

IMMIGRATION & EDUCATION:
INTERNATIONAL STUDENTS AT
SOUTH AFRICAN UNIVERSITIES
AND TECHNIKONS

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DR MAMPHELA RAMPHELE

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Dr Mamphela Ramphele is Vice-Chancellor of the University of Cape Town and former director of Idasa's Public Information Centre. This paper was originally commissioned by the Southern African Migration Project (SAMP) for presentation to the Green Paper Task Team on International Migration. It is published here in revised and updated form. Also included as a public service by SAMP are three related documents: the current policy of the South African government towards international students; a sample set of guidelines on the admission of international students currently used by a number of technikons; and the full text of the Protocol on Training and Education in SADC, which came into effect in September 1997.

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EXECUTIVE SUMMARY

The system of education in South Africa has hitherto been elitist and exclusionary. Post-apartheid “massification” of higher education in South Africa provides a real challenge for the country’s universities and technikons. The massification process — the transition from an elite to a mass-based education system — entails increased participation and greater expenditure. The most important aspect of this transition is that increasing numbers of students from financially disadvantaged backgrounds are not only seeking admission to universities and technikons but also expecting the government to foot the bill.

Against this backdrop, it is crucial that tertiary institutions respond decisively and efficiently to the demand for tertiary education from home without sacrificing or abandoning their obligation to neighbouring countries and their international duty. International students are an integral part of any internationally recognised institution. It is therefore crucial that South African institutions recognise the academic, cultural and financial benefits to be gained from international students. This recognition must be balanced by the demands imposed on them by the legitimate demands of the citizenry to redress the devastating legacy of apartheid education.

Over the last decade, tertiary education has become a major global export commodity. About a million and a half students travel overseas for their education every year. Of these, about 22% come from Asia and the Pacific Rim, 17% from North America, and 14% from Europe. This phenomenon presents host institutions with both financial gains and problems. In 1996, over 13 000 international students were studying at South African universities and technikons. The number and proportion of international students varies considerably with Unisa having the highest absolute enrolment and Rhodes University the highest proportional enrolment. Students from the Southern African Development Community (SADC) region accounted for 50% of all international students.

Who qualifies as a foreign or international student? According to the Department of Home Affairs, a “foreign student” is anyone who is not a South African citizen, not a permanent resident or does not have diplomatic exemption. In practice, the definition and understanding of “foreignness” is not that simple. The issue of foreignness can be a source of tension between a section of largely black South African students and black students from neighbouring African countries. South African students feel deprived and invoke their citizenship or South Africanness in the face of competition from foreign students who compete for local

resources in order to make ends meet. They stress the foreignness of their competitors and seek to remove them from the equation. They even blame their deprivation on “foreign” students who do not belong.

In addition, the promotion of equity in terms of race — to which the South African government has committed itself — is seen as being open to abuse by “foreign” blacks who stand to gain from its undifferentiated use. Of greater significance is the reality of the better preparedness of students and staff from other African countries who were spared Bantu Education and are thus able to compete on merit for undergraduate, postgraduate and staff positions.

Further complicating the determination of foreignness is the cumbersome definition of what constitutes a neighbouring country. For purposes of state subsidies to international students, a diplomatic and economically and politically constructed definition is used. Thus South Africa’s neighbouring countries are not only Botswana, Swaziland, Lesotho, Mozambique, Namibia and Zimbabwe, countries with which she shares common borders, but all the other SADC member states. The implications of this for continued state expenditure on the education of international students are profound.

International students have reason to feel aggrieved by recent policy. The spectre of deportation haunts them throughout their student life and the repatriation arrangements they are required to make in advance compound their anxiety. International students understandably fail to divorce these measures from the more stringent and punitive ones designed to halt the influx of “illegal immigrants”. The feeling among some international students is that the Department of Home Affairs is pursuing a policy of discouragement. They feel that the policy is not only unnecessarily punitive and deliberately designed to break their spirit but also tinged with xenophobia. University authorities’ failure to secure favourable deals for their international students has the unfortunate consequence of being perceived as collusion with the Department of Home Affairs. International students see the withdrawal of subsidies as a deliberate attempt to make fees prohibitive and exclusionary and another of South Africa’s thinly disguised excuses to curb the influx of international students.

Universities and technikons certainly need to retain the confidence of their foreign clientele. International students have always voiced concerns about what they perceive to be punitive immigration controls through their respective host institutions. Some actions by the Department of Home Affairs contradict some of the principles and ideals individual institutions treasure and stand for. Most institutions have expressed commitment to ridding their campuses of all forms of discrimination. According to new legislation, international students can

only be employed in areas which have a direct bearing on their studies. The legislation makes perfect sense as it seeks to make more opportunities available to South African students. The downside of that, however, is that if international students are going to be excluded from certain forms of employment offered by universities and technikons they are attending, then that is discrimination on the basis of their nationalities. This has the unfortunate effect of making university authorities appear to be hypocrites who cannot live up to the rhetoric of their mission statements.

In the wake of what international students are increasingly beginning to perceive as xenophobic rhetoric and discriminatory behaviour by all and sundry, and at a time when the term “foreign” is beginning to assume some negative overtones, South African universities and technikons must remain havens of tolerance and embrace heterogeneous discourses and cultures. Xenophobic sentiments feed on perceived and real differences and prey on feelings of deprivation supposedly caused by international students who do not belong. The stage is set for tension to mount and the challenge for university and technikon administrators is to manage that tension creatively.

Legitimate questions can be asked about the wisdom of continued state subsidies to international students while South African students are in dire need of financial aid. There is general agreement that the subsidisation of international students at the expense of South African taxpayers and students cannot be allowed to continue. However, the withdrawal of subsidies must be carried out with great sensitivity and a national policy needs to be formulated to guide the process and make it as painless as possible for all.

An opportunity exists for South African institutions to exploit the favourable conditions they offer and convert demand for their places by international students from developed countries into tangible financial gains. If sensibly managed, this category of student has the potential to yield significant financial rewards for the host institutions. However, the possible economic and social advantage for South Africa in hosting and subsidising some international students must be balanced against the relatively limited number of places available at South African institutions.

In support of continued subsidies to SADC students, some point out the advantages for South Africa of providing educational opportunities to neighbouring countries within a broader southern African economic framework. They argue that South Africa owes its neighbours an incalculable debt of gratitude for their invaluable contribution to the demise of apartheid. Many exiled South Africans were educated in these countries at the expense of these countries’ taxpayers. Moreover, the apartheid regime’s policy of destabilisation and the wrath that

neighbouring countries incurred for supporting anti-apartheid forces did a lot to derail these countries' development plans. Others suggest that since expanded co-operation within the SADC countries is government policy, it would be counter-productive to terminate all subsidies to students from these countries.

To conclude, this overview of the policy dilemma of international students in South Africa makes several recommendations:

- The implications for education policy of South Africa's commitment to development in southern Africa must be clearly defined. As a SADC signatory, South Africa's room for unilateral action is not unfettered. A clear indication of the real benefits to both sides of hosting SADC students is crucial.
- South Africa and other SADC member states need to forge an educational agreement whereby South Africa will commit itself to paying subsidies for a fixed quota of students from the SADC region. It may not be financially prudent for South Africa to assume financial responsibility for all SADC students at South African institutions.
- Revision of the fees and subsidy policy must be informed by all interest groups and by international trends. The absence of a national coherent fees and subsidy policy is bound to foment tension not only between international and South African students but also between the institutions themselves. The position of long-distance education institutions and their foreign-based clients must also be clarified.
- Enrolling international students at tertiary institutions is a matter of principle and must continue. Clear and coherent policies regulating the admission of international students at South African institutions are needed. These should conform with policies governing international students in other parts of the world. Unnecessarily punitive legislation, which looks like a policy of discouragement making international students feel unwelcome and victimised, must be revised.
- The withdrawal of state subsidies from international students should be tempered with a knowledge of the hardships and problems some students may face as a result of such policy.
- There is a danger that the removal of subsidies from international students is seen as a lasting solution to the funding woes of universities and technikons. Massification of the education system is the real challenge. The actions of the government must be clearly defined to reconcile the conflicting imperatives of redress and diminishing resources.

INTRODUCTION

By its very nature, university education demands the transcendence of all boundaries, be they physical, cultural, real or imaginary. It is transnational, transcontinental and transcultural. Many in its pursuit travel the length and breadth of the earth to gain new and enriching experiences. Universities have an international responsibility as generators of new knowledge for the international community. Their fundamental role is the pursuit of truth and the advance, growth and dissemination of knowledge.

While maintaining their primary mission of the advancement of knowledge, universities continue to take on a far more global mission of education and training. There is increasing emphasis on the internationalisation of academia now that the world is rapidly becoming a global village. It is imperative that universities adapt to survive. The drive to internationalise higher education has now permeated South African society as evidenced by the recent formation of the International Education Association of South Africa

The university is both global and universal, local and regional. The issue of foreign or international students at South African tertiary institutions must be seen in terms of the universal nature of university education and the desirability of international cross-pollination. South Africa also needs to take cognisance of the fact that although universities are international, they are also integrated into a given society and region and social, political and economic system. All these factors affect their activities and dictate in large measure the nature of their mission. The challenge for South African institutions is to balance such international imperatives with the demands imposed on them by local social, economic and political conditions.

THE BOUNDARIES OF “FOREIGNNESS”

Although the term “foreign student” is a legitimate one, in South Africa it is assuming increasingly negative connotations. Many countries now refer to non-local students as international students. This is the preferred terminology in this paper.

In 1996, a total of 13 606 international students were studying at South African universities and technikons, up from 4 489 in 1992 (Table 1). Half of these students came from southern Africa, and a quarter from Europe. The greatest proportional increases in student enrolment have come from European and Asian countries. Perhaps surprisingly, the proportion of students from Africa outside SADC has

actually fallen, despite a small increase in overall numbers. The number and proportion of international students varies considerably from university to university with Unisa having the highest absolute enrolment. Enrolment also varies considerably from province to province with the highest concentrations in Gauteng and the Western Cape.

Of the total enrolment at South African universities and technikons, approximately 45% were distance tuition students. Sixteen percent were undertaking postgraduate studies. At the University of Cape Town (UCT) alone, 9.5% of the total enrolment for 1996 was international students of which 434 were postgraduates. Students from the SADC (excluding South Africa) account for 50% of all international students. Within the SADC region, Zimbabwe, Namibia and Lesotho send the greatest numbers of students to South Africa. In 1996, 57% of the 6 819 SADC students emanated from Zimbabwe and 21% from Namibia (Table 3). These general patterns are duplicated at the University of Cape Town, with the exception of Mauritius, which is the second most important SADC source (Tables 2 and 4). Also, UCT has a higher than average proportion of SADC country students (see Appendix A for more detailed data on UCT enrolments).

Source Region	1992		1996	
	No	%	No	%
Southern Africa	2 400	53.5	6 819	50.1
Rest of Africa	1 259	28.0	1 755	12.9
Europe	486	10.8	3 294	24.2
Asia	199	4.4	1 177	8.7
North/South America	129	2.9	430	3.2
Australasia	16	0.4	131	0.9
Total	4 489	100.0	13 606	100.0

Source: Department of Education

Source Region	1997		1998	
	No	%	No	%
Southern Africa	1 064	65.1	1 211	65.7
Europe	267	16.4	299	16.2
Rest of Africa	114	7.0	122	6.6
North/South America	89	5.5	118	6.4
Asia	84	5.2	76	4.1
Australasia	13	0.8	8	0.4
Other			9	0.5
Total	1 631	100.0	1 843	100.0

Source: International Academic Programmes Office, UCT

Country	No	%
Zimbabwe	3 863	56.7
Namibia	1 400	20.6
Lesotho	446	6.5
Swaziland	431	6.3
Botswana	245	3.6
Zambia	160	2.3
Malawi	136	2.0
Mozambique	123	1.8
Angola	15	0.2
Total	6 819	100.0

Country	Undergraduate		Postgraduate		No	%
	No	%	No	%		
Zimbabwe	414	43.1	95	37.8	509	42.0
Mauritius	154	16.1	24	9.6	178	14.8
Lesotho	69	7.2	30	12.0	99	8.2
Namibia	72	7.5	23	9.2	95	7.8
Botswana	69	7.2	25	10.0	94	7.8
Swaziland	72	7.5	12	4.8	84	6.9
Zambia	26	2.7	20	7.9	46	3.8
Angola	32	3.3	1	0.4	33	2.7
Malawi	21	2.2	7	2.8	28	2.3
Mozambique	23	2.4	5	1.9	28	2.3
Tanzania	6	0.6	6	2.4	12	1.0
DRC	2	0.2	3	1.2	5	0.4
Total	960	100.0	251	100.0	1 211	100.0

Source: International Academic Programmes Office, UCT

The numbers of students wishing to study in South Africa (and South Africans wishing to go abroad) is heavily dependent on exchange rates. Most African countries (with the obvious exception of Botswana) have weaker currencies in comparison with the rand. For most African students a South African university education is not a cheap option.

