Title:

Academic Integration within the Context of Globalization: Experiences of Students from the SADC Region Studying at Howard College (University of KwaZulu-Natal)

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Declaration

This research has not been previously accepted for any degree and is not being currently considered for any other degree at any other university.

I declare that this Dissertation contains my own work except where specifically acknowledged

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Signed…………………………………………..

Date…………………………………………..

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This dissertation is dedicated to the loving memory of my late father George MUAMBA KATALAYI which I will ever treasure.

Abstract

Migration of people has long been conceived as voluntary relocation of an individual or groups of people in pursue of better job opportunities. In the context of globalisation, the semantic of migration has been expanded to include forced displacement of people as result of armed conflict or structural violence such as poverty and inaccessibility to basic needs. The United Nations' General Secretary has sanctioned the new explanatory trends in the concept of migration on the report on "human rights of migrants" (2002) under the article "Conceptual and substantive development of the question of the human rights of migrants" that does not leave out students migrating to integrate into a new academic environment to pursue higher degrees in fields of interest. Besides the effects of socio-political instability and economic unsustainability, human capital development theory justifies the influx of foreign students in South African universities in general, and the University of KwaZulu-Natal (Howard College) in particular. The process of integration is punctuated not only with opportunities but with challenges as well. This research looks in-depth into various experiences of international students integrating into Howard College. It is designed as a case study that basically use literature review and interactive interviews as sources of data, with a sample of twenty students registered with UKZN-Howard College. It investigates various aspects of integration process, examines the challenges that are involved in the process and the strategies that students develop to avert the adversities of immersion into this new academic milieu. The findings of this study abided by the interpretive paradigm appropriate to qualitative research using social network theory and human capital development as conceptual framework for the study. This research tables views from the field that are translated into recommendations that could improve the living condition of foreign students from the Southern African Development Community (SADC) on campus and prompt the adjustment of the SADC Protocol on Education and Training according to the needs that arise from SADC students' various experiences.

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List of acronyms

SADC: Southern Africa Development Community

UKZN: University of Kwazulu- Natal

WTO: World Trade Organization

GATS: General Agreement on Trade in Services

AU: African Union

UNESCO: United Nations Educational, Scientific and Cultural Organization

OUNHCHR: Office of the United Nations High Commissioner for Human Rights

UN Convention on the Rights of Migrants

OECD: Organisation for Economic Co-operation and Development

TEBA: The Employment Bureau of Africa

USA: United States of America

UK: United Kingdom

IEASA: International Education Association of South Africa

HESA: Higher Education of South Africa

SARUA: Southern African Regional Universities Association

UCAD: University Chiekh Anta Diop

UCLA: University of California, Los Angeles

NAFSA: Native American Financial Services Association

GE: General Education

IS: International Student

UCT: University of Cape Town

WITS: University of Witwatersrand

CHAPTER ONE: Introduction

1.1.   Problem background

At the turn of the 21st century, globalization reached most corners of the world. The transnational system that reinforces current processes of globalization has led to increased mobility of capital, goods, information, and people. Transnational migration has become the norm as people transcend geographical boundaries in search of better opportunities. Moja (2002, cited in Botha 2010:205) states that "globalization creates challenges to the higher education systems of the world, but for Africa those challenges are double-edged." According to McGregor (2009) these challenges range from lack of funding for research and no-existence of scholarship opportunities, deterioration of universities' infrastructure, lack of modern and well-furnished library and insufficient students support, and plethoric state of universities. These challenges result from Africa's paralyzing legacies of the past and structural constraints.

Academics teaching outside of their countries of origin and international students from an array of countries are becoming a permanent feature of higher education institutions in this globalised world. Thus, in this globalising world, higher education has to be understood within the framework of the movement of people and migration. The South African experience is no exception in this regard. A number of lecturers from all over the world have come to teach in the country during and after apartheid. Students from other parts of the world started to flow, especially, in the aftermath of apartheid. This is also a period in which South Africa started to experience a particular kind of influx of migrants from other African countries, with a vast majority of them coming from the SADC (Southern Africa Development Community) region.[1] Since the dawn of democracy in South Africa, there has been a steady increase in the number of international students seeking access to the country's higher educational institutions. Recent data indicates that over two thirds of international students in South African universities come from the African continent, with 70 per cent of them coming from the SADC (Rouhani, 2002). This has been a growing trend in the country and elsewhere. In spite of this trend, the transnational migration of students is vast yet an under-researched area. Furthermore, much has been

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[1] This movement has been mainly to urban areas and unregulated, unlike the previous migrations to South Africa that was very much regulated and controlled by the apartheid state and were organized within the context of labour migration which was geared to meet the labour demands of mining and agriculture sectors of the economy.

documented on tertiary students from sub-Saharan Africa going to study in the northern developed nations with little attention given to student mobility within African countries (Muthuki, 2010). In the African continent, Africa to Africa student mobility can be observed in South Africa.

It is in light of the above view that I opted to focus on foreign students from the SADC region studying at UKZN. The reasons accounting why students from the SADC decide to study in South Africa are manifold. Referring to African universities, Teferra and Altbach (2004:21) state, "they function in very difficult conditions, both in terms of the social, economic, and political problems facing the continent and in the context of globalization". As part of the continent, universities in the SADC region face the same problems and challenges. Sawyerr (2004:1) for instance, enumerates the followings: "overcrowding, infrastructure deficiencies, and inadequate access to international knowledge resources". These problems have plagued the region and have been classified under the pull-push factors. It is against this backdrop that, students migrate to South Africa in increasing numbers in pursuit of higher education.

According to Marko (2009) the analysis shows that South African universities meet the requirements of the World Trade Organization's (WTO) General Agreement on Trade in Services (GATS). The four modes that South Africa utilizes as Marko (2009) puts it are:

i) **Cross-border supply:** Knight (2006) refers long distance learning the recipient of the services does not move physically in the institution where he/she enrolls, it also include educational activities international development /aid projects as well as commercial trade enterprises (African Union, 2007).

ii) **Consumption abroad:** recipient of a service travels to the country that provide the service (for instance, migration for study purposes) (AU, 2007).

iii) **Commercial presence:** Provision the service provider has a representation another country in order to render service. For instance, satellite campuses who work in partnership with local institutions (AU, 2007).

iv) **Presence of natural persons:** this refers to visiting academic staff and researchers who work in a certain foreign country (Knight, 2006).

As a result, South Africa has become the educational hub of Southern Africa because of factors that make higher education service in this country attractive in comparison with its neighbourhood and beyond. For instance, Marko (2009) points out that south Africa has the highest number of public universities in the continent, south African universities dominated it the top ten highly rated universities in Africa, the academic qualifications obtained in south African university are recognized internationally, the resources for local research and training are available, they have good infrastructure. Consequently Marko (2009:2) observes that "these factors have made the educational environment attractive for many prospective students and researchers".

In comparison to the "economic powerhouse" of the region, many of the countries in the SADC are by far lagging behind in various development indicators. These 15 countries have various histories, cultures, uneven economic as well as social development (Macgregor, 2009). This movement of people (in this case, students) has to be understood within this context of differentiated level of development. The link between higher education and economic development is unavoidable in a global knowledge economy (Kotecha, 2008). While these underlie the broader picture of movements and exchanges of students in the region, my interest however has been the exploration of how foreign[2] students get integrated into an institution that has a different history, culture and context, which the following section outlines.

1.2.   Statement of the problem

International migration studies have shown interest in integration both as an outcome and process. Most of these studies have focused on individuals, families or communities incorporation into the host society's institutions and state. In this study, I focus on the incorporation of international students into the fabric of the host university. Integration as a complex process cannot be effective only through official policy or agreement and its implementation. Although there may be agreement in SADC to accommodate the students from the SADC region, the attitudes and behaviour towards them may be vital in the process of integration. The structural context of the host university is also crucial in this process because it can either hinder or facilitate integration. The Linguistic difficulties in the host country for some

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[2] I am using the words foreign, international and migrant interchangeably, since they loosely mean the same thing, and capture experience of 'the other'.

of the students SADC region, the social adjustment, the expectations of the university, and the lack of valid identity documents for financial support, are some of the problems that these students need to overcome in order for them to be integrated into the social fabric and academic institution of the host country.

Integration is, in many ways, treated as desirable, since it entails cohesion, peaceful co-existence, cooperation and exchange. The xenophobic attitude toward foreign Africans in South Africa and the structural element to it are well documented. At times this finds expression in violence as witnessed in recent times. How is the problematic of integration to be understood in this context then? This is the problem that this research is concerned with; the challenges of integration into the social and academic milieu of the University of Kwazulu-Natal-Howard College. The host institution is also responsible for the immersion of the international students in its social and academic milieu. This study is thus focused on the experiences of the students from the SADC region at UKZN (Howard College) and the institutional context that frame these experiences.

1.3.   Research questions/sub-problems

In order to address this problem, this study asked the following key questions:

   i)   What makes UKZN an attractive place to study at for students from the SADC region?

   ii) How do students from SADC integrate themselves in the new academic space of UKZN?

   iii) What are the challenges they face?

   iv) What are the mechanisms and plans that these students develop to manage their integration into UKZN-Howard College and to cope with the challenges that they face?

1.4.   Objectives of the study

The research questions I set out at the beginning of this study were guided by the following objective.

i) To identify the factors influencing the migration of the students from the SADC region to South Africa rather than to other countries within the region

ii) To investigate their integration in the new academic space of Howard college

iii) To investigate the challenges that they face

iv) To explore the mechanisms that emerge in order to cope with the challenges of integration so that a global strategy can be developed to help students from the SADC region surmount the issues that hinder their smooth immersion into UKZN-Howard College environment.

1.5. Rationale of the study

Previous studies have focused more on labour, women, international migration, as well as migration for education purposes in the world and in Africa. In the context of this study, the focus was on the students from the SADC region who are studying at Howard College. The study investigated not only why these students choose South Africa rather than other countries within the region, but also the challenges that they face as they integrate themselves into the new social and academic space of South Africa. It probed into the integration strategies and coping mechanisms, which the students employ as they strive to integrate themselves into the South African society, furthermore the study investigate the effectiveness of the SADC agreement on education with regard to the behaviour of the staff and the classmates towards them.

This study is concerned with experiences of the students from the SADC region registered at UKZN at Howard college campus. I have chosen this topic firstly, because it is an issue that pertains to my personal experience as a student from the SADC region at UKZN, and partly, because the field of study is more convenient for research, given the fact that the issues pertaining to it are easily accessible. Secondly, previous studies in this field were based on international students from UKZN without specifying their origins. The challenges of early the studies were that the topics of investigation were broad and it was difficult to establish the limitations. Therefore, in simplifying and defining the boundaries of this study, it was necessary to limit the choice on Howard College and SADC.

1.6.   Structure of the study

This dissertation is structured into six chapters. The first chapter gives a general introductory background to the problem; it also deals with the research problem setting, the questions that guided the research goals, the rationale of the study and lastly, the overall structure of the dissertation.

The second chapter outlines the historical concept of migration, how migration studies have shifted the focus from labour migration to migration for education. It shows how South Africa has become an attractive country within the SADC region for regional cooperation in the educational context of the sub-Saharan region. It outlines the factors influencing students' migration, the challenges they face how they get integrated into this academic environment, Finally, it provides the framework of the study, namely social network and human capital development by explaining how these theories influence migration and integration of students into Howard College, and how they contribute in easing the process of their integration.

The third chapter provides details on the design and the methodology adopted in this study. It outlines how the study was conducted. It explains all the methodological processes based on qualitative research, the use of purposive sampling (snow-balling) for data collection through interviews, the interpretive paradigm for data analysis and interpretation. It finally discusses the limitations and delimitations of study, the ethical consideration, as well as the issues of validity and reliability.

The fourth chapter explores the problems attendant to the migration of the students from the SADC Region into Howard College. It subsequently examine the followings: the purpose of migration by this group of students, their motivations for choosing UKZN, the reasons for choosing south Africa, their awareness of education opportunities in South Africa, their interest in choosing Howard College, and at the end, It compares studying in South African universities and studying in universities from their home countries where migrant students emigrate and investigates the main patterns that suggest South Africa as a better opportunity.

The fifth chapter examines critically the issues pertaining to integration of the students from the SADC region into the social, cultural and academic milieu of Howard Campus, the challenges

attached to this process, strategies that they develop to cope with the adversities of the immersion process into Howard College Campus. Furthermore, it explores the effects of their transnational experience, the insights they gain, and their awareness of the SADC Protocol on Education and Training, finally it investigates their sources of funding.

The sixth chapter presents the summary of the main issues that were discussed in different chapters and recommendations that emerged from the study. These findings touch on resilience of the students which was sustained by the networking system. The recommendation focuses on the followings: the reduction of academic fees and the cancellation of the student levy, the improvement of tutorial service, the promotion of cultural and social students' programmes, reimagining medical scheme (accessible and affordable medical aid for all students), the establishment of an office of home affairs on Campus, redefining the role of the International Students Office (giving it more power), the extension of study permit, the re-evaluation of the SADC Protocol on Education and training, and finally creating greater cooperation between the division of management information and student researchers. The aspects that need further investigation are notably the issue of racism and prejudice, South African perceptions of migrant students, and examine the discrepancies between migrant students in South Africa and other universities regarding academic fees.

CHAPTER TWO
Students' Migration and Integration into a New Academic Environment

2.1. Introduction

This chapter reviews previous studies in the area of migration in Africa in general, and Southern Africa in particular. It gives an overview of the literature on migration issues. The literature is structured in different themes in which the views of different authors are discussed. The first theme explains how during colonial times, migration mostly focused on labour even though during that time, students were migrating abroad for education purposes. The second theme discusses the factors influencing the decision to migration which are considered as push/pull factors. The third theme looks at the challenges faced by migrant students in the new academic environment, as well as the opportunities offered to them. The fourth theme investigates the process of academic and social integration. The fifth theme presents the theoretical framework adopted in this study.

2.2. Understanding migration

Amin (1995:29) argues that migration, as a movement of people, constitute a dominant part of human history. He argues that, "all peoples have come from regions that are sometimes very far from those they occupy today." Contemporary migration, however, he argues, is very particular. According Amin (1995:29) "[w]hat makes modern migration unique is it connection to the globalisation of the capitalist economy". The effects of globalization have increased people movement around the world in search of new opportunities. Movement of students in search of better and bigger academic career is to be located within this current trend. Wilkins and Huisman (2011:414) point out "that during the second half of the 20th century, the forces of globalisation encouraged increased student mobility across national boundaries".

In his study, Zanker (2008:4) defines migration as "a temporary or permanent movement of individuals or groups of people from one geographic location to another for different reasons ranging from better employment possibilities to persecution". Thus, migrants are individuals who have left their original locality and moved to another for various reasons. UNESCO also defines the term in a similar fashion with only a slight twist. The term migrant is used to capture "any individual who

resides temporarily or permanently in a country where he or she not native from, and has developed some important social bonds with that country" (UNESCO). This definition seems limited in practice taking into account the diverse policies in different states.

Migrants are also characterised in accordance with the purpose of their movement. Here reference is made to the various categories of migrants such as labour migrants, refugees, asylum-seekers. According to the UN Convention on the Rights of Migrants, a migrant worker is a "person who is to be employed, is employed or has been employed in a waged activity in a country of which he or she is not a native" (UN Convention on the rights of migrants). The Office of the United Nations High Commissioner for Human Rights (OUNHCHR) expands the definition of migrants as follows: "The term 'migrant' [……] refers to a person whom for personal convenience make a free decision to migrate without being forced to do so" (OUNHCHR 1990-2000). It is, of course, necessary to make a clear distinction between migrants, refugees and displaced people. However, what is becoming clear is that the reasons and conditions for migration are increasingly becoming complicated and often include diverse reasons, making assigning and boxing individuals who move in one or another category very difficult.

Concerning the issue of who are to be considered as migrants, the propositions of the special Rapporteur of the Commission on Human Rights reported in 2002 are: (a) Persons who are in a foreign country and are not subject to the legal protection of their countries of origin; (b) Persons who have been granted the status of refugee, naturalized person or a similar status by the host State; (c) Persons who do not enjoy either general legal protection of their fundamental rights by virtue of diplomatic agreements, visas or other agreements (Pizarro 2002).

These considerations are more inclusive of various circumstances justifying the presence of foreign students at UKZN. These explanatory definitions include economic migrants as well as political migrants. Economic migrants are those who leave their country of origin for another in search for better living conditions, high living standard, and job opportunities. Political migrants are those who run from their homeland because of political interests or political instability and the degradation of institutions that ensure human rights and safeguard human dignity are inexistent. They flee state persecution, crackdown on journalists and political opponents and their families, human rights abuses, extra-judicial executions, incarcerations without cause, and the government oppressive machinery.

The issues cited above raise another question in relation to what migration denotes. Migration denotes the idea of freedom to make informed decision to leave one's country of origin to another. This includes planning the time, the means to travel and knowing the destination. This might mean that when a refugee leaves home because of conflict, she/ he considers at which prospective host country would he or she have a better prospects and be best placed for employment or study. Some social scientists try to differentiate between voluntary and involuntary migration (OUNHCHR 1990-2000).

For the purpose of this study, only those migrants who crossed national boundaries are considered; hence, my interest is on the international migration. As the world is divided into territories of sovereign states, migration that goes across national borders is called international migration, while migration that takes place within the territory of a state is called internal or intra-national migration. According to the Organisation for Economic Co-operation and Development (OECD) (2006), policy makers, educators, researchers and the general public have been more interested in issues related with international migration. This was due to the growing number of immigrant that most OECD countries experienced during the 1980s and the early 1990s. This was a result of the dissolution of the Eastern Bloc, political instability in many countries, the growing globalisation of economic activities and family reunion in the aftermath of labour migration movements during the 1960s and 1970s (OECD, 2001a). Meyers (2004, cited in OECD 2006) established that, worldwide, in the year 2000, approximately 175 million people lived outside their country of birth representing an increase of 46% since 1990. According to OECD, (2006), international migration movements remain a topic of global significance, even though many countries have implemented various measures to contain immigration levels. During the second half of the 20th century, student movement across national boundaries has increased due globalisation-induced mobility. More and more, universities in Western countries opened their doors to international students for the incomes they bring and to meet internationalisation objectives (Wilkins & Huisman 2011b, cited in Wilkins *et al* 2011).

Migration creates an extremely complex reality for people who live in a foreign land, confronting them with questions of identity, citizenship, culture and tradition, by restructuring their role and status in society. It happens often that once one finds himself/herself in a foreign land, his/her movements and rights are restricted and need to adapt to new social and economic conditions. The same is true for the host society since there is pressure to adjust to the new arrivals.

2.2.1. Migration in Africa

Ricca (1989, cited in Adepoju 1995:87) describes the African continent as a "continent perpetually on the move". Adepoju (1991) demonstrates that the continent is characterized by dominant migratory flows namely: labour migrations between West and Central Africa, refugee flows within Eastern Africa, clandestine migration of ethnic groups and nomads in West African Sahel and Eastern Africa and labour migration from Eastern and Southern Africa to South Africa. It is further argued that migration is a heterogeneous phenomenon. This means that migration is characterized by various movements across and within national boundaries, such as commerce, pastoralism, natural disasters, warfare, and the search for employment. Adepoju (2006) considers the spatial mobility as a fundamental social and historical aspect of life. This implies that it can be seen as a response to disparities within a town or country when people are not satisfied within the prevailing opportunity structures in their localities, town or country as well as in the continent. Hance (1970, cited in Adepoju 1995) argues that in the pre-colonial era migration was restricted only by warfare, while in the colonial era migration was linked to economic strategies of colonial governments (Adepoju, 1995).

Adepoju (1988) and Adebuseye (1992, cited in Zlotnik 2006) point out that during colonial times workers were forced to migrate because the exploitation of mineral and agricultural resources in the colonies was a major concern. Zlotnik (2006) argues that after independence, these movements of workers continued under formal agreements governing the recruitment of migrant workers between countries in the region. According to Adepoju (2005), colonial governments strongly influenced international migration (both contemporary and old) in most African countries. Zlotnik (2006) also suggests that after independence, migrants continued to follow routes established during the colonial period. Adepoju (1995) outlines that initially people were forced to migrate for labour purposes, taxes and agriculture, later on forced migration subsided to regular migration of individuals and families in various African countries. Thus, cities that had served as centers of commodity trading during colonial times continued to attract internal migrants after independence. In contrast, Adepoju (2005) notes that the 1980s have witnessed a new shift of migration patterns with African migrants going to countries other than the respective former colonisers' divisions. Yet, as Adepoju (1991) put it, movement outside the continent represents a small fraction compare to the movement that takes place within the continent and often neighbouring countries in the regions. Adepoju (1991) suggests that within the continent there has been an intense movement of people in central, eastern, west as well as southern although many studies have focused more on Africa to Europe migration.

2.2.2. Migration in Southern Africa

Crush (2005:2) points out that "migration in Southern Africa was prevalent long before the drawing of colonial boundaries, dating back at least 150 years. Countries of Southern Africa have been sending and receiving migrants since the mid nineteenth century when labour migrants came to work on the Kimberley diamond mines, including from modern-day Lesotho, Zimbabwe and Mozambique. The discovery of gold in the Witwatersrand changed the entire pattern of labour migration in the sub-continent. Initially, most migrants came independently. They migrated to the mines (South Africa, Zambia, and Zimbabwe) and commercial farms and plantations (South Africa, Zimbabwe, and Swaziland)". Oucho (2006) adds that these economic activities stimulated unskilled labour migration that created continuous interdependence between the countries that provides the job and the job recipients' countries in the region. It is in light of these observations that Adepoju (2005) suggests that this sub-region was seen as an economic component in which trade in goods and services flowed and people moved freely.

During this period, according to Crush (2005) migration of labour mostly to the mines was the most highly regulated, through systems of recruitment under a single agency, the Employment Bureau of Africa (TEBA). Adepoju (1991: 90) argues that "labour migration then was short-term contract, males dominated, migrant were unskilled and 15-39 of age". It was much later that the region started to see unregulated migration. Oucho (2006) states that due to the economic crisis in their countries in 1980s highly trained and skilled Malawians, Zambians, Zimbabweans and further north migrated in increasing number to the resource-endowed states such as South Africa, Namibia, and so forth. In addition, he asserts that before independence many countries in Southern Africa, experienced wars of independence, which forced many people to seek refuge in other countries until independence, had been won.

Tlabela and Wentzel (2006) claim that, the number of African migrants coming to South Africa has increased since the early 1990s and even more after the first democratic election in 1994. These migrants came primarily from South Africa's traditional labour supply areas which include countries from the Southern African Development Community (SADC) region. However, migrants have also come from other African countries such as Nigeria, Senegal, the Democratic Republic of Congo, Ethiopia and Kenya.

According to Oucho (2006) migrants who were married usually left their spouses and children at home. Nevertheless, as Adepoju (1991) notes that up to the late 1970s women started to migrate as well. Adepoju (1991:95) points out the flawed assumption that "migrant women have not often been considered as free decision makers but rather as adjunct to migration decision of males as in the case of moving to join their husbands". In contrast to this early view of migration of women, Oucho (2006) suggests that there has been an autonomous female migration, which involves educated and business women. This kind of migration led to a situation where the men play the role of caregivers while women are absent (Adepoju, 1991).

Migration for study purposes and movement of students is also part of this growing trend in the region. It is estimated that in 1985-1986 the number of African students in United States was over 34,000. Many African students were trained in and remained in universities and polytechnics in former colonies, such as France, United Kingdom, Germany, Belgium and Italy (Baker 1995).

Migration in Southern Africa is a heterogeneous phenomenon which consists of permanent, labour, refugees and asylum seekers, skilled and unskilled, as well as undocumented migration. Tlabela and Wentzel (2006) argue that it is widely accepted that the flow of migration from the SADC countries and beyond has grown remarkably in a relatively short period of time. Since our focus is on students' migration, the following section looks specifically at migration for educational purposes. However, it should be noted that a refugee could find herself enrolled in a tertiary education, in as much as a student who travelled away from home could assume a refugee status. In the light of this I have opted not to get fixated with the categories, but instead I aimed at focusing on the experience as a foreigner in a particular social and academic milieu.

2.2.3. Migration for education

Goodwin (1993, cited in Varghese 2008) states that during the colonial era, migration for education was characterized by students moving from former colonies to study in metropolitan capital cities. Overseas education, then, was mostly funded by the colonial powers and served a dual role in the life of the colonial order: efficient administration and as a means of social control. This means that sending students abroad in that period was in the interest of the colonial powers and based on the assumption that once back home after acquiring the skills and absorbing the values of the colonial

rulers, graduates would serve the colonial administration in various capacities. Since the Second World War, however, as Varghese (2008) points out a systemic shift as seen where higher education ceased serving colonial powers' interest. In the new twist of logic and fate education, in post-independence context, was viewed as part of the development needs of the country. It was within this shift that post-independence governments introduced scholarships for abroad study programs and ironically in institutions of the former colonial states. Many students were sent abroad to study in the areas of agriculture, business, engineering, science and technology. These projects were framed within the context of post-independence drives for development and nation-building, which were associated with the growing need for qualified and trained manpower for development and growth of the African states.

This has now evolved, shaped and framed by the practice and ideologies of globalisation. As Muthuki (2010) points out, migration in higher education or students' migration is a significant mode for globalizing higher education because it takes place when, the provider, programs, teachers, students go beyond national boundaries. Yepes (2006) found that, in 2002 more than one-fourth of the nearly 2 million migrant students contributed $12 billion to the economic production of the US. Institutions in the United Kingdom are also reputed for specifically targeting international students, which has become their prominent source of revenue in the face of budget cuts. Many other institutions in a number of countries are also trying their best to make their institutions more attractive to foreign students.

The recent changes in the flow of cross-border students indicate that the dominant flow continues to be toward Europe and the USA. Nevertheless, Davis (2003, cited in Yepes 2006) argues that countries such as Australia and New Zealand are becoming attractive destinations for overseas students. These changes in the direction of flow are influenced more by the cost of education than by political considerations. Altbach (2004, cited in Yepes 2006) found that, the total number of foreign students for the year 2000/01 was over half a million in the US, over 200 thousand in the UK, 185 thousand in Germany, 135 thousand in France, and many thousands in advanced Asia-Pacific and European countries. There are indications that in the wake of 9/11, the US has lost some ground. There is also a growing trend of the formation of the fortress of Europe and the US, which appears to resemble, as some have pointed out, a lot like global apartheid. In addition to the above, the rising cost of education combined with other factors is restructuring these movements of students. Ratha and Shaw (2007) have shown that potential students at the present time prefer to study in neighbouring countries to home. For these and many other reasons, today, developing countries such

as South Africa and India are attracting foreign students from their neighbouring countries as well as all over the world.

There is another dimension to this story in the continent; while many in the developed world see within for higher education, Africa sees outside to meet this aspiration. This is both momentum and a legacy set by the colonial establishment. In Africa, according to Samoff & Carrol (2004), the significant impact of colonialism was seriously felt in the education system. For most African countries, illiteracy was high, few people had access to schools, and even fewer were privileged enough to reach higher education. After independence, literacy and certification were considered as a means to access better employment opportunities and better livelihoods for many individuals. For the African community, education promised a development of skills and understanding needed for development. Varghese (2008) states that, during the colonial period a huge number of students migrating have travelled from colonies to the colonial capitals, with the intention of developing supportive administrative cadres to operate in the colonies.

Macgregor (2007) states that, with the end of apartheid, South African universities attracted foreign students from all over the world, and a dozen years later 7 per cent of foreign students were enrolled at public universities. Macgregor's (2007) work also shows that from the first democratic election (in 1994) to 2006, the amount of migrant students in South Africa's 23 public universities has increased from 12,557 to 53,733. IEASA & HESA (2008) found that, by 2007, there were 60,552 international students, of which 51,717 (85%) were students from other African countries. The inflows into South Africa are mainly from neighbouring countries and the rest of the continent, with a relatively small proportion from Europe and North America. Macgregor (2007) asserts that two out of three international students (some 36,000) are from the 15 members SADC region. Zimbabwe has the highest number with 18 per cent of international students, followed by Namibia, Botswana, Lesotho and Swaziland, which are neighbouring English-speaking countries. According to Macgregor (2007), the huge number of SADC students is due to factors such as geographical location, historical connections, use of English as the primary language of instruction, cost of education, internationally recognized qualifications which give employment prospects, which are points this research explores.

2.3. Factors influencing student's migration: Considering the Pull and Push Factors

According to Ndulu (2004), the circumstances that drive students to depart from their homelands or which draw their attention to other places, as temporary or permanent migrants, are considered 'push and pull' factors. Ndulu (2004:57) adds that "The historic "push" factors of economic and demographic pressures are currently intensified by globalization, movement toward a knowledge-based economies and global demographic trends". For Castles and Miller (1998, cited in Nhambi 2008), 'push and pull' theory highlights the tendencies of people to move from the more to the less populated places, from an area with less opportunities to areas with high opportunities or from low to high-income areas. Despite the growing criticism this theory is subjected to, I argue that it has an important contribution in the ways in which I am thinking about movements of people in the region that is based on some calculation of what is available at home and elsewhere. The following sections are aimed at showing exactly that. I am, however, aware of the different variants of network theories of migration, which has strength in explaining the role of network in creating migration dynamics. I sought to supplement 'pull and push' with this theory.

2.3.1. Push factors

In the academic context, Varghese (2007:22) defines "push factors as the less favourable conditions of pursuing higher education in a given country, very often in pursuing advanced research". Muthuki (2010) argues that students migrate because of the poorly funded universities in their own countries, poor economic situation in their home, lack of good infrastructure, employment opportunities, bad climate, as well as war in their home country.

i) Poorly funded universities

Kotecha (2008) argues that higher education requires sufficient funds in order to ensure access, equity, quality, efficiency and sustainability in the sector, and to strengthen it connexion with development. However, Macgregor (2009) asserts that higher education in Africa in general and SADC in particular has been under-funded for decades. Sawyerr (2004) confirm this statement as he argues that, in the period of 1970s-180s African universities experienced a dramatic change because they could not keep the international standards this was due to the collapse of national economies, reduced funds and the general support of higher education by international donors. Sawyerr (2004:

28-29) indicates "this took a form of progressive withdrawal of subsidies for expatriate staff working at African universities and reductions in the general support for universities by the colonial governments, the international foundations, and the financial institutions". Also Sawyerr (2004) indicates that with the high demand for education and the competition for resources between the education sector and other sectors such as social and economic has led to the decline of the standard of education compare to the one offered in the early years of independence this was due to the lack of support from the government.

