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ANNUAL REPORT OF
SOUTH AFRICAN HIGHER EDUCATION PROGRAM
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Introduction

This Annual Report for the two participant training programs directly administered by Aurora Associates for the U.S. Agency for International Development's Training for Disadvantaged South Africans Scholarship Project (TDSA) covers the period from June 1, 1987 through May, 1988. Although awarded separately and having distinct budgets, Contracts AFR-0213-C-00-3047-00 (SAHEP I) and AFR-0213-C-5027-00 (SAHEP II) mandate identical activities and are operated as a unified program, the South African Higher Education Program (SAHEP).

The five yearly "intakes" comprising SAHEP I and II total 151 participants, of whom approximately 60% are undergraduates. With the final intake of 30 SAHEP II students during July, 1987, by January 1, 1988 SAHEP I and II constituted 91 students, with males comprising about two-thirds of this total. Characteristics of this population in terms of field of study, degree sought, date of entry and other relevant program statistics are described in the body of this report.

On October 1, 1987, Aurora was awarded a sub-contract with the Institute for International Education (IIE) to continue the program and incorporate five additional yearly intakes (SAHEP III). Since October, 1987, activities have been undertaken related to the selection, placement and orientation of the first SAHEP III intake of 26 to 29 participants, who will arrive in the United States in late July. As required, a six-month progress report for SAHEP III, focusing on placement, the selection of the orientation contractor and the development of procedures for operation of the program with IIE, is presented in a separate document which is submitted to the Institute for inclusion in their report to AID. Although from the standpoint of management, SAHEP III has been integrated into the overall program operations, its status as a subcontract to IIE requires that it be administered separately and employ somewhat different and distinct administrative systems and procedures. Information concerning the operation of SAHEP III is, therefore, not included in this report.

With the successful conclusion of its final intake, the SAHEP I and II programs described in this report have entered a new phase. During the past twelve months, the program's emphasis has appropriately shifted from placement and orientation to issues of ongoing participant tracking and support, strengthening of internal management and financial administration, improvement of communications and coordination and overall program assessment and modification.

This annual report reflects this changing emphasis. Rather than focus on the description of regular project events such as the annual conference, SRC meetings, orientation or placement, although covering these activities, the report seeks to identify issues, problems and trends which may be discerned from the perspective of five years of program operations. For the first

time, the annual report presents an analysis of information derived from an examination of exit questionnaires. The data from these 34 participants present a valuable assessment of the program from the standpoint of those about to return to South Africa. Equally interesting is the information generated through interviews with eleven SAHEP graduates conducted in South Africa, several months to more than two years after their return home. This report also presents an analysis and recommendations concerning four current policy issues affecting the program: summer activities, second degrees, participant data bases and the student conference. These papers are presented not as formal proposals to AID, but as "thought pieces" designed to provoke discussion and further exploration of these issues.

The report begins with a statistical description and brief discussion of the SAHEP student body: who they are, what they are studying, where they are enrolled. We next present descriptions of selected program events, current trends and program initiatives. This is followed by a more detailed analysis of the SAHEP exit questionnaire responses and interviews with graduates in South Africa. The final section of the report discusses four major policy issues confronting the program and suggests possible directions for their resolution.

SAHEP Participant Profile

This section provides descriptive statistics of the SAHEP student body as of January 1, 1988, including participant place of origin, field of study and other demographic information. There were 91 participants on January 1st, of which 62 (68%) are men and 29 (32%) women. The majority of participants are undergraduates (75%) as compared with graduate-level students (25%). The number of participants by gender and level of study is provided below.

	Undergrad	Graduate	Total
Female	19	10	29
Male	49	13	62
Total	68	23	91

It should be noted that the proportion of graduate level students shown above is significantly lower than their proportion at each intake. Because graduate level studies are generally much shorter than undergraduate studies, a number of graduate level participants have already completed the program and, therefore, are not included in the current (1/1/88) figures.

Age of undergraduate participants averaged 26 years with the youngest being 19 and the oldest 35 years old. Graduate students averaged 32 years with a range from 25 to 42. These ages are significantly older than the typical graduate or undergraduate student in the U.S., potentially complicating housing, counseling and social issues, as well as overall adjustment in the U.S. college or university environment. Despite these and other adjustments, the SAHEP participants have performed remarkably well. Using available current data, the average GPA for undergraduates was 2.9, while the average graduate GPA was 3.4.

Geographically, the participants come from every province in South Africa. The majority of participants are on record as being from the Transvaal (49), consistent with demographics which indicate that the majority of black South Africans live in this province. The remaining participants are on record as being from the Cape province (17), Natal (15) and the Orange Free State (10).