Students from Europe and North America can, however, have a relatively cheap education in South Africa owing to the weaker rand compared to their currencies. The disadvantageous rand exchange rate also means that very few South African students have been able to go and study in developed countries.

Within the higher education sector, the definition of a foreign student is consistent with that used by the South African Department of Home Affairs. According to this definition, a foreign student is anyone

who is not a South African citizen, not a permanent resident and does not have diplomatic exemption. Most universities and technikons subscribe to the same definition in deciding who should and should not get subsidies from the government.

The definition of foreignness is, however, malleable and susceptible to manipulation. An examination of what is factored into the definition of a foreign student for the purpose of state subsidies is therefore crucial.

It is clear that an individual's residence status and country of birth are the overriding factors defining a foreigner. This is a functional and instrumental definition of foreignness. Citizenship and residence status are both appealed to as resources which are used to exclude or give students access to subsidies.

The situation is more complex than it appears on the surface and there is evidence to suggest that the definition is also economically and politically constructed. The real issue is not foreignness per se nor the crossing of international boundaries. For example, some students who cross international boundaries are not perceived as foreigners by some local students.

The foreign clientele of South African tertiary institutions consists broadly of two types: (a) students from the developed world and (b) those from the less developed African countries. Many of the former group constitute an almost invisible category of international students. They can afford to pay their fees and are therefore not seen as a financial threat to and by the local students. The group also includes many white students from less developed countries (including countries such as Zimbabwe).

Foreign students who have difficulty making ends meet and who compete for local resources are often a source of tension between a section of largely black South African students and black students from neighbouring African countries. The South African students feel deprived and invoke their citizenship or South Africanness. They stress the foreignness of their competitors and seek to remove them from the equation. They even blame their deprivation on "the other", on the "foreign" student who does not belong.

"Foreignness" in higher education has thus sometimes been redefined to focus on competition for scarce resources. South African black students and staff expect to be the primary beneficiaries of the new government's equity focus. But the very nature of higher education has to focus on merit or excellence and thus South African blacks feel vulnerable to being overlooked for postgraduate placing and other employment opportunities in higher education because of competition from better prepared black students from other parts of Africa who were not victims of Bantu Education.

A “South Africans-only” approach now resonates throughout the drive to restructure the allocation of state subsidies to students. The approach also reifies the differences between international and local students by pitting two communities against each other. One is South African, largely black, historically disadvantaged and deprived. The other, also largely black and African, is foreign and supposedly parasitic. The latter have supposedly added to the aggressive competition for dwindling resources.

In 1996, the international student body of the UCT numbered 1 522 (9.5% of total enrolment). This cohort can be divided into four categories (each with a certain level or degree of “foreignness”):

- international students applying for residence (Table 5);
- international students with temporary residence (Table 6);
- international students registered at the university but not resident in South Africa (Table 7); and
- South African citizens, who are permanent residents of other countries and only come to South Africa as visitors and for purposes of education (Table 8).

Citizenship and residence status are used strategically to gain access to benefits and resources that only some students can enjoy. Some rights and benefits are reserved for citizens and other foreigners who satisfy certain criteria. This explains why South African citizens who are permanent residents of other countries can still enjoy state-subsidised education at South African institutions.

The subsidisation of international or non-resident South African

TABLE 5: UCT INTERNATIONAL STUDENTS APPLYING FOR RESIDENCE, 1996

	Undergrad total	Undergrad home outside SA	Postgrad total	Postgrad home outside SA	Total all students	Total home outside SA
Non-SADC	331	285	203	155	534	440
SADC	207	197	63	58	270	255

TABLE 6: INTERNATIONAL STUDENTS WITH TEMPORARY RESIDENCE, 1996

	Undergrad total	Undergrad home outside SA	Postgrad total	Postgrad home outside SA	Total all students	Total home outside SA
Non-SADC	683	571	318	178	1 001	749
SADC	574	525	135	96	697	621

TABLE 7: UCT-REGISTERED INTERNATIONAL STUDENTS NOT IN SOUTH AFRICA

	Undergrad total	Undergrad home outside SA	Postgrad total	Postgrad home outside SA	Total all students	Total home outside SA
Non-SADC	23	19	33	30	56	49
SADC	22	18	17	16	32	34

TABLE 8: SA STUDENTS AT UCT WITH PERMANENT RESIDENCE IN OTHER COUNTRIES

Undergrad total	Undergrad home outside SA	Postgrad total	Postgrad home outside SA	Total all students	Total home outside SA
74	41	40	27	114	68

students would appear to be a contradiction in terms. They or their non-resident parents represent a brain drain and contribute not to the South African economy but to that of their adopted countries. However, even if citizenship were not enough to make them eligible for government subsidies, South African students who are permanent residents of other countries would still be eligible for subsidies in South Africa because they are nationals of a SADC member state, South Africa.

Further complicating the already problematic determination of foreignness is the cumbersome definition of what constitutes a neighbouring country. For the purposes of state subsidies to international students, a diplomatically, economically and politically constructed definition is used. Thus South Africa's neighbouring countries are not only Botswana, Swaziland, Lesotho, Mozambique, Namibia and Zimbabwe, countries with which she shares common borders, but all the other SADC member states.

The implications of this for continued state expenditure on the education of international students are profound. According to UCT's 1996 enrolment figures for international students, 48% were from the SADC countries, beneficiaries of preferential treatment with respect to the withdrawal of subsidies from international students.

If education is to be considered the export commodity which it surely is, then long-distance international students must come into the fold. Unisa and her sister institutions will have noted with concern that proposed changes to the fees and subsidy structure concentrate on residential universities, with an emphasis on available places, to the exclusion of the position and unique role of distance teaching. A significant portion of Unisa's clientele is foreign. To this category can be added international students who are registered at residential institutions but remain in their respective countries and only occasionally visit for consultation. These are mostly postgraduate students, although there is the odd undergraduate too.

Over the last decade, tertiary education has become a major global export commodity. Approximately a million and a half students travel overseas for their education every year. Of these, about 22% come from Asia and the Pacific Rim, 17% from North America and 14% from Europe. This is a phenomenon which presents host institutions with attractive financial gains and various problems. In the United States, the 458 000 international students contributed more than \$7 billion to the economy in 1997, according to the Institute of International Education. Canada, which already has 95 000 international students, is planning to set up 25 education information centres at Canadian consulates worldwide to provide information on educational opportunities

in Canada. Canadian universities are even recruiting in the United States where tuition fees are higher and campuses less safe. Australia, New Zealand, the United Kingdom and Japan are also marketing their universities abroad.

CHANGES IN VISA AND STUDY PERMIT POLICIES

A revised policy on the admission of international students to South African tertiary institutions was introduced in 1995 (Appendix D). Previously, international students could not be admitted for undergraduate or pre-diploma study. Exceptions were made if the intended fields of study of applying students were not offered in these students' countries of origin.

The new admissions policy and people's curiosity about South Africa's new democracy combined to make its tertiary institutions attractive to international students. The UCT International Academic Programmes Office is inundated with requests from foreign institutions to set up exchange or semester programmes for paying international students.

Pursuant to the revision of the policy, the Department of Home Affairs left the admission of international students to the discretion of the respective institutions. It has recently been determined that a quota of 10% of the total number of students admitted to specialised or selection courses could be foreign. The change of policy has significant implications for South African tertiary institutions. In a way, this is a recognition of the financial and cultural benefits to be gained from international students.

The biggest problem facing international students is the acquisition of study permits and visas. The situation is made worse by the fact that in South Africa all foreigners are increasingly being perceived as actual or potential "illegal immigrants". In this climate, immigration policies affecting international students are indiscriminately and unnecessarily punitive.

The entry of non-citizens who wish to study in South Africa is governed by the Department of Home Affairs (see Appendix B and D). The overriding consideration in processing an application for study permit is that no "foreign student" should displace or be admitted to a local institution at the expense of a South African student. This is another instance of the South Africans-only approach in the drive to achieve an acceptable allocation of educational resources.

Proof of adequate funds to support the student during his/her stay in South Africa and to cover at least one year's tuition fees (or proof of a bursary) is a prerequisite. In addition, a cash deposit or bank guarantee

to defray possible repatriation and incidental costs prior to consideration of a study permit must be arranged.

Provision for the issue of study permits is made under Section 26(1)(d) of the Aliens Control Act (Act 96 of 1991), as amended, which stipulates that a study permit may be issued to an "alien" who applies for permission to enter and temporarily sojourn in the Republic as a student. In terms of Section 26(2)(a) of the same act, application for a study permit may only be made from outside the Republic and prospective students are not allowed to enter the Republic without a valid permit. A fee of R360 is levied on study permits for renewal and for applications for a change of permit conditions. (In 1999 this was increased dramatically to R1200.) In addition, international students are also required to show proof of medical cover when they apply for study visas.

International students have legitimate reasons to feel aggrieved by some of the recent policy and legislation. Empathy is needed on this issue: the spectre of repatriation haunts them throughout their student life and the repatriation arrangements they are required to make in advance compound their anxiety. International students understandably fail to divorce these measures from the more stringent and punitive ones designed to halt the influx of "illegal immigrants". The feeling among some of them is that the Department of Home Affairs is pursuing a policy of discouragement. They feel that the legislation is not only unnecessarily punitive and deliberately designed to break their spirit but also tinged with xenophobia.

Judging from the international students' grievances made known to us through the Foreign Students Group (FOSAG) at UCT, it would appear that their relationship with the Department of Home Affairs is silently and latently acrimonious. International students expect their host institutions to negotiate better deals with the department on their behalf. University authorities' failure to secure favourable deals for their international students has the unfortunate consequence of being perceived as collusion with the department.

THE PROPOSED FEES STRUCTURE AND SUBSIDY FORMULA

Until and including 1996 international students were subsidised by the South African government to the same extent as South African students. It was estimated that the cost to South African taxpayers of subsidising international students at universities and technikons was about R96 million for the 1995/96 financial year. In 1996 it cost the government about R14 000 a year in subsidies for an undergraduate student.

Legitimate questions are being asked about the wisdom of continued state subsidies to international students while South African students are

in dire need of financial aid. This practice has been likened by some to a mother who feeds her neighbour's children with the little food she has while her own are starving to death. The temptation exists for people to take the analogy literally and whip up emotions, especially when the catch-phrase is "our people first". It is a persuasive and appealing one, but simplistic too as it fails to take into account the issue's complexity.

Several considerations have helped to shape the interim subsidy formula. Continued subsidies to some international students have had to be motivated for and various arguments have been advanced to support the continuation of preferential treatment. However, there is still no coherent policy in place for all South African institutions.

The contentious issue of state subsidies has been dealt with extensively within the tertiary education sector. What is not a subject of debate is the fact that the new admissions policies and continued state subsidies will have the effect of encouraging the influx of international students to South Africa and put additional strain on the South African government and the country's finite pool of resources.

There is general agreement that the subsidisation of international students at the expense of South African taxpayers and students cannot be allowed to continue. However, it is the opinion of most people involved in the formulation of the interim formula that withdrawal of subsidies must be carried out with great sensitivity and that a coherent national policy needs to be formulated to guide the process and make it as painless as possible for all stakeholders.

In support of continued subsidies to SADC students, one argument promulgates the advantages for South Africa of providing educational opportunities to neighbouring countries within a Southern African economic framework. This is certainly the sentiment behind the SADC Education Protocol, of which South Africa is a signatory (Appendix B).

The local rationale of this "politics of indebtedness" argument is that South Africa owes its neighbouring countries an incalculable debt of gratitude for their invaluable contribution to the demise of apartheid forces. It is further argued that many exiled South Africans were also educated in these countries at the expense of their taxpayers. Moreover, the apartheid regime's policy of destabilisation and the wrath neighbouring countries incurred for supporting anti-apartheid forces did a lot to derail these countries' development plans, especially those countries that share a common border with South Africa.

An extension of this argument is that since expanded co-operation within the SADC countries is government policy, it would be counter-productive to terminate all subsidies to students from these countries.

