced	0	0	1	1	0	0	0	0	0	
Abandoned	0	0	0	0	0	0	0	0	0	
Widow	0	0	0	0	1	0	1	1	0	

Source: University of Stellenbosch:Management and Information systems March, 1998

Table 4

LESOTHO STUDENTS AT THE UNIVERSITY OF THE WESTERN CAPE

YEARS	1990	1991	1992	1993	1994	1995	1996	1997	1998	TOTAL
Total	0	1	2	1	1	6	11	9	17	**48**
FACULTY										
Arts	0	1	0	0	0	0	1	0	5	7
Accounts	0	0	0	0	1	4	1	1	2	
Commerce	0	0	0	0	0	0	0	0	0	
Education	0	0	0	0	0	0	1	3	5	
Engineering	0	0	0	0	0	0	0	0	0	**0**
Fine Arts and	0	0	0	0	0	0	0	0	0	**0**
Architecture	0	0	0	0	0	0	0	0	0	
Law	0	0	1	0	0	1	2			
Dentistry	0	0	0	0	0	1	0	2	1	
Music		0	0	0	0	0	1	0	0	
Science	0	0	0	0	0	0	1	2	1	
Social Science & Humanities	0	0	1	1	0	0	4	1	3	10
TYPEOF DEGREE										
Undergraduate	0	0	1	0	0	3	6	4	8	22
P/G Diploma	0	1	0	1	0	0	0	0	2	
Honours	0	0	1	0	0	2	4	5	4	
Masters	0	0	0		0		1	0	3	
Doctorate/PhD	0	0	0		1	1	0	0	0	
GENDER										
Female	0	1	1	0	0	5	9	7	12	35
Male	0	0	1	1	1	1	2	2	5	
	0	1	2	1	0	5	8	7	14	**38**
	0	0	0	0	1	1	3	2	3	
	0	0	0	0	0	0	0	0	0	
	0	0	O	0	0	0	0	0	0	
Widow	0	0	0	0	0	0	0	0	0	

SOURCE: Information systems UWC November 1997 and June 1998

4.1.3 Educational background

Lesotho students interviewed, attended various secondary schools in the country (Lesotho). Since most of the schools in the country are owned by the Anglican, Roman Catholic and Lesotho evangelical churches, Lesotho students of these religious denominations tend to be secondary school graduates of these three religiously dominated schools.

Out of the forty-eight students interviewed, only three of them had been to a public school (Lesotho High School). Even those four that had gone through their A levels at Machabeng High School in Lesotho (a Multiracial school), Italy and Mexico, they had also gone through their secondary education at Lesotho church schools.

These church schools varied with their education reputation. These forty-eight interviewees, had gone through those church schools that produced good results at Junior certificate (JC) and Cambridge Overseas School Certificate (C.O.S.C.) These schools included St. Stephens High School (Anglican), St. Marys High School (Catholic) Mabathoana High school (Catholic), Holy Names High School Thabeng High School (Evangelical), St. James High School (Mokhotlong-Catholic), St. James High School (Maseru-Anglican), Morija Girls High School (Evangelical) Lesotho High School (Government School in Maseru), St. Rodrigue High School (Catholic), Holy Family High School (Catholic), Holy Names High School (Catholic) Sacred Heart High School (Catholic), St. Agnes High School (Anglican), St. Catherines High School (Anglican), Holy Cross High School (Catholic) and Christ the King High School (Catholic).

In terms of educational background, thirty of the students, had attained different levels of education in Lesotho and in other countries. Ten of them had been to the national polytechnic, doing their certificate in

electrical and mechanical engineering. Twenty of the interviewees had been to NUL following various junior degrees. Four of them had been to different institutions for their 'A' levels. The institutions were each in Italy, Mexico (in USA) and Machabeng High School (Multiracial) in Lesotho. One of them had been to a college in Bloemfontein and the other one had been to the National Health Training Centre (NHTC) in Lesotho. The other had been a Cambridge Overseas Senior Certificate (COSC) graduate with some experience in basic computer programmes.

4.1.4 Qualification necessary for admission

Some Lesotho students registered with the Electrical Engineering Department at Cape Technikon, Pentech and UCT praised their Department's pre evaluation tests. They seemed to be convinced that their respective institutions were not just registering unqualified students in their Departments. They portrayed a picture that gave an impression that their Departments did a good job by pretesting or preassessing them. This kind of academic exercise seemed to have done great good because the affected students could be channelled on the right levels of their desired diplomas and degrees.

The above academic exercise (pretesting, and preassessing) for students, seemed necessary. Lecturers or tutors concerned were able to identify the different models of education that students had gone through. For example most Lesotho students have gone through a British based education. The net result was that this kind of students had to go through an 'A' Level before they could qualify for university admission. While others, especially in the departments of Civil Engineering at Technikon level, still needed to go through a local Certificate or diploma from a local technical college or polytechnic, to qualify for a technikon admission in South Africa. These kinds of academic exercise made

admission entry into Technikons and Universities uniform to all students concerned.

4.1.5 Student's background

It was not felt necessary to collect the status of the students parents because in Lesotho a high percentage of students, who wish to pursue their studies are not funded by their parents but the state, through loan bursaries. The students who proved themselves capable of obtaining second class division or higher in Cambridge overseas School Certificate were free to apply for a loan bursary for further studies. As a result even parents who could afford to pay for their students took the advantage of the loan bursary scheme. The student awarded the loan bursary was obliged to pay 50% of the total money spend on education, if they were employed in Lesotho. But if they were employed in the private sector, in Lesotho they were supposed to pay 65% of the loan bursary spent on the higher education. If they decide to work in another country they were also obliged to pay 100% of the loan bursary scheme(NMDS Loan Bursary contract 1997:4).

4.2   Push-Pull factors: A discussion of findings.
4.2.1 Reasons for coming to South Africa and the Western Cape.

Choice of a place to study was often motivated by a number of reasons. All of which put together constituted the learning educational environment which the intending student might find preferable in one place as against other places offering the same education. These acted as important pull factors, in favour of that place of learning.

It was found necessary to treat the reasons for going to South Africa together with those of going to the individual provinces, like Western

Cape. This is done because the choice of a country of study is above the student's decision-making. Lesotho, as a country, had decided that Lesotho students sponsored by the Lesotho government were to further their studies in South Africa. After democratisation in South Africa, Lesotho government found it less expensive to finance Basotho students in South Africa rather than in other countries in Africa or abroad. It is also a policy matter that had been endorsed by the donor agencies to Lesotho government. Lesotho government itself, laid down a list of universities in South Africa that it would prefer Lesotho students to register with. These universities were those that government thought could probably win scholarship to United Kingdom or most universities overseas. In essence the low charges levied by universities in South Africa as compared to those abroad acted as an important pull factor at Lesotho students favour which motivated Basotho students to study in South African institutions of higher education.

4.2.2 Politics

Political changes that changed apartheid policies in South Africa also motivated Lesotho students to study in South Africa. Within South Africa itself desegregated education led to the opening up of the historically white universities and technikons to black students.
created some space for the absorption of black students from other countries as well.

After democratization, South Africa also gained stability, particularly in the universities which under apartheid seemed to be grounds for political revolutions because of the general awareness that university education brought to students. This national political stability also came national universities necessary for a calm environment for learning which attracted increased turn over of foreign students as well. However

part of the flow of Basotho students to the Western Cape started during the CODESA year at which Africa would not be reversed. Most of the Basotho students went to the UCT and the UWC because of the white liberal ideology and the black radical ideology which were propagated by these institutions respectively, and acted as pull factor in their favour. A few Lesotho students interviewed, and those that filled the questionnaire showed that or were able to realize that the less hostile atmosphere in South African universities was due to stability in the national politics. Some of them seemed not to be aware that the political situation before the first general elections in 1994 could have prevented them from studying in South Africa. Ten of the Lesotho students interviewed were of the opinion that with the dictates of the Lesotho government to her sponsored students, to study in South Africa, they just applied to technikons and universities in South Africa without much knowledge of the political situation that affected education in South Africa.