Macgregor (2009:2) asserts, "funding is now increasing but the systems still face severe constraints. He finds that countries have different funding arrangements but most universities remain heavily dependent on state funding for more than 60% of the income in most countries." According to Kotecha (2008) African Regional Universities Association (SARUA) conducted a research in the 14 countries of SADC region concerning the resource and infrastructure constraints the findings revealed a number of challenges faced by the universities in the sub-region. Kotecha (2008:12) writes, "Ministries of education as well as public higher education institutions in SADC countries (and others) noted a range of challenges related to inadequate funding and investment in higher education these challenges include." He identifies the following challenges:

i) A declining proportion of core public funding for higher education, owing to fiscal constraints or low prioritization by government;

ii) Competing demands for public funding and for private/donor funding from other parts of the public sector and from other education sectors;

iii) Expanding numbers of students, many of whom also require financial aid;

iv) Declining infrastructure, suggesting the need for massive capital investment;

v) Inefficient application of funds by governments through. For instance, the absence of defined funding mechanisms (such as formulas), poor planning, poor oversight (including of loan schemes), poor monitoring, and excessive public expenditure on students studying overseas;

vi) Inefficient use of available funds by higher education institutions, demonstrated by, for example, high student drop-out and repetition rates, and high proportions of overhead and salary expenses for non-academic staff. (Kotecha, 2008:12)

According to Macgregor (2009), SARUA's research in the 14 countries of SADC revealed that in most institutions in the SADC region the infrastructures are restricted. This limit the student accessibility, it compromises the capacity for teaching and research, thus pushes most scientists to look elsewhere for other and better horizons.

ii) Lack of infrastructure

Sawyer (2004) sing posts the stories of the resulting deterioration in physical conditions in most African universities in the 1980s and 1990s that have been told often. He suggests that the transformations in the teaching, learning, and research environment are needed as a remedy to the current conditions in which African universities find themselves. He further points out that teaching and residential facilities now accommodate more number of students for which they were built. For instance, he found that the University of Chiekh Anta Diop (UCAD), built to accommodate thirteen thousand students, now has more than twenty-three thousand, while Makerere university at twenty one thousand students now has more than six times the number it had only ten years ago. As a consequence, there are reports that students have to take lessons standing, sometimes even in the halls outside the classrooms, because of the lack of seating space in the classroom. The Libraries are overcrowded; the books and journal holdings are out of date. Small-group tutorials and fieldwork are hardly feasible in many departments. Equipment such as computers, scientific equipment for basic experiments is not available.

Sawyer (2004) found that at the University of Ghana a room meant to accommodate two students has been modified into five rooms, and has been now allocated for eight or nine non students to the knowledge of the universities' authorities. All of these irregularities have brought about a severe deterioration of infrastructure and quality of education in most African universities. This is evident not only for students and staff but also for the casual visitor. However, Macgregor (2009) argues, new institutions and facilities have opened in the region in recent years.

iii) Job seekers

Another dimension to the above movement is the search for jobs opportunities. According to the SA Department of Labour, drawing from the 2006 Census, it was recorded that there were 958 186 foreign-born people in South Africa, representing 2.4% of the country's population. Based on the 2001 Census, "foreign-born make up to 2.3% of South Africa's total population, of which 687 678

(or 67%) were born in neighbouring SADC countries, with an estimate of 41 817 (or 4%) reported as natives of the rest of Africa" (Maja and Nakanyane 2007: 7). The category of foreign-born migrant workers in South Africa would comprise "permanent residents (or immigrants), temporary residents (on work permits) or as contract workers (for instance mineworkers), based on the 2001 census published by the SA department of labour" (Maja and Nakanyane 2007: 8). The same source indicate that "since 1990 to the annual number of border crossings by non-South Africans fluctuates between 1 million to 7.5 million above in 2005 to 8.5 million in 2006 with approximate 75% of them being SADC nationals, while 5% above came from the rest of Africa" (Maja and Nakanyane 2007: 8). These factors are astounding in consideration of the restrictive nature of South African labour market. Job seeking in South Africa as a reason for migration is tricky as it requires skill and competency. Priority is often given to native South Africans before considering non-native applicants. According to Peberdy (2009) the 1991 aliens control act which was supported by the parliament suggests that all immigrants who are seeking for jobs should apply from outside South African. The administration of the aliens control act placed greater emphasis on the skills and qualifications of potential immigrants ever than before. It stipulates that no one in the unskilled and semi-skilled categories would be accepted as immigrant and there should be evidence from employers that no South African citizen is qualifying for the position. Furthermore the act introduced a non-refundable fee for applicants as well as heavy fines on airlines and shipping companies carrying   immigrants to discourage immigration movement (Peberdy, 2009:148). This shows that even though foreigners migrate to South Africa with the hope of getting a job with such exclusive policy in place, the chances of being employed are very slim.

2.3.2. Pull factors

In the academic context, pull factors are attractive factors, opportunities and other avenues that draw individuals to a particular destination, students for studying abroad. Consideration of availability of scholarship, decent education and well-established educational infrastructure, may be regarded as pull factors.

According to Muthuki (2010), foreign African students come to South African universities for reasons one can consider as pull factors - affordable costs of education compared to Europe and North America, for some students, pursuing quality of education in an English speaking country which gives employment prospects. In the following I explore these two concerns – cost and

institutional funding and the quality of education and reputation – within the framework of pull and push factors.

i) Cost of education: Between Pull and Push

According to Vossensteyn (1999:162) the cost of education consists of "the study costs and living costs. The costs of studying include tuition fees and expenditure on study materials and the living costs cover foods, accommodation, travelling expenses and sundries like sport, entertainment". According to Marcucci and Johnstone (2007:4), there are substantial discrepancies between South African study fees and major universities in the world, and they describe tuition fees "a mandatory charge levied upon all students (and/or their parents) covering some portion of the general underlying costs of instruction" (2007:1). The table below indicates that tuition fees in South Africa are higher than in other countries. However when the international students' levy is considered, the situation is different. For example, UK universities charge foreign students tuition fees that are three times higher than what local students pay. This is exactly what this table does not consider.

Table 1: Tuition fees in various countries for first degree, recent academic year
(National currencies converted to US dollar by Purchasing Power Parities)

Country Track	Public Special			Fee Paying
	Low	Medium	High	
Australia (2005; 2004 PPP)	$3,500	$5,000	$5,850	$9,500
Austria (2002-2003; 2003 PPP)	$800	$800	$800	NA
Canada (2003-2004; 2004 PPP)	$1,460	$3,170	$4,375	NA
China (2004-2005; 2003 PPP)	$1,640	$2,960	$3,820	NA
Ethiopia (2003-2004; 2003 PPP)	$1,5591	$1,559	$1,559	NA
Hong Kong (2002-03; 2002 PPP)	$6,060	$6,060	$6,060	NA
Hungary (2000 – 2001)	$0	$0	$0	$2,400
India (2001-2002; 2001 PPP)	$202	$853	$374	NA
Japan (2005; 2004 PPP)	$4,060	$4,060	$4,500	NA
Korea (2000-2001; 2000 PPP)	$195	$1,404	$2,927	NA
Mexico (1999-2000; 1999 PPP)	$178	$535	$1,159	NA
Mongolia(2002–2003;2002 PPP)	$1,125	$1,125	$1,688	NA
Netherlands(2002-2003;2004 PPP)	$1,520	$1,520	$1,520	Set by institutions
Russia (1999 – 2000; 1999 PPP)	$0	$0	$0	$500
Scotland (2004-05; 2004 PPP)	$3,485	$3,485	$3,485	NA
Singapore (2005-06; 2003 PPP)	$1,340	$3,875	$4,800	NA
South Africa (2004; 2003 PPP)	$4,500	$7,000	$9,300	NA
UK (2005-06; 2004 PPP)	$05	$1,000	$1,900	NA
United States (2004-05)	$4,350	$9,000	$12,400	NA
Vietnam(2002– 2003; 2002 PPP)	$0	$0	$0	$410-683

Note by the author:

The concept of tuition fees seems to be interpreted in different ways by different institutions as Marcucci and Johnstone (2007:14) observes:

"The distinction between such a tuition fee and other kinds of fees is imprecise and is sometimes even deliberately intended to hide what could just as well be termed a tuition or a tuition fee because of either legal obstacles or political opposition to the very idea of such a fee" (Marcucci and Johnstone 2007:1).

Taking into consideration this fact, in reality, South Africa should have been the least attractive place to opt for as far as the cost of tuition fees are concerned in the perspective of pull factors. However, migrant students still decide to pursue higher education in South African universities, and they choose Howard College because this institution offers lower fees comparing to other universities within South Africa, and because the tuition fee for international students is lower at UKZN as stated below for the year 2013:

> *All students from within Africa outside of SADC and from the rest of the world taking one or more modules for non-degree purposes will be U$1320 per 16 credit course/module per semester, inclusive of the international levy. Where credits are halved or doubled fees will be adjusted accordingly (see table on page 9). SADC students pay a local fee per course/module plus a levy of R1090 per semester*

> *All visiting international students (other than post-doctoral students) who are not registering for any modules but wish to be affiliated to the University of KwaZulu-Natal whilst pursuing their own research, or are here in any other capacity, will pay U$ 230 per month or part thereof up to a maximum of U$1380 per semester / per six month period (i.e. US$230 is the*

minimum fee charged.) No application fee is payable (UKZN 2013 Schedule of fees for international students).

➢ *No tuition fee is charged for full-time masters and doctoral studies by research. Full-time international students will be required to pay an international levy of R850 per semester (2010) only. Students are eligible for this remission of tuition fees if studies are completed in the minimum prescribed period of study (PhD-3 years and masters' 1-year. Students unable to complete within the minimum period will be charged as per the schedule below (http://applications.ukzn.ac.za/Fees/Fees-for-International-Students.aspx).*

Table 2: Continuing Fees Schedule (Research Students)

Continuing Fees Schedule (Research Students)			
	Doctorate	Masters	Fees
Group 1	Human Sciences, Law, Management Studies, Nursing, Social Science	Accountancy, Art,Commerce, education, Fine Arts, information Studies, Law, Music, Nursing, Social Science, Theology, Psychology and Social Work	R5 400 per year or R2 700 per semester
Group 2	Agriculture, Architecture, Geography, Engineering, Medicine, Science, Dev Studies, Health Sciences.	Agriculture, Architecture, Construction Mngt, Dev Studies, Engineering, Geography, Land Surveying, Science, Urban and regional Planning, Health Sciences.	R6 300 per year or R3 150 per semester

Note: This table refers to students who are unable to complete their studies within the minimum period schedule (http://applications.ukzn.ac.za/Fees/Fees-for-International-Students.aspx).

It is obvious that South African Universities present both opportunities and advantages for migrant students referring to the above three points illustrating the tuition fees situation at Howard College for international students. Some other considerations supporting this theory are mentioned in the subsequent section.

For African students, studying overseas has become difficult as Sawyerr (2004) points out that, the huge increases in the fees charged to foreigners studying in Australia, the U.K., US and other European countries, the drying up after 1990 of the generous scholarships previously available in the Soviet Union, Eastern Europe, China, and Cuba have reduced the number of Africans who can finance their study in those countries or get government scholarships. Perhaps those are the reasons why many in the continent are looking at South Africa, India and others as sites within the continent for higher education due to their comparatively lower costs of education.

Kotecha (2008) points out that the SADC Protocol (Article 7(A) 5) stipulates that "students from the SADC region pay the same school fees as national students of host country". This can encourage the students from the SADC region study in the well reputed African institutions such as South Africa rather than to study overseas where they will have to pay huge student levy and tuition fees that are higher than what the local students.

ii)   Academic Reputation and Quality of Institutions in the Host Country

Universities that are well reputed, highly ranked, offer good curriculum can influence the students' choice of the institution they want to enrol with. Researchers such as Chen (2007) found the students from East Asian preferred to enrol with the Canadian universities because of its reputation and the quality of education given that their educational system was not as good as the host countries'. These universities were not only providing students with sufficient knowledge but also they were also empowering them with the necessary skills for job market and social status. Therefore, some students may be content with a temporary financial reward such as scholarship or assistantship in exchange for higher future earnings by attending a well-reputed university. Waters (2005:185) found that "on their return home most of the Hong Kong graduates who were studying in Canada immediately employed, several reported being offer jobs before the completion of their study while still in Canada because they skills which were needed by the locals employers".

In Africa, South African higher education can be compare to American or European education, in terms of the standard, research capability, and quality. As Marko (2009:2) affirms that, "South African universities dominated the top ten highly rated universities in Africa. Indeed, South African universities do offer internationally recognized academic qualifications, and they are highly rated in

terms of local availability of research and training institutions, quality of scientific research institutions as well as the quality of infrastructure".

A study conducted at the University of Witwatersrand by Cross, Mhlanga, Ojo (2009: 79) reveals the responses of students confirming the above statement. Student felt that the university of Witwatersrand is "a world-class university, it has international reputation, a leading university in Africa, a centre of excellence, it offers, it has a high standard of education, it is an internationally recognized university, it has a very good reputation, more than other universities in South Africa, The qualifications of Wits are top-notch, it a centre of intellectual thought." Students comment that "Wits offers more than just a qualification; it offers both formal curriculum and opportunities to develop leadership skills and access to powerful social networks" (Cross *et al*, 2009:79). Naidoo (2007) suggests that the quality of higher education is the key for development it is crucial, because it allows the developing economies to participate in the global economy.

iii) Geographic proximity and Social Links/Ties: Beyond Push and Pull

As indicated, there is a limit to the push-pull model of migration for education. In this section, the geographic proximity and social ties as both facilitators and constraints in the movement of students are explored. This relates to the importance of geographic proximity to a destination country that creates a condition for easy exchange of education, information and culture; and social networks and other ties that facilitate/enable movement of individual student. Turley (2009) argues, in the process of deciding on which higher institution to go to, geographic proximity is often among the most important factors that parents and students take into consideration. Similarly, Smith and Bers (1989) and Weiler (1994) have suggested that students are significantly more likely to apply to a particular institution if they live near it. Students and parents prefer to attend a college that is close to home and enables students to live at home while studying or at least are able to make regular trips. Turley (2006) indicates that one study estimated that about 54 per cent of U.S. high school seniors had parents who indicated that it was important for their children to study to college while staying at home.

Beyond the desire to be near home, proximity has another effect, which is familiarity, easy flow of information and perhaps even attachment. For the SADC region, there is also another relational factor – cultural and ethnic similarities across geography. According to Zlotnik (2006), migration in Africa is shaped by the colonial history and the imposition of arbitrary borders by the colonial

powers, which divided people of the same tribe or culture between two or more independent countries. Mda (2010) investigated a study on the experiences of African international students in South African universities and found that similar history and familiar culture apart from speaking a common language, nationals who share a colonial history or close history, and similar or very close cultures also feel at home in one another's countries. He argues that South Africa, Swaziland, Lesotho, Botswana and Zimbabwe were British colonies or British protectorates, and therefore all have British influences in their current education and cultural systems. South Africa also shares borders with all these neighbouring countries, which makes it very common for residents and citizens of each country to move in and out of South Africa and these countries. Many children from Lesotho attend school on a daily basis across the border, in the South African town of Ficksburg, and Basotho also do their shopping in South African towns. Thus, the Basotho students were very familiar with South Africa, even before they registered in the South African universities, and all report having visited or done shopping on a regular basis across the border.

Mazzarol and Soutar (2002) found that family members and friends who had a good academic experience in a certain institution can refer it to others. In the international education institutions, the word-of-mouth referral can be a useful tool and a powerful form of promoting institutions. This usually happens through friends, families and networks. They also facilitate the movements since they have the tools and information to navigate the institutions. They constitute a strong network which can facilitate student's integration since they are familiar with the institution. Mazzarol and Soutar (2002) suggest that the alumni networks are important because they promote international education by sharing the information mouth-to-mouth. In a study conducted at Wits University Cross, Mlhanga and Ojo (2009:79) found that "all the good information that students heard about the university was gotten from parents, friends, media, loyal alumni, proud staff members, and fellow students". These, I contend do not only become a source of information but also facilitators of accessing the institutions, thus creating a path for migration.

2.4. Challenges faced by migrant students

As Connel (1987) points out, when students study in another country, they are not just immersing themselves in another culture but are also faced with having to adjust and adapt themselves in that new environment. According to Marginson (2010) studying abroad can be a traumatic event in a person's life; most students experience many challenges, and some degree of cultural shock in the

process of academic integration. In the following sections, I discuss some of the challenges that arise due to movement: material challenges, language barriers and cultural shock.

2.4.1. Language proficiency

Andrade (2006) states that in this globalised world, cultural exchange is necessary as it allows people from different places to understand each other. Therefore, the acquisition of foreign language and culture can be a useful tool for flexibility, interactions as well as the increase of cultural understanding. According to Altbach (2004:9) "In the context of globalization English is considered as the Latin of the 21st century. It is used worldwide even in non-English speaking countries to communicate knowledge for international degree arrangements as well as other programmes." He further argues, "many international students prefer to enrol with institutions in English speaking countries. This gives them the opportunity to learn the language and thus enable them to work in an international arena" (Altbach, 2004:10).

A study conducted at the universities of the United State by Andrade (2009) reveals that the inability for foreign students to speak English affected their academic experiences in many ways. For instance in the classroom these students were not comfortable to engage in discussions especially with native English speaking students because of the language barrier. Local students could not team up with them in group projects because they perceived that their writing or presentation skills were weak. Some admitted having difficulties to master the language even after having been at the university for more than two years. However, Andreade (2009) found that some students admitted that through the study of general education (GE) and major courses their English had improved naturally. Furthermore he argues that, the intercultural campus environment impacted on migrant students both positively and negatively. On the one hand migrant students preferred to work in a non-English speaking group so that they could speak their own language consequently, their English was not improving and on the other hand with the variety of language groups on campus, students had no other choice than to use English to communicate.

2.4.2. Financial Challenge

When deciding with which institution to enrol students consider the cost of education. According to Altbach and Knight (2011:294) "most of the world's more than 2 million international students are

self-funded". A family can save money and send one of their children abroad to study hoping that after completion of his/her study, he/she will also help other family members. Therefore, the choice of the host country depends on the monetary calculations and affordability. Altbach (1989) argues that the Britain's 'full fee' policies stipulate that foreign students pay the full cost of their education in Britain, Australia and Canada. In Western Europe, there have not been any significant efforts to charge foreign students any more than the highly subsidized fees that domestic students pay. France hosts the highest proportion of foreign students (more than 10 per cent of the 41 student population) and there have been no moves to charge higher fees. New York State, like most of the US states, charges a higher tuition to anyone who is not a state resident. The calculation of the cost of foreign study is complex. Economists have pointed out that foreign students add significantly to the local economy through expenditures for housing, food, books and so forth.

In a study conducted at the University of China, Gillespie (2009) found that the majority of the students (71.4%) who were beneficiary of the so-called scholarship claim that it was not helpful. One student argues that they are not getting anything that was spelled out in their admission letter (Gillespie 2009). This research also showed that students felt misled and confused about what a full scholarship entailed and required information and were not getting financial support from their government consistently or regularly, Counsellors could only provide their moral support. Gillespie (2009) points out that students were unable to afford the basic necessities as the prices of products and services increased up to about 400% every year, also due to inadequate scholarships, little support from home, and economic degradation. Furthermore, students had no access to part-time jobs even during holidays in order to make up for the low allowance received as stipend. Evivie (2009) adds that many international students attended school full time to remain in status and did not have the work permits required to get a job which would had enabled them to earn additional income (Lin & Yi, 1997) cited in (Evivie 2009). They had to pay higher tuition fees, while the amount of financial aid from the federal government, private and international agencies had been reduced (Selvadurai, 1991) cited in (Evivie 2009). In addition, Marginson (2010) argues that students who managed to secure a job, worked long hours but they were poorly paid. As a result of these challenges, international students experienced alienation, social isolation, and homesickness (Evivie, 2009). These feelings are manifested in the performance, anxiety, depression, and other psychometric complaints such as the inability to sleep, eating problems, stomach aches, and headaches caused by psychological stressors (Lin & Yi, 1997) cited in (Evivie 2009).

For most SADC countries, Kotecha (2008) found that the cost of higher education is shared between of government who contribute the large portion and the students themselves. In Malawi and Mozambique higher education is funded by the government, while in the DRC and Mauritius students contribute 48, 3% and 58, 5% of funds. It has been argued that due to the lack of funds researchers and academics in the SADC region do not participate in joints research activities because they rely on overseas funding as compare to their South Africans counterparts. Kotecha (2008) emphasizes that scientific forums create strong network among scientists in the region. However, due to financial constraints scientific networking activities are limit. He indicates that in the SARUA public science study the participants revealed that they were not members of any scientific society/academy of science, and 12% of the participants reported that they did not attend any conference in an average year.

2.4.3. Culture Shock

The international environments of the university help people from different corners of the world understand different cultures. Abrande (2009) argues that the university is an international environment which encourages interaction among people from different cultures. Migrant students face many challenges to adjust in a different cultural environment since they are not familiar with the host country's culture. This can hinder their interaction with local students and prevent them to meet personal and academic demands. Brown (2007:2) defines cultural shock as a "condition of disorientation affecting someone who is suddenly exposed to an unfamiliar culture or way of life or set of attitudes. It is anxiety that results from losing all of one's familiar signs and symbols of social intercourse". Marginson (2010) argues that when they find themselves in a different cultural environment students have to get used to the food, learn how to communicate which can be challenging however, the experience differs from one student to another. Some experience loneliness, fear of the unknown, and homesickness while others enjoy the new experience (Marginson, 2010). Abrande (2009) found that for some students it is important for them to mix and mingle with their peers from other culture. The cultural diversity allows them to know, understand and appreciate other cultures. Varghese (2008) asserts that in internationalization there is the increase in border-crossing activities amidst national systems of educations. Therefore, the curriculum turns out to be cross-national and intercultural in nature. Besides cultural shock, discrimination and xenophobic attitudes are reports among the challenges that the global non-South-

African community face. Foreign students are not an exception. I discuss this aspect of migration and immigration in the following section.

2.4.4. South Africa as a "xenophobic society"

Dodson (2002: cited in Landau et al. 2005:3) describe South Africa as a "highly xenophobic society" does not have consideration for human rights of non-nationals because of fear that foreigners may which out of fear of foreigners, does not naturally value the human rights of non-South Africans and xenophobic attitudes are displayed by members of the police, members of government and specialised services that take care of detained foreigners and manage their deportation.

Discrimination is sustained by economic reason. The South African job market is so competitive and fear to see foreigners grabbing jobs worries the natives and generates antipathetic feelings against them, not only by the white community but the black as well. Landau *et al.* observes: "[…] even within the black population there is considerable diversity of experiences, sentiments, and responses regarding non-nationals. Overall, however, attitudes are generally negative, if not overtly hostile" (Landau 2005:4).

According to a study Crush (2000 cited in Landau *et al.* 2005:5) put a ban on immigration and migration was favoured by 25%; expulsion from South Africa of all natives of neighbouring countries was expressed by 20% of participants; and another survey conducted by SAMP in 1998 revealed that 87% of South Africans observed that South Africa is allowing influx of too many foreigners. On the other side Landau and Jacobsen (2004 cited in Landau *et al.* 2005:5) discovered from a survey undertaken at Wits university survey that 64.8% of respondents approved as positive thing the departure of African refugees and immigrants from South Africa. These illustrations suffice to support the scale of xenophobic sentiment among South African direct to non-South Africans.

The overall situation of foreigners migrating to South Africa has particular difficulties as explained above. Non-South-Africans migrant students are to deal with language struggle, financial problem, the adversities of being exposed to a new cultural environment, negative attitudes and comments, antipathetic treatment of South African to them.

2.5. Migrant students' integration

According to OECD (2006), migration and integration cannot be separated since the issue of integration is a major concern in migration movement especially when it comes to how migration can be organized and directed. The process of integration can be challenging for the migrants themselves and the locals in the host countries. As socialising agents, educational institutions such as universities with their universal appeal play a central role in this process of integration. These institutions help transmit the norms and values that enable fundamental social interconnection.

2.5.1. Academic integration

Prospero and Vohra-Gupta (2007) define Academic integration as the student's ability to adapt into the academic life. Severiens and Schmidt (2009) consider academic integration as the student's involvement in the student culture such as taking part in extra-curricular activities, connecting with fellow students and teachers, as well as feeling at home in and outside the academic environment. According to Prospero and Gupta (2007) researchers have found that the educational levels of student's parents play a major role in the process of academic integration. This means that, parents' education is importantly associated with students gaining access to college, perseverance towards educational goals, and completion of their study. Thus, students whose parents went to college might integrate easily. For instance, they have an advantage of getting help or assistance from their parents in issues such as registration, selection of courses as well as applying for financial aid. The Academic integration involves migrant students with the institution this includes the academic quality of teaching, the availability of lecturers and services such as tutorials, libraries, as well as laboratories. Borglum and Kubala (2000:573) found that "the students met with their instructors to discuss course-related material when the need arose, some got help from their faculty over the challenges that they encountered, and some socialize with faculty staff informally. Consequently they were satisfied with the services and facilities at their disposition." It can be argued that these kinds of practices may enable one to overcome their challenge and feel welcomed and integrated academically.

2.5.2. Social integration

Prospero and Vohra-Gupta (2007) define social integration as the incorporation of the student into the social life of the institution. At the social integration level students interact with other peers, by working together in different academic projects and assignment this can promote friendships through which one can feel at home and enjoy the academic experience. It also refers to the involvement of students in academic entertainment programs (sport, cruises, dance, and so forth), their participation in cultural and other academic events. A pleasant academic environment enable students to be resilient and determine to achieve their goal also it gives them the opportunity to know each other better (Prospero and Vohra-Gupta 2007). Borglum and Kubala (2000:573) found that "students, who felt academically integrated, felt socially integrated as well." In the same way Tinto (1993) quoted in Severiens and Schmidt (2008) advocates that academic and social integration impact on the decision of one to continue his study or his/her withdrawal from the institution. Academic integration consists of academic performance, the assistance and support from institution, academic staff, and lecturers, whilst social integration includes confidence and the relationship with other peers (Rhodes, 2004). Furthermore Severiens and Schmidt (2009) argue that academic and social integration go hand in hand if well implemented. They give a sense of belonging and effect positively on the academic success therefore reduces dropouts, even though it requires cognitive abilities, time and effort.

2.6. The Theoretical Underpinning

Two theoretical assumptions informed this research right from the outset, as philosophical assumptions for understanding and unpacking migration and integration, on the one hand, and student migration and education related migration on the other. These theories are social network theory and human capital development theory.

Social network theory analyses how the social structure of relationships around a person, group, or organization influences the beliefs or behaviours of individuals and hence attributes migration to social ties (Scott, 2000). This means that someone who is living in a foreign country may give information to friends about their lifestyle abroad, economy, infrastructure and so forth. That information can make the person believe that life is easy abroad and under certain circumstances such as economic crisis, lack of job opportunities or war, that person will not hesitate to relocate.

In host countries, immigrant communities often help their fellow women and men to immigrate by assisting them during times of arrival and settlement (Muthuki, 2010). Social networks in host countries also help them with issues such as information on job opportunities and visa renewal, among others. This notion is convenient for this study as Vertovec (2002) asserts that the networks that foreign students develop serve to provide opportunities for colleagues and friends from their home countries, and thus lead to further transnational migration. Nevertheless, once in the host country, not all the migrant's expectations are met. For some, life has become even worse than in the homeland and many may be tempted to return home. Among the reasons for most students who come to South Africa is to gain a qualification that is internationally recognized, which will be useful to their family and community in their homeland, in the region or elsewhere after the completion of study.

In the context of this study, social network theory is best supplemented with human capital development theory: both in making sense of the contribution of group in strengthening and developing individuals' aspiration and explaining the education related migration facilitated by social networks; human capital, once acquired feeds into the social network as well. According to Becker (1994) human capital theory suggests through education students are empowered with skills and knowledge required in global firms. I would add that human capital also feed into the prospect of migration and movement, lending itself to a range of factors for movement: to further one's education, getting a job through skilled visa provisions, or in search of a job. These movements then tie in the family, spouses, friends and others within the same network.

Movements are increasingly associated with better livelihood and information, which are typically accessible by those with higher human capital. To bring this to the continent's experience, I look into the colonial legacy. The significant impact of colonialism in Africa was felt in the education system. For most African countries, illiteracy was high, few people had access to schools, and even fewer were privileged enough to reach higher education. After independence, literacy and certification were considered a means to access better employment opportunities and better livelihoods for many individuals (Samoff & Carrol, 2004). For the African community, education promised development of skills and understanding needed for development. This too meant moving from rural to urban areas, from Africa to Europe at one point or another.

There is also another element of movement associated with human capital – that of belonging to transnational organisations and politics. According to Marko (2009), student demand for higher education is more and more shaped by the knowledge and skill requirements of global firms. In this competitive globalized world, companies need technical and professional workers who have good and advanced technical knowledge, an aptitude to utilize it, linguistic skills, information technology (IT) skills and knowledge of modern business practices. This can justify the increasing mobility of students for foreign higher education qualifications in good reputable institutions. Thus the migration of the students from the SADC region to South Africa in search of advanced technical knowledge and skills, which will allow them to find better job opportunities and secure their future, work for the development of the region and assist their families.

2.7. Conclusion

This chapter discussed the different pattern of migration in the world which is characterized by various patterns such as labour, women, as well as education. Within Africa, during colonial times migration was labour oriented; males dominated and served colonial interests. However, after independence, more and more students joined suit since during colonial times, few had the opportunity to go to school. With the end of apartheid, South Africa opened its doors to many students of the world as well as Africans with a considerable number of them originating from the SADC region. The choice of South Africa was triggered by the push/pull factors which attracted these students to South Africa rather than other countries within the region. In the context of this study, it was perceptible that social network impact influenced both the intent and actualisation of the decision to migrate and at the same time plays an important role in helping students cope with the challenges of integration. Human capital development underlined the motivations for migration connected with globalisation where companies need highly skilled workers on the job market. This then accounts for, the higher demand for foreign higher education qualifications in good reputable institutions such as South Africa, in order to secure a highly well remunerated job and where competency is required in employment market. This perpetuates migration and creates its own dynamics as well. Human capital is not only an important factor for migration on its own, but also feeds into the social network both as a draw for prospective migrants and facilitating students' migration.

CHAPTER THREE
Research Design- Methodology and Methods

3.1. Introduction

This chapter gives a systematic outline of the way I conceptualised this research in an attempt to answer the questions set for this inquiry and attain the objectives assigned to it. This process covers the research design and methodology implying a detailed plan showing the different steps that were followed to generate, collate analyse and interpret the data. There is no methodological procedure that supports an accidental gathering of information. A scientific inquiry requires a predefined way that the researcher intends to conduct a particular study, namely a methodology, which is used to guide the collection, the description and analysis of the data in a systematic way. The research methodology applied to this inquiry is the qualitative approach. Following Kothari's (2004:8), the qualitative research methodology as a framework and signpost for this study was used. It informed the behaviour and instruments used in selecting and constructing the research techniques, and the analysis of the data. In this chapter the research design and methodology, data collection processes and sampling procedures, data analysis techniques, ethical considerations, how the data was organized were discussed as well as the delimitations and limitations of the study.