All things considered, the following categories of students are likely to continue to be subsidised:

- Students from the SADC region. The proposed subsidy level for undergraduate and pre-diploma students from this region would be 80% of the corresponding amount to South African students. It is the opinion of most that the subsidy level for this category should not go below this.
- There is unanimity that all international postgraduate and post-diploma students should continue to receive state subsidies to the same extent as South African students. The argument is that they enrich the academic activities of universities and technikons.
- Students with permanent residence status will continue to be subsidised to the same extent as South African students. Most students with permanent residence are originally from developed countries (about 500 of the total of 549 at UCT). This reduces the institutions' ability to charge international fees.
- Children of diplomatic representatives in South Africa will, according to diplomatic custom, be subsidised in the same way as South African students.
- Exchange students will also be exempt from payment of full fees since hosting them will not involve any additional costs as South African students with whom they would be exchanging will have their subsidies paid for them by their hosts.
- International students already in the system will continue to be subsidised with a view to phasing this out over a three-year period. The argument is that it is unfair to ask students to pay increased fees at short notice. Notably, the new subsidy formula does not make provision for non-resident international students who are registered at residential institutions. It also does not make provision for international students registered with long-distance institutions such as Unisa.

Since the 1997 academic year, the University of Cape Town began charging international undergraduates a premium fee of US\$3 250 (about R16 250) in addition to the academic fees. This amount will be charged to international undergraduates who are not permanent residents of South Africa, those who do not have diplomatic exemption and are not nationals of or residents in SADC countries. SADC students are exempt from this premium fee. It was also not charged in 1997 to students who were registered in 1996 for degrees or diplomas at UCT and who were continuing with the same degree or diploma. Also exempt were international students who were registered in 1995 for a UCT degree or diploma and who had received an official long leave of absence from studies for 1996. Although this premium fee did not apply to postgraduate degree and diploma programmes in 1997, it is intended

that it will be levied in 1998 on postgraduate programmes that are not entirely research based. The premium will cover the subsidy loss and additional administration costs associated with international students. There are also other non-academic costs which are needed to complete an overseas package such as accommodation, food and living costs for which international students will have to pay more.

The other problem is that state subsidies by their very nature, particularly from the students' point of view, are an invisible government contribution. Already students feel that the fees they are paying are ridiculously exorbitant and to suggest that what they are struggling to pay now is only a fraction of what is required for their education sounds ludicrous. Aggrieved international students see the withdrawal of subsidies as a deliberate attempt to make fees prohibitive and exclusionary or that it is another of South Africa's thinly disguised excuses and a convenient instrument to curb the influx of international students.

However, it must be made clear what the benefits of the removal of subsidies are going to be for South Africa. For example, applying the proposed formula (which has been agreed upon by the various stakeholders) to UCT's 1996 enrolment figures indicates the benefits to be accrued from the change of policy.

Had the policy been applied in 1996, only a minority would have been asked to pay their full fees. The state would still have differentially subsidised the majority who had varying degrees of exemption (Table 9).

TABLE 9: SUBSIDY EXEMPTION CATEGORIES	
Postgraduate students	434
SADC students (excluding above postgrads)	801
Students with permanent residence (excluding postgrads)	393
Total	1 628

COMPARATIVE DATA

The route South African institutions are embarking on with regards to differential fees and withdrawal of subsidies for international students is, in fact, long overdue – and consistent with trends at other international institutions.

At US universities, the number of international students admitted is limited and applicants are reviewed on a comparative basis. Submission of all required credentials does not guarantee admission. Because of the diversity of their catchment area, English language proficiency is a requirement at most universities. Consequently there are requirements to be completed upon enrolment. These are, of course, students whose home language is not English and who need to learn English for academic purposes. International students are expected to take an English

examination given during the international student orientation programme. They are also required to take the recommended English course during the first semester. All international students are also required to purchase health insurance each semester.

If an applicant is admitted and all requirements have been met, the applicant is issued an I-20 form (a certificate of eligibility for non-immigrants, called “F-1” student status). This is the equivalent of a study permit in South Africa. The difference is that in South Africa study permits are issued by the Department of Home Affairs while in the US they are issued by the respective institutions.

An I-20 form will not be issued before all requirements are met, viz, taking the test of English as a foreign language (TOEFL) and attending an “English as a second language” school in the US. Applicants must wait for the I-20 from their prospective university before leaving their home countries. Students are expected to attend the same institution that issues the I-20 although provision is made for students wishing to transfer from one university to another.

To be eligible for the I-20, applicants must have been admitted to a US university and enrolled in a full course of study. Documentary evidence proving that the applicant has the financial ability to support his/her living and studying expenses for the full length of the programme must be provided. Long Island University is one of the most expensive in the US with the prospective international student needing approximately \$23 000 (about R115 000) to cover expenses for the 12-month calendar year. Long Island insists that some students complete a health form and provide an immunisation record before they are given an I-20. The applicant’s doctor must verify that he/she had two measles vaccinations and one each of mumps and rubella. The measles vaccinations must have been given 30 days apart.

The significant difference between South Africa and the US is that the latter has a differential fee structure for local students. There are in-state and out-of-state fees. At Indiana University the fees for an Indiana resident are \$9 855 and \$16 985 respectively. International students are treated as non-residents and pay the same amount paid by American students from other states in the US. Students on non-immigrant visas need an additional \$4 000 for living expenses during holiday breaks, summer vacation and for mandatory health insurance.

In the US, immigration regulations prohibit off-campus employment for international students. Applicants therefore cannot rely on employment as a means of support while registered at a university. At the University of Amsterdam, international students are allowed to work full-time in June, July and August. From September to May international students are allowed to work only 10 hours per week.

THE CHALLENGE OF MASSIFICATION

The real challenge for South African tertiary institutions is that posed by the massification of higher education. The system of education in South Africa has hitherto been elitist and exclusionary. The massification process – the transition from an elite to a mass-based education system – entails increased participation and greater expenditure. The most important aspect of this transition is that increasing numbers of students from financially disadvantaged backgrounds are not only seeking admission to universities and technikons but also expecting the government to foot the bill.

It is crucial that tertiary institutions respond decisively and efficiently to the demand for tertiary education from the home front without sacrificing or abandoning their obligation to neighbouring countries and their international duty. International students are an integral part of any internationally recognised institution. It is therefore crucial that South African institutions balance their duty to the global village with the demands imposed on them by a local, unevenly educated citizenry – the devastating legacy of apartheid education.

Universities and technikons have to grapple with the imperatives of redressing the inequalities of apartheid and restructuring existing provisions and resources in order to meet student demand. The university is no longer the preserve of a few privileged students. The goals of equity to which South African institutions have so often expressed rhetorical commitment entail huge financial costs which are sometimes too difficult to be borne by society, even in South Africa where education is a priority.

The South African state has committed itself to educating more and more people while its resource base is growing narrower and narrower. The tertiary education sector is currently experiencing the tension between rising numbers of students requiring sponsorship and a finite pool of public resources.

Global trends show that rapid growth in student enrolment is often experienced without a corresponding increase in public resources allocated to tertiary education. South Africa is repeating this pattern.

Universities and technikons all over the country have been affected by government subsidy cuts. UCT, for example, was originally allotted 59.04% of its allocated formula funding in 1997 as opposed to 66.39% in 1996. However, this figure was later revised and went up to 63.08%. Institutions also receive funding from the Tertiary Education Fund of South Africa (TEFSA). At UCT this money is earmarked for student financial aid. The TEFSA allocation to UCT for 1997 stayed the same

as in 1996 despite increasing numbers of students in need of financial aid.

The education sector is grossly under-funded. The scramble for funds in South African higher education has the potential to deepen the historical divide between institutions and their stakeholders. University managers have their work cut out for them. They must ensure that these divisions do not get any worse by finding alternative forms and sources of raising funds. The costs associated with greater participation in higher education and redress of current inequalities will have to be met from a strategic mix of funding sources. These include increased private sector contributions, premium fees for international students (which some universities have already introduced) and withdrawal of subsidies from international students.

An opportunity also exists for South African institutions to aggressively exploit the favourable conditions they offer and convert demand for their places by international students from developed countries into tangible financial gains. If sensibly managed, this category of student has the potential to yield significant financial rewards for the host institutions. However, the possible economic and social advantage for South Africa in hosting and subsidising some international students must be balanced against the relatively limited number of places available at South African institutions.

Universities and technikons certainly need to retain the confidence of their foreign clientele. International students have always voiced concerns about what they perceive to be punitive immigration controls through their respective host institutions.

Some legislation by the Department of Home Affairs has given rise to effects which contradict some of the principles and ideals individual institutions treasure and stand for. Most institutions have expressed commitment to ridding their campuses of all forms of discrimination. According to new legislation, international students can only be employed in areas which have a direct bearing on their studies. The legislation makes perfect sense as it seeks to make more opportunities available to South African students.

The down side of that, however, is that if international students are going to be excluded from certain forms of employment offered by universities and technikons they are attending, then that is discrimination on the basis of their nationalities. This has the unfortunate effect of making university authorities appear to be hypocrites who cannot live up to the rhetoric of their mission statements.

The cosmopolitan nature of South African tertiary institutions and the multiculturalism inherent in diversity give these institutions an opportunity to show their tolerance of other cultures. The character of

one's own culture can only be recognised by being exposed to and juxtaposed with foreign cultures.

In the wake of what international students are increasingly beginning to perceive as xenophobic rhetoric and discriminatory behaviour by all and sundry, and at a time when the term "foreign" is beginning to assume negative overtones, South African universities and technikons must remain havens of tolerance and embrace heterogeneous discourses and cultures.

Xenophobic sentiments feed on perceived and real differences and prey on feelings of deprivation; supposedly deprivation caused by the other, the international student who does not belong. The stage is set for tension to mount and the challenge for university and technikon administrators is to manage that tension creatively.

The dichotomy between developed and less developed countries with respect to students' ability to pay their fees is slightly flawed and warrants exploration. The assumption that all international students from developed countries are able to pay full fees is not entirely correct. It fails to take into account the fact that there are some students from less developed countries who can afford to pay their full fees and some from developed countries who cannot afford to pay more than the subsidised fees they are paying now.

Generally, university fees at US universities seem very high and for some foreign students South African universities and technikons represent their only hope of getting the education and training they need. Not all students from developed countries are motivated by a sense of adventure to study at an African university. For some it is a necessity more than a luxury.

POLICY IMPLICATIONS

South Africa's role in Africa and especially its commitment to development in southern Africa (SADC countries) must be clearly defined. The crucial question for South Africa is whether the political, social and economic benefits of being a SADC signatory tally with the costs which are incurred by hosting students from these countries. A clear indication of the real benefits to be accrued is crucial.

It may be necessary to forge an educational agreement whereby South Africa will commit itself to paying subsidies for a fixed quota of students from the SADC region. Beyond that quota other member states should be responsible for the additional costs of subsidies. It may not be financially prudent for South Africa to assume financial responsibility, though partial, of all SADC students at South African institutions.

Statistics suggest that students from the SADC region contribute about 50% of South African tertiary institutions' foreign clientele. The financial implications of this must be considered.

Revision of the fees and subsidy policy must be informed by all stakeholders and by international trends. This policy must also be tempered with the prevalent social, economic and political conditions on the home front. The absence of a national, coherent fees and subsidy policy is bound to foment tension not only between international and South African students but also between institutions themselves. The position of long-distance education institutions and their foreign-based clients must also be clarified.

Enrolling international students at tertiary institutions is a matter of principle and must continue. It is for this reason that clear policies regulating the admission of international students at South African institutions must conform to policies governing international students in other parts of the world. Unnecessarily punitive legislation which seems like a policy of discouragement must be revised.

The withdrawal of state subsidies, if accompanied by a commensurate increase in fees, would contribute to the hardships that exist for some international students. Given the difference in resources between students from developed and less developed countries, the possible withdrawal of state subsidies should be tempered with sensitivity for students from less developed areas. There is a danger that the removal of subsidies from international students is seen as a lasting solution to the funding woes of universities and technikons. Clearly, massification of the education system is the real challenge. The actions of the government must be clearly defined to reconcile the conflicting imperatives of redress and diminishing resources.