4.2.1.2   Location

Distance plays an important part as a pull factor in the process of international students movement. Invariably people are more likely to study in places that are nearer home because they share similar and academic environment. Geographically, Lesotho is landlocked in South Africa and this made students to find South Africa the next best place to seek access into programmes that they could not enroll into. Lesotho students interviewed and those that filled the questionnaire noted that one of their reasons for choosing South Africa, as a place of study was saving them problems. For instance, Lesotho's nearness to South Africa ensured that the culture shock experienced by studying away from one's home country was less experienced by Lesotho students. They (Lesotho students) mentioned that the nearness to home also made them reduce the frustrations of learning far away from home. Since students

proximity had many dimensions, Lesotho students, had the advantage of visiting home regularly.

4.2.1.3   Excellence

One's choice of an institution is often motivated by many concerns. In this study students were asked to state why they chose to study in the Western Cape rather than in institutions in other provinces in South Africa. One of the pull factors which played an important part in attracting students was institutional excellence. Institutions differed in terms of their academic various areas some institutions performed well and had a good academic reputation while others did not. The former type of institutions are often preferred by those students who took future careers seriously.

This good reputation sometimes varied in accordance with some special programmes. Students who wished to qualify in such programmes opted to go for such programmes rather than stick to institutions which offer the same programmes but did not have a good reputation. For example, qualifying for Masters in Education at UWC, Masters in Social Work at UCT, Dentistry and a degree in Pharmacy at UWC, had a reputation amongst Lesotho students or made proud graduates. According to the interviewees the graduates of the latter programmes and institutions seemed to have a good reputation in the labour market.

Since most Lesotho students were awarded loan bursaries to go for further studies, they did not necessarily chose an institution because of its cost. It was only a few who were be repeaters and therefore had to be sponsored by their relatives who usually worried about the cost of their tuition and accommodation fees. This was motivated by the fact that Lesotho students are aware that the country is interested in good quality

education than worrying about the costs. The other reason was that, if Lesotho had always afforded to send her students abroad, her expectations of good qualification from her students were usually placed before fee costs.

Institutions differed in terms of their academic excellence in various areas. Sometimes institutions performed well and had good academic reputation while others did not. Some institutions were good at the Social Sciences, the hard Sciences, Education, Architecture and many others. Other institutions were good at technological courses, as well as the Applied Sciences.

4.2.1.4   Quality of Education

The quality of education is an important pull factor in an international student movement. The good quality and the high standard of education in South Africa, which was relevant and less expensive, also attracted many Lesotho students. Some students preferred to go to South Africa because of the good quality of education offered in many of the technikons and universities.

4.2.1.5   Diversity of Programmes

Institutions differ in terms of programmes that they offered. Some offered a narrow range while others offer quite a wide range from which prospective students might choose. The institutions that offered a wide range particularly stand a better chance of being chosen. Those that offered a wide range invariably tend to attract many students. For instance, when students apply into a Bachelor of Education programme at UWC, they were accepted and advised on alternative programmes of specialization from which to choose. This broad scope for choice was

preferred by students especially from a country like Lesotho where would not have been adequate career counselling due to institutional facilities for career guidance.

Lesotho students at Cape Tech and Pentech showed that they had no other place to further their studies because Lesotho had no technikon. As a result the basic education that they acquired at the college in Lesotho had no technikon. As a result the basic education that they acquired at the college in Lesotho could not meet the advancing technological demands of today's lifestyle. Ten of the Lesotho students at Cape Tech said they registered with the institution because it was previously reserved for whites only. According to them, such an institution offered good choice of programmes. With these students, a historically white institution was a well-resourced one and one that any foreigner was suppose to spend money on

4.2.1.6   International Recognition

International recognition of qualification was yet another pull factor that attracted international students. Institutions whose qualifications are internationally recognized attracted more international students. During apartheid era there were various types of universities that existed in South Africa. The most classic was the division between white and black universities. White universities offered education that was of high standard so that students that graduated from the white universities were often recognized abroad without a twitch of an eye. On the contrary, black universities provided mediocre education operating on an internationally unclassifiable syllabus, under the Bantu Education syllabus. Graduates from this Bantu Education often found that they did not gain international recognition and often failed to compete successfully in the labour market

After the advent of democratisation however, people became free to enter into any university. People chose to go to the universities which had international recognition Students from universities like Venda, Ciskei, Uniqwa, Turfloop and many others would definitely not compete educationally with students from UCT, Wits, Natal and US. Despite democracy, universities like University of Qwaqwa (Uniqwa), University of Fort Hare (UFH) and Venda still remained under-resourced and with a poor academic performance under international standards.

Two students who were self-sponsored acknowledged that it was expensive to register and study with UCT, but their parents were satisfied to finance them at UCT because it was internationally recognized.

4.2.1.7 Medium of Instruction

The medium of instruction was another important pull factor in international students migration. In general students prefer to go to institutions which teach a language that they command. In South Africa, higher education was conducted either using English or Afrikaans. Some universities use both languages. For students from outside South Africa English was the dominant medium of instruction. Choice of university which uses English as a medium of instruction tended to motivate foreigners who thought it as a good place for choice of study. Being a former British colony, the language of instruction at Lesotho high schools, colleges, the polytechnic and the university is English. Therefore the UCT was highly preferred by the Lesotho students interviewed because of its medium of instruction which was purely English. Complaint was raised by Lesotho students at Cape Tech, Pentech, US and UWC, lecturers and some students who sometimes created a communication problem for those who did not know Afrikaans.

4.2.1.8 Institutional stability

The stability of an institution was an important pull factor in terms of its possibility to be chosen by particular students. In general, universities that were well-resourced, a good behaviour reputation; a university with a calm, peaceful, non-violent, mutually to be learnt, an institution which could have intellectuals involved in exchanging ideas necessary for learning had higher chance to attract foreign students.

In the past, predominantly black universities were marked by continual strikes, and intra-university violence amongst students. Violence between university staff and the state and violence amongst students. Violence between students and working staff, violence between staff and university administration, violence between university staff and the state and violence between the state and the university administration. It was chaos.

Students want to go to organized institutions, for some who wished to qualify in certain disciplines or degrees of specialization within a given time. For instance, Lesotho students interviewed who registered their programmes with US, UCT, and Cape Tech seemed to be definite that they were going to finish their programmes within the time scheduled. Their learning environment was controlled. There was less intrusion of intervening factors such as strikes and the students also reported that their supervisors corrected and returned their feedback promptly. However, one Social Science postgraduate student at UCT, pointed out that she was delayed to finish her masters programme in time because supervisor left for a course overseas. As a result the student had no alternative except to report to work at home (in Lesotho) because her study leave expired while that supervisor was still away.

4.2.1.9   Finance

Finance was a major pull factor in international student migration. Students chose to go to institutions whose fees were affordable if they were self-financing, or to those which could be afforded by their sponsors.

With democratization in south Africa, many donor agencies which sponsored Lesotho students abroad, Asia and other parts of Africa changed their donor policies towards education in Lesotho. Donor agencies encouraged Lesotho students who sought further training to go to South Africa because of less expensive training there. Another fact was that SADC countries were also proposing to charge students from member state the same fees as local South African students (SADC Protocol on Education unpublished document 1997:11)

To a large extend, donor agencies were motivated to make this modification by changing political and economic environment in both South Africa and the international context. In terms of the international economy, the increasing recession in these countries led to decrease in foreign lending. International values of currencies also went low. These countries could not afford to send their sponsored students from Lesotho to abroad because of the per capita cost of education.