The SAHEP participants are attending colleges and universities in 24 states throughout the nation, as well as the District of Columbia. (See Table 1 at the end of this section.) Thirty-four participants are studying in the East or Northeast, 23 are in the Mid-West, 21 are in the South and eight are in the West.

Twenty participants are attending HBCUs as summarized below.

	Undergrad	Graduate	Total
HBCUs	18	2	20
Other	50	21	71

As this chart indicates, graduate students represent 30% of those attending non-HBCUs, but only 10% of the current SAHEP enrollment at historically black institutions. Recognizing that with no new intakes, the proportion of undergraduate to graduate students in both sub-samples will tend to increase over time, the relative difference in these percentages still remains striking. What this suggests is that the HBCUs have become a major placement source for undergraduates, with more than one-third of this group in attendance at historically black colleges. Although such placement may have cost implications, it should also be

noted that HBCUs appear to offer the SAHEP undergraduate a successful place in which to pursue their studies.¹

In this regard, it is interesting to note that none of the students with current academic difficulties are enrolled in HBCUs. Engineers, in particular, have done very well at HBCUs with an average GPA of 3.3. It may be argued that HBCUs are less competitive than some of the other schools, or perhaps that HBCUs provide a more supportive or comfortable environment for the participants. Some students at HBCUs seem very satisfied with the schools and their programs and others, including two who had attended the University of Witwatersand in South Africa, complained that their American university did not have nearly the facilities as their university in South Africa.

SAHEP participants are pursuing diverse fields of study. The 68 undergraduates are distributed among 21 fields. The most frequent major for undergraduates is Engineering (17 participants), Business Administration (9), Biology (5), Chemistry (5), and Accounting, Computer Science and Pharmacy (4 participants each). Undergraduate field of study, in order of frequency, is detailed in Table 2.

The 23 Graduate-level participants are studying 15 different fields. The most popular areas are Counseling (4), Education (3), Social Work (3) and Library Science (2). The remaining fields each have only one participant. This information is presented in Table 3.

The 29 women participants were disbursed among 18 fields of study. Eleven areas had two participants each. Although "traditional" fields were represented, SAHEP women are also involved in Engineering, Chemistry, Pharmacy, and Biology. (See Table 4).

As a proportion of all students per intake, the percentage of female participants has ranged from a low of 18% in the first, (1983-84) intake to a high of 45% in 1985-86. Women represented 33% of all participants in the 1987-88 intake. A list of all SAHEP participants including their year of intake, field of study and level of study is provided in Table 5. This table also indicates participants attending HBCUs.

¹Although HBCUs have generally been less able to provide full tuition waivers than have other institutions, their tuition costs tend to be considerably lower than private and most public universities. Since the great majority of all SAHEP placements do not include waivers on summer tuition, the reduced cost of summer study at HBCUs makes the cost difference over a four-year course of study less compelling. The record of success of SAHEP undergraduates at HBCUs, eliminating the need for additional semesters to complete, also serves as a cost saving. Whatever the relative cost implication of HBCU participation, the moral appropriateness of such involvement remains, we believe, absolute.

Table 1

**Distribution of Participant Colleges and Universities by State
(As of 1/1/88)**

<u>State</u>	<u>No. of Students</u>	<u>State</u>	<u>No. of Students</u>
AL	2	MA	5
AZ	1	MD	1
CA	5	MI	1
CT	5	MO	1
DC	5	NC	4
FL	2	NH	2
GA	7	NY	9
IA	6	OH	5
IL	10	PA	6
IN	1	TX	3
KS	1	VA	1
LA	3	WA	2
		WI	3

Table 2

**Field of Study: Undergraduate Participants
(As of 1/1/88)**

Field -----	Number of Participants -----
Engineering	17
Business Administration	9
Biology	5
Chemistry	5
Accounting	4
Computer Science	4
Pharmacy	4
Economics	3
Agriculture	2
Education	2
Education Psychology	2
Mathematics	2*
Physics	2
BioChemistry	1
English	1*
Forestry	1
Journalism	1
Medical Technology	1
Nursing	1
Psychology	1
Urban Planning	1

*One participant is majoring in both Mathematics and English and is therefore counted twice above.