APPENDIX A:
INTERNATIONAL STUDENTS REGISTERED AT UCT 1997 AND 1998

1997		
TOTAL: 1630	1107 Undergraduate	523 Postgraduate
% International students of total student body		10.75%
International female students as % of total female students		9.3%
International male students as % of total male students		11.3%
1998		
TOTAL: 1845	1235 Undergraduate	610 Postgraduate
% International students of total student body		11.66%
% International students of total undergraduates		9.98%
% International students of total postgraduates		13.25%
Male/Female proportion	males 63%	females 37%

International students per faculty:		
	1997	1998
Arts	147	148
Commerce	346	357
Education	28	40
Engineering	311	347
Fine Art & Architecture	111	129
Law	85	107
Medicine	140	141
Music	18	25
Science	209	203
Social Science & Humanities	312	352
<i>Note: excluding semester/study abroad students</i>		

SOURCE COUNTRIES OF INTERNATIONAL STUDENTS						
Country	Undergraduate		Postgraduate		Total	
	1997	1998	1997	1998	1997	1998
SADC countries						
Angola	13	32	2	1	15	33
Botswana	58	69	19	25	77	94
Democratic Rep. of Congo		2		3		5
Lesotho	68	69	26	30	94	99
Malawi	18	21	7	7	25	28
Mauritius	152	154	22	24	174	178
Mozambique	25	23	2	5	27	28
Namibia	66	72	19	23	85	95
Swaziland	62	72	13	12	75	84
Tanzania	5	6	4	6	9	12
Zambia	18	26	14	20	32	46
Zimbabwe	359	414	92	95	451	509
Total SADC	844	960	220	251	1064	1211
Europe						
United Kingdom	12	7	17	33	29	40
Germany	37	34	78	78	113	112
Scandinavia		24		23		47
Rest of Europe	78	52	47	48	125	100
Total Europe	127	117	140	182	267	299
Other						
Africa	48	47	66	77	114	122
USA	29	50	32	33	61	83
Canada	6	4	16	24	22	28
People's Rep. of China	4	4	13	12	17	16
Taiwan	20	21	3	3	23	24
India, Indian Ocean	15	11	11	6	26	17
Pacific Rim	2	6	9	10	11	16
Australia/New Zealand	3	1	10	7	13	8
Middle East	4	2	2	1	6	3
South America	5	6	1	1	6	7
Not Specified		6		3		9

Source: International Academic Programmes Office, UCT

APPENDIX B: CURRENT TECHNIKON GUIDELINES FOR THE ADMISSION OF INTERNATIONAL STUDENTS

Most educational institutions provide their own interpretations of current government policy on the admission of international students. SAMP reproduces here, for informational purposes, a set of typical guidelines used by various technikons in order to illustrate the highly bureaucratised nature of the process.

GENERAL

The Department of Home Affairs governs the entry and sojourn of foreigners who wish to study in South Africa. In recognition of cross-cultural and academic stimulation and in view of the economic interdependence of South Africa and other African countries, the Department has left the admission of a limited number of foreign students to local residential universities and technikons, at both undergraduate and post-graduate level, to the discretion of the respective institutions. The mere fact, however, that a student is accepted by an educational institution does not automatically imply that he/she will be issued with a study permit and it is therefore imperative that a prospective student await the outcome to an application for a study permit outside South Africa.

The overriding consideration in dealing with an application for a study permit is that no foreign student may displace a South African student at a local educational institution. It should, however, be borne in mind that foreign students are subsidised by the South African government to the same extent as South African students and it is therefore important that foreign students do not compound the institution's budgetary problem by an accumulation of outstanding fees. The Department of Home Affairs consequently requires proof of adequate funds to both support the student during his/her stay in South Africa and to cover one year's tuition fees (or proof of a bursary). In addition a cash deposit or bank guarantee to cover possible repatriation costs is also needed prior to consideration of a study permit.

PROCEDURES TO BE FOLLOWED BY A FOREIGNER WISHING TO STUDY AT OUR TECHNIKON

The prospective student must formally apply for a study permit at the South African foreign office in his/her country of residence/origin and await the outcome of the application there before finalising travel arrangements to South Africa. The prescribed form B1-159, duly completed, must be accompanied by the following:

- A letter of motivation setting out the reason why at a South African educational institution is desired.
- A letter of provisional admission (example attached) from the educational institution concerned as well as details regarding arranged accommodation.
- Proof that the applicant is in a financial position to pay tuition fees and has adequate means of support for the full duration of the period of study.
- A cash deposit or bank guarantee in an amount equivalent to the cost of a return ticket to the applicant's country of origin/residence for repatriation purposes should this become necessary or forfeiture to the State if study permit conditions are not complied with.
- A written undertaking by the applicant that he/she will return to his/her country of residence or origin on completion of the specific course indicated.
- A travel document (passport) valid for at least one year.
- A medical report and particulars regarding medical cover.
- The amount of R460,00 for the study permit.

Foreign students may be admitted at the technikon but not at the expense of a South African student. A foreign student must submit a study permit before he/she can be fully registered. A student can only be registered at the technikon for a particular period of study as indicated on the study permit.

The technikon should determine a quota for foreign students to be accommodated for a particular year or semester.

To obtain a study permit from the Department of Home Affairs, the following steps/actions must be followed: (see table opposite).

The study permit procedure must be communicated to all foreign students on receipt of their request for application forms for admission to the technikon or on receipt of their application forms.

PROCEDURES TO BE FOLLOWED BY FOREIGN STUDENTS PARTICIPATING IN APPROVED INTERNATIONAL EXCHANGE PROGRAMMES.

Such students are exempted from the requirement to provide the aforementioned documentation referred to above. In this instance, however, the duly B1-159 must be accompanied by the following:

- A letter of provisional admission from the relevant educational institution.
- A letter of endorsement by the sponsor (eg Rotary students, government).
- A letter of confirmation by the guardian in South Africa (where applicable).

No	Step/Action/Document	Person responsible	When
1.	Determine quota per qualification	Vice-Rector (Academic)	Year preceding enrolment
2.	Submission of duly completed application form B1-159 at South African foreign office in country of residence or origin.	Student/Applicant	Year/Semester preceding Year/Semester of registration
3.	A letter of motivation setting out reasons why study at a South African educational institution is desired.	Student/Applicant	Year/Semester preceding Year/Semester of registration
4.	Proof that the applicant is financially in a position to pay tuition fees and has adequate means of support.	Student/Applicant	Year/Semester preceding Year/Semester of registration
5.	A cash deposit or bank guarantee equivalent to the amount of a return ticket to his/her country of origin or residence for repatriation purposes should this become necessary or forfeiture to the State if study permit conditions are not complied with.	Student/Applicant	Year/Semester preceding Year/Semester of registration
6.	A written undertaking by the applicant that he/she will return to his/her country of residence or origin on completion of his/her studies.	Student/Applicant	Year/Semester preceding Year/Semester of registration
7.	A medical report	Student/Applicant	Year/Semester preceding Year/Semester of registration
8.	In the case of minor permission of both parents to study in RSA	Student/Applicant	Year/Semester preceding Year/Semester of registration
9.	Confirmation of provincial acceptance by the educational institution concerned.	Registration Department	September
10.	Details regarding accommodation.	Student Affairs Department	September
11.	Print list of foreign applicants.	Registration Department	August
12.	Selection of foreign students	Academic Staff	August
13.	Inform the Department of Home Affairs of final registration or non-registration of foreign students.	Registration Department	During registration
14.	Letter of provisional admission of foreign student (copy attached)	Registration Department	During registration
15.	Print list of all foreign students.	Registration Department	After registration
16.	Submission of Section 33 returns	Registration Department	On request of Department of Home Affairs/September
17.	Renewal of study permit	Student	January/March
NB: The application form for a study permit from the Department of Home Affairs must be accompanied by documents 3-10.			

- A return ticket.

The documents must be submitted to the South African foreign office in his/her country.

PROCEDURES TO BE FOLLOWED FOR THE RENEWAL OF A STUDY PERMIT

A study permit will be valid for approximately twelve months. For consideration of the renewal of a study permit at the nearest regional or district office of the Department of Home Affairs, the following documents must accompany the duly completed application form B1-159:

- Proof of a repatriation guarantee in the form of a receipt covering the initial cash deposit or non-negotiable bank guarantee lodged upon entry. Students having been in the country before the implementation of the Aliens Control Amendment Act may submit the customary repatriation undertaking.
- A letter of provisional admission from the educational institution.
- A progress report.
- Any document referred to in the second item above as may be called for.

MONITORING

Due to the possible financial and other implications of this policy, the technikon is required to monitor the registration of foreign students and keep record of the following:

- the number of foreign students per institution, school and programme,
- level of study,
- country of origin,
- payment arrangements.

Immigration offices from the Department of Home Affairs are required to visit institutions on a regular basis to ensure that no students are enrolled without the necessary permission of the Department. If we are in contravention of the departmental prescription, the institution will be dealt with in an appropriate manner.

TUITION FEES

Tuition fees for foreign students who register at the Technikon, will be double normal tuition fees. The Department of Home Affairs has indicated that this policy has been implemented with effect from the beginning of 1996.

Source: Knotts Research Consultancy

APPENDIX C: PROTOCOL ON EDUCATION AND TRAINING IN
THE SOUTHERN AFRICAN DEVELOPMENT COMMUNITY
(SADC)

PREAMBLE

CHAPTER ONE: DEFINITIONS

ARTICLE 1: DEFINITIONS

CHAPTER TWO: PRINCIPLES AND OBJECTIVES

ARTICLE 2: PRINCIPLES

ARTICLE 3: OBJECTIVES

CHAPTER THREE: AREAS IN WHICH CO-OPERATION SHALL TAKE PLACE

ARTICLE 4: CO-OPERATION IN POLICY

ARTICLE 5: CO-OPERATION IN BASIC EDUCATION

ARTICLE 6: CO-OPERATION IN INTERMEDIATE EDUCATION AND
TRAINING

ARTICLE 7: CO-OPERATION IN HIGHER EDUCATION AND TRAINING

ARTICLE 8: CO-OPERATION IN RESEARCH AND DEVELOPMENT

ARTICLE 9: CO-OPERATION IN LIFE-LONG EDUCATION AND
TRAINING

ARTICLE 10: CO-OPERATION IN PUBLISHING AND LIBRARY
RESOURCES

CHAPTER FOUR: INSTITUTIONAL ARRANGEMENTS FOR IMPLEMENTATION
OF THE PROTOCOL

ARTICLE 11: ESTABLISHMENT OF A SUB-SECTOR ON EDUCATION
AND TRAINING AND ITS ORGANS

ARTICLE 12: COMPOSITION AND FUNCTIONS OF THE ORGAN

ARTICLE 13: COMPOSITION AND FUNCTIONS OF THE TECHNICAL
COMMITTEE

CHAPTER FIVE: RESOURCES, SCHOLARSHIP FUND AND ASSETS

ARTICLE 14: RESOURCES

ARTICLE 15: TRAINING FUND

ARTICLE 16: ASSETS

CHAPTER SIX: FINAL PROVISIONS

ARTICLE 17: APPLICATION

ARTICLE 18: SIGNING, RATIFICATION, DEPOSITORY AND ACCESSION

ARTICLE 19: ENTRY INTO FORCE

ARTICLE 20: NATIONAL OBLIGATIONS

ARTICLE 21: DENUNCIATION

ARTICLE 22: AMENDMENT

ARTICLE 23: SETTLEMENT OF DISPUTES

ARTICLE 24: RELATIONSHIP WITH OTHER INTERNATIONAL
AGREEMENT

ARTICLE 25: LANGUAGES

PREAMBLE

WE, the Heads of State or Government of
The Republic of Angola
The Republic of Botswana
The Kingdom of Lesotho
The Republic of Malawi
The Republic of Mauritius
The Republic of Mozambique
The Republic of Namibia
The Republic of South Africa
The Kingdom of Swaziland
The United Republic of Tanzania
The Republic of Zambia
The Republic of Zimbabwe

CONSIDERING Article 21 of the Treaty which provides for areas of co-operation and Article 22 which provides for CONCLUSION of Protocols which may be necessary in AGREED areas of co-operation;
AWARE that human centred development is one of the most essential means by which to achieve the objectives of the Treaty;
RECOGNISING that the development of human capital to its fullest potential is the sine qua non for tackling socio-economic problems facing the Region;
RECOGNISING FURTHER that high literacy and numeracy are the major contributory factors to the achievement of sustainable development;
ACKNOWLEDGING that socio-economic and technological research is crucial for sustainable development;
ACKNOWLEDGING FURTHER that no SADC Member State can alone offer the full range of world quality education and training programmes at affordable costs and on a sustainable basis;
MINDFUL of the fact that programmes of human resource development, utilisation and increased productivity must have both national and regional dimensions;
CONVINCED that in education and training a concerted effort by Member States is necessary to adequately equip the Region for the 21st century and beyond;
CONVINCED FURTHER that a concerted effort can only be effected through the implementation of co-ordinated comprehensive and integrated programmes of education and training that address the needs of the Region;
DESIROUS of launching a concerted effort to achieve the above mentioned aims;

HEREBY AGREE AS FOLLOWS:

CHAPTER ONE: DEFINITIONS

ARTICLE 1: DEFINITIONS

In this Protocol, unless the context otherwise requires -

“Centre of Excellence” means a research institute within the Region designated as such by Member States under Article 8B of this Protocol;