In Southern Africa as a region, in South Africa the political changes that led to democratisation made the international community to recognize South Africa as part of the United Nation systems. These donor agencies and their countries recognized that as part of the democratisation in South Africa, education became unified and universal. All these considerations that donors took into account, therefore led the donor agencies to give preference to giving aid to Lesotho students who

willing to undertake their studies in South Africa (British Council in Lesotho 1997).

Within Lesotho itself individual finance available to students either from their own savings, Lesotho government charity organizations or non-governmental organizations could only enable Lesotho students to study in South Africa. Similarity of currencies in both South Africa and Lesotho made education comparatively cheaper in South Africa than studying in other countries where there could be losses in tariffs and exchange rates. In the light of the massive increase in students fees in UK and Europe in recent years since the 1980's.

For most interviewees and those who filled questionnaires in the institutions of higher education in the Western Cape, their main reason for studying in Cape Town rather than overseas was the question of finance. Some Lesotho students pointed out that they were forced by the donor agencies to study in South Africa. The six interviewees that showed their wish to study abroad also gave their reasons for not going as that of the conditions laid out by the donor agencies in Lesotho, namely, that they could only be sponsored on condition that they agreed to study in South Africa.

Five students had private funding while the rest of the forty-three interviewees were funded through Lesotho government. The Lesotho government uses the National Manpower Development Secretariat (NMDS) as the special body mandated to handle sponsorship for Lesotho students in universities in South Africa, Lesotho and other countries.

4.2.1.10   South African Embassy in Lesotho

In general arrangements for studying in South Africa were handled by the Lesotho Department of Foreign Affairs and South African Embassy in Lesotho. The interviewed students complained that there was too much red tape and bureaucratisation needed, by both South African Embassy and Home Affairs in South Africa. For example, a letter of administration was required, as prove that admission of Lesotho students was not done at the expense of a South African student. A letter of parent and bank statement showing commitment and a medical scheme was also needed to show that a student will be able to pay for his/her medical expenses while in South Africa. (Home Affairs pamphlet on study permit 1997:2).

A repatriation fee of five hundred rand (R500) was to be lodged with the student before she/he could cross the border to South Africa. All these expenses made payments way above one thousand rand (R1000) before even one starts one's education in South Africa. These demands were not however, applied in blanket in all students. Some students did not pay any repatriation fee nor the medical aid insurance. Others were given short periods to renew study permits while others had to renew twice within one year of study. The students showed that administration staff employed in the South African Embassy and Home Affairs in South Africa were quite good and mindful of time.

4.3. Educational experiences by Basotho students in the Western Cape.

4.3.1 Course Content Focus

It is one thing for foreign students to be attracted by good educational facilities. But it also another issue for students to go through the actual learning experience in the institutions of their choice. Lesotho students in the Western Cape were asked to narrate their experiences. Since the world has been declared a global village where education had to be designed in such a way that it would enable graduates to compete across cultures, in advertising programmes, universities and technikons usually tried to design their programmes in such a way that if the provisions course contents focus had been either regional or local, it would be changed. Widening or broadening the course content would be necessary with the aim of attracting and accommodating the desired prospective students.

According to one of the Arts – honours Lesotho Students at UCT, the Arts programme advertised in the newspapers and in the Internet had attracted her to UCT. But to her dismay, when she reached the classroom, things turned out somehow different from what she had expected. She claimed that in most cases the course lecturer used to refer to local issues while making examples in class. As a foreigner, she said she used to wonder what the lecturers were talking about at times. This made her appear very stupid, as she had to keep on asking colleagues to clarify or explain what the class seemed to have understood. For instance, she recalled the classes when the lecturer kept on referring students to Outcome Based Education (OBE) As a new person in South Africa she said she did not know what the abbreviation OBE stood for. Secondly, it wasted other colleague's time because they

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had to explain to her what it meant. But, that experience seemed to have annoyed her a lot because she claimed that the lecturer never stopped to refer to local issues. These included discussing the contents of OBE and the South African government gazette on education and training. Some of this local issues, she claimed were not difficult to understand. What made her complain was the fact that they (local issues) were raised unexplained. This meant the lecturer took no account of the background of all students whom he/she had to instruct or facilitate their learning.

One of the Lesotho students in the previous mentioned department, also claimed the nightmare she experienced with her Masters' thesis Orthography. She remembered the time when she had to hand in her academic thesis and finally was told that she had to change the Southern Sotho Orthography into South African Sotho Orthography. This was the way South African linguistic students were expected to do.

The two of the US Lesotho students claimed not to have any major academic problems that led to a failure. They both proceeded to new programmes in the following year. One of the students interviewed at US showed that she enjoyed her studies that included travelling to the Lesotho Highlands Water Project where she did her research in winter, 1997. They also did not deny the fact that their course content was an eye-opener. The same experience was felt by the two B.Ed Lesotho student sat UWC within their departments, learning was not a major problem. The only problem they complained of, was that the approach to issues was highly demanding. They said that in their course content students had to be much aware of the historical, political and current affairs linked to education globally. Since they were from a system where education was discussed much without linking it to political issues they faced a great challenge to cope with the standard

In one programme, which was advertised as based on Southern African Education (ESA), one of Lesotho students at UWC, complained a lot about it. The affected student claimed that she enrolled with the programme under the impression that the content focus was based on Southern African Education issues as it was advertised. She said she was surprised to learn in class that the modules within the programme dealt a lot on historical, political and current issues in South African system of education. As a beginner in that system, she said she was facing with nothing but learning hard to understand the local education issues since 1910. She said she never felt so hi-jacked into the system, which was not practised at home (Lesotho). She claimed that some journals in the UWC Library were written in Afrikaans, as a result she

to travel to US library for up to date material. The course finished/wrote examinations without the lecturer touching on issues in any Southern African countries except South Africa.

4.3.2 Subject Content

Education has a social context because it meant to satisfy particular needs of human beings. To a student who was not a national of that country a social context might be an advantage or a nightmare depending on their social background or experience

implied that the institutions that advertised their academic programmes beyond their country's borders or boundaries, must adopt a different approach to designing their syllabus. The potential catchment for their syllabus for the desired students must not be narrowed down to or address the local context. The syllabus should address the

diversity of the students whom it had to serve, including foreign students as well.

One Lesotho student at US, in the Department of Forestry, viewed her experience in that department, as quite fulfilling and satisfying. Given her social background and the landscape of mountains, valleys and hills in which she came from, doing her practical work at Stellenbosch valleys, mountains and hills was quite an interesting experience she had to go through. She could imagine how she was going to apply her learned materials in Lesotho, which has similar mountainous landscape, although climate and ecology may be slightly different because Lesotho has a semi-arid temperate climate while the Western Cape has the temperate oceanic climate.

On the other hand five of the Lesotho students at Pentech and Cape Tech stated their experience as quite challenging. Since five of them had worked before and had gone for further studies, they were able to see the relevance of the education they were acquiring and the technology which they were being trained to use. In their civil and electrical engineering, Lesotho students noticed that the machinery that South Africa was using in their firms and factories was more advanced than the machinery that most companies in Lesotho used.

Therefore, they felt that the training they would receive at Pentech and Cape Tech would enable them to do their work better. Lesotho students at UWC registered with the pharmacy department expressed their satisfaction with their department. One of them pointed out that when she compared her social academic experience with Rhodes University community, she realised that UWC was much relevant with its pharmacy programme as it was reaching out to the community around (Bellville-Belhar).

For some Lesotho students at UCT, in the department of Library Science, learning in that environment and within that multi-racial staff was not a problem. One of them recalled the time when she had to go to the library for practicals. The system of cards catalogue was also not a problem to deal with because it was used at home (NUL). The problem arose when she had to deal with some electronic based systems in the library. These included the computers that searched for material and the advanced machinery used for photocopying materials. She had not experienced use of computers before she had problems in using the electronic based systems. However, the library staff assisted her until she could get used to the system.