3.2. Research Design and Methodology

A research design is the arrangement of conditions for collection and analysis of data (Bryman, 2012). It is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Kothari 2004). It outlines the what the study investigate, the significance of the study, the site of the study, the relevant information to be used, the duration of the study, the selected population, as well as the techniques to be used.

I planned this study using the case study method guided by the qualitative inquiry. For the treating of data, analysis, discussing and reporting the findings, I followed case study approach (Leedy and Ormord, 2005:138). The reason for adopting the case study mode of inquiry was to deepen my understanding of the problem of academic integration of students in the university campus context, particularly the University of KwaZulu-Natal (Howard Campus). The advantage

of this design was to help me grasp this phenomenon by narrowing it down to the area concerned by the study, namely migrant students' integration and acclimatisation on the campus environment.

Shuttleworth (2008:1) notes that "basically, a case study is an in depth study of a particular situation rather that a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic" (Shuttleworth 2008:1). Following this reasoning, I limited my efforts to trying to understand the meanings as they emerged from my interviewees. In adopting this approach, I also followed Merriam ([1988] [1989] quoted by Creswell 1994:12) who defines case study as "a model of research in which the researcher examines a particular body or phenomenon ("the case") within a specific limit of time and scope for activities being studied that could be a "program, event, process, institution, or social group", by collecting information in detail, using multiple procedures of data gathering within a certain period of time".

According to Leedy and Ormord (2005:137) "a case study allows the researcher to obtain in-depth knowledge of a problem being examined through an extensive collection of data on an identified entity of investigation that could be "individual(s), program(s), or event(s) upon which he/she intends to focus". The sources of data for case study applied to this inquiry included interviews and documentary sources that were organized in detail, categorized (clustered thematically), interpreted (grasping emerging meanings from data), identifying patterns (underlying the themes or descriptions that underlie the case) and attempting to make extrapolations, by drawing conclusions that could be generalised or fit within the global conceptualisation of the phenomenon (Leedy and Ormord 2005:138).

I was cognizant of some of the criticisms levelled against the case study research design. I should point out that I considered all the limitations of this research approach, such as lacking scientific rigour or doubting its ability to yield generalisable results (Campbell and Stanley 1966: 6–7 cited in Flyvbjerg 2004:3). However, a notable shift in attitude has emerged about the vision of science and generalizability, reshaping the initial distrust to case study. Notably, even Campbell changed his views and became one of the proponents of case study research design (Flyvbjerg 2004:3).

After studying what Flyvbjerg (2004) name as the misunderstandings of case study, and I after considering its weaknesses and strengths, I aligned my project with Flyvbjerg's (2004) conceptualisation of the case study research strategy. According to Flyvbjerg (2004), argues that in social sciences case study is method it is necessary and sufficient. It is an established fact that "when the objective is to achieve the greatest possible amount of information on a given problem or phenomenon, a representative case or a random sample may not be the most appropriate strategy" (Flyvbjerg 2004:13). The Case study is one of the most common research methodologies used in the social sciences and in information systems because it "investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin 2002 cited in Myers 1997:7).

Considering the fact that the intention of this research was to capture collective and individual experiences as international students, foreigners in the new academic milieu, the choice of qualitative approach was useful as it would describe and clarify students' experiences in the academic life as captured through their stories (Polkinghorne and Donald 2005). Since my intention was to generate insights about the experience of international students by working with their stories, I resorted to focusing on the origins of international students, which is the SADC. More specifically, I classified research participants based on the levels of study (undergraduate or postgraduate), the country of origin, years of residency in South Africa. I investigated the motives behind their decision to migrate to South Africa rather than to other countries within the region, the integration process in the new academic environment by examining their experiences, challenges as well as their coping strategies.

According to Biber and Leavy (2011:4) "the qualitative approach seeks to explore the meaning and significance that people attribute to their experiences, circumstances and situations, as well as the meaning of facts that people embed into texts and the work of others". In qualitative research, sufficient and quality details and insights can be generated through examining the quality of the data, individuals, the site or area and other factors such as age, gender and education level. Qualitative research was seen as an appropriate approach in collecting detailed data susceptible to help understand the answers from the questions asked in this study.

The core of this study combines both descriptive and explanatory research. Beerkens (2004) argues that descriptive studies are focus on the characteristics of a specific situation or phenomenon. The approach adopted for this study was not interested in hypothesised

relationships between independent and dependent variables but rather in describing the experience and encounters of students from the SADC region. As in all descriptive research, my inquiry began with the questions what, when, where or how. Following Ranjit's (2005) suggestion, my research, thus, for a large part paid attention to describing systematically the situation, problem, phenomenon, services or programs, living conditions that directly or indirectly involve or affect the study group, as well as their attitudes towards certain issues. On the other hand, as part of its explanatory component, this research sought to address the question of why a particular outcome is observed and how the aspects of a phenomenon or situation are related (Beerkens, 2004). According to Ranjit (2005) a systematic examination of the observed information is to be conducted to establish answers with the view of bringing about appropriate changes and to draw credible conclusions.

Thus far, in this section, I elucidated on the methodological approach used, namely the qualitative approach, which was appropriate in this research as in a range of social sciences and humanities, because it provides a ground for in-depth understanding of the problem being investigated. Exploring the range of issues and problems from the international students from the SADC's perspectives and context did help to understand social interactions among students as well as norms and values shared by them (Hennink *et al,* 2011). The qualitative methodology adopted in this study is expanded in the following sections, which looks at the methods of data collection, analysis and interpretation as informed by the interpretive research paradigm.

3.3. Methods of data gathering

According to Kothari (2004:8) "research methods are used by the researcher in the course of studying his/her research problem, it refers to the behaviour and instruments used in selecting and constructing research techniques". Any method would have to follow the chosen research approach as well as the topic considered. In line with this, data collection procedures for this study involved primary and secondary data collection techniques and both fall within the qualitative research method. The research instrument for data collection is most significant tool of a research project, given that it helps to collect information needed for analysis which is done through interviews.

In this study, in-depth interviews furnished the primary data. The Literature review made up the secondary data which enabled me to assess and compare the claims made by the study participants. This helped me to understand and locate various themes within specific concepts upon which the study was based.

Following Hennink *et al* (2011), I conceptualised the in-depth interview as a one-on-one method of data collection. In this method the researcher and the research participant discuss particular issues in depth. It is a conversation with a purpose within which the interviewer seeks to gain insight concerning certain issues by using a semi-structured interview guide. According to Rossman and Rallis (1998), in-depth interviews lead to a deeper understanding of the issues as both the interviewer and interviewee construct meanings. In this study, interviews were interactive, involving not only listening and recording the participant's views but also engaging them around certain themes. As in most data collection processes in which qualitative research is involved, the interviews were useful avenues to grasp joint meanings in the interpretation of the data.

I conducted in-depth one-to-one interviews with twenty students from the SADC region who were studying at the University of KwaZulu-Natal (Howard College), 13 at postgraduate level and 7 at undergraduate level. The participants were composed as indicated in the table below:

Table 3: Tally of Participants in the Study

Country of origin	Number of participants	Gender	Level of education
Botswana	2	Male & Female	Postgraduate
DRC	2	Female	Undergraduate
Lesotho	3	Male & Female	Postgraduate
Malawi	2	Female	Postgraduate
Mozambique	1	Female	Postgraduate
Namibia	1	Female	Postgraduate
Swaziland	1	Female	Postgraduate
Tanzania	1	Female	Postgraduate
Zambia	2	Male & Female	Postgraduate
Zimbabwe	4	Male & Female	Undergraduate & Postgraduate

These interviews were conducted at Howard College in September 2012. As an opening to the in-depth interviews, I used broad questions and then moved into specific ones to enable the participants to reflect on and unpack their experiences of studying abroad. I generally started with questions about students' motives for studying abroad, the factors influencing their decision-making process, and the choice of Howard College in particular. The Interviews were conducted in relation to the constraints and opportunities presented by the different potential subjects. Some interviews were conducted during lunch hours when most students were available, and after 4 pm when some usually leave the campus. The other area which was most targeted was the student residences where I could meet many students from the SADC region.

These interviews were conducted at various times depending of the availability of the participants. Some took place in the evening and some during lunchtime on campus (Howard College) which include the lecture rooms, cafeteria, boot room (disability unit), EG Malherbe Library. I had to make prior arrangement telephonically asking participants whether they were available and what time suited them best for the interview. I also had to find out who was interested in participating in the study. I got their numbers through key informants. Then we agreed on the venue and favourable time. Each interview lasted between thirty minutes to one hour, and some did take place on different days. Students were very busy with their own work and it was not easy to secure appointments with them. It required patience and perseverance on my part. Sometimes appointments would be delayed because they were so close to the deadline the students had to submit their own academic work or had to meet with their supervisors or they were busy writing assignments. Participants were drawn from various programmes at the university.

A digital voice recording was used during the interviews. It was useful for data collection as it enabled me to collect a lot of information in detail and was able to capture such information for analysis, not only by questioning and listening but also by paying attention to other details such as laughter, pauses, and gasps. This allowed me to make meaning of the thought processes of the study participants. The recordings were then transcribed and the texts analysed were for content (lived experience) and discourse. The process of transcribing took place after the data had been collected and this operation was time consuming.

Although in-depth interviews can be resourceful, they are also limiting, in the sense that the respondents' views in answering questions might actually be different from what they actually feel or experience. This certainly made my work a bit challenging. It is difficult to squeeze out information from participants, unless they are willing to share them. After all I was bound by the ethical norms according to which a researcher should not force participants to give information against their free will. However, I often tried to engage them whenever I noticed or suspected that there was a discrepancy between what was said and what happened in reality.

In accordance with research questions set in this study, in order to sufficiently locate the primary data in the analytical and theoretical frame by ways of answering the research questions, I collected the secondary data and used it as initially proposed for this study. Secondary data were collected from various sources, including both electronic and printed materials, such as books, journal articles, and dissertations. I was aware of the limitations of secondary data, which may not be as evident for their acceptance as would primary data. The caution is raised because qualitative inquiry that uses interpretive paradigm and the authors of secondary sources, using their interpretive mind, might have had bias in presenting their "facts". However, by cross-examining, comparing and complementing these sources with my own findings, I was able to generate sufficient insight on the issues being studied.

3.4. Sampling design

Initially, I had set out to use the stratified random sampling method with the intention of obtaining a list of students from the SADC region at UKZN International student's office. In this sampling method, I would have divided the foreign student population according to their country of origin. From each country, I would have selected a random sample of students (the third student per country) in an attempt to acquire sufficient representation in the sample. I, however, found out that the UKZN International Student's office did not have a separate list of students who were my target group in the category. Instead, the office had just a list of international students. I then sought to obtain a list of international students per country from the division of management information. I wrote to them via email three times, but I was informed that the kind of information I sought for was confidential and could not be given to a student. It was a long process which was again time-consuming.

Given this complex procedure, I resorted to friends whom I could easily identify as potential participants. Then I decided to use a non-probability sampling method to proceed with my inquiry. After all, I realised that this research only sought to generate insight, which meant representation is not its prerogative. Hence, a non-probability sampling better suited my investigation. This sampling method was employed in this study because it eased the selection of the respondents whose qualities or experiences permit an understanding of the phenomena in question. As Marshall (1996) asserts, a non-probability sample is convenient for qualitative study as it seeks to understand human issues in deepest rather than general usability of results. Ranjit (2005) indicates that when using non-probability samples or convenience sample, the researcher targets the easiest population whom will provide the information that he/she need. Following these pointers, I approached the international students from the SADC region, asking them whether they were willing to participate in this study. Once they had agreed, I set up a meeting with them for an interview. After interviewing them, I asked whether they knew anyone else at the university who would meet the selection criteria and suggested that they refer them to me. The criterion for recruiting research participants was that they were foreign students from the SADC region studying at UKZN either at postgraduate or undergraduate level.

More participants were, thus, recruited using the snowball-sampling method, which was particularly useful, because through it potential participants were typically linked to the study by a familiar, trusted person who explained the interview process and forestalled any concerns. This increased the number of the participants in the study though they were from the same network (Hennink *et al,* 2011:101). They suggested that to provide a variety of social contexts, it was useful to consider several different starting points for the snowballing recruitment, which might allow the researcher to broaden the range of participants by tapping into several different circles.

In this regard, the five key informants who assisted me in this research were very instrumental. Key informants are people who have a close relationship with and a deep understanding of the group population a researcher is interested in. They are also knowledgeable of the kind of information the researcher needs and are likely to provide the researcher with that information (see Bernard 1994). Most of the key informants were colleagues, friends, and students with whom I shared the same facility such as the research commons, library, and public transport. They were very helpful in suggesting potential participants from the SADC region. This then led to the use of the snowball sampling technique as a means of collecting data.

As I have indicated above the study has tremendously benefited from the snowball technique in recruiting the participants and collecting the data. Beyond these, the snowball method had one additional importance which I did not envisage at the beginning that of the possibility of these participants being connected through social networks (Hennink *et al,* 2011). This, I found to be in some ways useful thinking about social networks and connections of the research participants. The snowball method is useful for studies involving social networks and is therefore effective for people who are likely to be in contact with one another.

The sample frame was made up of undergraduate and postgraduate students. The choice of undergraduate students was based on the assumption that they would be facing more challenges than the second group since they might not have been accustomed to the university environment and the city. This could be different from postgraduate students whose level of maturity, exposure and, in some cases, duration of stay at Howard College might have provided them with better resources to survive in this environment. These factors do determine individual experiences and how they respond to the challenges and the environment. The main idea was to enrich this study with views from both the more experienced students and the least experienced ones. The names of study participants have been changed so as to ensure anonymity and to protect their identity.

3.5. Processing and analysing data

In this step the information collected are summarised and organised in such a way that they will answer the objectives of the study (Ranjit 2005). A verbatim transcript was done and some data translated from English into French and Swahili because some students did not have a good command of English. The identifiers were removed to preserve the participants' anonymity during the transcription.

Transcription involved making a written record of the interviews for data analysis (Hennink *et al,* 2011). In this study, the interview transcript was used because the study focused more on the informational content of the interview and the social or cultural meanings attached to the content rather than the mechanics of speech. Hennink *et al* (2011: 211) argue that "the verbatim transcript is essential for grounded theory analysis as it captures information in the participant's own words, phrases and expressions allowing researchers to uncover cultural meanings". These

words also reflect the participant's emphasis and emotions relating to the issues discussed, and provide the rich detail that is so valuable in qualitative research.

Data analysis is the process of interpreting and explaining the findings, "giving importance to the results, and putting patterns and themes into an analytical framework" in order to answer the research questions (Hennink *et al,* 2011:235). Different data were transcribed into texts representing the students' experiences and perceptions. The data were then analysed based on the conceptual framework, the research questions and existing literature to identify and explore recurring themes.

3.6. Ethical issues and Concerns

Ethical issues are the formal assessment by an institutional review board to assess whether the research will be conducted ethically (Hennink *et al,* 2011). This study was approved by the Higher Degrees Ethics Committee of UKZN. The participants were provided with sufficient information about the research; the purpose of the research was clearly explained so that they would make a voluntary decision to participate in the study. No intimidation or threat occurred in case of refusal by the participants to cooperate in the study. The recording of the interviews was done with the interviewee's full consent in a safe environment. The participants were assured of confidentiality and they participated freely. The Participant's names and identities were replaced with numbers and any distinguishing characteristics were kept anonymous. The data records were kept confidential at all times.

3.7. Delimitations and limitations of the study

According to Creswell (1994:147), delimitations and limitations are two important parameters of research in that it sets up the boundaries, exceptions, reservations, and qualifications intrinsically related to every study. The delimitations are used to address how the study is narrowed in scope, while the limitation clarifies what the researcher identifies as potential weaknesses of the study.

The study was limited to the experiences of foreign African students from the SADC region. The impact of the foreign African students on local students and contexts would form the basis for another study. I could not find students from Seychelles, Mauritius, as well as Angola in Howard College campus, which in some ways formed the limitation. This study would have benefited if I

was able to interview students from the Seychelles, Mauritius, and Angola in order to have their own experiences as this would have been inclusive and useful for comparative purposes. The study would also have been richer by involving local South African students in order to understand their perceptions of foreign students since South Africa is part of SADC.

The potential weakness of the case study design is related to the replicability of its findings. According to Leedy and Ormord (2005:138), extrapolating the findings of a case study when using only a single case needs is tentative. It requires additional case studies or experimental research to make the results generalizable. However, as a way of addressing this concern, my assertions combined field study, literature review and the actual case study of integration into Howard College in the global context of students' migration. I sought to locate my findings within similar studies and claims that mostly complemented my claims, particularly the works done by others in the area of migrants' integration in academic environment.

3.8. Validity and reliability

According to Holloway (1997:159-162, cited in Grix 2004:176-177), the validation or verification of data is based on "internal validity" and "external validity". Internal validity consists in the ability of the study to display the evidence of its claims, while external validity concerns the ability to demonstrate that the study is generalisable and its conclusions are replicable. Creswell (2006:103) asserts that a qualitative researcher does not intend to reach generalizable outcomes but the value of the study is grounded on the descriptions and the themes that emerge from information gathered in a particular location. In the same perspective, Flyvbjerg (2004:18) remarks that the case study and other qualitative study methods are labelled as non-rigorous methods because of the bias that may result from the researcher's subjective mind and "arbitrary judgement". This is a point of discrepancy between qualitative and quantitative research.

Although the case study is criticised for its lack of scientific rigour, it is widely acknowledged to be a desirable and adequate design for studying phenomena in the real social life context and it is credited with its own rigour. It presented many advantages in my study and I was convinced to retain it as a solid design for this scientific inquiry. In addition, "the advantage of the case study is that it can 'close in' on real life situations and test views directly in relation to phenomena as

they unfold in practice" (Flyvbjerg 2004:19). In order to assure the accuracy of the accounts, and ensure they correspond with the reality, I cross-examined two main sources. Primary data sources (Interviews) were supported by secondary data sources (the literature reviewed and other documentary sources consulted). For instance, the meaning of migration that emerged from the interviews has also been proposed by Gabriella Rodriguez Pizarro, the Special Rapporteur of the Commission on Human rights in her report on Human rights of migrants (Pizzaro 2002). After analysing different sources, I was able to determine their coherence, the sense and the meaning they give to the reality of academic integration of migrant students in the UKZN milieu.

The replicability of a study as well as the possibility of generating generalizable results is considered as evidence of a scholarly study. Replication of a case study is possible but it demands substantial documentation of all the procedures and a detailed problem identification (Yin 2003 cited in Creswell 2009:103). The generalisation can be pursued by conducting additional cases to allow the extrapolation of the findings (Creswell 2009:103). As I have noted above, I was dealing with issues pertaining to subjectivity, opinions and perceptions of the students on their social integration in the context of globalisation, which is a kind of investigation that evades the realm of positivism. My inquiry focused on emerging themes that emanate from the analysis and interpretation of the primary data mainly based on a social phenomenon, namely migrant students' experiences. After all, this research is not based on quantifiable and measurable data, but rather on experiential thinking from the sources and subjective interpretation drawn from presumptive evidence that is validated by other documentary sources in order to generate scientific knowledge. I contend that the case study design can generate scientifically valid and reliable outcome from an in-depth study of a phenomenon. This is a view maintained by proponents of this research approach such as Flyvbjerg who asserts:

> "[...], the case study is a necessary and sufficient method for certain important research tasks in the social sciences, and it is a method that holds up well when compared to other methods in the gamut of social science research methodology" (Flyvbjerg 2004:26)

The conclusions that resulted from the various subjective descriptions and interpretations of the students' experiences could be retained as scientifically valid knowledge that could be replicable if the same proceedings are used to conduct the same study in another context bound with the

same contingencies such as the participant's quality, the locus of the study and the context in South Africa. But taken in other contexts beyond the South African borders it may not produce the same results because of the contingencies of other milieus and contexts that may not have the same economic, socio-political and cultural diversity and technologically advanced universities.

When a researcher embarks on a study with his/her personal views and bias in a social world in which he/she participates, the experience of the researcher is affected by the constraining factors from the social world in which he/she participates. This understanding of humans shows how an environment is susceptible to the influences of human experience. An emerging phenomenon which is studied in one given life-situation and in a given time by one researcher may not guarantee that another researcher using the same strategy will come to similar findings if he/she investigates the same phenomenon in a different situation. The interpretive paradigm leaves the results open to different interpretations because each social problem can be interpreted differently depending on ecological, cultural, economic and political factors that influence the problem. External constraints that may impact on both informants and researchers could impact on the possibility of replication. However, this is not to say that replication is impossible.

3.9. Conclusion

This chapter consisted in providing a systematic and detailed outline of the approach and strategies employed to address the research questions. I attempted to explain in detail the research design, methodology, methods of data collection, and ethical considerations. I also discussed some of the concerns and the problems of validity and reliability of the results emanating from the approach adopted. I expounded the reasons for the methodological procedures I used and showing at the same time the advantages and disadvantages of its component in this chapter. This inquiry was designed as the case study qualitative research. I attempted to define the case study and qualitative method showing both the strengths and limitations of the methodological proceedings. I based my arguments on the desirability of case the study based on the remarks of some prominent proponents of the case study research such as Flyvbjerg (2004) and Campbell (1975). I also considered Creswell (2005) and Grix (2004) whose studies made me convinced to adopt this mode of inquiry.

CHAPTER FOUR

Migration of Students from the SADC Region into Howard College (UKZN)

4.1. Introduction

This chapter deals with the issues of migration of the students from SADC region to South Africa and their experiences while studying at the university of Kwazulu natal (Howard college campus). It also deals with the reasons why students chose South Africa instead of other countries within the SADC region. Thus it specifically explores the process of decision making from the country of origin to South Africa, the choice of UKZN as an educational institution of choice. This chapter also investigates the diverse experiences of these students into this new academic environment.

A variety of motives leading foreign students of African origin to choose South Africa as a study destination feature prominently in the literature reviewed which corresponds with the findings of this study. Additionally, this study provides insights on the experience of foreign students coming to South Africa. The examination of the data collected reveals disparate factors that influence these students' migration.

The emerging themes and sub-themes were examined in order to establish how the contrast and interrelatedness they present can fit together. At this stage, of the exploration, my arguments are based on the issues that emerged from the data. This allowed me to closely explore and interrogate specific themes that emerged from both the data and the literature. In this chapter, I therefore discuss the different themes that emerged from the data set which relates to the purpose of coming to South Africa, choosing South Africa instead of other countries in the region, choosing UKZN-Howard College, comparing the study conditions between Howard College and the universities in the countries of origin, academic integration process, challenges and strategies to cope with integration problems.

4.2. Purpose of Coming to South Africa

The participants in this study gave various reasons as to why they have chosen South Africa as a destination, and as a site for their academic growth. These reasons for coming to South Africa vary from one respondent to another. Some of the respondents did not initially come to South Africa for purposes of studying, while others have arrived here for the sole purpose of studying. The reasons range from education, political unrest, economic crisis, following spouse and job related issues. These responses revealed two categories of migrants: voluntary (education, family reunion or job offers) and involuntary migrants (political instability and economic crisis). Among these there are those who made informed choice to migrate, and those who had no clear idea about what their future in South Africa was going to be like in the circumstances prevailing at the time. In the following subsections these different reasons are discussed in detail.

4.2.1 Pursuing Education and a Better life

Education is believed to be the key for a better life all over the world. On the one hand, it is supposed to play an important role in enhancing the subjective quality of life, namely by handling different levels of emotions (Ross and Van Willigen 1996). On the other hand, education is expected to augment the possibilities of improving objective living condition. By objective I mean the real commitment in actual life that entails engaging with other social responsibilities with the running of the community or government (administrative and political life), engaging in commercial activities and wage labour (economic life) and commitment to marriage (conjugal life). The general perception is that an educated person is not restricted by the requirements of these realms of human activities and commitments. From this, one can conclude that education equips a person and makes one fit and competent to embark with confidence on a wide range of the domains of life. It is within this context that this theme of education is located as something that facilitates movement as well as a reason for it.

There is a noticeable number of people from Africa travelling to the West in search of better education or are sent to the developed world by their governments as well as other institutions to acquire high quality education/improved qualification. For instance, in the past, it was a common practice to send people to the former colonial states (the Anglophone to UK, and Francophone to France) more like a continuation of what the colonial establishment initiated so that those who

would be exposed to Western education system could emerge as elites. The expectation was that the new brand of intellectuals trained in Western/colonial institutions would serve as leaders in their native lands, and be associated with the colonial establishment to whom they would owe allegiance. This worked well to ease partnership between the colonial powers and the first African intelligentsia brewed in the Western pot. They were empowered with knowledge and later turned against colonial rule creating networks to sustain the waves of decolonisation and independence. Varghese (2008) argues that during colonial times African students were sent to Europe and western countries to acquire knowledge that had a dual purpose: firstly, to serve the colonial administration, and, secondly, as a means of social control. These practices continued even after the independence era due to the established bonds between Africa and the colonial states.

Much more importantly, the desire for academic progress and acquiring qualification has now become something of a common place, where western institutions are perceived as citadel of excellence and prestige. It is for this and many other reasons that they continue to draw many aspiring Africans to them and state institutions sending their candidates to them. In line with this, most institutions in Africa are striving to emulate and use them as their frame of reference.

While this is the same for South African institutions, their development has proved to be off in a significant way– consistently featuring as the only African universities at the top 400 in the World ranking. It is for this reason that, with the end of apartheid, South African universities have received a lot of attention by scholars, institutions and students from around the world and the African continent. This brought about a slight but noticeable shift from Europe to Africa as a country of student's destination. Macgregor (2007) asserts that since the end of apartheid when South African universities opened up to the world, the number of foreign students has increased significantly, "a dozen years later [,] foreign students comprise more than 7 percent of enrolments at public universities." He also found that the number of international students in South Africa's 23 public universities has quadrupled since the first democratic elections in 1994, from 12,557 to 53,733 in 2006. IEASA & HESA (2008) found that, by 2007, there were 60,552 international students, of which 51,717 (85%) were students from other African countries. The inflows into South Africa are mainly from neighbouring countries and the rest of the continent, with a relatively small proportion from Europe and North America.

In this regard, most of the participants in this study, to be exact, 14 out of 20, made the choice to come to South Africa for studying as a primary purpose. These cases are in line with the major agreements between governments that are sending students to South African institutions and South African government. South Africa has a special concession to students from SADC region. Either way, many from the SADC region have a long-standing tradition of coming to South Africa to attend higher institution. For example, as participant 8, a female master's student from Mozambique, points out that the migration of Mozambicans to South Africa for educational purpose is not a new phenomenon but part of a long history between these two countries.

I found that participants from Botswana (2), Swaziland, (1) Lesotho (1), Malawi (2), Namibia (1), came on government sponsored scholarships or are supported by sponsors that encourage those interested in studying out of their countries. Participants from Mozambique (1), Zambia (1), and Zimbabwe (1) are attending UKZN with 70% fee remission, and the rest are self-funded. Some of the participants had totally different initial motives for coming to South Africa, which changed in the course of time and they eventually decided to pursue their academic career. There are also cases, in this study of participants who arrived in South Africa primarily as refugees fleeing conflicts.

It is common that people who pursue their studies are driven by the venture to move up the social and economic ladder. This tendency appeared clearly in the opinions collected from the participants in this study. As already alluded to in the previous lines, education contributes to the subjective and objective wellbeing. Ross and Van Willigen (1997) affirm that education facilitates the improvement of the quality of life. it increases the opportunity to "access paid work and economic resources that increase the sense of control over life as well as access to stable social relationships, especially marriage, that increase social support" (Ross and Van Willigen 1997:275). According to the same study, educated people have an increased chance to access economic resources, decent paid work, and to live in sustainable marriage, with less divorce incidents (Ross and Van Willigen 1997:277). It is the potential for economic wellbeing and opportunities for better employment which education creates that have drawn the refugee cases in this study as well as others to consider studying at UKZN.

The level of education that a person acquires has the potential of determining how much respect a person receives and what social position he/she holds. The life of educated people is more

desirable than those who toil in the factory floor.[3] The fact is that educated people are far better remunerated than those who are not educated or have a low level of training. Most of the decisions to pursue higher education by the research participants were informed by this fact and the potential for a better living. For this reason, refugees from SADC region in South Africa often consider embarking on the educational journey with the sole purpose of moving up the socioeconomic ladder. The hope that sustains this orientation lies on a better future and a better life that is believed to flow from acquiring a recognized qualification from an institution of higher education.

After attempting to explain the impact of education on life, I now probe into the factors that corroborate to displacements of people and how those who found refuge in South Africa view their interests and motives for venturing in higher education.

4.2.2. Escaping Political Unrest and Economic Crisis in Countries of Origin

Even though the pull-push factors can only be treated as sufficient explanation for the migration, armed conflicts and human rights violations happen to be the major pushing factors of forced migration in many parts of Africa (Chetail and Bauloz 2011). This is particularly true of many migrants from the SADC region residing in South Africa. Individuals from countries like the DR Congo and Zimbabwe are forced to leave their countries of origin due to political instability often created and sustained by foreign interventions and the inability of those states to protect individuals who live within their boundaries (Amisi 2006). According to Amisi (2005) the majority of the Congolese refugees and asylum seekers in Durban are from the Eastern part of the country which is the area most affected by political conflicts.

Amisi's (2005) research on Congolese living in South Africa found that 96.4 percent of the refugees and asylum seekers who participated in his study have been, at least, to secondary school. Even more significantly, 46.5 percent have at least some tertiary education. Participant 2, an undergraduate student who is a refugee from Congo, indicated that she migrated to South Africa in the search for sanctuary and safety. She recounted that her decision to come to South

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[3] This is in no way an intent to undermine the work of those who toil in the field, farming; those working in the mines, and those involved in construction work, and cleaning latrines and streets. The intention here is to show what informs decision made by participants in this study. All these activities are necessary as they are directed at the betterment of humanity. Every human work has dignity, but not all are rewarded equally.

Africa was informed by presumption that she would receive appropriate support and protection by the SA government and the UN High Commission for Refugees (UNCHR).   She made this decision based on the assumption that in South Africa refugees are welcomed. Notably, therefore, it is not only safety that is considered as there is also a sense of the prospects of socio-economic mobility and better future these are important factors in making such a decision. After all, South Africa has the biggest economy in the continent. It is also noted that despite the fact that South Africa has obtained the reputation for the high level of crime and xenophobic attacks[4], is still considered by these migrants as a land of safety with a sound democracy. Participant 2, an undergraduate student from DR Congo, expressed her reason for choosing South Africa as a destination in light of this consideration. The following is what she had to say:

> *I came as a refugee, because of war in my country…..When some people informed me about studies at UKZN and I became interested to study at university (Howard).* (Participant 2)

The impact of war in massive forced displacements of people creating needs in food, education, health care and jobs are well known.[5] From countries affected by socio-political unrest, and severely struck by the resisting consequences of protracted armed conflict, such as Mozambique, Angola, DR Congo and Zimbabwe, young people and families have left home in search of safety. When violence persists, structures that assist in building a good future for people are often destroyed; schools, hospitals, social service organizations and institutions of higher education are demolished; trained teachers and other educators are also severely affected, in some cases killed and in others find refuge in other countries. The prospect for a delectable future for many children as well as young people is shattered in their countries of origin in times of social unrest. These are compelling circumstances that sustain influx of refugees into South Africa that continue to enjoy relative peace and safety.