“Centre of Specialisation” means an institution within the Region designated as such by member States under Article 7E of this Protocol;

“Community” means the organisation for economic integration established by Article 2 of the Treaty;

“Council” means the Council of Ministers of SADC established by Article 9 of the Treaty;

“Degree” includes a degree or any equivalent qualification;

“Distance Education” means a system of learning and teaching that is grounded in the principles of open and resource-based learning and takes place in different contexts at a multiplicity of sites, through a variety of mechanisms and learning and teaching approaches;

“Equivalence” means accepted arrangements of quality of educational competence and qualitative value of the various levels of the education and training systems and of whole education systems;

“Executive Secretary” means the Chief Executive Officer of SADC appointed under Article 10 (7) of the Treaty;

“Harmonisation” means agreed and accepted arrangements which match the educational competence and qualitative value of one educational and training system with another or among a group of education and training systems;

“HRD Sector” means the Human Resources Development Sector;

“Organ” means the organ of the sub-Sector established by article 11 of this Protocol;

“Protocol” means this Protocol on Co-operation in Education and Training;

“Region” means the geographical area of the Member States of SADC;

“Secretariat” means the HRD Sector Co-ordinating Unit;

“Standardisation” means agreed arrangement of fixed same levels of educational competence and quality attached to whole education and training systems;

“Sub-Sector” means the sub-Sector for Co-operation in Education and Training established by article 11 of this Protocol;

“Technical Committees” means the Technical Committees of the sub-Sector established by Article 11 of this Protocol;

“Training Fund” means the SADC Training Fund established by Article 15 of this Protocol;

“Treaty” means the Treaty establishing SADC;

“Tribunal” means the Tribunal established by Article 9 of the Treaty;
“University” includes any recognised degree awarding institution;

CHAPTER TWO: PRINCIPLES AND OBJECTIVES

ARTICLE 2: PRINCIPLES

Member States agree to act in common in pursuit of the objectives of this Protocol which shall be implemented in accordance with the following principles -

- a) recognition of the equality of all Member States;
- b) equitable participation, balance and mutual benefit in regional co-operation;
- c) maximising the effective utilisation of existing regional expertise, institutions and other resources for education and training in the Region, in order to ensure long term sustainability of the co-operative effort;
- d) reduction and eventual elimination of unnecessary and costly duplication of effort in provision of education and training and in particular, at tertiary and professional training levels;
- e) establishment and promotion of regional Centres of Specialisation and Centres of Excellence as a major instrument for providing efficient and effective education and training and research in the Region;
- f) active involvement and participation of all key stakeholders in education and training at the level of Member States and regionally, including in institutions executing regional education and training programmes;
- g) guaranteeing academic freedom in institutions of learning and research as it is the sine qua non for high quality education, training and research and as it ensures freedom of enquiry, experimentation and critical and creative thinking;
- g) Member States shall take all steps possible to act together as a Community, in the gradual implementation of equivalence, harmonisation and standardisation of their education and training systems under this Protocol. However two or more Member States may progress at a differential rate than that achieved by any other Member States;

ARTICLE 3: OBJECTIVES

Member States agree to co-operate in education and training under this Protocol for purposes of achieving the following objectives -

- a) to develop and implement a common system of regular collection and reporting of information by Member States about the current status and future demand and supply, and the priority areas for provision of education and training in the Region;
- b) to establish mechanisms and institutional arrangements that enable

- Member States to pool their resources to effectively and efficiently produce the required professional, technical, research and managerial personnel to plan and manage the development process in general and across all sectors in the Region;
- c) to promote and co-ordinate the formulation and implementation of comparable and appropriate policies, strategies and systems of education and training in Member States;
 - d) to develop and implement policies and strategies that promote the participation and contribution of the private sector, non-governmental organisations and other key stakeholders in the provision of education and training;
 - e) to promote and co-ordinate the formulation and implementation of policies, strategies and programmes for the promotion and application of science and technology, Including modern information technology and research and development in the Region;
 - f) to work towards the reduction and eventual elimination of constraints to better and freer access, by citizens of Member States, to good quality education and training opportunities within the Region;
 - g) to work towards the relaxation and eventual elimination of immigration formalities in order to facilitate freer movement of students and staff within the Region for the specific purposes of study, teaching, research and any other pursuits relating to education and training.
 - h) to promote policies for creation of an enabling environment with appropriate incentives based on meritorious performance, for educated and trained persons to effectively apply and utilise their knowledge and skills for the general development of Member States and the Region;
 - i) to promote the learning of English and Portuguese as the working languages of the Region.
 - j) to achieve gradually and over a period not exceeding twenty years from the date of entry into force of this Protocol, the implementation of the ultimate objective as stated in paragraph (k) hereof;
 - k) to progressively achieve the equivalence, harmonisation and standardisation of the education and training systems in the Region which is the ultimate objective of this Protocol:

CHAPTER THREE: AREAS OF CO-OPERATION

ARTICLE 4: CO-OPERATION IN POLICY FOR EDUCATION AND TRAINING

Member States acknowledge that whilst currently each Member State has its own policies for education and training and whilst co-operation and mutual assistance in education and training is desirable and possible, the co-operation can be facilitated more effectively and can be expanded to cover more areas by the development and formulation of coherent, comparable, harmonised and eventually, standardised policies with regard to the following matters, amongst others:-

- a) widening provision and access to education and training as well as addressing gender equality;
- b) increasing equitable access, improving the quality and ensuring the relevance of education and training;
- c) rationalising admission requirements to education and training institutions and accreditation of qualifications;
- d) encouraging joint development and production of teaching and learning materials;
- e) achieving a partnership approach to financing education and training, among governments, beneficiaries and employers;
- f) promoting academic freedom and creating an enabling environment with appropriate incentives based on merit, for educated and trained persons to effectively apply and utilise their knowledge and skills for the benefit of Member States and the Region.
- g) achieving comparability, equivalence and standardisation of education and training systems.

ARTICLE 5: CO-OPERATION IN BASIC EDUCATION: PRIMARY AND SECONDARY LEVELS

1. Member States hereby acknowledge that primary and secondary education provide the critical foundation upon which tertiary education is built and therefore that it is important to improve and sustain the educational standards at primary and secondary levels.
2. Member States agree that the primary and secondary education curricula shall include material on SADC countries in order to promote consciousness about the community which in turn will lead to fuller awareness of the imperative and process of regional integration.
3. Member States hereby agree that in order to eradicate illiteracy, each Member State shall strive to provide universal basic education providing for at least nine years of schooling.
4. Member States agree that where necessary and appropriate but without prejudice to the normal admission requirements, socially disadvantaged groups shall be given special support in admission to basic educa-

tion in order to balance access to education;

5. Member States acknowledge that basic education shall strive to provide life long skills;

6. Member States agree that whilst education at primary and secondary level shall continue to be largely the responsibility of each Member State, co-operation and mutual assistance is possible and shall take place in the following areas, among others: -

a) curriculum design and development to ensure provision of high quality and relevant basic education and to move the education systems towards comparability, harmonisation and eventual standardisation;

b) joint development, provision and exchange of educational materials to improve the quality and relevance of education;

c) exchange of experiences, ideas and information to broaden the knowledge base and skills of curriculum developers, teachers, trainers and education managers;

d) development of national examinations and accreditation systems to move the education system towards harmonised, equivalent, and eventually standardised certification;

ARTICLE 6: CO-OPERATION IN INTERMEDIATE EDUCATION AND TRAINING CERTIFICATE AND DIPLOMA LEVELS

1. Member States hereby agree that intermediate education and training provides the requisite middle level personnel for various sectors of the economy and its effective development.

2. Member States acknowledge that intermediate education and training provides knowledge, skills and attitudes which also underpin and support the application of professional and higher level knowledge and skills and that it is therefore important to expand the opportunities for and improve the standards of intermediate education and training.

3. Member States agree that whilst education and training at intermediate level shall continue to be largely the responsibility of each Member State, co-operation and mutual assistance are both desirable and possible and shall take place in the following areas, among others:

a) Teacher Education

i) curriculum design and development to ensure high quality and relevant teacher education and to move the teacher education systems towards comparability, harmonisation and eventual standardisation;

ii) joint development, provision and exchange of teacher education materials to improve and sustain the quality and relevance of teacher education;

iii) exchange of experiences, ideas and information to broaden the knowledge base and skills of curriculum developers, teacher educators and education managers;

- iv) development of national examinations and accreditation systems to move teacher education systems towards equivalent, harmonised and eventually standardised certification;
 - (v) joint development of continuing teacher education to improve subject knowledge, pedagogical skills and effective management of schools;
 - vi) encouragement and support of the creation of regional professional associations to enable curriculum developers, teachers and teacher educators to exchange views, ideas and experiences on their disciplines.
- b) Vocational Education and Technical Training
- i) curriculum design and development to ensure quality and relevant vocational education and technical training and to move the vocational education and technical training systems towards comparability, harmonisation and eventual standardisation;
 - ii) joint development, provision and exchange of vocational education and technical training materials to improve and sustain the quality and relevance of vocational education and technical training;
 - iii) exchange of experiences, ideas and information to broaden the knowledge base of vocational educators and technical trainers;
 - i) development of national examinations and accreditation systems to move vocational education and technical training systems towards harmonised, equivalent and eventually standardised certification;
 - iv) encouragement and support of the creation of regional professional associations to enable curriculum developers, teachers and trainers in vocational education and technical training to exchange views, ideas and experiences on their disciplines;
 - v) development and support for the incorporation of entrepreneurship development in vocational education and training systems;
- c) Establishment in accordance with the provisions of Article 7E of this Protocol, of Centres of Specialisation for teacher education where joint programmes shall be developed and offered especially in specialised fields such as Special Education which caters for children with disabilities. These areas shall be identified and agreed by Member States from time to time.
- d) Establishment in accordance with the provisions of Article 7E of this Protocol, of Centres of Specialisation for vocational education and technical training where joint programmes shall be developed and offered especially in specialised fields such as the development and provision of vocational education and technical training through distance learning methods. These areas shall be identified and agreed by Member States from time to time.

ARTICLE 7: CO-OPERATION IN HIGHER EDUCATION AND TRAINING

(A) ACCESS TO UNIVERSITIES: STUDENT AND STAFF MOBILITY

1. Member States agree to recommend to universities and other tertiary institutions in their countries to reserve at least 5% of admissions for students from SADC nations other than their own.
2. Member States agree to work towards harmonisation, equivalence, and eventual standardisation of University entry requirements.
3. Member States agree that in order to prevent costly repetition of courses taken at universities within the Region and in order to contribute towards the mutual recognition of qualifications throughout the Region, universities shall be encouraged to devise mechanisms to facilitate credit transfer from one University to another within the Region.
4. Member States agree that it is desirable to work towards the harmonisation of the academic years of universities in order to facilitate staff and student mobility.
5. Member States agree that within ten years from the date of entry into force of this Protocol, they shall treat students from SADC countries as home students for purposes of fees and accommodation.
6. Member States agree to facilitate movement of students and staff from the Region for purposes of study, research, teaching and any other pursuits relating to education and training. To this end, Member States agree to work towards the gradual relaxation and eventual elimination of immigration formalities that hinder free student and staff mobility.

(B) UNDERGRADUATE STUDIES

1. Member States agree that whilst education and training at undergraduate level shall continue to be largely the responsibility of each Member State, co-operation and mutual assistance is possible and shall take place in some fields of study which can be agreed to by the institutions concerned. To this end, Member States agree to recommend to their universities:
 - a) to co-operate in the design of academic programmes where appropriate, in particular in programmes which are jointly taught;
 - b) to establish links between themselves bilaterally and multilaterally for purposes of joint or split-site teaching, collaborative research and consultancy work, and for other academic activities where appropriate. The format, content and implementing modalities shall be worked out by the concerned universities between themselves;
 - c) to collaborate in the production of teaching and learning materials such as textbooks, computer software and others in order to achieve the economies of scale and to support the move towards harmonising

- academic and professional programmes in the Region as necessary;
- d) to promote student and staff exchange programme negotiated on a bilateral and multilateral basis by the sending and receiving universities for educational purposes and to promote cultural ties and engender commitment to the Region;
- e) to increasingly make use of external examiners from the Region as this shall not only contribute towards the building of a regional community of scholars but shall also lead to the development of comparable standards in higher education in the Region;
- f) to encourage and support the creation of regional professional associations to enable staff to exchange views, ideas and experiences on their disciplines, and thus enable them to develop top quality programmes which are relevant to the development of the Region;
- g) to notify the sub-sector about bilateral and multilateral cooperative arrangements agreed with other universities in the Region for purposes of sharing information and experiences.