4.3.3 Teaching Methods

In Lesotho, the system of education is British based. Therefore, the kind of students tend to wait for someone to talk at a time. In such a system students have to be highly patient or practice patience and tolerance for each other's view. One Lesotho student interviewed at US did not mention any difficulties in their interaction with their lecturers. While some of them in the same institution who registered in the early 1990's, saw their problems arising from their lecturer's accent. Their (some lecturers) accent was not easy to get used to, as a result hearing a message became somehow problematic in the beginning. Whereas, one of the Ph.D students in the same institution (in the department of Natural Sciences) voiced his problems in the way the buildings themselves were labelled. Although the US decided to admit him, it seemed it did not consider labelling its buildings or departments in English or any language accessible to everyone. The institution used only one language to label its buildings and departments, and that was Afrikaans. He said he used to communicate with his supervisor in

English. As for other lecturers it was not easy to talk to them, because in those early 1990's English was hardly heard in his department.

In the department of Public Administration at UWC, one Lesotho student in that department also pointed out that talking to some lecturers in her programme was not easy. In their teaching, he said, it was somehow problematic because of their limited focus on international issues. This Lesotho student said he was not brave enough to tell the lecturer that his content focus was limited but decided to keep quite. The same view was heard from an honours Development Studies Lesotho student at the Department of Institute of Social Studies (ISS). With her, matters went a bit bitter. She said, at one point, she even took an initiative to make the lecturer aware that the issues in the subject were not as portrayed in the books. The subject matter was on Lesotho Highlands Water Project The response of the lecturer was not good. In fact the lecturer humbled her before the class. He (the lecturer) ignored her upon participation in class and showed that she should shut up. In one word the lecturer found her to be a nuisance.

4.3.4 Intra-class communication and tutorial

In the class, some Lesotho students at Cape Technikon, Pentech and UWC recalled situations where lecturers themselves would sometimes switch on to Afrikaans. This seemed to create some kind of excitement, amongst those who understood it (Afrikaans). As a result the class would be reviewed somehow, like a class that had switched on to Afrikaans. It was also a fact that, with some tutors that moment seemed more comfortable for their instructions/facilitation. Some of these tutors would be productive in giving examples and referring to incidents of the past experiences in South Africa. Although they would switch back to English it was not always that they would translate to the non-Afrikaans

speakers what they had been discussing in Afrikaans. This kind of behaviour created a situation where Lesotho students preferred to cluster around people who spoke Afrikaans most of the time in their group discussions so that they could explain to them (Lesotho students) in English what had been discussed

At UWC some Special Education students recalled that occasionally, Xhosa speaking students also demanded that explanation of some issues be made in Xhosa for their added understanding. This kind of behaviour in class, created opinion amongst local students who felt that their language was also official. It brought the class to a point where the Afrikaans-speaking tutor concerned had to ask one Xhosa student who understood Afrikaans to explain to his fellow Xhosa speakers in Xhosa what she (the tutor) had been saying to the class. In these occasions and processes Lesotho students were caught between two local official languages which they could not understand. One of the postgraduate student at UWC, who experienced this kind of situation in class said,

had no choice but to keep listening although she could not understand what was being discussed.

The tutors involved in the use of local official languages in class also experience an after effect of this practice. This was an occasion where Lesotho student said she found she had no alternative except to chase the tutor in her office, in demand of her right to be taught in English. The problem that the student faced was that she was hurriedly taught. However, she missed the moment of exchanging ideas with her fellow colleagues from diverse cultural backgrounds. Moreover this may have created a situation where tutors concerned might have taken her to be a problem student. Moreover, this might also make the tutor concerned to doubt the student comprehension of issues in class.

At Pentech and UWC Lesotho students complained that amongst the students themselves the continual use of isiXhosa during group discussions led to a division of the class discussion groups according to ethnic groups. The Lesotho students chose to go for any students who were willing to work with them in English.

However, the experience of Lesotho students at UCT and US on language were different. The few that were interviewed from both universities argued that as second language speakers of English, they were still encountering problems in expressing themselves well in their writing. This implied that the question of language in academic instruction was not a controversial issue. Instead one of the Lesotho students at US registered with the Environmental Sciences, praised her tutors and lecturers for their good contribution towards her hard work. Lesotho students at US did not complain about Afrikaans as a medium of instruction because they were registered with the postgraduate programmes which were taught in English. However, they pointed out that their Afrikaans speaking classmates/colleagues preferred communicating in Afrikaans. As a result they (Lesotho students and Afrikaans speaking students failed to make a helpful group discussions, as they did not understand each others' languages.

4.3.5 Learner-Instructor Interaction

Culture plays an important role in learner-instructor interaction in that it sets the parameters within which the communication between the two takes place in class. It is therefore significant that the lecturer know her/his class cultural background. It is in having some ideas of this, that one knows which culture permits what. The students themselves should take an effort to find what they are expected to do and not to do.

Students should know the extend to which different cultural backgrounds permits freedom of expression to a lecturer.

Lesotho student expressed her feelings on this issue. What surprised her most was that, the way the classmates related to lecturers, was not like the learner to the instructor or facilitator. Some of them would just call out the lecturer with his first name. In her society, relations of such nature were only seen amongst whites to whites. In fact it was something that Lesotho students could not get used to. As power relations are maintained from the grassroots level. In her social background the instructors/lecturers were addressed using the titles as Doctor, Professor or Sir/Madam. A student cannot even address them as Mr./Mrs/Miss so and so.

4.3.6 Learner-learner Interaction

In the classroom where people are of different cultural backgrounds, learning could be quite interesting or could be a nightmare. When it was necessary, classmates gather together and work. Students, who exchange ideas, enrich each other with knowledge. For students of different cultural backgrounds, it also takes an effort from each one to reach out to others. This diverse students' interaction the social experience in learning. On this matter most Lesotho students interviewed from Cape Tech, Pentech, UCT, UWC, and US all had more or less the same answer. These interviewees stated that it was easy for them to interact with other Sotho and Tswana speaking groups. The first advantage was their language commonality. The other group of students that they had harmonious interaction with was the Zimbabweans, some Namibians, Tanzanians, Ugandans, Nigerians and most of the whites from abroad. The interviewees pointed out that it was not easy to

interact with the local Xhosa and Afrikaans speaking students in general except those few coloureds who were inclined to speaking English.

4.3.7 Academic Performance

Academic performance measures the academic achievement of students. This was manifested in passing or failure of evaluations. Evaluations were done at the end of one's course, to declare students passed or failed in that particular course which they have failed

In this study effort was made to find information about academic performance of Lesotho students. Unfortunately, the concerned institutions of higher education failed to divulge this information officials consulted argued that such information was personal information, therefore could not be exposed to the researcher.

4.3.8 Education and Multiracialism

Multiracial societies/multiracialism is an important issue in an international arena today. Students of multiracial societies come together and have to work together in harmony. This has to happen because the world has become a global village where students come together, for learning purposes, or to share learning experiences.

Despite the positive exchange of culture and knowledge that might be facilitated by this multiracialism, it remains one of the outstanding issues in education today. This research found that in South Africa in the past multiracialism was always associated with violence based on white black dichotomy. Some white liberal institutions like the accepted a few blacks. Although since democratisation higher education

has been integrated by law in South Africa, multiracialism education still experiences some problems based on white-black dichotomy in institutions of higher education. This had led to a division of students in class, where white students clustered at one place or corner and black students like-wise. This made both to continue to use their idiosyncratic perceptions in tutorials, group discussions or other practical subjects and combined projects. For instance, Afrikaans speaking students would do their own thing, Indians their own, Xhosa and Basotho likewise.