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[4] Though sporadic, they remain to be important narrative about life of foreign Africans living in South Africa.

[5] It should be noted that movement of people to South African has to be placed within the context of socio-political and economic conditions within the region. As we know, many countries in the SADC that were hard pressed by armed conflict and ethnic violence continue to recover from the devastating corollaries of war, while some still remained in entangled hostilities, such as the DR Congo with its Eastern worst affected provinces. Modern armed conflicts are so terrible, especially guerrillas fighters and armed factions. They adopt evil tactics of warfare that include destruction of all social structures, even crops. In this model of military engagement, villages, schools, clinics, all structures that support life are mercilessly reduced to ashes. There is often no hope for reconstruction of the social environment in an envisaged future after the breakout of armed hostilities. The influx of war refugees is one of the immediate effects of destabilized social and political institutions as a result of bloody conflict.

Once here, refugees need to look for ways of improving their lives and those of their children. Education as a route for socio-economic mobility is seriously considered. This is perhaps something some of them might have thought about while making the decision to start the journey to South Africa, where the educational system is deemed to be well established and advanced (and supported by advanced technology). It certainly becomes an attraction not only as a country of refuge or exile, but also an opportunity for education.

Socioeconomic deprivation and discrimination to access basic services are often compelling reasons to flee own country and trek elsewhere (Chetail and Bauloz 2011). Evbuomwan (2007) argues that poor economic performance in Africa in general and the SADC region in particular has lent itself to the prevalence of poverty in the continent. It is thus predictable that the current economic crisis would further destabilize the economically fragile countries of origin, and, in turn, exacerbate the immediate causes of forced displacement (Chetail and Bauloz 2011). Some of the Zimbabwean participants fall under this category. Participants 3 and 4, both first year students from Zimbabwe, came to South Africa because the economic situation in their country of origin was bad or getting worse:

> *The economic situation is getting bad and my parents decided to come here so there was no option* (Participant 3)

> *We came because of to the unstable economy in Zimbabwe the education declined we have to move to SA because SA has better education than ours.* (Participant 4)

Either way, we notice the growing enrolment of refugees and other forced migrants at UKZN, and other institutions of education within South Africa. We have cases of refugees from Rwanda and DR Congo working as car guards to support themselves and their families, while pursuing an academic career. We also notice a number of Zimbabweans working as waiters, while continuing to pursue their studies. The same applies even to primary and secondary education, because of the collapse of public institutions and disintegration of the social fabric. Those who are fortunate to make it to South Africa are propelled to study.

Thus, South Africa has given many forced migrants the opportunity to study. This is somehow supported by the South African state's refugee and asylum-seekers related policies. The legislation on immigration makes it easier to holders of asylum seekers and refugee status

documents to work or study. They are exposed to the same research and studying conditions as the locals and can access scholarship if they are granted refugee status or they have become permanent residents and meet the scholarship criteria. Things were not this easy for asylum-seekers and refugees. The earlier version of asylum-seekers paper did indicate that work and study is not allowed. It is the amended version of the Refugees Act No 130 of 1998 that entitles the holder of refugee status or Asylum-seeker document to study and work in South Africa. One can argue that, her decision to further her study was prominent due to the fact that she had gone to school back home and since the host country gives her the opportunity to study she seized it.

4.2.3. Seeking a Job and Following Spouse

As the above discussion points out, economic and political instability created the need to move to countries where the economy is perceived to be stable and political institutions are sustainable. In the case of the SADC region, South Africa is the most powerful country with a strong economy and democratic institutions supported by nation building processes. Emerging from the shackle of Apartheid, this nation enjoys economic growth and peace that lure foreigners, especially those originating from unstable political institution, armed conflict and slow economic growth. Tlabela and Wentzel (2006) claim that since the early 1990s the number of migrants coming to South Africa particularly those originating from the African continent has increased, and more so after the first democratic election in 1994. These migrants came primarily from South Africa's traditional labour supply areas which include countries from the Southern African Development Community (SADC) region. Some of the prominent reasons that are pushing migration into South Africa are job-seeking (both access to and better paying jobs), following family members and spouses, pursuing higher education. However, the findings of this study suggest that each of these factors feed into one another, merge and diverge depending on the situation and individual context.

Participant 9, Master's student from Zimbabwe, his reasons for coming to South Africa was job related. But once in the country, he could not find a job. So he decided to enrol for the master's degree with Howard Campus:

> *Firstly when I came I was looking for a Job but it was difficult to get a job in the field of study that I had for my undergrad then I decided to pursue master's degree.* (Participant 9)

Migrating to South Africa in order to find a job has its own challenges and requirements. Most of the time job seekers, even though they have the qualification, do not meet the requirement. Therefore, they are obliged to go back to school with the hope that a South African qualification somehow will give them a better chance to find a job in South Africa, and even more importantly in the country of origin. As participant 15, a Masters student from Botswana, puts it:

> *If I had not done my degree here, I could not be where I 'm today because after completing my study I had an opportunity to be employed as music lecturer in the college of education.* (Participant 15)

It is quite unrealistic if not illusory that migrating to South Africa would guarantee or secures good jobs. Two reasons shatter the dreams of immigrants into South Africa:

i) The South African labour market is highly competitive and restrictive; since the labour law gives priority to natives, and it needs to be approved but the departments of Labour and Home Affairs, and it has to meet a condition that the prospective job was advertised in three different newspapers and the call was not picked by a South African citizen. There should be factual evidence that no South African could take the job before it is given to foreigners.

ii) South Africa, like any growing economy in the world, is battling with high rate of unemployment.

The latter problem has been a grinding one to South Africa, which continues to be a formidable problem despite the efforts invested to make the economy address it.[6] Taking into consideration these situations, it is evident that refugee students and other migrants are likely to wrestle getting a job upon completing their higher degree. This is also even truer to new arrivals whose entry into the labour market is complicated by their reduced human capital – language, qualification. The Labour market has its requirement such as experience in the field of specialization and

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[6] Kingdon and Knight (2007:10) studied "Unemployment in South Africa, 1995-2003: causes, problems and policies", and observed that unemployment rate was on hike, rising from 29% to 42% between the period of 1995 to 2003. Klassen and Woolard (2000:19) study also shows that South Africa has a widespread situation of unemployed, especially concerning it that it is pervasive among people who do not get supported from the government. Banerjee *et al* (2008:6) contend that unemployment according to the ILO definition has gone up in the period between 1995 and 2001, rising from 15.6 percent to 30.3 percent. In 2005, they gave an estimate of 26.7 percent unemployment rate.

expertise, which migrant students from the SADC do not always have. This situation jeopardizes their chance to be employed and sees many of them falling into alienated occupations in the informal sector (security, car guards, and informal business). However, it makes a great difference to live as a refugee without qualification than being a well-qualified migrant. The hope is that soon or later better job opportunities will pay efforts put in pursuing higher education. This is perhaps the reason why many foreign Africans continue with their postgraduate education, while their local counter parts seek entry into labour market after their first degree.

Apart from search for a job, it is likely to drag other family members or spouses. For example, women following their husbands or family members following parents or siblings into South Africa is all to a common. Particularly, in this regard, women migration in Southern Africa has been often regarded not as an independent decision. In actual fact, they migrate to join their husbands (Adepoju, 1991). Participant 5 (a second year student from DRC) and Participant 7 (Master's student from Zambia) are in the country in a similar fashion:

I came following my husband who called from Congo to come South Africa and some brothers from my church advised me to go to school. (Participant 5)

I came to accompany my husband he is also a student, I told myself instead of staying at home why not utilise this chance? So I decided to register for my Masters degree. (Participant 7)

When a migrant and refugee family gets adjusted into the new milieu, a new search begins by seeking opportunities to improve the living conditions. At the initial stage migrant and refugee women who have joined their husbands pursuing a living in the informal economic sector or in artisan based lucrative activities. And those who are skilful and determined (of course aided by their background and educational level and achievement) manage to raise funds and embark on the study venture. Since refugees and asylum-seekers are beneficiaries of the immigration law permitting them to work and study while on the South African soil, those who qualify for higher education enrol in colleges or universities.

4.3 Choosing South Africa

In the previous sections I discuss the various factors that contribute to students' migration to South Africa. In this section, I focus on the motives and calculations for choosing South Africa as a destination. It should be noted right from the outset that individuals or families might consider multiple factors while making decisions. In other words, each of the factors I discuss below at times may sit together as being deciding factors, and in another as oppositional. I am also aware of the concerns raised about the rational choice theory of migration – where the rational individual calculates costs and benefits, pros and cons. However, it is not that easy to simply avoid that individuals make decisions based on the information available to them – in this case about the destination country, its academic institutions and their strength and the opportunities it offers. What they consider are not only what the destination country offers, but also the networks and links they have there. The data I have collected reflected the above. In the following I discuss the themes that emerge from the data that capture the motives and rationale behind choosing South Africa as a site for their migration.

4.3.1. Physical/Geographical Considerations: Closeness to Home

A number of participants I interviewed expressed that they chose South Africa as their host country partly because of the proximity of South Africa to their homeland. By mentioning the proximity, it sometimes seems that all countries belonging to the SADC share the same neighbourhood. Belonging to a single transnational community gives this feeling or a sense of closeness with all the SADC nations, which in reality is the case for many SADC states. It is known that, as Chen's (2007) put it, the proximity to other countries has some impact on forming positive perception such as academic and cultural exchange between countries. However, my consideration of proximity goes along the lines of what Turley (2009) points out, that in the process of deciding on which higher institution to go to, geographic proximity is often among the most important factors that parents and students take into consideration.

Proximity is considered for other socio-economic reasons other than mere geography – the need for regular family visits and making the regular trip home affordable. Participation 16, a married woman from Swaziland, who is pursuing her postgraduate degree, captures this sentiment in the following:

SA is next to my country, the proximity allowed me to come here, as family woman if I'm in SA I will get my academic endeavours, and at the same time I will be able to communicate with my family on periodic basis, otherwise if I were to be given a choice I would not choose SA. (Participant 16)

For many of the participants proximity was an advantage in that it would allow one to study and at the same time be able to travel home on a periodic basis during vacations. Considerations of the cost of traveling appear to be lateral to this calculation.

For those who first arrived in South Africa for reasons other than education, geographical proximity was an important consideration. It happens often that when people are dissatisfied with life conditions in their native countries, they turn to the neighbouring countries. But this is not too evident because there are many students who travelled all the way from the DRC, crossing Zambia and Zimbabwe on a three to four days journey. Even though Zambia is a peaceful country, it does not offer the same opportunities like South Africa. For example, refugees from DR Congo would like to be (re)settled in Europe, but they have opted for the closest relatively better place. In this case, proximity is not always the main drive for coming to South Africa. Instead, it should be considered as part of a range of factors – perhaps as collateral reason for main ones shaping decisions - to be considered while making decisions about where to move.

Marko (2009) points out that, South African universities dominated the top ten highly rated universities in Africa. In terms of the factors that lead to internalization of higher education, South African universities offer internationally recognized academic qualifications, and they are highly rated in terms of local availability of research and training institutions, the quality of scientific research institutions as well as the quality of infrastructure. The highly advanced technology utilized in the educational system, and research support for postgraduate is quite intriguing. South African higher education institutions enjoy a good reputation and cannot only be an attraction for students in the region.

4.3.2. Parental or Sponsor's Choice

In some cases, the choice to migrate to South Africa is made by the parents, and in other cases, the sponsoring organizations/institutions. In many societies, parents have a word or two to say about

where they would like to send their children to study. This is particularly more pronounced when the candidate's parents are the sole source of funding for the study. The same is true of sponsors that materially/financially support the students in pursuing higher education in another country.

The decision to come to South Africa was made for Participant 15, a married woman from Botswana, who is doing her postgraduate degree, by her sponsors. In her own words, she expressed that:

> *At first for my BA it was not my choice, it was my sponsor's, he just gave directive, I was given a list of universities in SA then I realized that this one offers music here it is near to home even though I was given opportunity to go to overseas, but I had some other reasons because of my kid, she is three year, I have decided to go to SA because is near home i can go home during vacations.* (Participant 15)

Sometimes sponsoring institutions set the host country and even the University of their Own Choice as a condition for sponsorship. In some cases, we have seen government-to-government agreements that have determined where students would go, and which institutions they would attend. This was at times facilitated by the historical ties between South Africa and the Southern African countries that supported the liberation movement, which operated beyond the borders of South Africa to end the Apartheid regime.

4.3.3. Language Advantage

Going for further studies requires a good command of the medium of education in the host country. It is not appealing or inviting for many prospective students to first learn a new language which is the medium of education as a condition of joining the programme of their choice. For example, French-speaking student would choose to go to French speaking country, unless learning of an additional language is part of the decision. For English speaking students, South Africa was a better option as far as the language is concerned. But a number of other francophone and lusophone students had been exposed to the basics of English either as part of the previous education, self-study, attending English courses in a language center or through direct contact with English speaking friends. This kind of exposure was well mentioned by Participant 2, female student from the DRC when she said:

I like South Africa first of all because of English, we study in French, and for me it is an advantage. (Participant 2)

This case is not what I particularly expected. The usual assumption is that students choose the language of their strength to pursue their higher education, and select institutions that have adopted the language they command as medium of instruction. The above case simply means that she found herself in South Africa and that left her with no choice but to work towards learning English and accepting it as she does so. Either way, this is not that unique considering the francophone students who are showing a growing desire to access English.

4.3.4. Networks and Family Ties

In times of instability and civil wars in Angola, Mozambique, and the recent political and economic turmoil in Zimbabwe, many natives of those countries migrated to South Africa as it was viewed as a safe haven. This created a condition for transnational networks and family members located in different geography as many migrants from the SADC did manage to settle in South Africa. This has become both a condition and facilitated for their relatives and family members to come down to South Africa. As migration studies on social network argue, this also makes migrating easier by reducing the cost of migration. Many participants acknowledged this dimension of their migration factors. As one of the participants from Mozambican who is doing Master's degree put it:

"[i]t is well known the history of Mozambicans coming to study here."

The same is true of a number of SADC countries which have a long history of coming to South Africa for study. What is interesting is that having family members, relatives or friends facilitates this process of moving to South Africa for study purposes. Participant 17, a Namibian woman pursuing her PhD indicated that for her it was a combination of convenience (proximity and accessibility) and having family living in South Africa. She averred that having a family in South Africa was an encouraging factor. In her own words what brought her down to South Africa is:

"[c]onvenience, plus I knew someone this side, my all family is from SA".

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The same reason was mentioned by a woman from Botswana who is pursuing a degree in Arts:

> "*We have some relatives in SA basically the background of SA is what basically drawn me to be here*" (Participant 11).

Family, relatives and friends are instrumental in getting the new arrivals settle in. They do so by helping them get their way around, providing accommodation in the early stages of their arrival, making their initiation and entry a lot more bearable as well as showing them the different sites and institutions accessible.

Interestingly, in both these extracts, having family here was mentioned, albeit in addition to other factors. This is true of a range of cases where multiple factors are presented in a single sentence, which I took to mean that those factors do have an influence in shaping the decision made by the study participants in choosing South Africa as a destination (study or other purposes). Networks of family and friends are also crucial in creating awareness in this regard.

4.4. Awareness About Education Opportunities (Networks)

South Africa is perceived as a land of opportunities[7] for so many who live outside of South Africa, and prospective students from the SADC region are not an exception. It is often through networking with friends and relatives that people get information about the education opportunities and the standard of living in South Africa. The success stories told about neighbour's son or a relative living in South Africa, though may come as rumours, are important ways through which awareness about a place and its opportunities are created. The role of media, such as newspapers, adverts, and advanced technology such as access to internet are also the other ways information about studying in South Africa get circulated. My data shows that these are important in shaping perception or awareness about the South African reality.

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[7] This is where, in various domains of life, one can access the best possibilities and see his/her dreams materialize, like pursuing higher level of education in any field and the possibilities of obtaining a decent job in the chosen career path.

Other studies have indicated that information about an academic institution is spread through past students, alumni networks, parents, friends, media, loyal alumni, proud staff members and fellow students, and mostly through the word-of mouth (see Mazzarol and Soutar (2002) and Cross, Mlhanga and Ojo (2009)). In the international education institutions, the word-of-mouth referral can be a useful tool and a powerful form of promoting institutions. This means that parents and relatives who have graduated from a particular institution and had a good experience are likely to recommend it to their children, other family members or friends. Private recruiting agents who have graduated from a particular institution also advocate and encourage the choice for that institution. This nature of recommendation is likely to become an attraction for migration, especially when students who are already studying in the host country add their voice to support this perspective.

Accessibility to electronic study materials on colleges and university campuses and connections with people who have either lectured or studied in South African Institutions constitute a powerful drive in the process of making one's mind to join an educational institution. Social networks were also mentioned among the means by which information circulates and falls in hands of prospective migrant students as laid in the responses of the participants. Participant two (a student from DRC) indicated that she managed to access details about UKZN through the networks she established at the church:

> *"I got information from the church where I pray and there are a lot of brothers that study here at Howard College."* (Participant 2)

A young student from Zimbabwe indicated that she was referred to UKZN by a former teacher, even though her intentions were to move overseas. The following is what she said:

> *I did not know anything; I didn't even know that I would end up in South Africa. But then the moments I started staying here in SA ……… I have finished my high school, I decided that I would go to university. I did not want to study in Durban. But then I heard UKZN is one of the best university as my teacher from high school told me, I got place here even though I wanted to go studying overseas.* (Participant 3)

It is a similar experience for a student from Mozambique, who was referred by a professor for whom he was working:

> *I had already worked with one of the professors in our department, he was the one that mentioned to me that there is this opening, and I should consider to applying and I spoke with other people who have been doing this program because there are some Mozambican*

who have been in the programme before who had gone back to Maputo and I looked up on online and find information and I applied. (Participant 8)

The above case makes it clear that a combination of sources and modes are important in getting access to information. Some additional reasons associated to those mentioned above are financial advantages (such as getting student loans) and connections with church members and past sponsorship initiated and sustained by governments in homelands. Other participants have given similar explanations. These are captured in the following:

It is through media and friends that I got to know that good education is [available] in SA. (Participant 4, female from Zimbabwe);

I have many my friends and relatives who studied since 2006 informed me about the opportunities that could help me to study. For instance loans you don't have to spend your money. (Participant 5, female from DRC)

Immediate family members are also a crucial source of information, as the cases below demonstrate:

My mother came to study here and majority of my friends came to study as well. (Participant 6, female student from Lesotho)

*After staying here with my husband I have begun to search for some courses to do through my husband because he knew this place better. (*Participant 7, female student from Zambia)

There are also others who depended on media outlets – newspapers and internet – the university websites (see the following for example):

 I was reading some of the newspapers then I saw the advert for Masters in development studies here then I just apply and I got accepted. (Participant 9, a male student from Zimbabwean)

I got the information via internet and peers that came here before me. (Participant 10, male student from Lesotho)

As the above extracts show that networks with Students, friends, siblings and relatives, spouse's influence, sponsors directive are noted as important sources of information. They are influential in creating the necessary sway. The study participants describe their motives for coming to South Africa with the framework of a network web that involves parents, relatives, friends, associates, conjugal partners, former school mates, former teachers and lecturers. It is important to add that the

media is constantly consulted to locate institutions and target the best possibilities. I understand that the decision to choose a host country is not an isolated and instant resolution one makes. A number of agents and factors influence the final resolve. Muthuki (2009) affirms that conquering the decision to move into a foreign land is related to encouragements and suggestions that one receives from family and friends living in the destination country.

A host country is an unknown world to prospective migrants. Migration often entails planning, discerning and deciding on the moment and time to travel and the destination to get. Even in case of refugees and war-displaced people, such considerations are there, at least at the level of deciding where to go and how to get there. Networks (through which information about migration and migration routes travels, resources are mobilized) are crucial and play a key role in this process.

4.5. Choosing UKZN (Howard College)

In the previous section, I looked into the various motives that make prospective migrants choose South Africa as host country. Following, is a discussion on the rationalization process and leap into opting for study at UKZN (Howard College) as an institution of choice. Choosing UKZN is not solely based on academic considerations, even though it is integral to such a decision. The following themes emerged strongly in the data analysis as factors influencing the decision to join UKZN: quality education, attractiveness of programmes in areas of interest, material and geographical considerations, and consideration of racial and linguistic issues. In the following I discuss these themes in some detail.

4.5.1. Academic Considerations

I found that many of the study participants had many possibilities and possible institutions in mind. But they decided to enroll at UKZN (Howard College) because this institution enjoys a good position in global and national ranking of universities; UKZN's position among the top three universities was sited frequently. For example, the third year student from Lesotho was serious about this ranking. According to him:

"I was pretty much interested in the ranking. My options were WITS, UCT, and UKZN. So, at both UCT and WITS, I could not get admission there. But, I got an admission here at UKZN" (Participant 10).

Another student from Lesotho doing Master's degree was not sure but estimated that UKZN would be among the top five universities:

It was easiest to access, because I did my BTech at DUT; so to move from DUT to UKZN it will be easier. I knew that UKZN is one of the best universities in SA. I can't remember under which range it falls; but I know that it is not below top 5 universities in SA or in the SADC region. (Participant 6)

Participant 10 male third year student in education affirmed:

"I was interested in university of highly ranking in Africa. UKZN is highly ranked than UCT and WITS"

Participant 14 female masters student from Zimbabwe did also pay attention to the world ranking of the programme she has chosen:

The department of Development studies is known as best school in the country by then it was is number 50 in the world that offers course on development studies, there is a good reputation and high ranked. (Participant 14)

It is interesting to note how much energy students invest in assessing the ranking of the University and the effort students spent checking the ranking of the university before choosing where to go for higher education. This is one of the criteria that informed international students on their search for a renowned university. Along with national and international ranking of the academic institutions, ranges of other considerations, such as quality of education and interesting programmes are to be factored in.

4.5.2. Reputation, Quality Education and Attractive Programmes in Areas of Interest

Some of the study participants indicated that UKZN provide quality education and enjoys good and international reputation. A female Masters student from Tanzania indicated that *"the level of education is higher here"* (Participant 1), making reference to the quality of education both at UKZN

and in South Africa. The same view was echoed by a student from Zimbabwe, who was attracted by the international reputation of this institution:

I applied to the university of Cape Town, UKZN, Johannesburg, WITs, I applications were approved from all those universities but for me coming to UKZN was more about the reputation that the school of development studies had at that time. I do not know whether it is 2 years to now because of restructuring that is taking place, they have lost a number of key members of staff. For me it was very marketable, at that time. I was heralding high esteem, it was a degree that people from other countries will come to do - people from overseas (Europe) students from all over the world. (Participant 9)

The above statement captures the reputation that UKZN (particularly with respects to some of its programmes) has, and at the same time, it alludes to the declining trend as perceived by the student. Another student from Zimbabwe argued in a similar tone about the world ranking of the department of where he was located:

"The department of development studies is known as the best programme in the country by then it was number 50 in the world that offers course on development studies. It has a good reputation and is highly ranked" (Participant 14).

A similar sentiment on the quality of education and various programmes found at UKZN is expressed by a student from Botswana:

*People from my country who came to do study in SA, they did it [at] UKZN Howard particularly. The first university I was looking for to study was Howard. I heard about other two universities but people were more interested in Howard College rather than the other two. (*Participant 12, female from Botswana)

The motivations to select UKZN as a preferred institution where students pursue their higher education are based on the knowledge about the quality of education and the institution, perceived or real that they have or acquire. As the data above shows, an assessment of perceived or real standard of the university, which apparently resounds beyond the national boundaries of the country where the institution is established, are influential in the decisions prospective students make.

Resources available at the university are considered by the students as part of the quality of service (education) offered at this institution. The study participants indicated that Howard College got good structure and it provides access to the library, online, and has a well-furnished and rich library. The

Reputation of specific programmes in the university has also a particular sway. This was captured by a student from Botswana (Participant 12) and a Zimbabwean student (Participant 14). The student from Botswana explained:

Because the university of Botswana offer no music courses SA has been our only centre, everyone was coming to SA especially in Durban so we all wanted to be in one place in order for us to grasp one something together and try to go back and implement it and developed the country. (Participant 12)

It came forth that the Master degree in Development is only offered at UKZN in the whole SADC region according to participant 14 female from Zimbabwe who said:

"*Firstly I want to do this course in Zimbabwe at that time they did not have any Masters in Development study in Zimbabwe the only country in the region that I had to go for was the one in Kwazulu-Natal*".

Similarly, motivations regarding UKZN's programmes participant 8 female from Mozambique expressed how the programs on social activism and social justice dispensed by UKZN were inspiring:

"*It a bit weird Most Mozambicans go Wits, UCT so there are but In fact few Mozambican on this campus. I chose because before I had been involved in the liberal movement, I wanted to be in an institution and in a program that had a relationship with social activistism and social justice. I still connected to centre of civil society which is connected to the school Development studies is a very activist place, is connected with social movement locally Durban had become profile through organisations such as abakhale base Djondolo, Durban has become profile as a hub of activism. I thought it will be a good place for me to do masters but also to be connected and continue this social justice works*"(Participant 8).

It is apparent that students do not land on UKZN by chance. The findings of the study suggest that a lot of investigations are done by prospective students on the critical aspects of academic life, including their areas of interests and various orientations that the university gives to particular fields of studies. The choice for a particular institution is guided by a teleological argument, the final intention such as the possibility of achieving one's dreams in a particular domain that a student is interested in. It was discovered by some participants that a number of programmes offered by UKZN (Howard College) are intriguing, attractive and respond to the needs of many foreign students as Participant 8 elucidates.

The content of modules and some courses given by UKZN are inspirational and many students feel satisfied as these subjects respond to their aspirations. This was acknowledged by participant 12 female (a Masters student from Botswana):

> *Well I firstly had wanted to go to Pretoria, but looking at course content I preferred UKZN because it offers the course content that is more or less the same as what we wanted to offer in Botswana.*

A feeling of satisfaction was expressed by the participants who were pleased to have found what they wanted to study; a Masters student from Lesotho (Participant 13) and Master's student from Malawi (Participant 20) were delighted to register in the field of specialization. I gathered also that one of the participants showed great enthusiasm for the musical course taken at UNZN which enhanced the global understanding of this subject. This was articulated as follows:

> *Educationally it has been very important to me because when I came here honestly as a music teacher, I just did music I did not about music out of love I did know much about but when I came to Howard and started learning music in 2009 I started seeing things beyond my imagination, I start seeing things musically. Like music theories, when I came here I thought I was a star in music as a conductor in my country but when I came here and learned about staff notation, it really open my eyes to music I started seeing music with different eyes and that made me aware that music is not just about conducting songs and being up the stage who ought to know what you are doing in music.*

It has come forth that migrant students who choose UKZN as their university do not just do it randomly, but it is directed by various interests and the possibility of pursuing desired studies in some specific domains. It happened that UKZN was the place where some of the aspirations could be met. This can serve as an indication of the credentials that UKZN-Howard College enjoys at the international level.

4.5.3. Financial Considerations

Participants cited financial advantages among other elements that are considered by students in their search of an academic institution. These comprised low fees rate and scholarship opportunities. Prospective migrant students invest time comparing academic fees from different institutions, modes

and structures of payment. A postgraduate student from Lesotho was attracted by a scholarship as mentioned by her:

> *"South Africa was more convenient because of the financial issue, it wouldn't be easy for me to get a scholarship far from Lesotho, it would have been more costly."* (Participant 13).

The student from Tanzania was moved by the low cost of fees at UKZN in comparison to other universities:

> *"First of all it was the cheaper. UKZN offered a cheaper option compare to UCT and university of Pretoria"* (Participant 1).

Another student shared the same opinion with Participant 1 saying:

> *"Some of the universities were bit expensive, so the fees were quite very reasonable as compare to those expensive universities like WITs"* (Participant 3).

A Zimbabwe a postgraduate student investigated the structure of payment comparing UKZN and UCT, and it appeared that UKZN was giving a better deal, but still the reputation of UKZN was held a top motivation as mentioned in the following lines:

> *I was not on a scholarship or anything, I was self-funded with regard to payment structure for my studies UKZN is better because for you to get registered you have to pay 2500 whilst for you to get registered at UCT for same programme you have to pay R12000 up front and then the remaining 12 by 30th of June the same apply to Johannesburg where they want up front all money, that was beyond me because at that time I didn't have any means of paying, I was left with no option but to come here.* (Participant 9)

One of the respondents even went as far as Israel inquiring on the best institution where one could pursue a higher degree. The recommendation was still to go to UKZN:

> *"I asked friends, who is from Israel, she recommended UKZN because it wasn't as expensive as Cape Town, Johannesburg because crime"* (Participant 18, male postgrad student from Zambia).

It appears that when a student is looking for a better institution, all the horizons are explored even when it means consulting people beyond the borders of the state where that institution is located. A broader search is conducted involving people who are studying or working far away or abroad. This remote networking can be instrumental in determining how far the reputation of an institution can

go. It gives confidence to students and stimulates them to register with a university that has a high and international reputation.

4.5.3. Proximity to Residential Place and Available Campus Housing

When planning to enroll for studies, students also consider the distance. Smith and Bers (1989) and Weiler (1994) have suggested that students are significantly more likely to apply to a particular institution if they live near it, as Low cost travelling is seen as a good advantage to them. They prefer a shorter distance to commute from their home to colleges or university campuses. It came out from the study that students who enrolled with UKZN (Howard College) also decided on the basis of its proximity with their home so that they could avoid housing costs on campus residence facilities and travelling expenses.

For instance participant 4, a female first year student from Zimbabwe commented:

> *I did a research about university UKZN is a worldwide university, we have better opportunity, it is close by university from where I stay, I can't go to Pretoria because I stay in phoenix I can't afford the transport.* (Participant 4)

The same opinion was picked up from participant 16, a female Master student, who affirmed:

> *UKZN was not the only university I had applied to, I applied to the University of Cape Town which would be my last choice because of the distance"*. (Participant 16)

To this argument, I can add housing considerations. Students feel encouraged to register at UKZN because of the availability of rooms and they are pleased to be housed by the university, especially those who do not have their homes in the same neighborhood with UKZN.

4.5.4. Perception of Prejudices, Racial and Language Issues

Race and language are two sensitive issues in society, especially in communities which suffered racial segregation. Many people would feel safe and comfortable among those with whom they can share the same language or those belonging to the same race. Race and language related-problem on campus sometimes develop into prejudices that could find expression in discrimination. Prejudices

consist in negative attitudes towards other groups of people based on their membership to other socio-cultural groupings (Cavalli-Sforza 2003). Prejudices often relate to racism. "Racism is a form of prejudice based on perceived physical differences and usually refers to unfavorable or hostile attitudes toward people perceived to belong to another race. Racism usually results in a belief in the superiority of one's own race." When prejudice and racism are associated or directed people's attitudes it becomes discrimination, and is said to be racial discrimination when the prejudices are supported by racial arguments (Cavalli-Sforza 2003).