2. Member States agree that where necessary and appropriate, but without prejudice to the normal admission requirements, socially disadvantaged groups shall be given preference in admission to fields of study where they have not featured prominently. Further, Governments shall, where necessary, provide special scholarships for students from socially disadvantaged groups.

3. Member States agree that universities shall ensure that the content, quality and relevance of their under-graduate degrees shall be acceptable to graduate schools and employers in the Region for further study and for employment.

4. Member States undertake to provide, where necessary, resources to enable their universities to develop high quality under-graduate programmes through the provision of the necessary teaching and research requisites such as qualified staff, physical infrastructures, library holdings, equipment and in particular scientific and information technology equipment.

(C) POST-GRADUATE STUDIES ADMISSIONS

1. Member States agree that an acceptable qualification as determined by the receiving institution, shall constitute a sufficient entry requirement into a post-graduate degree programme of a University in the Region.

2. Member States agree that the actual numbers admitted shall reflect a more significant mix of students from SADC countries than that provided for at under-graduate level;

3. Member States agree that where necessary and appropriate, but with-

out prejudice to the normal admission requirements, socially disadvantaged groups shall be given preference in admission to fields of study where they have not featured prominently. Further, Governments shall, where necessary, provide special scholarships for students from socially disadvantaged groups.

4. Member States undertake to provide the necessary resources to enable their Universities to develop quality post-graduate programmes through the provision of the necessary teaching and research requisites such as qualified staff, physical infrastructures, library holdings, equipment and in particular scientific and information technology equipment.

(D) SPHERES OF CO-OPERATION

Member States agree that mounting robust post-graduate programmes in all required fields is too costly for each Member State to pursue on a realistically sustainable basis and therefore that it is essential to pool the Region's resources in order to establish high quality post-graduate programmes. To this end, Member States agree to recommend to their universities:

- a) to co-operate in the design of academic programmes where appropriate, in particular in programmes which are jointly taught;
- b) to establish links between and among themselves bilaterally and multilaterally for purposes of joint or split-site teaching, collaborative research and consultancy work, and for other academic activities where appropriate. The format, content and implementing modalities shall be devised by the universities concerned between themselves;
- c) to collaborate in the production of teaching and learning materials such as text books, computer software and others. This would be a step towards harmonising academic programmes in the Region as necessary;
- d) to promote student and staff exchange programmes negotiated on a bilateral and multilateral basis by the sending and receiving universities for educational purposes and to promote cultural ties and engender commitment to the Region;
- e) to increasingly make use of external examiners from the Region as this shall not only contribute towards the building of a regional community of scholars, but shall also lead to the development of comparable standards in higher education in the Region;
- f) to encourage and support the creation of regional professional associations to enable staff to exchange views, ideas and experiences on their disciplines, and thus enable them to develop programmes which are of good quality and relevant to the development of the Region. The associations would also be fora for contributing to the development of regional policy and co-operation in higher education;

- g) to create an association of university Vice Chancellors in the Region as a forum for contributing to the development of regional policy and co-operation in university education and training and research and development;
- h) that in order to create and maintain a data base, details of the co-operation arrangements shall be notified to the sub-Sector by the universities concerned.

(E) CENTRES OF SPECIALISATION

1. Member States agree that the general objective of establishing Centres of Specialisation is to build capacity for regional training institutions to offer education and training programmes in critical and specialised areas and thereby increase the stock of trained personnel in the Region. This includes the need to develop local teaching and learning materials and especially, case studies to make the programmes relevant to the regional situation.
2. Member States agree to establish Centres of Specialisation in the Region at existing institutions which they shall strengthen as necessary to be able to offer regional programmes.
3. Member States agree to support Centres of Specialisation by sending students to them and by any other means including scholarships.
4. Member States agree that regional programmes shall consist mainly of post-graduate fields of study, but that some critical disciplines offered at under-graduate level such as medicine and engineering shall also be offered at Centres of Specialisation.
5. Member States agree that the selection of the Centres of Specialisation shall be on the basis of equal opportunity to bid by the relevant universities in the Region. The bids shall be assessed by a group of appropriate specialists selected by the sub-Sector and the distribution of the Centres shall aim to achieve regional spread and balance in location.
6. Member States agree that the subject areas of such Centres shall be determined by consultation between the sub-Sector, the universities and the Governments of SADC Countries.
7. Member States agree that a Centre of Specialisation shall allow for a quota for the admission into its programmes of students from the SADC Countries. The quota shall be as may be agreed upon between the Centres of Specialisation and the sub-Sector and may be varied for any agreed reason or period of time as may be negotiated.
8. Member States agree that the language of instruction at Centres of Specialisation shall normally be that of the host institution. The Centre shall provide and facilitate support for language training in those instances where this is essential to expand regional participation.

9. Member States agree that Centres of Specialisation shall provide such facilities and services to students and staff participating in its programmes as are sufficient to enable them to pursue and complete their programmes.
10. Member States agree that Centres of Specialisation shall regard students from SADC Countries as home students of the receiving Centre for purposes of fees and accommodation.
11. Member States agree to work towards the gradual relaxation and eventual elimination of immigration formalities that hinder free student and staff mobility.
12. Member States agree that the sub-Sector in consultation with universities hosting Centres of Specialisation shall devise and implement monitoring and assessment mechanisms for ensuring that the centres disperse their mandate satisfactorily.
13. Member states agree that where the results of monitoring and assessment are not satisfactory, the university concerned shall be given a period of two years to remedy the situation, failing which, the Member States shall withdraw the regional status and support.

ARTICLE 8: CO-OPERATION IN RESEARCH AND DEVELOPMENT

1. Member States affirm that for the mastery of science and technology, the Region requires first rate programmes of post-graduate education and training and both basic and applied research, for the development of the Region.
2. Member States acknowledge that the higher education systems are major performers of research and are critical for the development of human resources for research and development work, and therefore Member States emphasise that research effort in the Region shall be in line with national and regional needs.
3. Member States recognise that research, especially in science and technology is expensive and that not every country can enable its institutions to develop excellent research capacity, in all fields, hence the need to allow access and to jointly develop and share research facilities.
4. Member States shall, within ten years from the date of entry into force of this Protocol, develop national Science and Technology Policies to guide the development of Science and technology, and on the basis of which a regional Science and Technology Policy shall be formulated.
5. Member States shall strengthen research capacities in their countries by allocating adequate resources to universities and research institutes to enable them to pursue socio-economic and technological research.

(A) UNIVERSITIES AND RESEARCH

1. Member States agree to urge universities to take the necessary steps to strengthen basic and applied research and consultancy work in order to assist the development effort of their countries and the Region, through post-graduate research programmes and those of university research institutes.
2. Member States agree to urge universities non-university research institutes to co-operate in the area of research and to forge links with industry/private sector and other relevant sectors, including the SADC sectors, for the purpose of determining priority areas of research and conducting research for those sectors.
3. Member States agree to recommend to university research organs and non-university research institutes to allow access and to jointly develop and share research facilities including costly sophisticated scientific equipment and materials in order to maximise the use of scarce resources.
4. Member states agree to encourage and support the creation of professional associations of researchers in are Region through which researchers shall share ideas, views and experiences to enhance the quality and relevance of their research programmes.

(B) CENTRES OF EXCELLENCE

1. Member States, in consultation with universities and Research Institutes, agree to establish Centres of Excellence in critical areas of research in order to maximise the use of scarce resources and expensive research facilities. The distribution of the Centres shall aim to achieve a regional spread and balance in location.
2. Member States, shall consult universities and research institutes to determine the modalities for selecting the Centres and priority areas of research.
3. Member States shall facilitate movement of researchers within SADC countries for purposes of research, consultancy work and related pursuits, by working towards relaxing and gradually eliminating immigration formalities that hinder free movement.
4. Member States agree that the sub-sector in consultation with the research institutes hosting the Centres of Excellence shall devise and implement monitoring and assessment mechanisms for ensuring that the centres dispense their mandate satisfactorily.
5. Member States agree that where the results of monitoring and assessment are not satisfactory, the research institute concerned shall be given a period of two years to remedy the situation, failing which, the Member States shall withdraw the regional status and support.

ARTICLE 9: CO-OPERATION IN LIFE-LONG EDUCATION AND TRAINING

1. Member States reaffirm their commitment to the achievement of universal literacy and numeracy in their countries in the shortest possible time and agree to commit the requisite resources to this end.
2. Member States agree that achieving universal literacy and numeracy is primarily a national responsibility and commit themselves to the establishment of national adult and distance learning centres which shall network nationally and regionally as necessary in order to strengthen their efforts.

(A) DISTANCE EDUCATION

1. Member States agree that the objectives of distance education are, among others -
 - a) to improve access to education and training and to reduce the inequalities in the acquisition of education and training;
 - b) to work towards achieving universal literacy and numeracy;
 - c) to reduce the cost of education and training by maximising on the economies of scale offered by Distance Education;
 - d) to develop life skills.
2. Member States agree to formulate national policies on distance education so as to provide a framework for co-operation at the regional level.
3. Member States agree that where no distance learning institutions exist in a Member State, that Member State shall establish distance learning institutions to cater for all levels of education and training.
4. Member States hereby agree to the establishment of a SADC Distance Education Centre which will contribute towards improving and strengthening distance education and training systems in the region through collaborative efforts.
5. Member States agree to promote co-operation among distance education institutions in the Region in the design, production and dissemination of distance learning materials, in the training of distance educators and trainers and in teaching some of their programmes.
6. Member States agree to encourage and support the creation of regional professional associations in distance education and exchange of personnel through which the institutions shall share ideas, views and experiences to enhance the quality and relevance of their programmes.

(B) ADULT EDUCATION

1. Member States agree that the objectives of adult education are, among others:-
 - a) to improve access to education and training and to reduce inequalities

- in the acquisition of education and training;
 - b) to work towards achieving universal literacy and numeracy;
 - c) to train adult educators and trainers and to contribute to community development;
 - d) to develop life skills.
2. Member States agree that where no institutes or departments of adult education exist in a Member State, that Member State shall establish these for the purpose of contributing to the national efforts to achieve universal literacy and numeracy, training adult educators and conducting research and evaluation in the areas of adult education, literacy and numeracy programmes.
 3. Member States agree that adult education institutions shall be involved in a broad range of activities involving the education of adults and community development.
 4. Member States agree to promote co-operation among institutes, centres and departments of adult education in the Region, in the design and production of teaching materials, and shall teach some of their courses jointly where possible. They shall be encouraged to conduct collaborative research in their fields of competence.

(C) SHORT COURSES, SEMINARS AND WORKSHOPS

1. Member States agree to promote co-operation amongst management development institutions, competency based training, institutions, universities and other institutions that run short courses, seminars and workshops.
2. Member States agree that the objectives of short courses, seminars and workshops are, among others, to: -
 - a) impart skills for specific purposes such as curriculum development or entrepreneurship skills;
 - b) enhance skills which are no longer sufficient or relevant in a changing work environment;
 - c) acquaint workers with new technologies;
 - d) impart management and administration skills;
3. Member States agree to urge universities and other training institutions in SADC Countries to offer a variety of short courses, hold seminars and conduct workshop, designed for both national and regional participants, to impart skills to make workers more productive. These shall be run using various methods such as face to face teaching, distance learning and evening classes.
4. Member States agree to recommend to universities and other training institutions to conduct periodic needs assessment for such courses, seminars and workshops.
5. Member States agree to recommend universities and other training

institutions to consult closely with employers and SADC Sectors regarding the content of the short courses, seminars and workshops.

6. Member States shall urge universities and other training institutions to run courses, seminars and workshops on a full cost recovery basis.

7. Member States shall urge Universities and other education and training institutions to exchange staff and training materials for purposes of teaching the courses, holding the seminars and conducting the workshops.

(D) PROFESSIONAL DEVELOPMENT

1. Member States agree to promote continuous professional development through support professional bodies. Member States agree to integrate and involve these in the implementation of the SADC Programme through involvement 'In the Technical and other relevant Committees as and when necessary.

ARTICLE 10: CO-OPERATION IN PUBLISHING AND LIBRARY RESOURCES

(A) PUBLISHING

1. Member States recognise that they face problems of the production of educational materials and dissemination of research results, and that commercial publishers are normally reluctant to publish academic works including journals which may not be profitable, and they may not always be willing to publish textbooks which are geared to local needs unless there is a large market for them.

2. Member States also recognise that not all Member States are able to set up local Presses and Publishing Houses, normally located at universities, on account the high cost of such ventures.