Racial grouping largely informed the basis of ones perception and ones analysis in class. This brought about the problem of use of racially informed and motivated analysis on issues which otherwise demanded racially value free academic judgement. In the context of South Africa multiracialism continued to prose a problem in the way of both national and international education. It continued to hinder the smooth provision of racially desegregated education

4.4.9 Experiences with academic support staff and service
4.4.1 Library resources

Since the US was the nerve centre of Afrikaner academicianship during the apartheid era, it managed to amass a large and wide collection of library resources such as books, journals, periodicals, magazines and electronic information access systems, which made it had the best resourced library amongst the Western Cape institutions investigated. On the contrary institutions like UWC which was disadvantaged during the apartheid era, continued to be poorly-resourced in terms of library facilities to the extent that its students had to travel continually to the US to consult the US library to seek the latest materials for their assignments, presentations and for their various types of theses.

The UCT was found to be moderately resourced in terms of library facilities perhaps because of having been a liberal university during the apartheid era. Five Lesotho students interviewed at UCT, said that they sometimes went to US library to search for academic materials.

In the case of the library resources in the technikons, the Cape Tech was reported by the ten students interviewed (in these two technikons) to be more resourced than the Pentech library. As a result the five Lesotho students interviewed at Pentech said sometimes they had to go to Cape Tech for materials which were not available at Pentech

4.4.2 Library Staff

When it came to library staff members of the universities and two technikons in the Western Cape, Lesotho students interviewed had their different experiences. Lesotho students interviewed at UCT said their experiences with staff members in the different library branches were good. The interviewees said that the staff members were active in their job and were always willing to help the needy students. However, when it came to automated systems of the library, some staff members at these institutions of higher education were not patient in guiding the foreign students who were not familiar with the technology. The experience of the interviewees from Cape Tech, Pentech and UWC was that in the above mentioned institutions staff members showed interest in guiding them at the beginning of the year, but as time went on, they did not show the same good spirit. They (Lesotho students interviewed) said this impacted negatively on their studies.

The reliable communication system in the library was also important. This could be electronically or any for which makes findings

learning materials easy. Since these kinds of systems were operated by people, it would also be necessary to have skilled staff for the smooth running of the library. This kind of staff in this area, did not only have to be skilled, it also had to adopt different attitudes to suit the diverse cultural backgrounds they came across with in every day life. Students should not find a library as an uncomfortable place to go to.

Lesotho students who went to UCT, in the early 1990s aired their views on the library as the suitable place to work and develop. When they talked about the library, they viewed it as one of those areas which was inviting one's interest to read, just anything. One masters students interviewed in the Department of Social Sciences recalled how she enjoyed tackling with her assignments, presentations and her thesis in the African Studies section. She said the service was marvellous! She recalled how the staff there, use to be helpful to her to find materials. In the same manner the library staff at UCT, Cape Tech and US was viewed as highly helpful by the Lesotho students interviewed. When compared with the UWC and Pentech libraries, the Cape Tech, UCT and US were not noisy. Although UWC and Pentech were always noisy, especially during the weekends. Some students in these libraries did their group work in these libraries. They therefore engaged in discussions and quarrels in the presence of students who went for studying searching for materials. Sometimes it could be viewed as a meeting for university boarding students and the ones staying out of campus.

Lesotho students interviewees who utilised the inter library loans facility from their respective institutions also commented of its efficiency and reliability. The few that commented on it said that the staff working with it were highly efficient in their work. The only weakness that the staff in these areas had was that they were not patient in, helping new students to acquire skills that help them in searching academic materials.

five interviewees at Cape Tech, two at Pentech, three at US and UWC commented that there were times when one would not get a good service because they were not fluent in either Xhosa or Afrikaans. They said that there were times when they noticed this kind of members preferred to talk to them in Afrikaans than in English. They noticed this kind of behaviour at the desk where they loaned books. Three students from UWC, Pentech and Cape Tech said they recognized this when some staff members would continue to talk to them in Afrikaans even though they (Lesotho students) would have sought service in English. It would appear that the transition from being exclusive Afrikaans institutions still suffer from Afrikaner inertia.

Students staff members at UWC who were of Xhosa speaking were also seen to be addressing students at the reserve short loan desk in Xhosa. When some Lesotho students excused themselves that they could not understand Xhosa, one of the Xhosa speaking student staff member took it negatively. In some incidents, this was viewed to be causing unnecessary exchange of nasty words. The students staff member would not accept the fact that not all black students were not of Xhosa speaking origin. As a result she continued in her mother tongue in serving the Lesotho students. Since they could not get into good terms with the Xhosa speaking staff member, the student forfeited the book she had to borrow. The alternative she (Lesotho student) had to go through in order to get what she wanted was to wait for the evening staff so that she could find someone who would serve her in English

At UCT the experience of the interviewees was different. UCT, took any student who applied for work-study, even some Basotho student worked in these libraries. As a matter of fact one could always resort loaning books to a Mosotho when there were difficult people at the desk. Modern

day academic life depends largely on technologically based learning more especially electronically acquisition and deliverance of learning. Learning how to use computers becomes aid learning. Learning how to use a computer at these five institutions of higher education seemed highly crucial.

4.4.3 Writing Skills centres

The academic development centres became the hearts of where writing skills, assignments writing, theses writing and editing were practised. These centres had some staff members with complex characters. Some staff members in the academic development centres were easy to talk to while others were not. Some staff members in these centres included local students. Some of them were registered with junior degrees who were entrusted to help a postgraduate student with his/her Master or Doctoral thesis writing and editing. Lesotho students said this negative attitude displayed by some of the staff member in these centres impacted negatively on their studies.

4.4.4 Career Guidance and Counselling

In terms of career guidance and counselling students benefit a lot in their day to day academic life. Career guidance helps students to cope with day to day academic problems, such as choice of modules. In fact one could comment that learning depended on career guidance and counselling. Once a student has chosen one discipline it does not mean that one has to be let alone. It still means that one has to be advised with the kind of optimum course to become a particular specialist. Course combination is also not easy for a student to do alone. It needs a faculty tutor's advice, so that those students could avoid being generalists but rather be specific to what they want to be.

New university students had to be guided as how to study and get disciplined. In order to be able to marshall all those personal academic qualities, this has to be facilitated by personal tutors. This prevents a lot of stress that is experienced by students who cannot cope with academic work. These personal tutors also assisted the concerned students with mental and emotional skills emanating out of academic stress

Most Lesotho students in these five institutions of higher education in the Western Cape did not consult the career guidance and counselling office. However, the few that made mention of consulting the university guidance and counselling staff mentioned that they were very helpful to them. Some of the students at the University of Cape Town and the University of the Western Cape, pointed out that the counsellors and some university tutors, although not personal tutors as such, used to guide them well as far as their careers were concerned. One of the interviewees expressed her feelings of thanks for the good counselling she got at the time when she was at the verge of resigning from a programme

4.4.5 International Offices

Studying in the Western Cape province, just as elsewhere in South Africa, is also handled by the international offices based in the tertiary institutions of study. These international offices have their own procedures which may be similar or different from one institution to another. One of the procedures used by the international offices is to screen qualifications of prospective students who have applied for admission. Different methods are used by different offices to screen these qualifications. For instance US, UCT, UWC require matriculation

or A levels, for student to be admitted for junior degrees. Prospective students wishing to enroll for senior degrees, need to hold post-graduate diplomas, for honours, honours for masters and masters degree for doctoral degrees.

UCT also select some of her prospective students in some courses like Bachelor of Commerce, by testing applicants through English language writing tests.

The Vice-Chancellors of the three universities and the two technikons in the Western Cape have formed a committtee that intervenes when there are misunderstandings between foreign students that attends in their institutions of higher education and the Home Affairs. For example, the raising of study permit fees.