Some participants raised the issue of race claiming that it sometimes impact on student performance. Comparing Howard College Campus with other predominantly white institutions, one participant attributed low achievement to racial discrimination. This participant claims that the change of institution did somehow created an opportunity for improvement of the performance when students move to Howard Campus. One of the participants captured this experience here:

> *There were a lot of issues that I overheard from people that [other university] the situation is not like UKZN. There are lot of whites that are teaching in the university, [and] the way they approach the students is different from how UKZN staff does. There is a lot of discrimination in Pretoria. I have a cousin who was once in [that institution], she took a transfer because her results were dropping since she came to UKZN she started picking up.* (Participant 11, male postgraduate student from Botswana)

The sentiments above relate to the changing racial composition of UKZN.This reality is frequently present in people's consciousness and influences their milieu for socialization, sporting, working, and studying. It was discovered from the study that race and the language factor play an important role in selecting which university to go. The remarks associated with racial prejudices were recorded from Participant 18 male postgraduate student from Zambia:

> *"I asked friends, who is from Israel, she recommended UKZN because it wasn't as colonial and discriminative as UCT"* (Participant 18).

But others, like participant 17 a female postgraduate student from Namibia would just prefer a different place, a change as it is reflected in this response:

> *"I wanted to go a place where I did not know a lot people, I wanted a new experience. Pretoria I have been there, Cape Town a lot of Afrikaans I am not so comfortable with*

Afrikaans. So I chose UKZN and also because of professor [.....], she was my research professor back home. So, I knew how she worked and how she wants the stuff done. There was level of comfortability and I was already aware of what will be expected from me this side. (Participant 17)

Over all, the data suggests that perceived or real racial prejudice does inform student choices. All the students interviewed for this study are black, and few of them indicated that their choice of UKZN was based on a consideration of race relations of a range of universities in the country. It is also interesting to note that Participant 18 alluded to the element of colonial nature of a university as a consideration for choosing or not choosing it. Beyond these concerns, the extracts also show that students make choices based on the language – both as a medium of education and dominantly spoken in the city where the university is located and within the university.

4.6. Getting to Know and Comparing UKZN

Under this section I discuss various views that emerge from the responses of the participants comparing the conditions of studying at Howard College and in universities in countries where the study participants come from. There were numerous discrepancies touching on administrative procedures, the plethoric condition of university in homeland with over populated classrooms, structures of modules, infrastructures and facilities, and finally the preference to study in homeland universities. There were negligible views on similarities between Howard College setting and the conditions in many universities/institutions in countries of origin of the participants in this study. I look into these issues in the subsequent sections. This inquiry is meant to go beyond why they have chosen Howard College, and give us some idea on new arrivals' adjustment and adaptation, orientation or disorientation. I try to highlight these by working through the themes that emerged in this study.

The first thing newly arrived foreign students are faced with is the challenge of navigating the new institutions – its social, administrative and other procedures. In terms of administrative proceedings during enrolment and through, right from the start of applying and all the way to the end of one's stay in the university this is something to seriously consider. The data suggests that the first concern raised about UKZN is that the different administrative organs do not speak to one another, particularly making foreign students' early experience very difficult. This problem

usually starts with the procedure to have one's qualifications approved by the South African Qualifications Authority (SAQA), which many found to be a taxing and time-consuming process. In this case, some students feel left on their own wrestling with the whole bureaucracy. Lack of coherent and productive support from the International Students' Office and the inability of this office to influence and work with other faculty offices emerged as a recurring theme. For example, participant 1, a Masters student from Tanzania in the International Relations Programme, indicates that he was forced to run around with little direction and cooperation from the different offices. Participant 1 highlights his experience with lack of support from the international student office in the following:

> *The International Students Office should be there to help international students enroll properly and assist during the process of evaluation of degree at SAQA. Everything we known we discover on our own, the international office does not give us enough information. Even though UKZN meets my expectation academically but when it's comes to the requirements and administrative / Bureaucracy it is a bit difficult.* (Participant 1)

This claim above shows, however that, in spite of these initial trials preceding the registration, which many would not experience while studying at home, many students indicated that studying at UKZN was much fascinating than pursuing a higher degree in one's homeland in the SADC region. Some reasons for such excitement have been mentioned earlier, and they kept coming over and over again along the interviews. These include the advanced technology to which they are exposed such as full-time accessibility to the internet, well-equipped library, computer-lab, common computers and printing facilities (Participant 3, female First year student in Psychology). In addition, online library, modern infrastructure, scholarship opportunities, possibilities for student loans and the government showing its responsibility to pay, maintain the staff and support research were often brought up among other elements stimulating their enrolment with this institution.

In other countries in the region, those possibilities are scarce if not no-existent. In fact, many states in the SADC have only a few universities and, as result, classes are overpopulated and thus leave many interested students out. And if these institutions can go by the rule of mediocrity that cares less about the quality and standard, provided everybody gets a little space or a bit of share in any subject, they will enrol as many students as possible. Sawyer (2004) points out that the story of deterioration of the physical conditions in most African universities in the 1980s and

1990s has been told often. He argues that teaching and residential facilities now accommodate more numbers of students for which they were not built.[8] In some cases, students in many countries in the SADC region buy their own books and pay lecturers, a practice that is called contribution by parents. The DRC is one such example. Many young people, though intelligent, are often deprived of higher education even primary and secondary education because of poverty and the inability of the parents to pay lecturers and buy books and materials required by the syllabuses:

Studying here is manageable, easy to understand than in my country. Infrastructure is provided, the books are there in my country, we have to buy everything. (Participant 4, a female first year student in Art from Zimbabwe).

Obtaining a bursary is an illusory wish and even impossible to think about. There are few universities in the rest of the region with computers available to students. In most of the universities there is none. Comparison of South African institutions and the institutions in the region takes place within such development. The following statement elucidates this point:

There are a lot of facilities here the libraries have recent publications, the staff are high calibre world-renowned professors, the internet is available you get the latest information at your fingertips at lowest cost possible compared to Zimbabwe where I studied my undergrad. At the university of Zimbabwe we had to book for a computer in the library; we had 15 computers for the whole university. We had 26000 students and when you get it, the internet was very slow so you could not even check your email, the resources in the library were old the latest was 1980s. So libraries, internet and computer access, make one's learning experience easier. (Participant 9, male Master's student from Zimbabwe)

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[8] For instance he found that the University Chiekh Anta Diop (UCAD), built to accommodate only thirteen thousand students, now has more than twenty-three thousand; while Makerere University constructed for twenty one thousand students, now has more than six times the number it had only ten years ago (Sawyer 2004:pp). As consequence, it was reported that students have to take lessons standing, sometimes even in the halls outside the classrooms, because of the lack of seating space in the classrooms. Libraries are overcrowded; books, and journal holdings are out of date. Small-group tutorials and fieldwork are hardly feasible in many departments. Computers, scientific equipment, laboratory tools etc. for basic experiments are not available. Sawyer (2004) also points out that at the University of Ghana, a room meant to accommodate two students has been modified into five rooms and has been allocated for eight or nine more students with the knowledge of the university authorities. All of these irregularities have brought about a severe deterioration in the standard of education in most African universities. This situation is perceptible not only by students and staff but also by by-passers.

Technological innovations are part of the big attraction to students. Accessibility to online library facilities such as library catalogue, databases, e-journals portal, institutional repository and off-campus service resonate with students' motivations to pursue their studies at UKZN. They feel comfortable because they do not enjoy the same opportunities back in the countries of origin as explained below:

It is very fascinating I have good experiences. When it come to the system of education in Zimbabwe it has really gone down even though it was known as the best in the continent for the past ten years the country is experiencing social, economic and political challenges. Things are no longer the same. Access to the library to funds as well; teachers are not going to school and so coming to South Africa within that experience you find that you access to the 24 hours on line library. The resources are far better than Zimbabwe (Participant 14 female master student in development studies from Zimbabwe).

When comparing UKZN (Howard Campus) with other universities in the region, it came out clearly that South African universities are far better equipped with modern facilities and advanced technology. This institutional advancement is perceptible in the high level of organization, in the logistics, in the overall way of running the campus. This ranges from the registration, accessibility to information technology to security on campus. The opinions made by Participants 7, 15 and 17 show this:

IT technicality, it is ok; it is advanced, if you want to study any time you have access to the LAN, the computer, internet, everything's there; the books are there; but back home, you struggle with access to the internet, an, the computers, even if you at the security within the university I think it is ok, because of the student card (participant 15).

I am more than comfortable. The study conditions, the organization of modules there is a lot time to relax, facilities around, for example, the LAN, you can be there any time you feel like, the library is too big it has all the books. Everything that you need, actually all the facilities you need they are there. It actually met all my expectation more than what I expected; actually I did not expect all things. (Participant 7)

Studying here is better in terms of equipment, even technology back in my country even in the institution that I am teaching we don't access internet if you want internet you have to use your own resources (money) and access it at the internet café. I think here you have access to the number of things that you cannot access in my country; students are using old books sometimes only one book available for many students. (Participant 19)

It was also reported that issues pertaining to studies are addressed within a reasonable period of time, which does not occur in other countries where such issues can be dragged for a long time before being tackled. It seems that the factors that create this condition are interrelated, crosscutting each other. This view is echoed in the following excerpt:

It is good, it is very resourceful; if there is queries something that does not go well they have a way of sorting them out. Unlike back home it takes time for issue like simple resources like the internet, we don't get such resources in such abundance back home as we do here. Those divers there are lot of cultural exchange from people and you learn quite a lot of things as compare to being home. As part of my study was being at one place is just not interesting. (Participant 10)

Several claims made by the study participants assert that at the institutions in their home country certain things are less complicated example, entry and recruitment, communication or socialization, especially in the first three months following enrolment. Their experience here at UKZN is quite different, right from the recruitment, the experience of settling down and getting accustomed to the academic milieu of UKZN, struggle with socio-ecological constraints define their early encounter with UKZN. This entails adjusting to the whole social environment that include language learning, accommodating new mentalities, adapting to new climates and norms, and behavioural patterns of people in the new milieu. Participant 6, a student from Lesotho doing her Masters degree, captured this in the following words:

Well, it is a bit weird when you first come here; because you are not familiar with the place, you don't know the people. You have to find the surroundings yourself; sometimes with no one to help you, you have to struggle to find the place somehow. I would say you feel uncomfortable in the first three months, unlike at home. Home is home! You know the corner; it easy to access everything.

The above narrative projects home as the familiar and pleasant space, while portraying UKZN, not only as unfamiliar, but difficult and uncomfortable. Notwithstanding these challenges, the majority of the participants admitted that studying at UKZN was much desirable than in any university back in the country of origin. Here is an extract from the interview with a Zambian postgraduate student that reflects a contrasting view to the above:

> *Studying at UKZN is easy in that one back home in Zambia from primary school to university you have to pay for yourself. This means if you or your parents don't have money will not go to school. When I came here, it was a different experience. Here people are given bursaries, scholarships and also as foreigners we have that opportunity to get bursary if you over mark that you got from your country if it is above 75% you have a discount which does not happen at home so I was really encourage to apply even further my study. To add on, the infrastructure it is advanced compare to home. For example, they have power throughout the year if will be disruption they will notify you in advanced. Everything is advanced compare to home.*

Though both views appear to contradict each other, each captures a segment of the reality. The reality is that institutions in the rest of the continent suffer from material constraints; they lack a range of academic resources, updated and modern libraries, online facilities, access to internet and printing facilities, to name but a few. In this sense, the wider consensus appears to be that South African institutions, in this case UKZN, are deemed to be better resourced compared to the ones located in the rest of SADC. Notably there are dissenting views regarding standards, and this is captured by the following statement:

> *Myself I have not studied in my country but compare to study outside SA, it has its own challenges but the level of education is higher. [Here we may have] easy access to the books, internet, that makes studying easier, but I think the standard are much the same as back home.*

The interviews clearly show that financial considerations were significant to the decisions the study participants made about joining UKZN. This is to be expected considering that prospective students, in their planning to register in an institution where they intend to study, also seek where they can pay less, which institutions give financial support such as scholarships and possibilities of student loans or other funding. UKZN is perceived as one of the universities with low tuition

fee rates (this is in comparison to the widely acclaimed universities, in the country such as UCT and Wits, and perhaps others in the region and beyond) and loans are provided to students in need. For example, Participant 2, who is doing her Tourism Management degree, indicated that she chose UKZN (Howard):

> *"Howard College offers the loans; you can study and pay after. At DUT it appears private and I did not want to study there."*

This localised comparison was made simply because the above participants already reside in Durban. For others who made the comparison while still back home, they generally tend to do the comparison by looking at a wide range of institutions from South Africa and other parts of the world. As I have also indicated earlier, migrant students are fascinated by the financial advantages they can explore and benefit in South Africa, which their countries of origin do not offer. I singled out this aspect of migration push factors from a number of participants.

The result of such deterioration of conditions of universities in the region is that education becomes a struggle and the best fighters manage to complete. It is a real battle if one wants to survive and complete his/her studies. Poor infrastructure, the rising student numbers in various levels of studies, the inexistence of libraries, and the lack of scholarship opportunities constitute the major elements of difference between South Africa and the countries of origin where migrant students come from. This fact is reflected in the following excerpt:

> *UKZN has a lot of students from everywhere and very nice I learnt so much not just about only south African but Botswana, Zimbabweans, Congolese, many people from all over the continent, I think that different and also the resources are available, in Mozambique we have one public university it very difficult to get into it because there is a lot students that are applying it doesn't have libraries, doesn't have as many scholarships opportunities to go to conferences, doesn't host conferences in the same way, doesn't have access journal in the same way" (Participant 8, female master student from Mozambique).*

Besides being exposed to cultural diversity and other benefits offered by Howard College, a number of the participants also paid particular interest in comparing the structures of modules between universities in their homeland and Howard Campus. It followed that the modules study subjects in South Africa universities, particularly UKZN are much better structured. Modules for

a degree are harmoniously integrated to make a degree reflect what it should be. Whereas in other countries, students pick up several subjects, even those that are irrelevant to the degree, namely elective modules. This does not consolidate the degree that one would like to get. Participant 11 expressed the following:

There is lot of work at UKZN, compare to home. The courses here are structured. [This is] unlike back home they not structured. Back home you can take a lot of course outside the main module that you want; but here it is different because if you are in music they follow each other. For example if I have 4 modules they complement each other while back home we just mixt things, as long as you have degree at the end of the day. (Participant 11)

Students who supported studying back in their countries of origin argued that modules are well structured and the workload inspires more hardworking. For instance one of the participants suggests that the combination of modules as constructed in home universities makes the programme much more solid than separating them, and focusing on one entity or the other like at UKZN. An illustration of this point was recorded as follows:

Studying here is relaxed; there aren't as many classes I was used to very structured and demanding course load for my undergrad back home. Here it is more focused on certain areas only you don't get that all broad or general knowledge. Back home, I did industrial and clinical; here you have got them separated. It is an advantage to those who you don't have any interest in industrial but it can be a disadvantage because you don't always know what field you will do better. So doing everything at the undergrad level benefit you more in the long run but here it makes for more focused students who are focused in one field. (Participant 17)

Over all, the participants gave different and opposing opinions; some quite assuaged, when it came to expressing their preference for studies abroad and others chose one's own country. The majority admitted that it was better studying at UKZN. A few of them considered that studying in their homeland would be preferable in spite of the challenges being experienced by fellow students studying under difficult conditions. The following statement describes the context of study in some places in the rest of the region:

I was expecting it be more difficult but in comparison you always tend to think negatively of your own country, but that as for me being here, having lectured as well , I would say that the education system back home not that it is better but in terms of it challenges students more, but here it is more relaxed than back home, back home it was very structured and here it a little bit unstructured for me , unstructured in the sense that there is no clear direction, so where you feel your way around and you get to know things around, whereas back home it was you knew this and this the procedures you were taught in that way. (Participant 17)

Apparently some of the participants found studying in their homeland advantageous. Others tried to balance their views, and another group found it difficult to make a comparison because the two contexts are different. The majority expressed their preference for Howard College then universities at home.

4.7. Conclusion

This chapter explored a range of issues pertaining to the problematic integration of students from the SADC Region into Howard College. The purpose of migration by the students from the SADC region including their motivations for choosing UKZN and choosing South Africa, the awareness of education opportunities in South Africa, their interest in choosing Howard College were examined. After such an investigation and a comparison of the conditions of studying in South Africa universities and studying in universities from the countries where migrant students emigrate, the study revealed a complexity of factors that drive foreign students to South Africa. These include social and political unrest in country of origin, financial opportunities and advantages offered by Howard College, familiarity and popularity of the institution internationally, attractive structure and good infrastructure. It was reported by many of the participants that Howard College was far better than universities in homeland; therefore it became an attraction for those migrant students. It is certain that study conditions in most of the universities in the rest of Africa, particularly in the SADC are comparatively less appealing. The lack of infrastructure, inexistent scholarship opportunities, overpopulated classrooms, lack of modern and well-furbished library, insufficient students support programme are some of the concerns raised. Participants also identified that institutional and financial support programmes for research give to South African higher education institutions, ranking among the best world universities and colleges are some of the consideration that sway them to decide coming to South Africa and UKZN in particular. It is understandable why migrant students

show resilience in coping with the adversities in the integration process. They envision a better future and their objectives to gain skill and competence of international standard justify they ability to cope with the challenges they face.

CHAPTER FIVE
Integration into Social and Academic Milieu of Howard College Campus

5.1. Introduction

When people migrate, there is an important aspect of relocation process that one is concerned with. In the academic context, this entails passing through different levels of integration within the institution, with the staff and fellow students. Migrant students are confronted with issues such as the ability to deal with the effects of culture shock which is inescapable, developing mechanisms to cope with the challenges of language, health issues, financial matters, job opportunities, individualism, and prejudices of all sorts, accommodation, social and cultural support programmes, and the support one may obtain from the institution. At the same time, students look ahead, beyond the challenges, towards their objectives. There comes forth the awareness of the impact that transnational setup has on students, the sources of funding to sustain one's education and complete it. In the context of this study the SADC Protocol on Education and Training was also considered by students. This chapter examines the issues related to process of integration, the facilities and the overall condition that allows a student to settle in a new environment. In this study, the participants gave contrasting views on their integration into the Howard college campus and situate their observations in different levels of interaction, namely academic integration and social integration, which is explored in this chapter.

5.2. Academic Integration

The responses of the participants were drawn from the following two aspect of academic integration: the institution, the staff and the fellow students. Each one of them entails a particular process and encounter. In terms of academic integration with the institution, the participants considered the organization of modules to be good whilst the study condition and accommodations, rights and access to facilities in place, friendly lecturers, are singled out as elements that facilitate the process of integration into the Howard college academic milieu. This contrasts significantly with study conditions in the countries of origin. It transpired that a successful integration requires sustainable efforts that involve patience, finding networks to handle difficulties and challenges that one faces in the beginning, showing openness in learning from peers and giving heed to words of encouragement from friends who have been in the

system before. The majority of the students agree that Howard Campus is a more conducive environment for learning and present better supportive structures for higher education that include competent and empathic staff and good resources.

Some of the respondents also pointed out cases where they experienced lack of accommodation, frustrations with the processes to proceed for their Masters from Honours, lack of academic support, struggle to adapt to the new environment, lack of orientation programme to introduce new and foreigner students to the academic space and its available services. In some cases this has accompanied by the challenge of adapting to the new place, making early encounters difficult to handle. Respondent 16 recounted her experience at UKZN with such emotion:

I have obtained knowledge I wanted however it was a very traumatizing and overwhelming experience especially the first day. I had no one to show me around I had to find my class by self and as a new student I was expecting to be formally introduced in class I was overwhelmed then, I went out and I cried. I was wondering whether I was in the right place, whether I will to get the education that I needed under the circumstances that I will prefer, a working environment that has got very limited environmental stresses, external stresses other than the books. Later on, I was helped by a Swazi student who was ahead of me but, it was such an experience that I don't wish anybody particularly from Swaziland to go through. (Participant 16)

Besides what sounds as a traumatising situation, some other students went through hurdles that hampered the integration progress. Those most frequently mentioned relate to getting qualifications approved by the South African Qualifications Authority and renewal of visas. Others also expressed their discontent with the criteria for accessing bursaries which is limited to South African citizens only. Those who had hoped to access scholarships upon registration, somehow feel disadvantaged. Contrary to these views, others testify that they have become beneficiaries of bursaries, and indicate that one is required only to fulfil the requirements and complete all the formalities. This often entail that international students only qualify for segment of the bursaries available. Those who have refugee status also do qualify as locals, and this includes student loans. For example, Participants 5, a student who is originally from Congo, tells how it felt when she qualified for a student loan:

I am comfortable studying at UKZN because it has helped me a lot. I was unable to pay my fees I applied for a loan I got it my needs are resolved somehow. (Participant 5, female undergraduate student from the DRC)

It came up also that the International Student's Office does not have the power to influence certain decisions to benefit migrant students such as facilitating the process of having SAQA certification (which was pointed out by Participant 1, a female postgrad student from Tanzania). This is particularly important because it is here that foreign students' qualification is translated into local "currency" to determine their acceptance in academic institutions.

In the process of finding a university of their choice, prospective migrants are also interested in finding a space of direct interaction with other students in specific areas of study where they can come together to discuss and share information on relevant issues that need to be studied in-depth. Some other student were impressed by the multicultural characteristic of Howard College that makes it easier for in-migrants students who come in and see that they are exposed to an environment that is not restricted to one race, culture or nationality. It appears to be enriching and one feels comfortable to study in a context that he/she is not the only non-native student in the institution. This gives a sense of collective struggle, hopes to surmount obstacles and the courage to go an extra mile as other students with similar status, non-native strives to go. An extract from an interview with a student from Zambia captures this as follows:

People can say a lot of things about a place but you get to know the place once you have experience there. The education is ok, I like the fact that it is Multicultural there are a lot of different people here, later on you discover that the perception that you have before when you were coming are not the same the perception that you have one or two years after you have been in a place now I feel very differently about it, when I came here it looked as the place that I wanted to be, so it did meet my expectations from that point view. (Participant 18, male master student from Zambia)

There is also a range of activities aimed at the socialization of international students that seek to break the initial barriers and create a more empathic and mutual acceptance within and with the student community, with the view of promoting diversity. Howard College Campus provides a platform where international students can celebrate the internationality and multicultural dimension of this institution. This is important in establishing and affirming difference and

diversity within UKZN, and gives migrant students a platform to showcase their cultural wealth and local students and staff get exposed to the "other" identity. Here is where Participant 7 noted on this issue of diversity and multicultural reality of UKZN:

> *I was given an opportunity in a course to talk about myself, my culture everyone was given an opportunity. The purpose was to understand each other's background and perspectives. In the residence where I stay it is a residence for international students we will choose a day where everyone cooks their own meals and they dressed up in traditional attire. We do braai, Drama performances, sport, jazz festival. For example one local student invited me to attend a wedding ceremony in Port Shepstone.* (Participant 7)

The positive image of UKZN as a multicultural and diverse space notwithstanding, it does not appear as participatory and inclusive as it should be (or have been). This concern is reflected in the following statement:

> *I sometimes wish there was more spaces for students to come together taking on issues that are relevant to them, to university in a more in democratic way. I find that I am still very foreign to the student's life and student's activism, as a foreigner it has been a place that I haven't connected with. For instance, the student politics that is happening at level of the SRC, I don't feel like I could participate in the same way because I'm a foreigner.* (Participant 8 female postgraduate student from Mozambique)

This certainly dampens one's satisfaction, but it may not be that significant to assess one's incorporation into the institution for study purposes. This seems though as an issue worth considering as part of integration and relevance to academic interaction. Generally, positive remarks are made about Howard College Campus. Migrant students recognize this fact and attribute this success to both external factors, namely accessibility of the library and other facilities, and the excitement its diverse environment generates. This is not in any way to discount the internal factors such as the passion for learning, sustainable motivations and the resilience to overcome initial struggles. As Participant 17, female postgraduate student from Namibia notes:

I' am enjoying the moment, I've learnt a lot. It is always good to be exposed to different types of settings; it was a struggle at the beginning of last year. One clear distinction between here and back home is that you always work from text book. You have a text as a reference…… everyone buys text book. You know for sure that what was said in a lecture, what you read, is going to be the exam. Here everything is compiled from different texts. Students are very reluctant to buy books. You need to make things very easier for them because they can be stubborn. That is not a problem but academically it is a problem; but how the students approach it, passion for leaning and drive, motivation is much different from home. (Participant 17)

Integration into a new environment also involves being able to interact with those who are in charge of various responsibilities and managing the institution. Maintaining good and healthy relations with lectures and administrative personnel in an educational institution is necessary towards creating an environment that can enhance progress. Participants in this study indicated that it was easy to interact with lecturers, especially those who consider their studies as a discovery, expressing appreciation for the way lecturers took them into the process of new learning experience in the areas of their interest. This comes out clearly in the following statement by a postgraduate student from Botswana:

I do feel comfortable from the way the lecturers are responding in the school of music. But I took some modules in gender studies, [and] the lecturers were welcoming and ready to help. I gained a lot of experience especially in the practical aspect. There are lots of musicians around here who I mixed with; they provided me with information that is not available at our university back home. I would say UKZN provides the atmosphere that is different from back home. (Participant 11)

there is another important dimension that foreign students often pick up – their foreignness as a marker and how that shapes how they are integrated into the institution. Participant 7, a postgraduate student from Zambia, for example, alludes to how foreignness is first a form of identifying international students. She then suggests that being identified as a foreigner is common on campus by both students and staff. For her, this marker is used to discriminate against black international students.

When I talk, my accent, I am easily identified as a foreigner by both staff and fellow students but when it comes to the appearance no. There is discrimination because I'm not a South African or a white. I don't have a job up to now in my department. In our department, as a postgraduate student you can work as research assistant or tutor coordinator. You find that you apply as black international student, they will not pick you; but they will rather pick a white student who is staying at home and has been doing his master for 5 years. They will call that person to come to be a tutor coordinator; meanwhile you are within the environment and you are capable of doing the same job. What it is that I cannot do as black and foreigner? We did the same course, same capabilities; so there is no difference. The only difference is colour and country. There is nothing I can do about it I just carry on with my study and hope to find a job elsewhere.

It can be inferred from the above extract that, blackness and foreignness are two important markers of exclusion the participant identified. The question, once again, remains: which one matters the most? Is this shared experience with local black students? Or is this specific to black foreigners? It was mentioned that black South African experience is analogous to black foreigners' experience, which makes asking the above questions very crucial. Another participant put the emphasis on blackness as follows:

My fellow students identify me as foreigner because of my accent and the lecturers because it is a small department they already know that I am from Malawi. There is discrimination not because I am a foreigner because I am black if I was a foreigner with a white skin I would [have] benefited. For instance, when I was doing my masters, there was a certain nelly from Germany who was given the opportunity to teach masters students. I requested for the same opportunity from the department, because I teach at the university back home. Since I am foreigner with a black skin, I was not given that opportunity. What I am saying is that white foreign students are treated well than black foreign student. (Participant 19, female student from Malawi)

This claim distances itself from foreignness as a marker. Instead it puts emphasis on blackness as a point of exclusion and discrimination in the institution. When one is identified as a foreigner, it immediately gives a feeling of being labelled or being treated differently from the native South Africans because of one's origin. What it noticed here is that the strict and loose application of

rules on recruitment and selection for part-time jobs, research assistance positions, funding and other benefits are differentially allocated. For the large part, personal relations do influence some of these decisions, which are in-turn shaped/framed by racial and national positioning. This perception has negative ramifications such as denying someone job opportunities, hindering smooth integration in the student community and hampering acceptance of foreign students by the staff.

The same kind of frustration and checks happen when foreign students step in the process of being integrated in a new academic community. Interactions of migrant students with the staff at Howard College Campus often meet the challenges of first encounter. However, for many, eventually, things get settled, when they either accept the conditions and get used to them, or develop strategies of better relating with Howard college Campus and student and staff within it to an extent that they feel well accepted by the campus staff.

As indicated earlier on, there are divergent views and experiences of UKZN among the research participants. There are those whose experiences have been affected by what they describe as antipathetic comments reminding them of their foreign status, which often sound as xenophobic encounters. Others pointed out that theirs is relatively pleasant, though there are some challenges. Similarly, differences in opinion with respect to their engagement with the students and student body are noticed. The views of those who were made to feel that they do not belong are captured by Participant 3 female (undergraduate student from Zimbabwe):

> *We face some challenges here and there but then it is ok. It's just hard when you know that you don't belong here. You will always feel and see sometimes that you are not welcomed, at certain stage you are reminded that you are a foreigner, you don't belong here; you are an international student. The university distinguishes you from the rest of the students.* (Participant 3)

Similarly, another participant commented with specific reference to the student body by saying:
> *"I'm comfortable but only colleagues discriminate us but with staff we are ok."*
> (Participant 2 female undergraduate student from the DRC)

Some of the research participants feel that they have been discriminated against by their fellow students for being foreigners and also, because of their positioning as the South African "other".

Others, however, assert that their relationships with native South Africans have been cordial. The following participant asserts that she is not that much affected by racism or xenophobia:

> *I feel comfortable; because we have been appreciated, there is no racism, we are equal. My expectations are met so far.* (Participant 4, female undergrad student from Zimbabwe)

Sometimes it is difficult to demarcate integration support one gets from the institution, the staff and fellow-students. It is often intertwined because this endeavour takes place within the institution in an interactive process that brings together students and lecturers and using institution's structures and facilities. A number of students find themselves in a situation where a collective effort is made to ease adaptation to the campus system and access study information. Here again networking contributes tremendously in alleviating frustration and discouragement. One participant notes that:

> *Academically, I was privileged to study in this university. I have had a lot success in my academic life. I come from a background that has little to do with development studies. It wasn't easy to get to know the theories of developments studies from onset that is the language of the day in the school using different theories (modernisation or industrialisation theories). You are supposed to apply those theories all the time but getting to find people that have time to explain that to you, that means lecturers were very patient. I am very pleased to say that I have had a very good network with my colleges and with lecturers that create time for to students to interact with them to find out what are the successes and challenges. I have found myself being able to assist others students as well. It is an achievement. Overall they have been met; it was not about access education getting to seminar, to submit essay or study but also getting to know the environment, the places around.* (Participant 14, female postgraduate student from Zimbabwe)

Notably, this participant is aided by her ability to network and use this as a resource, which is not available to other students. What is apparent from the above is that the element of networking, institutional support and the support of staff and students is crucial to the academic integration of migrant students. This enhances the progress of integration because one feels stimulated to study

in an environment where he/she gets updated information and all the resources for better academic development are available.