3. Member States agree that there is a need to establish a Press and Publishing House in the Region with the objective of publishing and disseminating research results, textbooks, academic journals and creative works mainly by authors and artists in the Region. To that end, Member States agree to mandate the Universities and non-University research institutions and existing Publishing Houses in the Region to explore the feasibility of establishing a regional Press and Publishing House.

4. Member States shall encourage institutions and local writers to jointly launch and publish journals and textbooks where appropriate in order to maximise on the economies of scale and to stimulate research and publication in the Region.

5. Member states shall encourage and support the publication of material in indigenous languages to promote the development and growth of these languages, national cultures and the works of authors writing in indigenous languages in the Region.

(B) LIBRARIES

1. Member States recognise the crucial importance of libraries as resource centres for learning, teaching and research, and affirm that quality education to a large measure is dependent on good libraries.
2. Member States undertake to provide adequate financial, technological and human resources to enable school, national and university libraries to be viable sources of learning, teaching and research materials.
3. Member States agree to recommend to universities in the Region to share library materials through inter-library loans systems, and through the use of modern information technologies.
4. Member States recognise the abundance of information necessary for advancement which is available in hard copies as well as electronic media. Therefore, Member States recommend to education and training institutions to provide information literacy skills programmes which are closely linked to classroom education, assignments and research.

CHAPTER FOUR: INSTITUTIONAL ARRANGEMENTS

ARTICLE 11: ESTABLISHMENT OF SUB-SECTOR ON EDUCATION AND TRAINING, ORGANS AND TECHNICAL COMMITTEES

1. Member States hereby undertake to establish appropriate institutional mechanisms within the HRD Sector as are necessary for the effective implementation of this Protocol.
2. Without prejudice to paragraph 1 hereof, Member States agree to establish a sub-Sector for Co-operation in Education and Training as the core sub-Sector in the HRD Sector and that the following shall be its main objectives:-
 - a) to develop and implement a common system of regular collection and reporting of information by Member States about the current status and future demand and supply, and the priority areas for provision of education and training in the Region;
 - b) to establish mechanisms and institutional arrangements that enable Member States to pool their resources to effectively and efficiently produce the required professional, technical, research and managerial personnel to plan and manage the development process in general in the region;
 - c) to promote and co-ordinate the formulation and implementation of comparable and appropriate policies, strategies and systems of education and training Member States;
 - d) to develop and implement policies and strategies that promote the participation and contribution of the private sector and other key stakeholders in the provision of education and training;
 - e) to promote and co-ordinate the formulation and implementation of

policies, strategies and programmes for the promotion and application of science and technology including modern information technology, and research and development in the Region;

f) to work towards the reduction and eventual elimination of constraints to better and freer access, by citizens of Member States, to good quality education and training opportunities within the Region;

g) to promote policies for creation of an enabling environment, with appropriate incentives based on meritorious performance, for educated and trained persons to effectively apply and utilise their knowledge and skills for the general development of the Region;

h) to liaise with other SADC Sectors and with national, regional and international organisations on matters of mutual interest;

i) to mobilise finances and other resources for implementing education and training, programmes and projects;

j) to provide upon request and in furtherance of the objectives of this Protocol, technical assistance to Member States, Organs and Technical Committees;

k) to progressively achieve the equivalence, harmonisation and standardisation of the education and training systems in the region which is the ultimate objective of this Protocol;

l) to achieve gradually and over a period not exceeding twenty years from the date of entry into force of this Protocol the implementation of the ultimate objective;

3. The sub-Sector shall have the following organs as the institutional arrangements for implementation of this Protocol:

a) the Committee of Ministers;

b) the Committee of Senior Officials;

c) the HRD Sector Co-ordinating Unit which shall be the Secretariat of the sub-Sector;

4. (a) The sub-Sector shall have the following technical committees which shall report to the Committee of Senior Officials -

i) the Technical Committee on Basic Education (Primary and Secondary levels);

ii) the Technical Committee on Intermediate Education and Training (Teacher Education, Vocational Education and Technical Training);

iii) the Technical Committee on Higher Education and Training and Research and Development;

iv) the Technical Committee on Life-long Education and Training;

v) the Technical Committee on the Training Fund;

vi) Technical Committee on Certification and Accreditation;

vii) the Technical Committee on Distance Education.

(b) The Sub-Sector may, from time to time, establish additional Technical Committees as the need arises.

ARTICLE 12: COMPOSITION AND FUNCTIONS OF THE ORGANS

1. The organs established by article 11 shall comprise the following:

a) the Committee of Ministers shall comprise of one Minister from each member State, preferably a Minister responsible for Education and Training;

b) the Committee of Senior Officials shall consist of Senior Officials responsible for Education and Training in the Member States. Each Member State shall appoint a representative;

c) the Secretariat shall comprise of a Director and staff appointed or seconded by the Member State co-ordinating the HRD Sector.

2. The Committee of Ministers shall have the following functions -

a) to establish the policy and strategy of the sub-Sector;

b) to review areas of co-operation as provided in article 4 of this Protocol;

c) to consider and recommend for approval by the Council the annual reports of the sub-Sector;

d) to consider and approve recommendations on projects and programmes;

e) to consider and approve recommendations on rules and regulations governing the sub-Sector;

f) to consider any matter having a bearing on the objectives, direction and implementation of this Protocol brought to its attention by a Member State, the Committee of Senior Officials or the Secretariat;

g) to recommend to the Council amendments to the Protocol and/or changes or modifications to the structure of the sub-Sector;

h) to elect the chairpersons, vice-chairpersons of the meetings of the Committee of Ministers and decide on the venues and dates of these meetings;

i) to consider any matter referred to the Committee of Ministers by the Council;

j) to create such other organs as may be necessary for the implementation of this Protocol;

k) to identify and introduce new areas of co-operation which may be agreed to be areas of co-operation in terms of this Protocol;

l) to add to or eliminate an area or areas of co-operation as may be agreed under this Protocol;

m) to recommend to the Council of Ministers the adoption of subsidiary agreements to regulate co-operation in any particular area of co-operation; however such subsidiary agreement shall not be inconsistent with the provisions of this Protocol.

2. a) The Committee of Senior Officials shall have the following functions: -

i) to advise the Committee of Ministers on the activities of the Sub-Sector;

ii) to recommend the agenda, provisional work programmes, studies and projects proposed by the Secretariat of the Sub-Sector for the consideration of the Committee of Ministers;

iii) to perform such other functions as may be assigned to it by the Committee of Ministers.

b) The Committee of Senior Officials may, from time to time, seek the advice of prominent individuals preferably those who are citizens of SADC Member States on issues related to the Protocol and its implementation.

3. The Secretariat shall have the following functions: -

a) to provide technical and administrative support services to the sub-Sector and its technical committees;

b) to co-ordinate the day to day operations of the sub-Sector;

c) to facilitate the implementation of this Protocol and monitor its implementation;

d) to implement the decisions of the Committee of Ministers;

e) to organise and manage the meetings of the sub-Sector and its Committees;

f) to undertake any other functions which it may be called upon to perform by the Committee of Ministers.

5. Each organ shall determine its own rules of procedure.

ARTICLE 13: COMPOSITION AND FUNCTIONS OF THE TECHNICAL COMMITTEES

1) The Technical Committees established by article 11 shall comprise the following:-

a) The Technical Committee on Basic Education which shall consist of one representative from each Member State in at least one of each of the following categories:

i) Ministry official responsible for Basic Education;

ii) primary or secondary school teacher educator;

iii) non-governmental organisations with a key stake in basic education.

iv) teacher organisations;

v) private sector;

vi) student organisations;

and the general function of the Committee shall be to deal with matters of co-operation agreed under the Protocol in the area of basic education.

b) The Technical Committee on Intermediate Education and Training which shall consist of one representative from each Member State in at least one of each of the following categories: -

i) Ministry official responsible for Intermediate Education;

ii) Vocational education teacher educator;

iii) teacher educator;

iv) teacher organisations;

v) private sector;

vi) student organisations,

and the general function of the Committee shall be to deal with matters of co-operation as agreed under this Protocol in the area of Intermediate Education and Training.

c)The Technical Committee on Higher Education and Training and Research and Development

which shall consist of one representative from each Member State in at least one of each of the following categories:-

i) Ministry official responsible for Higher Education and Training;

ii) technical or research institutions;

iii) higher education council or equivalent organisation;

iv) private sector;

v) student organisations

and the general function of the Committee shall be to deal with matters of co-operation as agreed under this Protocol in the area of Higher Education and Training and Research and Development.

d)The Technical Committee on Life-long Education and Training which shall consist of one representative each per Member State in at least one of each of the following categories:-

i) Ministry official responsible for adult education;

ii) management development and training institutions;

iii) non-governmental organisations with a key stake in Life-long Education and Training;

iv) private sector;

v) student organisations,

and the general function of the Committee shall be to deal with matters of co-operation as agreed under this Protocol in the area of life long education and training.

e)The Technical Committee on the Training Fund which shall consist of one representative from

each Member State in at least one of each of the following categories:-

i) Ministry official responsible for Scholarships or Bursaries;

ii) Ministry official responsible for Intermediate Education and Training;

iii) Ministry official responsible for Higher Education and Training and Research and Development;

iv) private sector;

v) non-governmental organisations who provide scholarships;

vi) student organisations;

vii) co-operating partners who assist with scholarships shall be represented as observers, and the general function of the Committee shall be

to deal with matters concerning the setting up, operations and management of the Training Fund as agreed under this Protocol.

f) The Technical Committee on Certification and Accreditation which shall consist of one representative from each Member State in at least one of each of the following categories:-

- i) Ministry official responsible for Basic Education;
- ii) Ministry official responsible for Intermediate Education;
- iii) Ministry official responsible for Higher Education and Training;
- iv) Ministry official responsible for Distance Education;
- v) Ministry official responsible for Scholarships or Bursaries;
- vi) Higher Education Council or equivalent organisation;
- vii) Examinations Councils;
- viii) Accreditation Boards/Councils.

g) The Technical Committee on Distance Education which shall consist of one representative from each Member State in at least one of each of the following categories:-

- i) Ministry official responsible for Distance Education;
- ii) Higher Education Council or equivalent organisation;
- iii) Distance Education association;
- iv) Non-Governmental organisations engaged in Distance Education;
- v) Private sector;
- vi) Private Distance Education Institutions association;
- vii) Student organisations,

and the general function of the Committee shall be to deal with matters of co-operation as agreed under this Protocol in the area of Distance Education.

2. Each Committee shall determine its own rules of procedure.

CHAPTER FIVE: RESOURCES, TRAINING FUND AND ASSETS

ARTICLE 14: RESOURCES

1. Member States agree that the costs of the co-operation in education and training shall be borne by the Member States through contributions by the Member States.

2. In terms of Article 25 of the Treaty SADC shall be responsible for the mobilisation of its own and other resources required for the implementation of this Protocol.

ARTICLE 15: TRAINING FUND

1. Member States agree to establish a fund to be known as the SADC Training Fund to which they shall jointly contribute funds.

2. Member States agree that in order to sustain the Fund, beneficiaries shall contribute through schemes to be agreed upon from time to time.

3. Other resources for the Training Fund may include such extra resources as grants, donations, funds for projects and programmes and technical assistance.

ARTICLE 16: ASSETS

Assets acquired by Member States through the implementation of this Protocol shall be treated in accordance with the provisions of Article 27 of the Treaty.

CHAPTER SIX: FINAL PROVISIONS

ARTICLE 17: APPLICATION

Member States agree that this Protocol shall apply to co-operation in education and training in the region. However, SADC Sectors are mandated to undertake their own Sector-Specific training with the co-operation and guidance of the sub-Sector.

ARTICLE 18: SIGNATURE, RATIFICATION, DEPOSITORY AND ACCESSION

1. The Protocol shall be signed by the Heads of State or Government of the Member States or their duly authorised representatives.
2. Member States shall ratify the Protocol in accordance with their constitutional procedures and deposit an instrument of ratification with the Executive Secretary.
3. The Protocol shall remain open for accession by any Member State which is not a signatory state and such accession may be effected by the deposit of an instrument of accession with the Executive Secretary.
4. The Executive Secretary shall inform all Member States of the receipt of an instrument of ratification or accession.

ARTICLE 19: ENTRY INTO FORCE

1. This Protocol shall enter into force thirty (30) days after the deposit of instruments of ratification, or accession by two thirds of the parties hereto.
2. In the case of a Member State acceding to the Protocol, the Protocol shall enter into force in respect of that State one month after the deposit of an instrument of accession.

ARTICLE 20

NATIONAL OBLIGATIONS

Member States shall take all steps required to give effect to the Protocol within their national territories.