UCT does not consider SADC member states students as international students, as a result it charges them local fees similar to those that it charges its member South African students. The only students that UCT regard as international are those from Central, East, West, North Africa and abroad. US international office is four years old. It's duties include helping students with admission procedures. In fact all foreign students admission at US is centralised. This means that it is done through the international office. Individual faculties do not admit foreign students on their own. The international office at US does the role of admitting foreign students. Different to UCT international office and Pentech administration office. US international office does not advertise its programmes to other countries, their students are "free movers" i.e. they just apply out of their own interest. While others come through other universities exchange programmes. It (the US international office) has no intentions of attracting foreign students as it has local problems to solve For instance local students complain that foreign students take

their places. US international office acknowledges that they have to consider South African applicants first. However, they will not ignore that SADC proposed that all the SADC tertiary institutions should at least consists of five percent (5%) of students from the SADC member countries (SADC unpublished document 1997:11)

However, US international office feels proud that it is the office where foreign students can feel at home. Foreign students are free to report their problems either social or academic.

Over and over US international office mentioned that they preferred to take international students at postgraduate level. Their main reason was language used as the medium of instruction in the undergraduate level. This language issue makes US to prefer post-graduate students as international students, because most international students were not literate in Afrikaans. The office went further to show that foreign students that were largely presented in the junior degree programmes, were mostly from Zimbabwe and Namibia. It was assumed that the historical link with Afrikaans as medium of instruction with the Namibians and the colour bar in colonial white Zimbabweans, must have played an important part in their choice of place to study. same reason was raised by the UWC administration officer responsible for foreign students affairs. As mentioned earlier, the students choice of study was also influenced by the language of instruction in prospective institution

US also pointed out that this did not mean that other countries were not represented. Lesotho was represented by more than ten students. These included part-time students. The largest representation was in forestry. Natural Sciences e.g. Environmental science seemed to be the course

followed by many students from Lesotho, one in Management and one in Economics.

4.4.6 Administration

In an institution of higher education administration staff members are expected to be helpful to foreign students in their various departments. First and foremost, old students who run the orientation programme should know thoroughly the demands and significance of the job they engage themselves in. It depends on how they do their work that old students or new students would know where to get help for their various problems.

The interviewees of these five institutions of higher education in the Western Cape had different experiences with the administrations of the above mentioned institutions. At US, three Lesotho students interiewed found the administration highly organized. They said they could locate the different offices as they were labelled. Although they labelled their departments in Afrikaans but with familiarity of English, it was easy to identify some departments. For example, the Department of Natural Sciences and Department of Geology.

However, it was difficult to translate some words into English. In this case, interviewees said they had adopted the brave spirit they did not have, that was, asking anyone they suspected was a local. This enabled them to get to various departments and offices they needed. The offices of the Dean of Student Affairs (DSA) was another office which some of the interviewees said they did not know procedures followed while dealing with students affairs. For some it was because of ignorance while some students said they would know it only when they had to deal with it. As a result most Lesotho students interviewed had no direct experience with the staff members in the DSA's office.

Amongst the institutions under research, there were only two who had foreign students office (F.S.O.) these are UCT, and US foreign students of the other three institutions under study foreign students had to consult the administrators of the institutions when matters arise for foreign students. UCT's foreign students office staff members were said to be "cool" by the two interviewees. This was a fashionable word that meant that FSO staff members were kind. The same response was heard from the US interviewees. The Lesotho students interviewed at Pentech, Tech, and UWC, also had no negative complains with their administrators who helped much in connection with Home Affairs department's demand.

Social experiences

Universities also had social life styles which got imprinted on their students. Some people liked to carry this imprint which could play an important role in adult life. This imprint played an important role in their choice of universities and technikons. Universities and technikons produce alumni who were their own ambassadors who did recruiting for their old universities and technikons. Students who had graduated at certain universities and technikons encouraged their friends, relatives and their students (if they are teachers) to study where they had studied.

4.5.1 Social Comfort

People want to study where they would be socially comfortable. Places like Victoria and Alfred Waterfront, Muizenburg beach Table Mountain, Robben Island, False Bay and Cape Point are used by students as places of relaxation. Ten of the students interviewed said that they chose to study in the Western Cape because of its numerous facilities which made

it cosmopolitan. Such social attractions were nearness to the sea and the world renowned Victoria and Alfred Waterfront.

4.5.2 Intra-Institution Relationships or Outside Classroom, within the Institution.

The key important areas of social experience outside the classroom relate to a number of facets. Students technical support relations are also necessary important for learners harmonious learning. For instance, laboratory technician's relations to students are also very important Some technicians, given their level of education, and lack of international relations experience, may not understand the role they have to play towards foreign students. They may not understand how to relate to them (FS). How to get to help them (FS) and the patience they have to practice when relating to them (FS). They may also know relating to a local student does not necessarily mean that one has to switch on to a vernacular language, whereas all students need to be addressed in a language accessible to everyone.

In this instance, Lesotho students at these different institutions of higher education in the Western Cape had their various experiences concerning technical staff of different institutions. In the institutions that formerly had Afrikaans as a medium of instructions, like Cape Tech, Pentech, US and UWC, some Lesotho students interviewed with them, showed that some technical staff members there were so adamant in speaking their language that one had either to give up or seek assistance from someone else in that department. With some Lesotho students, it was not unusual to hear Xhosa and Afrikaans amongst such staff members. Although the same technician staff members were willing to work with students who did not understand local languages most of them did not seem to be willing to do so. This created a negative attitude

to some Lesotho students who had to work with them (local staff concerned). As a result students who were interested to do their work did not exploit their academic capability to the maximum. This, in the final analysis, hampered their progress.

4.5.3 Residence administration

The residence administration is composed of various bodies. These include the Central Housing Committee (CHC), and the Food Services. Some of the essential students needs include shelter and food to survive. Foreign students are no exception of such needs. Lesotho student at US, showed that the office of the foreign students make arrangements for their accommodation, prior arrival. The latter office mailed or made arrangements through phone calls. According to the three interviewees who did not transfer from any institution in the Western Cape, the university had even arranged transport to collect the interviewees from the airport. While one of them who came by bus was collected from the bus stop, at the nearby railway station. The interviewees continued to inform the researcher that when they (interviewees) arrived at the university, they were shown their residence and the concerned matrons. They (interviewees) as postgraduate, said that their lodging was out of campus, but were housing that was run by the university through residence administration. Different from the US, Cape Tech, Lesotho students interviewed, showed that the technikon made it clear in writing (before their arrival) that it did not provide lodging for foreign students. However, they were send contact addresses and phone numbers of private lodging that could be contacted by interested students.

Concerned students at Cape Tech, said they had to make arrangements through telephone calls and writing. In their views the most reliable and secure housing to reside in was the Young Men Christian Association

(YMCA) lodging near the Esplanade railway station. This lodging did not only provide furnished rooms for students; it also provided them with three meals a day. The five interviewees in the technikon, pointed out that although they were not collected by the YMCA staff from the airport or the bus stop at the station, but upon arrival, they had a warm welcome. They showed that they were provided with rules and regulations concerning their stay at YMCA residence. Some of the interviewees, said that, after reading such regulations, one felt that it was the kind of lodging a foreigner needed. It was highly secured. However, when a year or two have passed, they felt like they were staying in a strict church boarding school. The management of YMCA did not allow residents to throw parties, bashes or any such kind of noisy entertainment. The noise level had to be very low. For instance, the place closed the gates at 8.00 p.m. This was an early time for students who wanted to go for films, parties, bashes and just visiting friends. They showed the researcher that if one wanted to go out for an evening, such a student had to make arrangements to stay there. Since the place was organized the interviewees said that, students who were not going to be present during meals, had to notify the kitchen before they could be prepared such meals. Overall, the Lesotho students staying at the YMCA residence pointed out that the place seemed to be one of the most organized private lodging for Lesotho students in the Western Cape

Lesotho Students interviewed at UCT did not show any problem as far as resident administration staff was concerned. The only students, who faced accommodation problems were those enrolled for senior degrees. The post-graduate students of the university, seemed to be the only students who faced accommodation crisis. Some Lesotho students in the post-graduate programme at UCT, said that, they had to find accommodation out of the UCT housing. One of them pointed out that

for someone who had never been to Western Cape, or gone out of his/her country to another country, it was difficult to find a good secure place. The interviewees showed that when one looked for a residence, in a country like South Africa which had a crime rate shown on television and written of in the newspaper, one went through an emotional turmoil.