5.3. Encountering Cultural Shock and the 'Othering' Process at UKZN

In this section, I build on the points raised above by ways of looking at how the initial encounters and subsequent experiences of their differences are felt by the research participants. Students expressed feelings of frustration and confusion when immersed into the new cultural environment in the context of Howard College campus. This is particularly acute because of the unfamiliarity with the way the transportation system works, the diversity of people and the uncertainties that are experienced in the process of socialization. Loneliness is one of the problems that a number of the research participants raised. This is something that one can try to overcome by finding networks of support to help them cope with the situation. Participant 8, female postgraduate student from Mozambique captured this in the following:

> *I think the other issue is I am relatively close to Maputo but I don't have support network. I don't have a family here I have been able to create a good network of friends that is very important. But of course, when I first came here, it was a lonely experience and there is a cultural shock. Even though Mozambique is so close, there are things that you are not used, just in terms of how you live in a city like Durban. Transportation is very bad. The first week I was here, I got stuck because I didn't know [that] the taxi didn't run after 06h30 pm. There [are] limitations like that. Also South Africa is a racially very segregated society as a white Mozambican you are forced almost into a box maybe at home you were like. So how do you navigate, the social spaces. Just going out and have fun that was difficult. How to socialise and how to build a social world it was tough to do that here.* (Participant 8)

Here, the inability to navigate the social and cultural spaces is crucial in understanding the initial encounter. Race is another theme in this narrative. I aim to discuss them in the following.

At any rate, the process of integration is a huge challenge to any person who intends settling in a community or a country where he/she does not originate from. This experience is met with

euphoria for some and disappointment for others. In the course of this study the participants reported their feelings that resonate with the trials of adaptation in a new context.

It transpired in the discussion that a better understanding of culture is important to ease adaptation and into a new environment in the context of globalisation. The concept globalisation is sometimes described as the world becoming a global village with the help of advanced technology in information, transcultural communication and speed migrations facilitated by technological innovations in the transportation system. People are so much connected to each other through the social media and other means. It is worth introducing students to an aspect of globalization that involves culture shock. Bodley (2003) argues that:

> *Self-identity usually depends on culture to such a great extent that immersion in a very different culture—with which a person does not share common ways of life or beliefs— can cause a feeling of confusion and disorientation. Anthropologists refer to this phenomenon as culture shock. In multicultural societies—societies such as the United States into which people come from a diversity of cultures—unshared forms of culture can also lead to tension.*

There is mutual enrichment when two cultures or more meet. It is evident that any person who looks similar to those in the surroundings where he/she is not an inhabitant would naturally be greeted in a vernacular language. In my view, this is not offensive. It is normal that black South Africans greet and attempt to engage black looking fellow students in IsiZulu or other local languages. One should not take this approach as an affront especially when the origins of interlocutors are not known to each other. A number of observations were made in this regard, mainly touching on the cultural aspects of life like identity, language and race. A number of the participants gave accounts of discriminatory incidents among black to black students, white to white students, and cross-racial segregation.

Being asked to disclose one's identity is a sensitive issue. Participants related various circumstances when one has to reveal his identity or asked to do so. Participant 4, for example, reports how one is requested to reveal his/her origin when identified as a non-South African in the following lines:

They identify me when I speak, my skin colour skin, my accent is not like a Zulu speaker. They ask me where you from are. I am identified by tutors, lecturers and students……..Everything is about SA you have opportunity to share maybe if student asks you. (Participant 4)

This happens when students introduce themselves, when called to participate in cultural activities, during socialisation, during registration, and especially when using verbal communication on campus. Participant 1, female postgraduate student from Tanzania explains as follows:

I am identified as an international student, already by the system on its own. It's structured in such a way that exclude, the system identified me as an international student. When I am registering, enrolling I will be identified as International Student. I also feel my limitation. Has as postgraduate student I should have the same advantages and opportunities as local students; but I don't. That also identifies me as an international Student. My registration process is different from those of the locals. The staff also identify me easily as they deals with my registration. My fellow students do not identify me unless I start interacting with them. So, they realize through my speech that I am not a South African. The lecturers do not identify me easily but eventually they do identify that I am not a South African… (Participant 1)

Misidentification is also part of this encounter and this is attested to as follows:
Because of my colour, I'm black; teachers often mistake me for a local. It is only when we interact, that i am able to tell them that I am not a South African or for the black teachers they can tell that I do not speak Zulu then they will ask where are you from?, otherwise, they just pull me with Africans. I have been surprised by one of the students who mentioned to me I thought you were Zulu; it is only during introduction in class that body will know where you are coming from… (Participant 16)

In the above quotation, one is identified and positioned by speech and skin tone. One's place thus become clear when one hears the way one speaks and one sees how one looks. The above claim suggests that the way one speaks English, the language tone and inability to speak IsiZulu are enough to distinguish a non-South African from a South African.

Some students express their uneasiness when called to reveal where they come from by fellow students or staff members. Some even felt offended because interaction becomes superficial when an interlocutor of South African origin discovers that he/she is dealing with a foreigner. This was indicated to be just enough reason to shorten the conversation or the loose interest in the matter being discussed or in the person talking who would be from a different culture.

Because of the fear of being discriminated against some students prefer hiding their identity. It is reported that when undesirable comments are made against one's country of origin, one feels as it those comments are directed at the student present. This makes the student from the country concerned refrain from opening up. Sometimes there is a feeling of shame and powerlessness in respect of the situations that one cannot change back in the country of origin. These are the repercussions of disparaging critics and comments affecting students from those countries. As a result they shy away from and obstinately refuse to disclose their identity. This experience was captured by Participant 3, female undergraduate student from Zimbabwe as follows:

> *In class students give exaggerated examples about my country, for me it angers me and makes me not to show up that I am from Zimbabwe because they give unreal exaggerating things although they know that they are students Zimbabwe in the class.* (Participant 3)

A person's identity is worth being accepted and even revealing it when the needs arise. It is not a matter to be shameful about regardless of the negative experiences and occurrences associated with one's origins. A number of migrant students find themselves in South Africa and at Howard College Campus because of deteriorating social and economic conditions in their homeland. Unfortunately, the media largely entertains those situations. To be reminded of dramatic and tragic conditions of life or circumstances that have actually caused a person to migrate may sound like a provocation and an affront. Often it happens unintentionally but one can feel offended or victimized.

Language has become an important marker of identification. However, it goes beyond that and shape experiences in particular ways. For example, frustration arises in the process of integration when a migrant student cannot communicate in IsiZulu. It appears, all black looking students would be expected to communicate in the local language, something that happens either subtle or blatantly. One of the research participants from Lesotho indicates that students' inability to use

IsiZulu on campus and beyond does make living and getting around difficult, a condition so crucial to the integration process:

> *With students we have different cultures, we come from different background like here KZN, you find that Zulu people, here in Durban is a culture that consist of with Zulu. Some of them they refuse to communicate in any other language than Zulu. Some walk away, some do not want to interact if people that don't speak their language and they are not apologetic about it, they prefer to use their language… To integrate, you have to learn the language which I did, have an understanding that I am a foreigner I am supposed to adapt with the situation not try to change it and understand people around here.* (Participant 10)

Participant 8, female postgraduate student from Mozambique, adds:
> *Here in KZN there is an expectation that if you are African you have to speak Zulu. But if you are white they don't have the same expectation. There is no the same push back they might be distancing because you are white not because you don't speak Zulu. They might ask in a due, they try; there is more forgiveness for not speaking if you are white.*

A similar account is told by Participant 14, a postgraduate student from Zimbabwe:
> *You probably being identified as a foreign student if you can't talk Zulu; because most of Zulu students, when you communicate with them, they respond in Zulu. Even support staff, (cleaners, security guards) when you insist indicating to them that you don't understand Zulu, they ask you "By the way, where do you came from?" From their own set, the fact that you can't understand the local language identifies you as a foreigner. Here in South Africa, they would expect you to understand their language; but I wouldn't say that it is a big problem, because it is a way of communicating whatever you want say but I haven't had any problem.*

The language issue is one of the causes of tensions on campus. It is even more difficult when an interlocutor becomes aware that the counterpart cannot converse in the local language, and thus keeps using the same language as to coerce the other party to go and learn in order to be accepted as part of the community. The problem was experienced by the students and staff members. Those who cannot speak IsiZulu do not enjoy the same entertainment as those who are trying to

be conversant with the new cultural environment. As noted then, learning isiZulu has become a condition for one's integration.

Race and language have emerged as two sensitive issues in this study, and are compounded and framed by unfamiliarity and South African communities' history of long faced racial segregation and tensions. Such history has created a condition in which many people feel safe and comfortable among those with whom they can share the same language or those belonging to the same race. Any new encounter is thus destabilising this feeling. Race and language related-problems on campus sometimes develop into prejudices that often find expression in discrimination. Prejudices consist of negative attitudes towards other groups of people based on their membership to other socio-cultural groupings (Cavalli-Sforza 2003). Prejudices often relate to racism. When prejudices and racism are associated or directed of people's attitudes it becomes discrimination[9], and is said to be racial discrimination when the prejudices are supported by racial arguments (Cavalli-Sforza 2003).

Race and racism, as part of the South African reality, are frequently present in people' consciousness and as such influence their encounter of a range of milieu - for socialization, sporting, working, and studying. It emerged prominently in this study, as the previous sections have shown so far, that the race and language factor play an important role in selecting UKZN over other institutions. The reality is that UKZN is not that immune from this South African malaise. The Participants' observations regarding prejudices that some students experience do not reveal a general atmosphere of pronounced racial discrimination. But there have been some incidents that denote a kind of prejudice that would suggest that certain students and staff members on campus are not sensitive to diversity of the many cultural and social backgrounds of those they meet in this academic environment. It is hard to deduce from a negligible number of views from the participants and conclude that there is racial discrimination on campus. This

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[9] The word discrimination is used as a form of injustice that a person of group of people experience in various spheres of life also identified as economic discrimination, ethnic and racial discrimination, gender discrimination, etc. It expresses inequalities and unfair treatment of the other person on the basis of differences of race, economic position, gender and even rights. In this study I use Dorsen and Lieberman (2003) definition of discrimination: Discrimination, different treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, religion, age, or disability. Discrimination can be viewed as favourable or unfavourable, depending on whether a person receives favors or opportunities, or is denied them. For example, senior citizens' discount shows favourable discrimination toward senior citizens. However, in modern usage, discrimination is usually considered unfavourable (Dorsen and Lieberman 2003).

would need a more focused investigation that is beyond the objectives of this study. It is equally important to conduct a more systematic study that will analyse the incidents deemed as prejudicial or discriminatory on migrant students and determine how that affects the whole institution. When discussing discrimination, the participants presented various incidents that they consider discriminatory. Their stories, in this study, cast lots of issues, from rejection, marginalization, deprivation of opportunities, lack of interest in a particular person, lack of consideration and disrespectful attitude towards them.

The views are divided, in any case. On the one hand we have those who feel that they are made to feel they that do not belong, different, and excluded from accessing opportunities, on the other hand, we have those who feel that they belong and identify with UKZN and its community. These also represent conflicting views on managing differences on campus. Other participants minimized the amplitude of discrimination and comments on unwelcoming attitudes of fellow students and staff members. This group of students adopted a more moderate and conciliatory stand vis-à-vis aggressive attacks against fellow students and staff which were pronounced by other students who have negative perception and interpretation on language issue, identification and inter-racial squabbles they have come across. The moderate students remarked that it is necessary that students show willingness to adapt to the situation not by attempting to change the people in a host country, but by understanding the circumstances and accepting that cultures and people are not the same. The first step towards cultural integration begins by accepting differences and being able to learn and appreciate what is good in other peoples' culture. The language issue was not perceived as a threat to integration as long as one was open to accept the culture and understand the mentality of other people when trying to adjust into a new cultural context. Discrimination perceived or real, is deemed to be a big obstacle to integration. One participant reported how discrimination at UKZN is systemic.

Some participants even expressed their concern that it is not only black students from South Africa who look down upon other blacks from the rest of the SADC region, but intra-racial prejudice and maltreatment exist among other race groups. One of the participants narrated the experience whereby a white South African looked down upon a white Portuguese:

> *My case is compounded by race; in SA on one level they identify me as white and also as Mozambican. There is an interesting dynamic here where the word international students sometimes should be only to the white European students; I will always be part*

of the international students. There is weird thing around how people at the university can see here especially for the surrounding countries that have so many similarities. The only time I had difficult with white SA I was once out and (....) white SA have attitude towards the rest of African continent they were very disrespectful, there is a tension between white Portuguese and South African. White South African from here feel that white from there are darker and inferior, I haven't experience that too much but that was the only time I was at the place I said let me leave because I was worried about my safety. (Participant 8)

As we have seen in the previous section, some of the participants have expressed out their experiences of being outsiders, a black and a foreigner, and at times, what they have described as xenophobia. These stories suggest that the underlying problem, often subtle and not so often mentioned is the experience of discrimination and prejudice. Yet again, these claims also carry with them moments of more positive encounters, attitudes towards and perceptions of foreign students by South Africans. This is significant in that it highlights both the good and the bad, balancing between two controversial interpretations of the way migrant's students are treated or getting to integrate into the student community. Beyond this, it also suggests that organised forms of sharing culture and getting to know the "other" do yield positive outcomes and something worth pursuing. Participant 14, a female postgraduate student from Zimbabwe, shared the following underlining the importance of exposure and intercultural learning:

Some people had an issue of xenophobia, as for me I haven't had any problem; I can't complain I am actually integrating. get to learn other culture is something very great, you can't separate language and culture getting to know a new culture and language is interesting... There is one opportunity that is arranged by the student housing in the university residences, the university on cultural day recognised in the country in addition at my school we have an event where we have a bring-and-share with students from different places and staff students bring the foods from their country. (Participant 14)

It also appears that students observe different attitudes and way of engaging with others, which for some is deemed to be discriminatory but for others, it is just a normal occurrence of the initial stage of acclimatizing into a new milieu. Some students even attempt to defend lecturers who may have been regarded as unkind towards foreign students, by justifying that a lecturer may

adopt what would look as unfriendly stand as a response to pressure by unidentified groups of students who do not show much understanding of the lecturer. Such an incidence is described by Participant 11, a male postgraduate student from Botswana, when asked whether he has any experience or encounter of prejudice or being discriminated against:

> *My supervisor was accused of discrimination but I wanted to check how far true that was, I just find her in a one to one base she is friendly. Maybe the way we behave as a group in a lecture forces her to be the way she is behaving. My interaction with my fellow students is quite well… There is nothing, we had a traditional dance group, it was active, because, I had to push around I was then the present of society so we had club where by we share our traditional dance as part of our culture but since I left it is has not been functioning 2 years now. (Participant 11)*

The same view is shared by Participant 12, a postgraduate student from Botswana, in articulating that the use of the local language by native South Africans is not an intentional demonstration of disregard for other people and their culture. It happens sometime without the person being aware that the interlocutor cannot converse in the same vernacular language. To disapprove of the discrimination exerted by the lecturer who is against foreign African students, this participant pointed out that one of the lecturers in one of the subject she took as an individual is committed and sensitive in selecting good groups to perform:

> *All the time they will speak to you in Zulu maybe they are not aware that I can't even understand Zulu… Cultural activities happen every year. We take part daily basic we present our culture, in music, the dance. We are ambassadors of our culture to other country… They invite us to GIGS in campus and outside. We used to attend a lot of [these] on campus. I say Doctor as a leader [lecturer for African music] of our group of African music. She [does] all the time choose good groups that dance and do the songs; she [does] look at different associations, whenever she invites people to African dance, music, she insures that people want to invite group she agrees. (Participant 12)*

Notably, there are some who are engaged and engaging in a constructive process of cross-cultural reality. However, this does not take away the fact there that there are feelings of prejudice and discrimination (either perceived or real). In order to address this, some of the research participants suggested that there is a need to orientate all students of the international

and multicultural nature of Howard College Campus. Such initial acclimatization should not only be done for international students, but even native South Africans to instil a spirit of conviviality, tolerance for other cultures and practical remarks about the use of the vernacular language on campus. All students and staff should be encouraged to be sensitive to differences and help them understand the necessity of mutual acceptance and how cultural encounter is enriching.

To avert the negative and enhance positive effects of cultural diversity, students also supported on-going intercultural exchanges through sporting, drama playing, cultural dances and singing, etcetera. Participant 14 highlighted this matter by quoting such an important event, which has happened on campus:

> *There is one opportunity that is arranged by the student housing in the university residences on cultural day. In addition at my school we have an event where we have a bring-and-share with students from different places and staff students bring the foods from their country.*
> (Participant 14)

It is noted that such kinds of interactions need to be promoted further. Different people all over the world have different worldviews that need to be respected. Arguable any attempt to remain intransigent in the process of being immersed in a cultural milieu that is different from where one comes from is often hit by tensions which ethnologists call culture shock. In the following section, I will discuss culture shock in the context of globalization and as a responsive approach to tensions experienced in Howard college campus' setting. Arguably being cognizant of diversity can contribute to one's sensitivity to other peoples' way of life. As part of integration, it is befitting that all different elements of other peoples' culture to be respected while at the same time presenting tactfully one's cultural heritage in a way that would not offend people in the environment where one tries to be accustomed.

5.4. Challenges Migrant Students from SADC Face

In this section I highlight some of the major challenges identified by the research participants as something that significantly affect them during their stay at UKZN. These are issues that partly influence their social and academic integration into UKZN. They also speak to the specific conditions that are set for migrant students and the process of integration. They range from medical aid requirements, accommodation, and financial aid to job opportunities.

Upon arrival, international students are required to ensure that they join medical aid insurance. This applies to every international student, unless they carry asylum-seekers paper and are already refugees. This is thus something that concerns part of the migrant students. Those who were forced to join the medical schemes are concerned that the schemes that they take (which are usually particular packaged for students) are so limited and do not satisfy their needs in spite of what they regard as a high amount of money they contribute.

Participant 1 recorded that two concerns are so worrying to migrant students – medical aid and international students levy:

> we are require to have medical aid as international students but that is not the problem; however it is restricted is not my choice on the medical aid that I want, it is the university imposing that restriction on me and that is the problem. So, already is a problem for me because as International student when I fall sick, the medical aid does not meet my expectations. It is very low and yet I am paying a lot of money. Also the international student levy - it is a heavy penalty on an international student and yet again I have to struggle on my own in everything that I do at the university. (Participant 1)

These issues are inevitably connected to the lack of financial support and are major concerns for those who are self-funded or who do not derive the assistance from their respective governments or other sponsors. But medical aid was seen as a serious need. Unfortunately, international students are deprived of the advantages of this medical scheme. Some even went to the extent of suggesting that they should be given the opportunity to organize accessing medical schemes from home, or use the benefits of their existing medical aid from home, while still studying here in South Africa. Participant 12 captured this sentiment in the following:

> The problem is here is the medical aid, which is a business because it doesn't help at all. You go to the doctor you are offered only a Panado. The momentum for medical doesn't help when momentum stays back the country takes over with medication, financial aid. They should get the right medical aid or perhaps bring our medical aid from our country because we know how it works. (Participant 12)

Bringing medical aid from home might be a possibility for some. Since the industry of medical aid is not that well established in some parts of the continent, the above suggestion of bringing

own medical aid might not be something that works as a solution for many of the SADC region. Nonetheless, it remains a serious concern for the migrant students.

Language is also one of the biggest challenges facing international students. It has come forth throughout this study that students feel disadvantaged when they join UKZN without knowing isiZulu, some even could not speak English (particularly those who come from non-English speaking countries). This communication barrier creates a sense of marginalization. This was pointed out by Participant 2, where she indicated the difficulty and the struggle she had to endure with gaining acceptance by UKZN student body:

"I have language problem. When I [first] got here I did not know [how] to speak English. There are areas you have to talk in Zulu, otherwise you are not accepted."

This problem is particularly acute during interaction amongst students, as indicated earlier. Here is another extract that underline this point:

> *The Problem is to relate with the other peers (students). It is difficult because they wouldn't talk English through and through this is their country. They talk in Zulu mostly. So when speak to me in Zulu, I am "ok, I don't understand Zulu can you speak in English?" It distances you to people, and you are not really that free to mix and mingle with people because of that language barrier. Obviously, they have an attitude on foreigners, especially Zimbabwe."* (Participant 3)

The language problem becomes a hindrance even in building friendship and students who cannot speak iSizulu are sometimes asked to explain why they don't, and at times they are ridiculed. Some of the participants feel that this is an imposition and unwelcomed demand which is in fact responded to by indifference and distance. As a result, the social distance has been considerable. In some ways, this politics of language has appeared to be a major obstacle for integration: both social and academic. One of the research participants explains this with such compassion:

> *Sometimes we can't go to the tutors because of the language. Language is the most difficult thing. If you want talk to someone you say I don't speak Zulu they ask why? They tend to ignore you. You don't know how to ask them if you want something. You have to find someone to speak their language to answer that your question.* (Participant 4)

It was recorded that international students are not easily accommodated in group discussions where iSizulu is mostly used. This has created a sense of exclusion and alienation. This fact hampers the possibility of integration and even learning as non-Zulu speaking students are less fortunate to benefit from such important academic exchanges that take place in groups where they are pushed away. Participant 5 refers to this issue in the following extract:

There are many problems among students especially when they know that you are a foreigner. For example, in discussion group, if you find yourself among Zulu speaking students, you will be forced to speak Zulu, which you don't know; or if you have a Zulu tutor he/she will like to speak his language. One can feel lost and most of the time she or he will not get the help she/he need a group discussion. (Participant 5)

Some incidents involving tutors and some lecturers were described as favouritism and biasness in the sense that Zulu students could be favoured whereas non-Zulu speaking and white students were allegedly unfairly assessed. Those incidents were deemed to be discriminatory, and some tutors and lecturers were charged with prejudicial attitudes towards international students. This resonates with the following statements:

I no longer write my name on the paper if I am writing an assignment or a test, because lecturers mark according to the name. If the name is not Zulu or [it is] white, they mark it harshly. I was a victim of that in [this department]. They discriminate us. (Participant 5)

Participant 17 adds:

About the lecturers I have not had to say a run in with a particular lecturer but you do pick up the sense when you are in class that the lecturer doesn't actually like me. We sometimes try to tell ourselves that it is all in your mind, you are just being paranoid, and then your marks get back, and it is like they never provide you with clear structure, clear instruction on what they expected from you, knowing you come from totally different academic setting. So, in terms of that assessment there is no a lot of help for foreign student. Maybe who have been taught in a certain way, and you [have come] here, they expect you to do things their way, but they don't actually help you get to their way. To understand why they want you to do it that way, at the end of the day you get penalised

for it, although you put into it so much work. And then, there is disparity in your marks, you have not used to being to be 60, 50% student, but that those are the marks you are getting. There is no assistance after that to tell you improve on it, because you are a masters student, [and] you are expected to know everything; which is fine but there are other factors that need to take into consideration. You can't just purely assume that you are MSc student, figure it out by yourself; and why bother with class if that is going to be the case? (Participant 17)

This is indeed a serious allegation, even though the second one could be something that happens to any student in the institution. What is foregrounded in this analysis is that, once again, perceived or real, these allegations do matter in shaping how migrant students or others (re)act, and in determining their understanding of their own reality and their engagement with the institution. Even at a very social level, formal as well as informal, lack of courtesy and indifference were reported, often arising as language-related problems. These encounters are usually associated with the inability of a person to communicate in iSizulu, and the subsequent demand that they learn to speak it and that inability to speak is usually enough reason to be mocked or laughed at. This experience was disheartening and painful to accept as an everyday encounter for some of the research participants who directly experienced this and others who have heard of this found it intolerable. One participant narrated thus:

First of all, the fact that you know nobody you have to speak Zulu, nobody does not understand that you're a foreigner, you don't know Zulu; and when you address them in English, sometimes you are considered to be a white/black person [laugh]. That is very uncomfortable. The help that we get as foreign students is not sufficient considering that [this] is not our home country. In the sense that when you get here, I will be expecting that there will be a particular group of local students who are willing to help students to show around town, to given the opportunity to choose a residence that is within the campus, so that you will not struggle. Integration, I would say, there are challenges. (Participant 6)

Incidences of racial discrimination were also reported, as discussed earlier on. It is, however, important to mention that this element comes clearly from the students claiming to have experienced racial discrimination, quoting incidents that are vulnerable to questions as in the case of not getting the right grade or unfairly assessed in exams and assignments. It is easy to

cast doubt on such accounts. As indicated above, the views are diverse on this issue. We notice that others were quick to place doubt on what some students describe as prejudice for belonging to a particular social grouping. Here is one that questions such claims of prejudice:

> *I heard same allegation. I don't know if it is a racial issue. People complain that whites get higher grades whatever they write; no matter how much effort you put, if you are black you want to pass 75%. But I do not know how far true it is. For me, I don't think I wasn't putting enough effort to go beyond 75%. I wouldn't subscribe to that school of thought. Everything is fine.* (Participant 9)

Thus it should be noted that it is a particular kind of prejudice that is mentioned here. This relate to the marking of tests in disciplines whose content is extremely subjective in nature. Even without putting race or grouping as an issue to it, these are contestable and often contested allegations. However, it is not something to be summarily dismissed.[10] In fact, these claims and accounts of discrimination and exclusion are difficult to ignore. Personal accounts of conflict and tension with local staff members and students do certainly feed into these narratives of maltreatment, exclusion and discrimination. Some of the research participants have quoted their difficult encounters with local lectures, which they suspect harbour xenophobic attitude. These accounts are captured more as impressions and feelings. The Feeling of being penalised for asking explanations, for clarification on the way lectures are delivered, how the subjects are structured etcetera. The reaction received from the lecturers is all part of this perception of being prejudiced.

These are aligned with the account of difficulties of interacting with Zulu-speaking staff and students, even at the most social and casual level. This is pointed out frequently as a problem for migrant students. As foreign students, they feel discriminated against in those instances. There is also fear to engage with the locals who indiscriminately use isiZulu as a medium of communication. This habit puts other non-isiZulu speaking students off. It creates a feeling of being side-lined or lack of interest in local culture, including the use of local language. At the same time some do strive to integrate into this academic environment by selecting whom to associate with, which simply perpetuates division and entrenching the boundaries. Participant 11 reflects this in the following excerpt:

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[10] One more, the perceptions of discrimination and exclusion are as strong and potent as the real experience, and worth paying attention to.

[I see] a little bit of discrimination here and there. I don't feel comfortable going out. People here are reserved; they are not easy to make friend with. My schedule is just home and school. They have a feeling that everyone who is black has to speak Zulu. If you don't speak Zulu, they feel like you don't want to learn or associate with them. So, they create boundaries between you and themselves. The living conditions are expensive. I do try to integrate easily mostly with students from the school of music, most of them are not receptive. (Participant 11)

Prejudice and racism are perceived as a generalised problem, as feelings and impressions, not only affecting the academic environment of UKZN, but rather the whole country, and in different settings. This is also displayed by unkind attitude vis-à-vis people who cannot converse in isiZulu local language. As I have already mentioned several times, there is to be a tendency of undermining people who cannot express themselves in the local language, and, at times, they are just ignored. These realities were revealed in the following except:

I am a coloured. I do feel a kind of discrimination, predominantly. I don't speak Zulu neither do I know the Indian culture or white. But something has been noticeable here in SA not only that the university alone. We think that racism has been dealt with but it hasn't. It is not from the part of the students alone; it is everywhere. I can just walk into any shop, the people start to speak in Zulu to me; and the moment I don't respond in Zulu and I respond in English, you get a different attitude; and that makes it a little bit hard coming from different place. Because, when you come to Namibia and you are not from there, everyone is super friendly. It is not just my opinion, but South Africans' opinion that have gone to Namibia. They said they [couldn't] believe people are so friendly. Because part of a developing country you develop when you embrace different, culture, people. Here it is still very much if you are not my culture, if you don't speak my language, I am not dealing with you. (Participant 17)

Some facilities become difficult to access such as important documents required within a specified timeframe, and this requires a student to travel to the country of origin. Such exercise is taxing because one should apply for a visa and meet travelling expenses. The Way University residences are allocated to students are also described as prejudicial. This is discussed in the following section.

International students understand that they should be given priority instead of giving preference to native South African students whose home residence is Durban. Some of the participants indicated that considering this, international students should be given first option. This view is well captured by Participant 10 in the following statement:

The problem is the fact that International students here at UKZN are not well treated well. For example, in residence someone comes from far Lesotho. I don't expect to be given an accommodation outside campus while someone who is living here in Durban will be given a place on campus. I expect to be the first priority. Even in their brochures they clearly state that international students will be given first preference in such matters. Even when accessing certain thing like result, I find it very hard to get certain documents. They just say come and get them; then I say can't because I am in Lesotho. It is difficult to get the result or letter to renew my study permit when I am home. They don't understand that I am an international student. (Participant 10)

The same struggle to find residence on campus was evoked by a Zimbabwean student who was disappointed that he could not be accommodated on the campus residence. Most of the international students argued that this issue needs to be addressed because it disadvantages. Participant 9 captured this concern in the following terms:

I stay in residence. It was not easy, when I applied for my Masters and also applied for residence but I got accepted for my masters but not for the residence. So, when I came that was a problem, I could not get anywhere to stay. I ended up staying off campus. It was very difficult; you are new student in a foreigner country. All the stories that you hear about SA, they are just paranoid, you come here every time just looking over your shoulder like who is following me. I think the university can do something, where the international students can apply, they should automatically get residence. (participant 9)

It was also reported that although some students get financial support, there are feelings that they are prejudiced because of their nationality or being international students. In addition the NRF funding favour only nationals and international students who have got permanent residence.

Financial problem are there but the school pay 75% of my tuition fees, I do not know if it is a school policy or a departmental policy - if you achieve above 70% in your undergrad and you get remission of 75%. I only to pay R5000 that was not a problem for me. It is also difficult to get the scholarship, you have to be a permanent residence of South Africa or you have to be a South African so you find most scholarships such as NRF foreigner students are excluded and marginalized. (Participant 9)

The funding issue goes with what almost every other African students face - financial problems. These are what many migrant students from SADC also wrestle with on campus. For migrant students this extends to the levy they have to pay as international students, particularly those with study permit, accommodation and medical aid as a condition for their registration. There are students who expressed that their parents could pay their fees. However, self-funded students with refugee status or asylum-seekers could not manage to pay. Notably, some of the refugee students do qualify for financial aid, which is increasingly becoming tight, even for the local students. When some changes were introduced in UKZN, students with refugee status were allowed to apply for financial assistance. Even those who do qualify and apply, in the end many of them do not get the financial aid. Even then, some of the Zimbabweans, who were here in the first place as refugees and asylum-seekers, were told to change their permit to study permit, which immediately disqualify them from receiving any financial aid. These concerns feature in the following excerpt:

I have financial problem. It is not fair they don't give financial aid, since I have a study permit; so I have to pay for my fees, my parents pay for me. There is financial aid for those who have refugee status. So, it is difficult, because, since last year when they changed the institution, they say those who are from Zimbabwe, those who wanted to have a refugee status has to change to study permit. So, having a study permit also says you won't have any financial aid compare to those who have the refugee status document and they will receive some kind of financial aid. So I don't exactly know how it goes because I pay the international students levy. I am not living in the residence. It will [be] costly for me, to add to fees. It will be costly; so my parents will not afford that…..I don't have medical aid. (Participant 3)

While some of the participants are here through government bursaries, others are self-funded. These wide differences in the SADC region – while some governments offer assistance (such as

bursaries) and others in the region do not. For instance, Mozambican students do not have financial support from their government. Notably some Zimbabwean students are beneficiaries of the Presidential scholarship which may not also be accessible to all. Some of the students from Lesotho and Botswana do also have some kind of government financial assistance. Some of the research participants raised the absence of will at International Students Office to assist those with financial difficulties as a concern. It is argued however, that even though, this is not the mandate of international student Office, guiding students on the different funding options, schemes and scholarships might be of a great assistance.