ARTICLE 21: DENUNCIATION

1. This Protocol may be denounced by any Member State at any time.
2. Denunciation shall be effected by the deposit of an instrument of denunciation with the Executive Secretary which shall take effect six months after the deposit of such instrument.

3. Within the period of six months following the deposit of an instrument of denunciation the Member State which has deposited such instrument shall continue to comply with the provisions of this Protocol and shall continue to be bound by its obligations.
4. The Executive Secretary shall inform all signatory States of any denunciation of this Protocol in accordance with paragraph 1.

ARTICLE 22: AMENDMENT OF THE PROTOCOL

1. An amendment of this Protocol shall be adopted by a decision of three-quarters of all the Members of the Summit of the Heads of State or Government of SADC.
2. A proposal for the amendment of this Protocol may be made to the Executive Secretary by any Member State for preliminary consideration by the Council, provided, however, that the proposed amendment shall not be submitted to the Council for preliminary consideration until all Member States have been duly notified of it, and a period of three months has elapsed after such notification.

ARTICLE 23: SETTLEMENT OF DISPUTES

1. Member States shall endeavour to amicably settle all disputes between them, arising from the interpretation or application of this Protocol by means of negotiation.
2. If the Member States involved in a dispute arising from the interpretation or application of this Protocol cannot find an amicable solution within one month, the dispute shall be referred to an ad hoc working group convened for this purpose or designated by the Committee of Ministers for resolution. Failing attempts by the ad hoc working group to find a mutually acceptable solution within one month, the dispute shall be referred to the Council of Ministers for resolution. The Council of Ministers shall have two months within which to find a mutually acceptable solution.
3. In the event of no amicable solution being found, the dispute shall be referred to the Tribunal for adjudication in accordance with Article 16 of the Treaty.

ARTICLE 24: RELATIONSHIP WITH OTHER STATES, REGIONAL AND INTERNATIONAL ORGANISATIONS

Subject to the provisions of Article 6 (1) of the Treaty, Member States and SADC shall maintain good working relations and other forms of co-operation, and may enter into agreements with other states, regional and international organisations, whose objectives are compatible with the objectives and the provisions of this Protocol.

ARTICLE 25: LANGUAGES

The English and Portuguese texts of this Protocol shall both be deemed to be authentic texts of the Protocol.

IN WITNESS WHEREOF, WE, the Heads of State or Government, or our duly Authorised Representatives have signed this Protocol.

DONE AT Blantyre this 8th day of September 1997, in two originals, in English and Portuguese languages, both texts being equally authentic.

APPENDIX D: CURRENT SOUTH AFRICAN POLICY ON THE ADMISSION OF FOREIGN STUDENTS TO SOUTH AFRICAN TERTIARY INSTITUTIONS

INTRODUCTION

The Department of Home Affairs governs the entry and sojourn of foreigners who wish to study in South Africa. In recognition of the importance of cross-cultural and academic stimulation and in view of the economic interdependence of South Africa and other African countries, the admission of foreign students to local tertiary institutions, at both undergraduate and post-graduate level, is left to the discretion of the respective institutions. The mere fact, however, that a student is accepted by an educational institution, does not automatically imply that he/she will be issued with a study permit and it is therefore imperative that a prospective student await the outcome to an application for a study permit outside the RSA.

The overriding consideration in dealing with an application for a study permit is that no foreign student should displace or be admitted to a local educational institution at the expense of a South African student. Should an exception to the rule be required, the request must be properly motivated to the satisfaction of the Department. It should furthermore be borne in mind that foreign students are currently still being subsidised to the same extent as South African students (this is being looked into) and it is therefore important that foreign students not compound the institution's budgetary problem by an accumulation of outstanding fees. The Department of Home Affairs consequently requires proof of adequate funds to both support the student during his/her stay in South Africa and to cover at least one year's tuition fees (or proof of a bursary) in addition to a cash deposit or bank guarantee to defray possible repatriation and/or incidental costs prior to consideration of a study permit.

STATUTORY PROVISIONS (IN ACCORDANCE WITH AMENDED LEGISLATION)

Provision for the issue of study permits is made in Section 26(1)(d) of the Aliens Control Act, 1996 (Act 96 of 1991), as amended, which stipulates that a study permit may be issued to any alien who applies for permission to enter and temporarily sojourn in the Republic as a bona fide student at any primary, secondary or tertiary educational institution. In terms of Section 26(2)(a) application for a study permit may only be made from outside the Republic and a prospective student will not be allowed to enter the Republic until a valid permit has been issued to him or her. Although provision is made in Section 26(6) for

the renewal or the alteration of the conditions subject to which a study permit was issued (e.g. a change of study course or institution), a change in the purpose for which the permit was originally issued (e.g. from study to work) is not provided for and will not be allowed whilst the alien is in the Republic.

PROCEDURES (FIRST APPLICATIONS)

South African foreign offices are authorised to consider and finalise applications on condition that the following information/documenta-tion is provided:

- a travel document (passport) valid for at least one year to be present-ed for scrutiny;
- a duly completed application form BI-159 (redesigned forms soon to be introduced) signed by the applicant;
- an official letter (on the institution's letterhead) of provisional accep-tance by the educational institution concerned (since institutions have given to understand that final registration with an institution prior to a prospective student's admission to South Africa is for practical reasons not possible, the official letter of acceptance must essentially contain the following):
 - confirmation that the student has complied with academic/admission requirements (provisional confirmation in cases where the student's examination results are not yet available, is also acceptable);
 - an indication of the estimated costs involved to enable the foreign student to prove to the South African foreign office that he/she has the necessary financial means to cover tuition as well as maintenance costs;
 - confirmation that the student has in broad terms been informed of study permit requirements such as for instance the repatriation guaran-tee and that final registration with the educational institution will be subject to the production of a study permit;
 - final registration requirements so that the student cannot claim that he was not fully informed of what would be expected of him on final registration with an institution after he had already been issued with the necessary study permit and been admitted to the Republic;
 - proof of sufficient funds to cover tuition fees, maintenance and/or incidental costs (to be provided by the applicant). Where a South African sponsoring body, South African citizen or permanent resident of the country is not prepared to give a written undertaking as provided for in the application form BI-159, the applicant must lodge a cash deposit or bank guarantee equivalent to airfare or transportation costs to his/her country of origin for repatriation purposes or forfeiture to the State should permit conditions not be complied with. PLEASE NOTE that the written undertaking as a repatriation guarantee in respect of

tertiary students will only be acceptable for the transitional period 1996 and will fall away as an option as from 1997. Scholars (primary and secondary students) will still be accorded this option. The bank guarantee must be provided on the prescribed form BI-605 which should be obtainable on request from all South African foreign offices and must be lodged with a South African banking institution. A non-negotiable return or onward ticket is only acceptable in cases where the full duration of study does not exceed a year;

- a written undertaking by the student personally that he or she will leave the country on completion of the specific course indicated or as specified by the educational institution concerned;
- a medical certificate as provided for on the study permit application form and particulars of or arrangements made with regard to medical insurance/cover.

Only after all these requirements (academic as well as residential) have been complied with and the student issued with the necessary entry authorisation (study permit), may such student proceed to South Africa. Educational institutions are required to inform the Department of the final registration or non-registration, whichever the case may be of prospective students by way of a fully completed letter of confirmation of registration. Prompt notification is essential in cases where students have failed to report or qualify for registration so as to enable the Department to immediately effect repatriation procedures should this prove to be necessary.

EXCEPTIONS

Students participating in approved international exchange programmes are exempt from the requirement to provide the aforementioned documentation. In this instance, however, the duly completed BI-159 must be accompanied by the following:-

- a letter of registration with the relevant South African educational institution;
- a letter of endorsement by the sponsor (eg Rotary Students);
- a letter of confirmation by the guardian in South Africa (where applicable);
- a return or onward ticket.

Students participating in other officially approved schemes such as study and tourism packages should be dealt with as directed in the various Departmental Circulars. It has been determined that a quota of up to 10% of the total number of students admitted to specialised or selection courses may be foreigners, notwithstanding the fact that they might be displacing local students. These students must, however, be clearly identified as such by the institution concerned.

RENEWAL OF STUDY PERMITS

For consideration of the renewal of a study permit at the nearest regional or district office of the Department, the following documents must accompany the duly completed application form BI-159:-

- Proof of a repatriation guarantee in the form of a receipt covering the initial cash deposit or non-negotiable bank guarantee lodged upon or prior to entry. Students having been in the country before the implementation of the Aliens Control Amendment Act, 1995 may still submit the customary repatriation undertaking for the year 1996 but will be required to lodge either a cash deposit or bank guarantee from 1997 onwards.
- A letter of registration from the educational institution.
- Proof of financial means to cover both tuition and maintenance costs.
- Any of the documents listed under paragraph 3 as may be called for.

Immigration officers are required to visit institutions on a regular basis to ensure that no students are enrolled without the necessary permission. If an institution is found to be contravening Section 32 of the Aliens Control Act, 1991 (Act 96 of 1991), as amended, proceedings should be instituted to have the responsible authority prosecuted in terms of the Act.

VALIDITY OF STUDY PERMITS

Study permits as well as the renewal thereof will henceforth be issued for a period of approximately twelve months (from the date of issue until the end of March of the following or succeeding year to not only accommodate university but also technikon students whose academic year starts in January).

SEPTEMBER RETURNS

Due to study permits now being issued and renewed on an annual basis, the Department has deemed it fit, as a control measure, to require institutions to provide the Department (Regional Directors) with returns during September stating the number of foreign students enrolled, full personal particulars of each and every student (ie full name, date of birth, nationality and passport number), a brief overview of the student's academic progress (post-graduate students excluded) and particulars of students that have left the institution. It is of extreme importance to note that a student who has not been successful in passing June/July examinations and would consequently not be allowed to continue with his/her selected course, automatically becomes a prohibited person in the Republic being in breach of the purpose for and conditions under which his/her study permit was issued and should either leave South Africa forthwith or immediately apply for a change of conditions of

his/her study permit if a change in study course or educational institutions is contemplated.

Failure by institutions to provide the Department with the required returns or any other information as may be called for constitutes an offence in terms of Section 33 of the Aliens Control Act.

FEES

A fee of R360 per permit will be levied on study permits, the renewal thereof and in respect of applications for a change of permits conditions. Provision has been made on the revised application form BI-159 for acknowledgment of receipt of the said fee and should be noted by the particular office in the appropriate space provided on the form. No provision has been made for exemption from the payment of fees. Tariffs are governed by regulations promulgated in terms of the Aliens Control Amendment Act, 1995 and are effective with effect from the date of implementation of the aforesaid Act.

VISAS

Should a student who is not exempt from visa control need to travel freely within the period of validity of his or her study permit, a separate application for a visa for multiple entries may be submitted with the first application for a study permit or alternatively renewal thereof. A separate fee will, however, be levied in respect of the visa. A first study permit will include and be valid for a single entry only. The fee to be levied in respect of all types of visas including single, transit, re-entry and multiple entry visas is R108.

REFUNDING OF CASH DEPOSITS/CANCELLATION OF BANK GUARANTEES

Application for reimbursement of unforfeited deposits or alternatively cancellation of bank guarantees may be made to the relevant foreign office after final departure of a study from the Republic.

The above revised policy (with the exclusion of, for the time being, September returns and legislative related issues such as fees) is to be implemented with immediate effect and any inquiries regarding such implementation are to be directed to the Sub-directorate: Temporary Residence: Policy Matters at Head Office.

EMPLOYMENT OF FOREIGN STUDENTS

Due to the new legislation not providing for applications for temporary work permits to be made from within South Africa except in the case of a holder of a valid work-seeker's permit having procured an employment contract, foreign students for appointment to posts not pertinent to

their studies will have to be identified timeously and apply for the necessary work permit from outside the country (i.e. the country of which they are a passport holder or where they are normally resident). Since legislation now also strictly prohibits the issuance of a work permit to a foreigner “pursuing an occupation in which a sufficient number of persons are available in the Republic”, institutions will have to fully motivate their appointment of a foreign student instead of a local candidate. This must be done in writing on the institution’s letterhead and should accompany the application for a work permit. It is assumed that South African students will be given preference where minor posts such as tutors, laboratory assistants, receptionists etc. are concerned.

Having regard to foreign students undergoing practical training as part of their study course, a study permit for practical training in lieu of the customary combined study and work permit will be issued, where the student is gainfully employed or not.

Mindful of the fact that foreign students are still enjoying the benefit of being subsidised to the same extent as local students, the Department strongly feels that any job opportunities that might arise should be made available to South African students except in extremely exceptional circumstances where a foreign student is the only option and her or his appointment is fully substantiated as per the above.

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