However, those enrolled with the junior degrees, said that their stay was fine. The food they had during their breakfast, lunch and supper were also good. The only complaint that students had, was that their colleagues in the residence did not reduce the level of noise. One of the interviewees at one of the UCT residents, showed that for one to get engaged in a serious study mood, it meant that one had to go to the library. The interviewees continued to show that there were times when the library looked very far, for one to leave the study room, but with the noise level that was high one's studying or reading was confined to the library. As a result one could conclude that the individuals residence committee could not control the noise level at the residence.

The interviewees at Pentech and UWC had stories to tell as well. One of the Lesotho students at UWC, who arrived in 1995, stated that as a foreign student at that time, she experienced quite a nightmare. She said she was informed through writing that she was going to get accommodation as long as she paid two thousand rand (R2000.00) in advance. However, upon arrival she found that there was no room arranged for her and therefore had to sleep for a week in the television room

It seemed like the residence administration staff, was lenient with some students who still owed fees from the previous year 1994 but at the same time wanted to keep their rooms. While trying ways or strategies to chase them out of the rooms, the paid students suffered. According to

the four interviewees that experienced more or less the same thing with the one arrived in 1995, they said it was not easy whether the incompetence lied with the Central Housing Committee (CHC) or the Residence Administration itself. For instance, they said that sometimes they would be handed with pamphlets showing that there were problems here and there. One of them showed that in one of the pamphlets, one would find out that CHC was blaming the Residence administration for its inconsistency in allocating rooms. When someone read the two "blames" and observed on the practice the two powers engaged in, one would notice some inconsistency in decision-making, of the two bodies concerned. In these two bodies' clashes, one experienced a nightmare of squatting with a stranger whom one did not know nor trust.

The other problem was that these kinds of delays in settling down affected the students performances, as the lectures would begin as if nothing was going wrong.

Local male students drank their beer and broke beer bottles and threw them all over the corridors. Foreign students walked in corridors in fear of sexual harassment. Location criminals also came to get what they got hold of, and since the television rooms were no man's room every one entered to look for whoever. One wondered whether it was a genuine search or was criminals' search trying his chance. The overall experiences would include that some students would lose their belongings, as they would be stolen in these television rooms. While some would miss the track with their lecturers in their various modules. Finally, foreign students in these kinds of Residence Administration somehow lost confidence with local staff members honoured with responsibilities.

After a week or weeks struggle for accommodation, Lesotho students interviewed at Pentech and UWC showed that another nightmare that they faced was with the matrons. CHC members and the residence administration staff seemed to have no effective strategies to keep the noise level low. This was a habit with some residence like Ruth First where some local Xhosa, Afrikaans speaking students started their weekend enjoyment on Thursdays, breaking of bottles all over, noise of gunshots were every weekend's experience.

When it came to the question of food, the interviewees who received their meals at the institutions such as Pentech reported that, though food may not be satisfactory at times, they had alternatives to get what they wished in other dining halls with the campus. Whereas, UWC Lesotho students complained that their food services cooked for local tastes or food enjoyed by certain students. Lesotho students interviewed said that they never saw any box for suggestions to air their views concerning food. Sometimes, the interviewees said that one would not be able to eat food like fish because of too much oil that was consistently dripping on it. The other food became a problem to eat was the stews. These stews prepared at the dining hall, was full of potatoes, bones and less meat. In addition to that, they were spiced with all different kinds of spices, which did not enable some students to eat them. These kinds of food increased in prices every year but most of the time were not easy to eat.

The other part of the food services was its staff. Since 1996, more Xhosa speaking people were employed and upon arrival, their attitude to non-Xhosa speaking students was different. For instance, most of them were not prepared to speak English. As a result they used to serve food that were not ordered by student. Since students pay for each item put on the plate, in most cases there were quarrels of food placed on the

plate while not ordered.   During the management intervention,   the observer could notice that there was a problem of communication However, in rare cases, Lesotho students interviewed showed that there were some staff members who could at least switch on to Tswana when speaking to them.   In this kind of a relationship,   Lesotho students affected said that they were served well.   According to the interviewees, most Afrikaans speaking staff members were trying to speak to students in both languages,   that is in Afrikaans and English.   In this way, Lesotho students affected said,   that they (as student who preferred English as language for communication) could at least be served well.

4.5.4 Student Representative Council

The Student Representative Council (SRC) level, for students interviewed at UCT, said they were recognised by the SRC's office. They said that they had their committee as Lesotho students that took their demands to the SRC. Their committee was called the Lesotho Students Association (LESA). From the way they responded to this question when interviewed one could notice that it was one of the well established committees within the SRC, at UCT. Whereas at Cape Tech, Pentech, US and UWC Lesotho students interviewed did not seem like they had any association or committee dealing with them as foreign students. The latter took themselves as members of the entire student union, not as foreign students. At the time of interview, the Lesotho students in the above four institutions did not seem to have been treated badly by any member of the SRC, in their respective institutions.   It could not also be denied that, for those Lesotho students who had penetrated through the SRC, to the extend that they had friends, got a faster service than those that were not known. In some cases, one of the Lesotho students in one of

these institutions was even given access to phone home in times of strikes or crises while others could not get such a service

4.5.5 Outside the Institution or Community Interaction

A student life does not start or end within his or her respective institution premises. There are times that a student needs to go for shopping, window shopping, swimming, enjoying the cool air of the beaches, going to the cinema, visiting community libraries, museums and many trips that involved the entire community's interaction. The important issue is what kind of environment that was healthy or sick?

As it was mentioned by one of the Lesotho students interviewees at UCT, South Africa, was a country that a foreign students did not relax in. With its violence with women, children, and everything else, one does not relax. Lesotho students interviewed showed how it was fun to travel in the Cape Museum, Victoria and Alfred Waterfront, Cape Point, Simons Town, Muizenburg beach, Green Point beach and for a few travelling to Robben Island was also an adventure.

other fact was languages spoken in this province. In some taxis, the languages spoken were many, but the prominent ones were Xhosa and Afrikaans. As a passenger, one already knew that he or she was likely to be served with one of them. When a Lesotho student showed that she did not know any of the languages, some drivers, taxi drivers and some passengers could not accept it. The squabble usually began when the Lesotho student needed her change and spoke in English. It was at this time that some African languages speaking people would look annoyed as if the student was looking down upon speaking one of the African languages. In one incident one of the interviewee said that she

had to lose her change because she could not explain herself clearly in one of the local languages.

For Lesotho students who liked going out, they said that the best thing was to go alone. Whenever, some of the Lesotho student got hold of a kind local classmate, or an old Lesotho student they would ask her or him to take them to certain places of interest as their guide. In this way, some Lesotho students said that was how they began to penetrate the outside world.

The interviewees said that their movements in Cape Town were only at places where violence was less pronounced. In those years that is 1994, 1995, 1996, 1997, Victoria and Alfred Waterfront was one of the popular places as it had less violent records. The advantage of the place was that, it had a lot of tourists.

Other places that students interviewed enjoyed were taking trips to Cape Point, Simons Town and taking a tour on top of the Table Mountain, the cable way. Although they took trips to False Bay and Muizenburg beach for braais, the interviewees said they were always on watch for violent locals. However, none of the respondents confirmed to have had any unpleasant experience.