Lack of financial support poses a serious threat to integration when one has to find accommodation, organize the necessary logistics for studies, etcetera. This concern was raised by Participant 8:

> *The Mozambican government does not fund us to be here, with the SADC fees we don't pay over much over what the South Africans pay. The scholarship opportunities are limited when you are an international student here. And international student office doesn't really play a supportive role. When I first came, I was really struggling. There was a problem with res, I needed somebody to talk to help me through the process, then I went to the international office they asked me why are you here? I told them I am here because I am an international student and as an international office aren't you supposed to help me? They don't help, they don't do anything. I think if you come as a group like Zimbabweans students that are coming on presidential scholarship they get the same kind of orientation specifically for them, but if you are coming just by yourself you have to figure things out [on your own]. You arrive on campus that day you have to find res that day; everything is that day. So, that was quite hectic and difficult. The money issue, social life support, logistics, these are the hardest.*

Some of the participants have accepted these conditions, the following statements from Participant 12 reflect a get on with it attitude:

> *"Financially anything much has been done by anyone. The university doesn't help financially; even my country is not supportive".*

It is palpable that there are significant variations in how international students experience financial constraints, even for a small size of participants as this one. This is accounted by the fact that they are here through their own different institutional schemes and financial support arrangements.

Another issue that emerged in the data is that of access to jobs within the university. Students have realized how difficult it is to get remunerable work while studying. Some students get internship positions and work in the social development section. But even there, they face problems. The requirements to be employed by the University include having a study permit endorsed with permission to work - indicating the required hours that a student should take when working. This is to comply with Home Affairs regulations for international students such as a minimum of 20 hours per week. Unfortunately, students have been strictly advised against working because of lack of such immigration documents. It seems that other universities are giving jobs to international students. It was suggested by participant 14 from Zimbabwe that international students be provided with the opportunity to work on campus because they have become members of Howard College community. And since there has been no clarification on the issue by the immigration department, students are prejudiced. The following extract from the interview reveals this concern as follows:

> *We have a problem of international students getting to work, doing this part time job at the university like tutoring, mentoring providing an academic and social support for students is known as a kind of community development and we also gain experience. Lately, things have changed in this university. From one department, we have been told that international students must not work at all, because your study permit must indicate that you should work for so many hours per day. This was not true according to the immigration house there are policies which indicate that, international students can work for a maximum of 20 hours per week during the semester, and full time during vacation. But from no way, one of the departments, which I was involved in, told us that we are not supposed to work at all. The other one told me that I am supposed to work for a maximum of 23 per month; so things just do change from the blue. We don't understand how it goes. Until we students alone had to fight, to go through legal documents, to go back to home affairs, home affairs could not help on that we had to work it on ourselves to show them the legal documents which said we should work, we shouldn't go that far. In the same country, where you find the university of Wits, Pretoria are taking*

international students and they recognise that international students form part of the local community; so they must participate in that. I think the management should avoid such [practice] because it sounds like segregation.

Some of the participants are also concerned with internships which are sometimes linked to a particular degree. This concern is captured by one of the participants as follows:

Every foreign student's biggest battle is funding, because you foreigner you do not qualify for any of the scholarship, bursaries that are given at the university. Another thing that I know myself and other foreigner are struggling with is when you are doing your Masters you expect internship, which part of the programme, because of your foreigner status, they don't hire you so that is something university don't inform you of before you apply; and this become problematic. You are seating with this degree but you can't complete your studies. I think that is the area that the university really need to look at. It [should] be getting companies on board that will hire foreigner that will assist foreigners in getting work permit or permanent residence, whatever needs to happen for them to be able do their internship. Because I feel sort of a slap in the face, you come here to study but you are on your own when it comes to looking for internship that affects your chances of getting a job. (Participant 17)

A similar concern was raised by Participant 7, who observed that these challenges do go even beyond the confines of the university. She indicated: *"Finding a job even after doing my masters here is SA, it is hard, even internship, they say they want work permit. As a student I can't complain"* (Participant 7). Participant 17 also echoed this, pleading that the university should strive to create conditions that will allow migrant students to get work permits and eventually permanent resident status so that they could meet the cost of their studies. International students feel prejudiced because of their status as foreigners and so are deprived of job/internship opportunities.

5.5. Integration as a Process of Interacting and Socialising

Two distinct aspects of integration noted by the participants are groupism and inward looking characteristics in choices of interaction at Howard Campus and predictable forms of networking

and building friendship. One participant indicated that most of the international students flock together and they network mainly among other foreign students. This is a result of sharing the same challenges which then forges an understanding of each other better. The campus environment is identified, by Participant 7, as one that is characterised by individualism, in the sense that each student is concerned with her own life, not bothering much about their colleagues and neighbours. This attitude is referred to as lack of trust for strangers. Some people fall prey to criminal behaviour because of getting along with those they did not know very well. This kind of mistrust affects interpersonal relationships and nurture individualistic behaviour. Participant 7 captured this as follows:

> *When it comes to social life I have foreigner friends I may not have good relationship with locals students but I click with foreigners because we understand each other. I have made an effort to make friends with local students, there is always that negative impact on the first time when you meet because you don't know what to expect from them and they don't know what to expect from you. Our life is very different as well as the experiences but for those that are my friend who are willing to listen to my experiences, we are just friends. One thing that I have noticed here is individualism it is like each one for himself and God for us all you can just go to anyone and ask for help unless you know that person but I assume maybe it is because of the crime rate so maybe you don't trust anyone you meet.* (Participant 7)

The same student illustrated the risk of being exposed to strangers, narrating an incident that happened in the Durban city where she was attacked by thugs; and nobody around intervened to rescue her as she cried for help. She stated:

> *One day I was attacked in town no one helped me everyone was just passing by as if nothing happened but back home should you be attacked just shout the name thief everyone will help you maybe they fear that they will also be attacked if come to rescue someone.* (Participant 7)

This participant alluded to her aggression in town to explain the challenge of integration on campus on the basis of distrust when dealing with a stranger. Another student indicated that he is unable to socialise properly. One of the reasons was the nature of the environment where every person is concerned with his/her own life. Participant 16 echoed this view in the following:

I have not been exposed to social challenges, because of my age, and the level or the extent of my studies there are quite extensive and there is little bit of time that you can spare for social activities. Otherwise I would say you need some entertainment from time to time, but here it is every man for himself God for us all. It is up to you to see where the next shop is. It is up to you to see where the next petrol station is unless I have been informed by an informal source that only when you are from overseas you get such entities. (Participant 16)

What is persistently mentioned are the feelings of the unfriendly and estranged space. I deemed it is necessary to explore these issues by probing into the residence conditions as a site of interaction to assess social integration. In this regard, assessments of integration and co-existence at campus residences made by the participants include mutual respect, consideration for others and the nature of activities taking place on campus residences. The campus housing was, according to the participants that reside there, characterised by lack of concern and respect by co-residing students. The atmosphere sometimes was described as disgusting, unfriendly and raucous, as the students' house is transformed into a bar, disturbing the peaceful nature of this facility. This is a disturbing reality on campus as reported by the research participants.

My residence is a living hell. I was sick I was admitted in hospital. I had an operation after being discharged on Thursday. I was in residence one Friday night and the house was on fire. My roommate invited her friends; I can say half of the school was there. They were dancing and shouting. I couldn't even sleep, because I was in pain or go to the bathroom. I was sick I could not do anything. I had to call the RMS to calm them down. It was crazy. (Participant 12)

In spite of reporting this issue several times, this problem remains unattended to noise and unfriendly behaviour persist on campus houses. Even though it is difficult to assess this behaviour students display affected members of the residences with specific reference to Participant 12, referred to it as a xenophobic attitude:

According to the rules we have to lock the house at all the time because there is no security I have a key and everyone has the key but this year I had a note from the housemate saying that I am locking people outside I should stop it as if I was the only

person with the key. I even try to report to RA, but I am not getting response. We were supposed to have a meeting with the RA to hear our complaints since the person who was causing trouble was not there the meeting was postponed up to now. Even when the music is loud, I'm gone to talk to the RA but no action. That is why I'm not feeling well treated in the house. (Participant 12)

The above assertion is not a claim that had the complaint been brought forward by a local student, it would have been sorted out quicker. On the contrary, the attitude with which the matter unfolded and continued to be played out is what is highlighted. Other students also noted that the procedures to get accommodation were very demanding in that they are required to have a study permit.

5.6. SADC Students' Perspective on Academic Assistance and Guidance to Students at UKZN

When new students come to an institution for the first time, they have many expectations. This includes a smooth integration into the educational system of the host institution. But, it frequently occurs that these expectations get shattered when the real life on campus begins where they have to sustain interaction and engagement with each other. This is particularly crucial to consider in relation to students and lecturers interactions. Consultation, research and supervision are identified as the main struggle as far as academic assistance and guidance are concerned. Many of the research participants indicated that students at UKZN are simply embarking on higher education without sufficient orientation in institutional setting and research. Research orientation seems to be a real need of students, especially at post-graduate level. Research methodology is an important component of research that students battle with. Often, they do not get enough support from their supervisors. This is raised as a serious concern as reported in the following extract by a student from Botswana:

I had a lot of expectations that I would be guided most of the time. I did not do much on research when I was doing BA still in the same university. I thought, when I 'm coming since they have opted me to do honours, I would get that much guidance on how to do research t is like. Things are much tougher on my side than expected. It is just that I am there in the dark; I am struggling. Lecturers are not helping. We try sending email, [but] they do not respond. Try to knock on their doors, they were not open. It is like roaming

around, with no one guiding or helping you. This thing made me feel sorry for myself. I had to question why did I come here? I had another option to go overseas. I thought if I had applied to Australia or to USA, things could have been moving smoothly for me. Truly speaking, I'm not enjoying studying here…… I'm doing this research method which according to the way it is stated it shows that I should be guided, on how to do research, but it is the other way around. I think there should be a lot of improvement, the lecturers that should be there should be somebody who is capable of guiding students on how to do research, and not somebody who has expectation on how she or he want research to be done. (Masters student from Botswana)

There was also a lack of communication or explanation which students had to deal with, such as distinguishing different curricula. This situation brings a lot of frustration to students as expressed in the following excerpt by Participant 16:

Coming from another country with a different teaching style, external students are not cared for; you are all supposed to jump into moving train; if you don't jump you fall off and you can be injured; injury in this case can be a big compromise to your studies either supplementary in your examination or a failure. as an international student we are given a time frame of study by our countries, and we have to meet that objective, if you don't not complete your study at a certain period it a big problem, but no one is really taking care of international students, if you are an international student it is upon individual teachers to lend an extra hand or to accommodate you; otherwise, there is not basic introductory curriculum just to make sure we are on the same level teaching method used in this country. (Participants 16)

It should be noted that the research participants have varying views on the challenges of being academically integrated into the UKZN-Howard College. Some do speak about it in a somewhat positive light, while others accentuate the differences and difficulties. In some instances, technical and procedural elements are raised as impediments to their smooth academic incorporation. For example, a postgraduate student from Zambia deplored the fact that he had to wait for a long time to do his Honours degree because there was no lecturer in the chosen programme. He had to change and move to another discipline instead of waiting indefinitely. He also regretted the declining and eroding positive public opinion on the standards of UKZN. Some of the opinions suggest that the image of UKZN as a favourable and favoured institution is on a

down ward spiral. The student from Zambia is, however concerned more with the practical elements than the image itself:

A lot time we are very critical, I want to say that the standard have gone down, but that is what people say. The only thing I can say is that students have to integrate more. It is a very segregated place, but personally I have been able to make friends. People say that it is racist (students from engineering and development studies). I have not been completely happy as a student some time you expect to perform better and you don't as well as other students. This is what students do. I look around what did this student get. I wouldn't say I have been completely happy. You know no serious concerns. In Master programme in Development studies are well organised while in undergraduate there were a lot of problems. We went through for a long time without having a lecturer. (Participant 18)

While in the previous chapters I discussed the instances of racism, in this section, it is worth discussing the element that lends itself to academic support. It was reported that some social groups were discriminated against, even supervision was involved. A PhD student from Malawi indicated that though it is understood that PhD students are allocated offices, this does not happen in a fair and just manner. According to her, both racism and prejudice frame the treatment of students, allocation of working spaces and cubicles for postgraduate students this is accounted for as follows:

If you are a black students supervised by a white, you are treated differently. It is a challenge. For instance, my proposal was ready for submission at the school level towards the end of last year, but my supervisor told me that the members were not ready to read it - they were busy. But this year when my proposal was approved, I learnt that my colleague proposal was approved at the same time because both proposals were ready at the same time……..As a PhD student we are entitled to have an office but in my case I was sharing an office with a student; but a member of staff saw that I was sharing the office he had to react. If I have this office it is because someone said something. (Participant 19)

These sentiments above are indicative of how material support is provided and questioned on the basis of it being interpreted as racialised or prejudicial. I should underline that these issues are

often framed by the broader tensions and discourses on identities and differences. Foreign students locate themselves within these discourses.

5.7. Institutional Support at UKZN: "Which International Student Support?"

The lack of support groups on the campus was also identified as another challenge. International students find themselves in the institution often without knowing people around them who could give them social assistance which they identified as a means to help them in their social integration. Social integration is described as mutual assistance, friendships and development of group strategies to improve one's social and academic standing. This cuts across strategies that range from the techniques for studies and support group, plans to get accommodation to approaches that would ease contact with lecturers.

A support group can be a valuable resource for international students because it provides the opportunity to meet other students with similar needs and challenges. Students can provide one another with camaraderie and emotional support as well as study strategies and recommendations on classes and professors. In the case of this study, a number of the interviewees' responses affirm that international students at Howard College are not receiving the support they need from the institution in its formal sense - neither from the international student office nor from other departments. This claim is based on the assumption that international students as a group have different conditions and problems that they face compared to local students. Hence, they appear to have slightly different set of needs and demands which require different responses. Arguably, a university is expected to be structured in ways that assist international students to adjustment to the new academic and social milieu. It should be noted that not all international students have the same needs, but certain general factors typically make a college more integrative. When they come to the university, international students leave their structural and support systems behind. This includes family, friends and a range of academic and social circle of networks. Their success to adjust to the new academic and social conditions is likely to be determined by the provision of support structures at the host university. Discussing this issue, many of the research participants indicated that there was not much in terms of support structure on the campus to help international students integrate into the institution. A female Tanzanian master student reported the following in this regard:

To be honest, there is very little I can say to adjust; most of my integration has been on my own venture, my own effort. The university does not help me to integrate. I am only able to integrate with other students in my lectures. (Participant 1)

Another student indicated that there was no language support structure and one has to find a way of coping with language difficulties by taking the initiative to look around and find a person who can assist with language interpretation when the need arises because even the Student Representative Council (SRC) does not provide the assistance needed. This was the view expressed by a student from the Democratic Republic of Congo:

There is no language supports, I did my English course which was not free. One day I went to the International student office, because I needed to fax a document they could not help me, they send me to SRC where I was told that SRC is for the citizens only then I went to see Mr Roy[11] who finally assisted me. (Participant 2)

This concern was also raised by a first year student from Zimbabwe who noted that: "The international student office does not give us support unless you are fixing a document". This was echoed by a Zimbabwean student who was not even aware that there was an office that was set to assist international students:

I never heard of that office, they do not assist. I had a problem with finances; I sought help from a mentor, she said she would look for someone to help me since then, I have never heard from her again. The international student office is not helpful. The last time we went there to find out about the bursary and residence, we were told that there is no residence. (Participant 4)

When the participants reported their worries, they alluded also to the criteria that the International Student Office uses which is that a foreigner needs to have a passport in order to be assisted. This was alleged by a student from the DRC, who is carrying asylum-seekers permit. Following is what she said when asked about institutional support at UKZN:

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[11] Mr Roy is the coordinator of the program "English for foreigners"

No assistance, I just have to find a way out… This is my second year, I have never got help from anyone. The International Student Office only helps those who are using passport. Us, who are using permit, we don't have access to that Office. The mentors only help us with essay writing or academic issues, in social issues they are not helpful, they have their own problem, and they are limited. (Participant 2)

Highlighting the absence of formal support, a student from Tanzania lamented by saying the following:

I don't know where to direct my problems to; because the International Student Office has no body that deals with these problems. There is no section that deals with these problems it is only an office that keeps our record as international students but not necessarily deals with our issues, I have learnt to leave with the problems, find other means like avoid it. (Participant 1)

A student from Lesotho also raised this concern highlighting the absence of any information or orientation on support mechanisms in the following statement:

I did have support but the majority of time I had to learn myself… I don't know of any support mechanism. I would love to believe there are support mechanisms, but majority of us don't know about them because they are never made accessible, or we have never made where students that should know there are support mechanisms. I would love to believe that every institution has its own the support mechanisms but then the Problem is to make them easy or well known to the students. I think people like the SRC, lecturers during the first lecture they should actually tell students that there are support structures even in the study guide. Myself I did not know about the SRC when I started it was only one year later that I knew about it, they should make it open to everyone. It is not easy to integrate especially when you are focused on the studying you miss some of the thing. The majority of people are not friendly at all that is the problem. (Participant 6)

The non-existence of student support structures was further associated with the lack of orientation regarding the mechanisms that are put in place by the university to help students who are faced with challenges regarding some aspects of academic life. Different views were given on orientation, which at times sounded contradictory. In the case of the following participant, it

seems that there were orientation sessions given by the department where she is located which aimed at giving "new arrivals"[12] a sense of direction on what the campus environment looks like and what was happening in South Africa:

> *Orientation was given in our school for both international and local students at the beginning; I don't know on the broad picture of the university and about other schools. They show us all the places, current affairs, what is happening in South Africa. Most of the time, only international students attend; so we create one big network.* (Participant 16)

What has become clear so far is that these orientations are very crucial. More sustained and dedicated orientations and supports are needed in order to provide a sense of direction to students who are in need of acclimatising themselves in the new educational milieu. This was highlighted by a student from Botswana. This participant stated that general orientation was lacking both for the campus environment and around Durban. When it was done, occasionally though, it became confusing because the person who was put in charge to facilitate this process also did not have sufficient knowledge of the environment. With reference to tutors, again the participants argued that, they should be better qualified and informed so that they could give relevant assistance to new students who come to this institution for the first time. The statement below represents captures this view:

> *No one offered any orientation in Zulu language which will be used by everyone when they are addressing you. But then, when I came here, I thought English would work for us. Maybe we could meet somewhere by using English but people around Durban when you speak English they say to you "mulungu[13]"; they don't like it. Socially, we had Orientation on campus, in town like Ushaka[14], they will show you some the clubs, hotels it is good; it helps one to settle in. academically, during first year they have tutor who mentor students up to the end of the year ensuring that students understand each and every step of the way. For instance some of Botswana teachers come to SA without much knowledge of [......]. They expect someone to have theory knowledge so that is*

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[12] This entails both local and international students who are new to the institution.
[13] The term "mulungu" means white in isizulu
[14] Ushaka Marine is a 16-hectare (40-acre) amusement park which was opened in 30 April 2004 in Durban, KwaZulu-Natal, South Africa. It comprises 4 sections: uShaka Sea World, uShaka Wet 'n Wild, uShaka Beach, and uShaka Village Walk. It is located on the strip of land between the beachfront and the harbour.

fundamental. They start with fundamental and even give us tutors who grow us up in field it is a real support. (Participant 12)

These orientations thus have to be both about the campus environment as well as the city in general. While some students experience difficulties related to social integration, some manage without having recourse to the International Student Office, which is meant to be the structure that facilitates integration. Those who are apt to information technology and those who are connected do find their way out as attested to by the following statement:

I have never been to the International Student Office. The only time that I go there is when I want to renew my study permit or when I want to go to Ingwe[15] to get a card that is when I can use of International Student Office. Otherwise, I don't even understand what they do because all my applications were made online my acceptance letter, Ingwe, everything was online, because my husband knew all this thing. Maybe if I had no one to rely on when I came here, it would have been a different experience. (Participant 7)

The assistance from the International Students Office is limited and needs to be intensified, according to participant 18:

I used to get letters through international student office. They are not helping as they should for instance they should ease the process of registration for international students; I remember standing in the wrong queue, I was told that you are on wrong after having spent a long time standing in the wrong queue. I think that there is lot that could be done. On line registration for international students, but the time you get your study permit, you have already had your assurance; the international student office should start that process so when you come as first year or masters students the all process will be much easier than how it is right now. I do get assistance when I go to international office. (Participant 18)

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[15] Ingwe Established in 1998, Ingwe Health Medical Aid is part of the Momentum Health stable, a wholly owned subsidiary of one of the top 10 performers on the JSE, the FirstRand Group. This financially sound medical aid scheme alternative operates in 150 academic institutions throughout South Africa. It has a membership base of 15 000 students from 79 countries.

The statement above shows that it is in the formal processes for the application of visas and medical aid that the support of International Student Office is sought. Even then, if one is knowledgeable on how to do these, they would not need to visit this office. Despite this fact, the International Students' Office, as a structure, is expected by international students to serve broader tasks especially dealing with the main challenges identified such as socialisation, facilitation of job opportunities (internship) and organizing immigration documents. This was a suggestion put forward by a student from Zimbabwe by saying:

> *Foreigner students try to form their own groups. The International Student Office does assist if you go there with your problem they will tell you which road to take most of it is up to you. What I can suggest is the have an application system here where by international office they check all our papers and everything that you submit you apply for visa it is very frustrating to go to home because of the treatment that we get there. Even that lady who works there I don't think there is anything she does after registration she usually cleared us but for the rest of the time she doesn't do anything she just sitting there she can be tasked to do that, she should be given a check list for everything that international students need to have to renew the visa then she can forward to home affairs on our behalf That will be very welcome initiative.* (Participant 9)

Many students expressed how they were perturbed that the International Students office was not assisting them sufficiently. Another issue raised is European students are considered more favourably by the International Student Office as international students whereas those from the SADC region are not the following statement attest to this:

> *With the international student's office I don't get help, it separating us from other international students from Europe, who are given preferential treatment over us. When they go to the International Student Office they get the help that we cannot get. The international student office has already made a barrier between the two categories the Europeans get the benefit of being international students.* (Participant 11)

Another crucial formal structure of the university is the Academic Work Development Office. The research participants who mentioned this office indicated that the role of the Academic Work development Offices were limited only to academic issues. As one of the participants point out:

"They do not do much here; they just prove that you are a student, give out the letter stamp it; the rest you do it yourself (Participant 10)."

However, there is a feeling that they could do more than just an academic one. But not much was elaborated upon by the research participants to define what could be done more by these offices.

The general feeling is that there is no sufficient support for international students, especially in their moments of difficulties. The non- existence of mechanisms to support and uplift students, in general, and, international students, in particular, in their difficulties, was described as a traumatising experience that requires attention. The following student narrated this experienced lack of formal or informal support and the lonely journey she took in this regard:

> *....this really worked quite a bit on my mind, and traumatised me, I live with that trauma, and I go to an extent of saying let me just pass and go. To me passing is not about passing but it is about knowing, and reflecting because if I can sit down and close my eyes and say well I went to class on particular module, and I can reflect well. There is nothing to reflect here, the only thing that I have to compete with is passing; however, it doesn't matter how....., but now I have been along the way pulled back, by the challenges faced that really comprised my attention. So from time to time, I have to deal with social structures, the things I came across to help adjust to this because I can really actually refer this to a prison. I got an idea of what it is like to be in a prison, this is exactly what I got. When I finish, I still have to go to see a psychologist, who is going to realign my mind... I have seen how SA prefer each other over other countries, favour on one another, I am going to refer to a few lecturers though who were receptive when I came and exposed my problem but that was not enough because out of class I was taken back to my jail cell, out of class, I went back to my room, to the library, I went back to that concealed environment that will not say let your brain reboot ,relax and then restart so whatever I had it's academic, few lectures will say ok let talk about it , but also it was very brief interaction that I will not even have a follow up, to say prior to our conversation on your problem, how are you feeling now, can I ask somebody else to come and see you , no it was just a cut off.* (Participant 16)

Students who get immersed into a new environment always measure their expectations with the reality on the ground. Several issues were reported as areas for concern, ranging from medical

aid, financial difficulties, scarce accommodation, and the individualistic characteristic of the College environment, lack of structures to give social support, prejudices and cultural shock. The issue of confusion and disorientation, which Bodley (2003) identifies, characterises in part the experiences of the migrant students from SADC at UKZN. Many statements by migrant students constitute their personal opinions and observation, which may not necessarily be the true reflection of the conditions on the campus. However, they are subjective experiences that they may have had that have affected them positively or negatively. It does not, however, mean that they should be disregarded as fallacious or misleading statements. They may need to be investigated further so that the overall setting of the UKZN-Howard College can be improved.

5.8. Coping Strategies: Working Through the Social and Material Challenges

A number of challenges that international students are facing were recognised to be beyond the competency of the International Students Office. These include financial support, individualistic mentality, and prejudices. In this situation, students can only turn to themselves, inward, and accept their condition and avoid troubles and problems. The majority of the participants indicated that they do not have solutions and means to overcome the challenges that were discussed in the previous section. Others made suggestions that could ameliorate the difficult conditions faced by migrant students and the general student situation.

In spite of some difficulties related to social support those who strive to find ways of handling this situation eventually succeed when they are determined to overcome the challenge. Usually this happens as an individual enterprise though at other time opportunities are there to create and develop friendships. Some other students seem resilient and have an independent mind in the sense that they manage their own situation. As alleged by Participant 17:

> *"Counselling services, Mentoring program are all there; but I am a very independent I like to figure thing out myself. So I never made used of them"* (Participant 17).

In order to survive, some attempts are made by the affected students to turn things around. From the information I collected, it appeared that, in spite of the challenges, life kept on going. Those international students who participated in this inquiry still progress with their studies.

One of the major struggles for migrant students from SADC is finance. Judging by their experiences, surmounting their financial insufficiencies sounded hopeless and helpless. They argued that there was no prospect of changing the situation by their own means because they can only rely on the institutional regulations and South African immigration law and criteria for awarding scholarship to non-native students. Sometimes they turn to their compatriots to seek help. A Zimbabwean student expressed how desperate foreign students are in these terms:

I don't think that there is any means to address the challenges but to accept it the way it is. For the financial problem, I have to work hard to get a bursary someday. Money issues and relating to others, just for the sake of being foreigner is not easy. For the money issue there are South Africans who want financial aid but they don't have it so who I am to get it. (Participant 3)

The above claim demonstrates acutely feeling of exclusion as a foreigner. Migrant students recognise that their experiences in this regard are analogous with the local students' experiences. When such situations arise, migrant students resort to friends, the church community and countrymen. Participant 2 revealed this important coping strategy of using one's own social capital:

To solve the problems, I have addressed or presented them to my fellow Congolese and we find a solution. (Participant 2)

This definitely has an implication on the networking pattern and how social relations are forged. Most of the networks and contacts migrant students from SADC have are non-native/locals. It should to be noted at this stage that social interactions and networking among non-native and native South African students are characterized by uneasiness. In attempting to find out what mechanisms students developed to cope with this aspect of life on campus and off-campus, several participants acknowledged that it was difficult to change the perceptions natives (students or otherwise) have on foreign students. One participant from Zimbabwe averred that no apt solution is available to address this problem:

"... I can't think of any solution, it is difficult to change someone's mentality when they have already an attitude towards you because they say these people take our jobs this and that" (participant 3).

Thus much of it is about changing the attitude, perception and myth about the African strangers. The accusations directed at foreign Africans are general and range from stealing jobs away from the locals, competing for resources, and crowding the locals out in many opportunities which should have been reserved for locals:

At times students tried to rely on compatriots, foreign communities or other international students. It is not always an easy task to find a person who can provide support in the same way as an organ of the institution would do taking into account that each student is busy, and many are in the same situation of being challenged by the acclimatization process. One participant recorded the following:

> *Socially I felt so lonely, but I met some people from my country. Although I had no much time to mingle with them and feel acceptable but at least seeing your country men was strengthening enough. Otherwise, I used to be very lonely.* (Participant 6)

Similarly, another student indicated that the whole experience was traumatising, going through frustration and uncertainties about the way things were unfolding and the ways in which she managed them the following is what she said:

> *I relied on Swazi girl, but she was too busy to take care of me. I had to find where the library was and how it functions. I had to orient myself into a Masters atmosphere, something that I have never been to and done before. So, all the information that I had are passage talk. This really killed my intellectual life; because, I had to compromise my thinking into where is my next stop. That really frustrated me. I am surprised, you are doing this study I feel it has very high-level significance, particularly on the notion that can undermine this sensitive period.* (Participant 16)

The participants indicated that other times they secured from a fellow students when faced with study related insufficiencies. To some extent, certain supervisors were keen to assist those students who were struggling. A female Namibian student narrated her experience in the following terms:

> *… I got help from my fellow masters students I have never felt comfortable going to see a lecturer, to talk about it because, you get a sense when someone is open to help and when someone close door. There was one lecturer that would explain why, where you went*

wrong and what you should have done, how you should use the literature but at the end of day it a little bit too late when everything has said and done. (Participant 17)

The general sense is that migrant students for the large part rely on their nationals and networks to draw resources depending on what it is that they need to address as students in another country.

5.9. Impact of Transnational Experience on Foreign Students

The majority of the participants acknowledge that studying in South Africa, particularly at Howard College, presented a number of advantages that could not be deterred by incidental unpleasant experiences. In this regard, many of the research participants found that they were positively engaging with others, and were taught computer literacy, use of library, searching and accessing resources, both electronic and traditional, and different skills necessary for their career. Some of the participants, however, expressed mixed feelings indicating the juxtaposed nature of the positive and negative experiences and consequences of being at UKZN, Howard College. The following excerpt particularly captures this:

> *[Being here] has impacted me both positively and negatively. Positively I have learnt to appreciate people who they are, I want to work hard be a better person. When a look at South Africa I say one day I will do that to my country. Negatively being a foreigner in this country is hard; even though there is no longer xenophobic attack[16], but the way they talk to you…. sometimes they neglect you.* (Participant 4)

The negative impact referred to loneliness, homesickness and the perception that foreign students are not accommodated by the natives/locals. The student commenting on this issue expected that, on the basis of their education, native students and members of staff would be more open to cultural diversity and show the willingness to accept people from backgrounds different from theirs. Participants 6 captured this in the following:

> *Positively, I have learnt to be independent, to focus on what I strive for, to be more patient and probably to accommodate because I've learnt how painful it is now to be accommodated. Negatively, foreigners are not easily accepted; because you will be*

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[16] It is the violence that is meant to be captured in this phrase.

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thinking in an institution where people are exposed to a lot of knowledge they will probably be more than willing to accept people from other countries, so that they could learn about their culture and different personalities; but then, it is not easy. The attitude is from the students as well as the staff. As far as I know when you foreign student making friend, it is not easy. There are so many barriers like the language, the culture, the type of family that you come from… (Participant 6)

Another student also commented on the negative experience she encountered, by saying the following:

Negative experience, there is no accommodation; you stay off campus a lot of bad things happen to you there. If you stay off campus you need a really cheaper house with no security because of the nature of the allowance that the country is offering. If you stay on campus nowadays the students who are studying in this university are half of my age therefore to them it doesn't feel right for granny to study with them, they don't even have a sense of respect. Like in residence, you have people that you staying with they will not consider you as a human being they just do as they please according to them it is ok the way they are doing thing but unfortunately for me it doesn't help. (Participant 11)

For the large part, the effects of culture shock were mentioned as part of the negative experience of being foreign students. For these participants is not easy to be in South Africa, which is a multi-racial society, with all the tensions and contradictions that has. For people originating from countries without or little pronounced racial issues, they discover a new way of life, which at times makes them feel uncomfortable. Yet they have to manage with this new reality. One third year male participant from Lesotho put his experience in these words:

I come from a place where there is no black and white, it is Lesotho just black people. Yes, being here where there is so much diversity, sometime it is not comfortable. Even among black themselves, there is tribalism, being in SA sometime it is tough especially with the racial issue, you have never been born in place were there no racism it really has bad impact on you. (Participant

What is striking is that diversity which is often claimed to be important in the celebration of variations and differences is now, in some sense, raised as a concern. Yet again, some have highlighted the importance of receiving education in a multicultural environment. A student from

Tanzania shared how she felt about the impact of exposure to the cross-cultural context of education. For her, this helps to build personal character and could open better career opportunities and also lead self-discovery or a better self-understanding when meeting obstacles, especially in situations whereby no external assistance is available. Also, a person learns to be responsible for himself/herself to the extent of building a good moral character. This advantage was asserted by many students, and is best captured in the following passage:

> *It is impacting on my live a lot, because I have learnt to live outside of my comfort zone. I have learnt to interact with people of different nationality; that has built a lot on me as a person. It has helped me much better to build my work ethics, enlarge me as a person and career wise. It actually is an advantage which has helped me to believe that I can live elsewhere in the world.* (Participant 1)

The same positive reflection was again mentioned by another student from Lesotho who indicated how studying in a transnational setting could open a person's mind to see the realities of life from other perspectives. These new insights could also be used in one's personal situation back in the country of origin. This recurred often in statements made by the participants that after this enriching experience of being exposed to the multicultural type of education, they could contribute better to the development of the countries where they come from. This idea featured in the following extract:

> *It really a good experience. It has really opened my mind to interact with different people, different cultures, by being in a different place rather than my comfort zone which is back home. It is a very good experience in terms of getting to see how things are done in some places as result maybe go back home from the knowledge I have gained I will try to use it.* (Participant 10)

The perception of South Africans by foreign students also evolved in a positive direction. A student from Mozambique developed a positive image of South Africans, moving away from stereotypes to a better understanding of this country which she identified as a place where she would love to live in spite of feeling isolated and not being able to get where she would have loved to be:

This experience made me appreciate South Africa, at least to understand South Africa better. In Mozambique we have a lot of many stereotypes about SA most stereotypes are only half true. It been very nice to be here and to learn also to think about maybe this is a place where I can live, i can call home maybe I can get married to a SA these option were never available now they are more open… I still feel level of social isolation; I feel I haven't been able to feel myself in every space, I still feel limited. (Participant 8)

For some of the participants the story is more about practical lessons learnt. they also expressed that being exposed to transnational experience at UKZN instilled in them to responsibility, discipline, and this acquired a great deal of experience in developing self-capacity to handle difficult issues by themselves, especially the financial aspect involved. Studying abroad is seen as an empowering experience which enable one to gain tools on how to conduct research, also one acquire skills in a particular field of studies. Another view was the personal journey of re-discovery, which some participants raised; here is an excerpt from a student from DRC on this matter:

It has changed my life, first of all here I am safe because there is war, back home I was depending on my parents but here I have to find a way myself get something and it is difficult as a student we don't have time to go and work. That is why we expect a lot on loans because with a loan one can buy foods and pay the school fees. (Participant 2)

Participant 3 who is an undergraduate student from Zimbabwe stated:

It has made me see what the world really is, and you got a lot of experiences, get to know people, get related with different things that come along the way.

In addition, transnational education showed positive impact on the international students as they acknowledged being taught the value of education, accessing bursary opportunities, the hope to make a difference in the country of origin, and encourage other compatriots to take the same opportunity. Participant 7 had the following to say:

I hope to make a difference when I go back but of course on your own you cannot make the different so you need the help of other people so in that case I have been encouraging my friends who are back home to come here to apply so that they taste the fruit that I

have tested here I am sure when someone passes through these south African universities they will never remain the same. (Participant 7)

It was interesting to note that a good number of students never had negative experiences. They were happy to be exposed to transnational experience and it became an opportunity for him/her to explain the situation of Zimbabwe to fellow students, especially those who did not know very well the realities of Zimbabwe. This exposure was important understanding students' origin. This sounded like an enriching experience as it is reflected in the following excerpt:

I haven't had negative experience all the experiences have been positive people are interested to come to Zimbabwe, to know about Zimbabwe, to go to Harare, most of South African don't travel a lot. I was shocked and surprised most of South African friends have never travelled out of KZN even to Johannesburg and you are doing a Masters. For me, I travel a lot, Zambia, Malawi, Botswana, and South Africa. So, it also got me interested. Maybe, being the international students has brought some interest to this South African. It is also over looked the myth that they have about Zimbabwe that there are no foods there. You got to explain things, so that they understand- unlike the media which is not. (Participant 9)

In the same line of thought, Participant 12 referred to herself as an "ambassador" of her country in her asseveration that:
"... I came here as an ambassador of my country, whatever I am learning, my main aim is to go back and implement it, on children and on the country as a all".

The positive impact of exposure to higher education in a transnational context was seen as a rare opportunity given to the fortunate ones. It has helped to form independent mind in the sense of being able to make sound judgments and being responsible for one's life. For instance, Masters' Student from Swaziland and Zimbabwe had the same opinion. It was revealed by these participants that this multicultural platform and studying far from one's home land was a chance for creating good networks of friends. Here is a quote from the Zimbabwean student on this matter:
"I have created a lot of network with people from different countries something that I would have done in Zimbabwe. It has been a platform of success".

The impact of transnational experience on foreign students was generally constituted as a positive discovery in many ways. The multicultural nature of this exposure enriched individual students thus opening them to new horizons of life such as a better understanding of other people's situations back in their respective countries, even coming to an unprejudiced perception of South Africa. This may sound contradictory to many records regarding what viewed as xenophobic and discriminatory attitudes vis-à-vis foreign students. Notwithstanding some negative comments made about their experience at UKZN, it transpired that generally transnational experience has a positive impact on international students.

5.10. Encounter with a South African Educational System

The South African educational system was the main issue discussed here. The aspect that was mostly commented on was the criteria for admission to the tertiary level. The Participants lauded Howard College among many other South African universities for producing graduate who are awarded with internationally recognized qualifications. The Participants observed that graduates from the South African colleges and universities are awarded worldwide recognized academic titles as participant 1 put it:

> *"... I've learnt that the Worth of my degree when I leave the UKZN is much more to higher value that makes me happy".*

One participant commented that the 50% rate set to admit candidates to university as low because it would encourage laziness. But the same student also found that it could be advantageous in the sense that it would provide a chance to learners who scored low results to pursue tertiary education. This view is reflected in the following excerpt:

> *50% as acceptance rate to get to university is bad in a sense that it promotes laziness because kids will be saying that - "all I need it is just 50% to go to university; so, I don't have to work hard." This is lowering standard. Good, because everyone has the right to education; no one should have an excuse not to go to university, because of finance and background. It has an advantage on everyone, but they should increase the standard.* (Participant 7)

There is a concern concerning matriculants who are admitted to the tertiary level. It seems that they come with a lot of lacunae from their secondary education which at times becomes a serious problem. They have to work harder to reach the tertiary standard. It also appears that the level of education in primary and secondary school is very low in some schools. This situation has negative consequences on their performance at tertiary level. Participant 9 put this as follows:

> *I think for high level, at tertiary level it is superb, very organised, quality but my worry is because I have been tutoring, if you look at the quality and calibre of students that are coming through the lower ranks of having matric, I should say there is something wrong with education system, that transition from matric to undergrad, it is too big and gap for most of these kids there are struggling in term of everything their English, their understanding of just basic concept I think maybe, something should be done in of matric like access programme should be compulsory. The component of that program should be introduced in matric so that when students come to the university they already fit. Some of the students pass and continue to their postgrad they struggle. In my class, when I was doing masters the majority South African students dropped, they find programme difficult, very challenging it because of this foundation they get which is shaky if they get a solid foundation in undergrad everything will be easier for them. It is all related to education system of matric.* (Participant 9)

It was found among the participants that the system of education employed does not focus on assisting students to improve their understanding of the subjects being taught. It only concentrates on the curricula that they are dispensing without real concern as to whether students understand them. Everything is evaluated when exam time comes. This approach does not help students improve or deepen their knowledge or understanding of the issues involved in the programmes they are undertaking. The following was a comment from a Swazi student contained in the following extract:

> *Is a system which says either you know or you are out? It is not a system that will take care of the people that are struggling, it is not a system that focuses on a student but it focuses on curriculum, that is why I am saying it is a system that will say it either you know or you are out .You are going to class, quickly it exam time, you fail, you pass, you supplement, You are excluded, it not a system that is saying we want to make sure everybody has got the gist of the knowledge everybody is on board, but is system*

whereby teachers come in give you whatever they go out, it's exam time finished. (Participant 16)

The need for skills may be the reason for accepting students with low matric scores. But they should have a plan to bridge between secondary and tertiary education especially for students that get admitted to colleges and universities with low marks to raise their level to higher education standards. Otherwise this kind of comprise is likely to affect the standard of the higher education institution and put students in a difficult position where they would have to do extra miles in their academic endeavour. Participant 17 remarked by saying the following in this regard:

> *The education system here at the university they try really hard to have it up to standard high level, but when you looking at the entrance requirement, looking at the state of education system of matric how their passing rate, I understand university has an obligation to try and develop skills in SA so that plays a role. There are different factors that affect the university standing... I think the idea behind it is a very noble one that they want everyone to get education but I think the government should focus on is opening more bridging schools where these people that have got 50% but really want go to university can go for a year doing bridging course and up their mark, get skills training and how to write so that when they come at the university they do not struggle. The university does have a bridging program but I think with the amount of number that they are required to take in they are overloaded this pose a problem for us lecturers and students because lectures are overworked and students are suffer also it put us at that are teaching second year at disadvantage because you have people coming to second year students that don't really know how to write concisely, how to look for information, to reference, how to use books as references, to study, to do research and it becomes problematic because looking at marks you try to put everything as clearly as possible and simplify thing for everyone so that they can understand but at the end of the day you do get students who seat in a course for two, three, four year because they don't have the skills to understand the concept you are teaching.*

Sometimes, universities do not have the freedom to decide to turn matriculants away because they abide by the regulation and policies dictated to them by the government, especially in the

case of government universities. This view was expressed by a Namibian student in the following words:

> *"... This government university by law they are required to take in they need to adhere to the rules and regulations of what the government tells them to do. if the government tells them listen you need to take in to take 30000 at first level they need to do that, it is out of their hands who get in who does not get in they just need to take everyone in because they need to form those number because that what the government requires, if they don't do it they lose the findings which does not benefit any one, because if they lose e the findings they can't give the quality of education that other students are become used to then you They disadvantage you current students because they did not met the quota they can't get funding, everything else just, if one does not go right everything can tumble.*

Analysing the statements from the students, it transpires that they did not understand clearly what the whole South African educational system entails. They gave their views on what they wish to be changed. The main insights they got concerned the system of admission of matric students to the tertiary level. They may not have been aware of other ways in which UKZN functions.

5.11. Conclusion

This chapter dealt with the problematic nature of migration and the integration of students from the SADC region into Howard College. I discussed the purpose of coming to South Africa, the motivations behind choosing UKZN-Howard College and comparing studying in South Africa and studying at one's own country. I probed into the process of being integrated into UKZN-College, the challenges involved to do that and the strategies that students develop to cope with the situation. I also examined the insights they gained and their awareness of the tertiary institutions in South Africa.

Multiple and diverse factors informed the participants' decision to choose migrating into South Africa. These include technological and financial advantages (scholarship and student loans), human capacity development, and geographical proximity, international reputation of South African higher

education institutions, prospective employment opportunities, and the shared history between South Africa and some countries within the SADC region.

This venture was punctuated with the challenges that prompted the development of coping strategies resulting into the majority of the students showing resilience and accommodating the local culture to avert the negative effects of culture shock. Some of the insights from this chapter helped to formulate the recommendations as part of the concluding arguments of the study.

most of the research participants described their various experiences as empowering explorations that benefited them personally and intellectually, training them to words self-regulating attitudes, building self-capacity to handle life challenges, and above all providing them with modern knowledge and equipped them with skills to deal with the innovations of information technology. It was often stated during the interview answers that a web of relationships could be woven and this was mainly because of the networking theory.

CHAPTER SIX
Conclusions and Recommendations

The problem that this research attempted to address concerned the challenges that foreign students meet in the process of social and academic integration into the University of Kwazulu-Natal-Howard College. The overall aim of this study was to identify the factors influencing the migration of the students from the SADC region to South Africa as opposed to other countries within the region, to investigate their integration in the new academic and social space of Howard college, to investigate the challenges that they face, and to explore the mechanisms that emerge to cope with the challenges of integration so that a global strategy can be developed to help international students surmount issues that hinder their smooth immersion into the UKZN-Howard College environment.

In order to achieve these objectives, the study was designed as a case study that helped to grasp in-depth different aspects of the integration process using the interpretive paradigm that helped to understand the main issues related to the problem, by relying on the qualitative research approach. I proceeded by reviewing the literature and studies that have been conducted on the migration and students' integration into academic institutions. I used secondary data to gain more insight on the issues investigated, such as the push and pull factors that cause the migration of people and the underlying reasons for choosing higher educational institutions by foreign students. Then I moved to the field study which was done by conducting personal interviews, using international students on Howard Campus as target groups.

The Analyses of secondary and primary data were based on the thematic development of the trends found in answers furnished by the participants while relying on the facts they presented and my intuitive interpretive mind. Following the interpretive paradigm that is appropriate to the qualitative case study inquiry, I considered the meaning that emerged from the data as it was given by the participants. A critical analysis of the selected data represented the majority of the participants' views. These were cross-examined with the secondary sources and my personal understanding of the problem relying on the social network and human capital development theory. These two theories guided the assumptions and the possible means that migrant students adopt to overcome the adversities of their condition as foreigners in an international university.

I gathered from this study that there was a great dependency by the participants on social networks as reasons for migration and part of the plans students make to survive the adversities of integrating a new academic environment as migrant students. The underlying reasons for the students' migration were understood from human capital development according to which the demands of global the labour market give great advantage to highly skilled and competent job seekers. Joining an institution that produced highly qualified personnel for any industry lures foreign students as it was the case for students who came to study at UKZN. The findings of the study supported the theories proposed and substantiated the claims on the motivations and strategies used by international students to cope in a foreign educational environment.

The case study suggests the use of a range of text data. The main sources of empirical data were interactive interviews conducted on a sample of 20 students from different countries within the Southern African development Community (SADC) currently studying at Howard College, those being housed by this institution and those who reside off-campus. Here, I used the literature reviewed to guide my analysis, supplement and contrast the raw data. Chapter three and four discussed in some detail the steps I took and strategies I adopted with regards to data collection, analysis, interpretation appropriate to the design, including the theoretical framework and ethical consideration.

The main findings were discussed in two chapters and organised based on themes that emerged from the data. I organised them as the problematic of students' migration into Howard College that included the purpose of coming to South Africa, the motivation for choosing UKZN-Howard College, the awareness of the SADC Education and Training Programme, comparing the overall situation of studying in Howard College and that of universities in countries of origin of foreign students, the processes of integration into Howard College, the challenge that students meet, the plans they develop to cope with the situation, the insights they gained by being exposed to a transnational system of education, and finally assessing and reflecting on their encounter with the South African educational system.

The study reveals that the choice of South Africa as host country and UKZN as an institution of choice were sustained by geographical proximity, economic and financial advantages, the technological development of the country that is benefited by universities and campuses. These reasons are substantiated by bursary opportunities and well-developed research facilities and

libraries. This is a real attraction for students in the SADC countries where they do not have the same infrastructure.

The different views from the interviews tend to suggest that the experiences of migrant students and their social and academic integration as international students are characterised by both positive and negative encounters. Some of the migrant students from SADC who participated in this study emphasised the positive element and the advantages they felt they experienced by their stay and study in South Africa. This ranged from financial opportunities (accessibility to loans and scholarships opportunities), advanced technology (Information technology, modern libraries supported by online access on campus and off campus to study materials, accommodation facilities, computer literacy, access to modern laboratories, etc.), and opportunity to study in a university that has good infrastructure.

The disadvantages of being a foreign student included being exposed to the effects of culture shock, the social prejudices that they have to deal with (incidents of unfriendly attitudes), economic prejudices (conditioned scholarship opportunities, restrictions on job opportunities) that favour mostly native students and a few international students, emotional issues such as homesickness, financial struggle, difficulties to be housed by the university, immigration-related issues such as extending study permit, lack of medical aid and non-existence of social support.

However, this image is tampered with the negative experiences of being a scholar and a social being at UKZN. A wide array of difficulties and challenges from racial to financial, from lack of sufficient support to alienation were expressed by the participants as issues that heavily weigh on foreign African students at UKZN. In order to counter and ameliorate such negative experiences and encounter, and address the challenges of integration into Howard College, foreign African students from SADC relied on social network, weaving contactable and approachable friends and compatriots who could assist them with social, financial and psychological support. And on the side of socialisation, they had to network again with fellow students who come from the same countries. Much of their networks at UKZN are within the student body from home country and other foreign students from else where. It is worth noting, by way of concluding, the various experiences, the challenges they faced. which I discuss in the last two chapters as dominant main themes that emerged from the data. The subsequent paragraphs attempt to do this.

This study highlighted a range of challenges that students experience in the process of the integration into the social and academic milieu of UKZN. Racial and racist encounters were something the participants alluded to. The fact that international students migrate and try to be immersed into a new educational milieu creates the ground to compare and be on guard trying to see whether all students are treated equally and in all fairness. This study reveals that some attitudes were deemed prejudicial towards foreign students. They mentioned the lack of equal opportunities for accessing funding, jobs and other benefits. When confronting participants' opinions, I realised that the flow of information was limited and many students were not aware of certain advantages that the university was offering such as scholarship, orientation and useful information on accommodation. As indicated above, information management system needs to be improved to allow all students to access the necessary information.

The findings also indicate that the ability to communicate in the local medium eases the process of integration. Here again, some of the participants viewed the use of South African vernaculars as offensive practice when encountering persons who could not use the language. But some other participants commented that this was a common practice worldwide to use ones' own medium presumably taking for granted that a person living in a certain milieu had to strive to use the language. In my opinion, this is an important aspect of cross-cultural encounter which can be treated as an opportunity for foreign students to learn the local language because it is enriches and gives the freedom to interact with people even off campus. The ways in which this is injected, at times bluntly and forcefully as something the foreign students expected to learn, only produced resentment and resilience.

The effects of culture shock were seen both positively and negatively. Some participants showed that they were lost and were affected by the differences they found on campus. The bottom line is that when faced with the realities of a geographical, economic, social and cultural set-up different from one' origins, resilience is highly required. Many of the participants advocated that international students should acknowledge the diversity of culture and, guided by the goals one sets up, efforts will then be made to survive the side effects of this condition. My experience is that many of the participants never give up, they persist through the network of relations and other opportunities that are presented to them, even by the local students and those of different nationality to them.

The study participants suggest that successful social and academic integration of students from the SADC region and else where depends on the means and initiatives that they take to come round from the deceptive realities they meet on campus. Many of them contend that making efforts to adapt and being resilient were sufficient to remain focused on the main motives that led to their registration with UZN-Howard College. The role of networking was also very prominent to alleviate the stress, anxieties and fears of culture shock. Participants had great expectations that the University with its structures could assist them in coping with the challenges they face. Unfortunately, it did not happen. Drawing from their experience, they suggested what they believed would be helpful for the integration of prospective foreign students in Howard College, which will constitute the recommendations that I am laying down in the concluding argument of this study in chapter six, which mostly came from the participants. This essentially assumes that the University can address these concerns through careful consideration of the challenges they recounted and the proposals they tabled here. For the participants, a positive transformation of international students' support structures would be a great place to start for more integrative approach and sustained foreign student support.

Efforts to acclimatise to the environment, the participants identified, require, in a way, accepting the new condition and learning from the local people's culture, such as language and other behavioural patterns. In order to be accommodated in this milieu, they suggested, the latter elements are so crucial. A refusal to go by this line of thinking could leave one depressed and helpless. As the interviews show, this, in some cases, requires a creative attitude that is essential in responding to the insufficiency of the International Student Office that could have been a catalyst to smoothen the process of immersing migrant students into the UKZN environment. A better functioning and elaborate support programme of this office necessitates the process of accountability in the sense that the International Student Office should be reviewed from time to time to see how it is responding to the needs of the foreign students.

The discrepancies noted by the participants, though at time contradictory, draw attention to a lack of fluidity and vulgarisation of information. This touches on the following four main issues:

i) Lack of awareness from a group of the participants who were not informed of the University's programme of introducing international students into the Howard College environment.

ii) Lack of awareness from a group of students about the conditions, criteria and merits to be housed by the university.

iii) Lack of awareness from some of the participants about the existing SADC Protocol on education and training and students' exchange programme.

iv) Lack of awareness from some of the participants of scholarship awards and other financial opportunities.

Information management system needs to be improved for it could lessen the hurdles related to integration into a new academic milieu. This is crucial in (re)aligning and responding swiftly to the migrant students' needs and challenges, and would tremendously address the inadequacies of support systems for integration provided by the university.

The resilience that denoted the attitude of many of the participants, in spite of the challenges they meet as migrant students, was nurtured by the determination to acquire knowledge and skills that is highly required in today's very restricted and competitive job market. Enduring the adversities inherent to migration and integration into a new social and academic milieu was supported by the teleological vision that inhabits the majority of the foreign students. They set out their goals and developed plans to cope with culture shock and overcome difficulties with great hope that they are empowering themselves for greater lucrative employment advantages with greater remunerative jobs. In order to reach that peak human capital development theory maintains that higher studies can make that happen. This is what was predominately noted by the participants in this study.

Both theoretical frameworks - network system theory and human capital development - that guided this study featured prominently at different levels of intervention by the participants, in interpreting their records, and finally in conceptualising the concluding argumentation of this study. A network is seen as very crucial for acquainting prospective migrant student to UKZN, to swaying their decisions, facilitating their move and registration and adaptation and integration into this new social and academic milieu. Social networks in this sense are crucial to getting into, coping, adapting and integrating into UKZN. Migration of the students is made possible through networks. In another sense, these facilitate the acquisition of human capital, which in turn feed into the expansion of the social network as well as drawing others into this system of migration for education.

Social network also appears to be crucial to this processes of migration (in which academic purpose constitute as one of them) and academic integration. The study revealed that social network plays an important role in assisting persons make the decision to move into another country. It constitutes

both a motivation and a key element in coping strategies. International students get support from fellow-country men and women from whom they draw support. It is in light of this that I insist upon coupling social network and human capital development theories. Social networks play an instrumental role in motivating migration and integration into UKZN-College. There were important elements of coping strategies and making international students resilient. Their dreams, their goals to acquire internationally accepted qualifications and skill for a globally competitive world keep them going. At the same time they form very important dimensions of migration and integration of international students in the context of globalisation.

Recommendations

The main suggestions put forth are:

i) Reduction of academic fees for foreign students who come mostly from poor countries.

ii) Adaptation to the environment and resiliency advised to international students.

iii) Tutoring should consider an academic way of presenting papers according to the rules of UKZN.

iv) Promote the creation of socialisation and cultural group to lessen the effects of homesickness.

v) Initiate a student-type medical aid or Introduction of affordable medical aid scheme

vi) Ridding of SADC student levy because students from the SADC do no benefit from that.

vii) Establishing an officer of home affairs at the university to facilitate study permit extension.

viii) More responsibilities should be given to the International Students' Office, a body that could deal adequately with matters pertaining to students by assisting them to meet the challenges of migration and integration into Howard College.

ix) Build universities for the SADC that could represent the internationality of the SADC.

x) Extend the duration of the study permit to avoid the hurdles that prevent some foreign students to return for their graduation and to avoid wasting time due to following up applications for extensions.

xi) The SADC countries should have evaluative programmes to assess the needs of the students in the region and the office for international students to liaise between students and the SADC education organ.

xii) The SADC should have a clear policy for international students that would even include providing medical aid to foreign students, and students exchange programme which is not as operational as it should be.

xiii) There is great need for cooperation between the division of management information and students investigating issues of academic importance by making data available and accessible as this procedure is protected by the ethical norms that guide experimental research.

Areas for Further Research

The issues of racism, prejudice, discrimination and xenophophia were strongly reported by the participants as well as the condition in student residences, and the criteria for giving housing to students. These two areas will require some focused and extensive research, which I think should seriously be considered for further research. A more inclusive study that will incorporate students from Seychelles, Mauritius, as well as Angola on Howard College campus needs to be conducted to have a more comprehensive understanding of the problem since these countries were not included in this study.

A combined study involving native South African students' perception of international students is needed in order to strike a balance between the views gathered from migrant students in this study. The reason for this investigation is that native South African students were not represented in this study, and there are issues that would require their answers to map out a broader response to the challenges of integration into South African universities by migrant students. The scope of the study could also be extended to additional case studies in three different universities in different geographical locations in order to have more generalizable conclusions.

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Appendix

Appendix one: Research instrument

Interview questions:

Nationality   Level of study   duration in SA
……………………………/……………………………………………………/…………………

1)   What was your main reason of coming to South Africa?
2)   Why did you choose South Africa out of other countries within the SADC region?
3)   How did you know about education opportunities in South African Institutions?
4)   Why did you choose UKZN rather than other universities in SA?
5)   How is studying at UKZN compared to studying in your home country?
6)   Do you feel comfortable studying at UKZN? Please explain,
7)   Does this new academic space meet your expectations? If yes or no how?
8)   What are some of the problems you are faced with as a foreign student at UKZN?
9)   Do you have means of addressing the problems? If yes what are some of the means
10)   How are the problems responded to?
    11)   Do you feel satisfied with the responses? If no what do you think can be done to improve upon them
12)   What have you learnt from SA educational system?
13)   Are you easily identified as a foreign student by other students or staffs? If yes or no how
    14)   Are you offered any language support or assistance if your first language is not English or one of the South African languages? If yes explain how
    15)   What types of student support mechanism are in place at the university help you to adjust?
16)   What type of opportunities are you afforded to share information about your culture?

17) What type of opportunities do you have to socialize and engage with South Africans outside of the classroom?

18) Tell me about your experiences good or bad while studying at UKZN and the impact on your live as foreign Students?

19) Are you aware of the SADC protocol on higher education and training if yes how does it benefit you?

20) How do you pay your school fees?

Appendix two: Interview schedule

<div align="right">
Ida MANYINA (209523001)

idamanyina@yahoo.com

0766805384
</div>

Interview schedule

I will be interviewing 30 respondents at the UKZN (Howard College Campus). These will be undergraduate, postgraduate students.

Request for interviews will be made and addressed directly to the participants; while date, time and venue will be agreed on between the participants and I. As soon as the ethical clearance is approved by the authorities concerned, I will begin my field work. I intend to attend some tutorial sessions to generate more participants in case some of the present participants decide to withdraw.

Since some of the foreign nationals also speak French as their official language, participants will be allowed to express themselves in either English or French, after which I will transcribe and, if necessary, translate the data into English, since I have full working knowledge of French (speaking, reading and writing).

I will be focusing on questions relating to their choice of South Africa of all the SADC countries, their experiences as well as challenges encounter during their academic life, and what effects it has on them. Finally, I will try to get some suggestions from them.

Candidate   Supervisor

....

....

Appendix three: Participants' information (informed consent letter)

Ida MANYINA MUNSENSE

Faculty of Humanities

MA student, School of Politics

Student No: 209523001

Email: idamanyina@yahoo.com

Tel: 0766805384

To whom it may Concern.

AN INFORMED CONSENT LETTER

Dear Participant,

Above are my contact details and my supervisor's (Mr Biniam Misgun) email is misgunb@ukzn.ac.za. As part of the requirements for the completion of my MA degree, I am currently working on my dissertation and in need of your help through answering my questionnaire.

The topic of my research is Academic integration within the context of globalization experiences of students from the SADC region studying at Howard College (UKZN). The aims of the research are to examine why students prefer South Africa rather than other countries within the region, the challenges that these students face as they tend to integrate themselves into the new social and academic space of South Africa, and their integration strategies and coping mechanisms in South African society. I will be very grateful if you can sacrifice your time and participate in this study.

All information you supply will be kept anonymous and you are allowed to withdraw at any point in time if for any reason you become uncomfortable. The participation is voluntary, if there is anything you may want to add in the course of answering the questions, please feel free to do so. If you are willing to participate in this study and you do not have time for it, please tell me the time, date and venue that will be most convenient for you.

Many thanks for participating.

Researcher: Ida MANYINA   Participant…………………………………

Date…………………. Signature…..…………   Date………………..Signature……………..

Appendix six: Ethical clearance

UNIVERSITY OF KWAZULU-NATAL
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ximbap@ukzn.ac.za

7 October 2011

Ms I Manyina (209523001)
School of Politics

Dear Ms. Manyina

PROTOCOL REFERENCE NUMBER: HSS/0955/011M
PROJECT TITLE: Educational integration within the context of globalization: Experiences of students from the SADC region studying at Howard College (University of KwaZulu-Natal)

In response to your application dated 4 October 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.
PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steven Collings (Chair)
Humanities & Social Science Research Ethics Committee

cc. Supervisor – Professor H S Simelane
cc. Mrs. S van der Westhuizen

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