The other important issue was that, some interviewees pointed out that, sometimes it was easy to make friends with local people. The reason they gave was that one was never sure whether she or he would be – friend a capable thief, a member of drug trafficking squad or a genuine community member. As a result none of the interviewees claimed to have had close relationship with a member of the local community besides relatives or other fellow students.

4.6 Other issues pertaining to Lesotho students in the Western Cape

4.6.1 Brain Drain

This term refers to qualified or trained personnel who look for greener pastures elsewhere. Most students did not mention that their study in South Africa was a motivation or an aspiration of getting a job in South Africa upon completion of their studies. However, a few were brave enough to say it. This showed that there were many reasons that could encourage one to study in South Africa. With limited employment availability at home, some interviewees viewed studying in South Africa as an advantage to try their luck in the job market in South Africa upon completion of their studies.

5.   Conclusions and Recommendations

The findings of the study presented in the preceding chapter leads to one to a number of conclusions and recommendations on Lesotho students in institutions of higher learning in the Western Cape.

Conclusions

The experience of Lesotho students within Lesotho regarding preparations of study in the Western Cape as far as funding procedures were concerned, was that some Lesotho students experienced delays. delays hampered their academic excellence. They therefore wished that the Lesotho government could change the old methods of filing systems. The interviewees also argued that it would save them academic hassles, if government could pay students fees on time so that they could start their academic programmes on time and attend lectures without dismissals to go and get the fees as it happened with one of the Bachelor of Science in Civil Engineering at UCT in 1997.

The respondents suggested that Lesotho government and the South African government needed to agree or make arrangements in advance as far as payments of study permits were concerned. Students pleaded that the large sum of money required by the Home Affairs in order to grant one a study permit needed to be budgeted for. As a matter of fact, information about raising such amounts should be passed to the right places like the National Manpower Development Secretariat in time, or should be broadcasted over the radio, which was the easiest and quickest way that people could get to know them.

The Lesotho students also complained that the charges for study permits, repatriation fees and comprehensive medical insurance were

too high and ill-affordable to many of them because they had to pay them privately of their sponsorships.

The capacity of government of Lesotho to finance students in the future was likely to decline reduction in donors and domestic capacity to raise funding. This government also operated within the structural adjustment programmes which discouraged government subsidies on services such as education. The Structural Adjustment Programme encouraged the promotion of economic growth inside the country through promotion of domestic expenditure and reduction of foreign payments.

In terms of the findings of the research itself the following aspects have been attended to. First the demographic profile of the interviewees was discussed. It was found to be characterized by predominantly females. For example, females dominated at the junior and postgraduate levels at the three universities at the Western Cape. While the two technikons in the Western Cape seemed to be dominated by males than females. There were male and females interviewees. Amongst the interviewees there were no disabled students from Lesotho.

The interviewees gave various reasons for going for further studies in South Africa. Most of them pointed out that they were forced by the sponsors' conditions. While those that were enrolled with the technikons were forced by lack of technikons at home. Lesotho had no technikon. Eventually, Lesotho students who need to further their studies in the technical fields had to seek access from other countries.

There was a likelihood that the number of Lesotho students in the Western Cape institutions of higher learning would be reduced in the future, for instance, most interviewees complained much about

unsatisfactory academic matters. The academic experience of Lesotho students attending at UWC, Pentech and Cape Technikon might reduce Lesotho students in those institutions. The language of instruction, in class, lectures' offices, libraries administration offices dealing with academic affairs seemed to be the language that might discourage some Lesotho learners to find those three areas conducive for study.

The instance of the University of Stellenbosch to instruct junior degrees in Afrikaans also discouraged Lesotho learners to seek access for programmes in the junior degrees. However, it could not be denied that for those students who were enrolled in the institutions of higher education in the Western Cape academic standards were satisfactory. The quality of education in the Western Cape institutions of higher education was the only crucial fact that made them hold on, even at times of academic trouble. Lesotho students were more likely to apply to UCT because of its wide use of English as a medium of instruction without Afrikaans.

Another conclusion was that capacity of the Lesotho government to afford to finance the study of students in South Africa would be decreased. The prices of fees in South Africa were very high when compared to the fees charged at the National University of Lesotho. The fees at NUL were not higher than one thousand five hundred rand per annum. Whereas, at South African institutions of higher education, fees go as high as ten thousands or more at the undergraduate level. Parents had to pay the supplementary charge in some institutions like Cape Technikon as found out during the interviewing process.

The socio-cultural environment in the Western Cape had also changed from tolerable to threatening. Tourist places like Victoria and Alfred Waterfront had now become places that one could relax and enjoy

without the threat of urban terrorism. With the advent of Pagad and gangsters which permeated to places which were formerly safe, like the Victoria and Alfred Waterfront, personal security had become a big problem. Lesotho students were less politicised and not used to living with national violence, as a result Western Cape might now popularity as a place of study amongst them.

In the past, it was places like Natal which were known for tribalism and violence. While the rand was known for "tsotsism". Kwa-zulu Natal was known of its Inkatha and its reign of terror. Amongst the nine provinces that surround Lesotho, Western Cape used to be the best place where Basotho students ran for their studies.

Given the scenarios discussed above it seemed the future of Basotho students to study in the Western Cape for tertiary education was bleak because it seemed the number of Lesotho students who sought study at universities and technikons was likely to be highly reduced.

Recommendations

The analysis presented in this study and the conclusions in this chapter to a number of recommendations for different actors and stakeholders involved in the phenomenon of Lesotho students in institutions of higher education in the Western Cape and South Africa.

First, the government of Lesotho and the government of South Africa needed to re-visit the modalities and payments such as repatriation fees, study permits and comprehensive medical insurance, involved in preparation for study in South Africa to become less restrictive and prohibitive.

Secondly, within Lesotho, the National Manpower Development Secretariat needed to improve its students records filing by introducing data management systems to speed up the processing of students payments for study in South Africa.

Thirdly, since the payment of study permits, repatriation fees and medical insurance were expensive, the National Manpower Development Secretariat should consider paying these charges as part of the student's study loan in South Africa.

Fourthly, all the institutions of higher education in the Western Cape needed to establish and strengthen foreign students offices as the departments that could advertise their programmes to foreign students and prospective ones, and enable the administrations to respond more sensitively to the special circumstances of foreign students in their institutions.

Fifthly, all the institutions needed to come together and standardise admission procedures and requirements on foreign students, unlike now when each has its own policies and procedures.

Sixthly, the medium of instruction was central in influencing foreign students to choose institutions in which to study. The study revealed despite their declared policy to use English as medium of instruction, only the UCT successfully did so, while the other four had excessive Afrikaans interference. The US, UWC, Pentech and Cape Tech needed to find ways of making the use of English as a medium of instruction real rather than just on paper in order to attract more foreign students in future.

Seventhly, the level of fees charged on foreign students differed widely among the five institutions. These institutions need to syncronize policies on fees to be charged on foreign students to become cost-effective

Eighthly, the distribution of educational facilities especially library books was concentrated at US. The US, UCT and UWC needed to make a regular supervision on their tripartite arrangement to share educational resources such as books, research materials and lecturers in order to provide a more even quality of educational service to attract more foreign students in future. The same applied to Pentech and Cape Tech.

Ninethly, international educational services were best in an environment less Xenophobia in institutions of higher learning. Due to the isolation of South Africa from the international community during the apartheid era, the country has opened up to the international community. All the five institutions of higher education were also

opened to everyone in order to attract more foreign students in the future.

Lastly, the good quality of education offered by all the five institutions was found highly relevant to foreign students especially in their countries in Africa such as Lesotho. Interviews with some alumni of these institutions revealed that the education and training they received from the Western Cape institutions of higher education was relevant to their work, increased their efficiency and made them competitive in the labour market. This good quality education stood out as a potential to be nurtured by all the five institutions in order to enable them to attract a larger flow of foreign students in the 21st century.

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