Table 3

**Field of Study: Graduate Students
(As of 1/1/88)**

Field	Number of Participants
Counseling	4
Education	3
Social Work	3
Library Science	2
Anthropology	1
Computer Science	1
Educational Psychology	1
Geography	1
History	1
Immunology	1
Law	1
Linguistics	1
Psychology	1
Public Health	1
Zoology	1

Table 4**Field of Study: Female Participants
(As of 1/1/88)**

Field	Number of Undergraduates	Number of Graduates
Accounting	2	-
Biology	2	-
Business Administration	2	-
Chemistry	2	-
Counseling	-	2
Economics	2	-
Education	-	2
Educational Psychology	2	-
Library Science	-	2
Pharmacy	2	-
Psychology	1	1
Anthropology	-	1
Computer Science	1	-
Engineering	1	-
Linguistics	-	1
Medical Technology	1	-
Nursing	1	-
Social Work	-	1

Table 5

Current SAHEP Participants
(As of 1/1/86)

Last Name	First Name	Gender	Grad/ Undergrad	Intake	Field of Study	HBCU
Africa	Kenneth	M	U	1986	Physics	
Bokaba	Lucky	M	U	1983	Engineering	
Cindi	Zukiswa	F	U	1986	Economics	
Cita	Malinge	M	U	1984	Pharmacy	
Dimati	Sello	M	U	1985	Biology	Y
Dlamini	Busi Innocentia	F	G	1987	Library Science	
Dlamini	Mosipho	F	U	1985	Chemistry	
Dube	Madge	F	G	1987	Education	Y
Flanders	Joanna	F	U	1986	Psychology	
Fusi	Petrus	M	U	1986	ChemEngineering	Y
Garbharren	Mari	M	G	1986	Geography	
Gcaba	Sibusiso	M	U	1984	ChemEngineering	
Gxalaba	Patrick	M	U	1984	Engineering	
Hlati	Mahleo	M	U	1985	Physics	
Julies	Eugene	M	U	1984	Engineering	
Kawa	Andisiwe	F	G	1985	Counseling	
Khumalo	Ariel	M	U	1985	Pharmacy	Y
Langeveldt	William	M	G	1986	Educational Psy.	
Levis	Sean	M	G	1987	Computer Sci.	
Mabena	Mcazane (Joseph)	M	U	1985	ChemEngineering	
Mabitsela	Frans	M	U	1986	BioChemistry	
Madonsela	Dumisane	M	U	1984	Engineering	
Magau	Namane	F	G	1987	Education	

Table 5 (Continued)
Current SAHEP Participants
(As of 1/1/88)

Last Name	First Name	Gender	Grad/ Undergrad Intake	Field of Study	HBCU
Makgopa	Douglas	M	U	1986 Business Admin.	
Makhene	Modise	M	U	1986 Business Admin.	
Makobe	Molopeng (Bishop)	M	G	1987 Education	Y
Malamba	Matilda	F	G	1985 Social Work	
Mamphui	Khutso	M	U	1987 Education	
Mangka	Joel	M	U	1987 Biology	
Marishane	Lepule	F	U	1986 Educational Psy	Y
Marite	David	M	U	1986 Engineering	
Marumo	Joseph	M	U	1987 Agriculture	
Maserumule	Motudi Samuel	M	U	1987 Civil Engineer	Y
Masobe	Patrick	M	U	1986 Business Admin.	
Mathe	Mahlanyane	M	U	1986 Chemistry	
Mavana	Mlungisi Nduna	M	G	1987 Social Work	
Mayekiso	Monde	M	G	1987 Zoology	
Mayeng	Isaac	M	U	1984 Medical Chem.	
Mbhele	Sylvia	F	U	1984 Business Admin.	
Mhlongo	Henry	M	U	1986 ChemEngineering	
Mlokoti	Mettleton	M	U	1986 Education	Y
Mncube	Dingani	M	U	1987 Forestry	
Mndaweni	Siphwe	F	U	1986 Biology	
Mntambo	Vincent	M	G	1987 Law	
Moephuli	Shadrack	M	U	1985 AgriculturalSci	
Mogane	Noffat	M	G	1986 Social Work	

Table 5 (Continued)

Current SAHEP Participants
(As of 1/1/88)

Last Name	First Name	Gender	Grad/ Undergrad	Intake	Field of Study	HBCU
Mogashoa	Mary	F	U	1985	Biology	
Mokae	Motsidisi	F	U	1986	Med. Technology	
Mokati	Machitje	M	U	1985	Chemistry	Y
Mokoka	Hilton	F	U	1987	Civil Engineer	Y
Molefe	Lerato	F	U	1987	Educational Psy.	
Molefe	Ralesenya	M	G	1987	Counseling	
Moloane	Edward	M	U	1984	Computer Sci.	
Molotsane	Molpone (Bernice)	F	G	1987	Linguistics	
Moreboli	Tshidiso	M	U	1987	Economics	
Moshesh	Jobo	M	U	1987	Accounting	Y
Mothusi	Andrew	M	G	1987	Public Health	
Mphahlele	Elizabeth	F	G	1987	Library Science	
Mthembu	Aggrey	M	U	1984	ElecEngineering	Y
Mthiyane	Sibongile	F	U	1986	Pharmacy	Y
Muller	Ashley	M	U	1986	ChemEngineering	
Muyanga	Hlekane	F	U	1985	Business Admin.	
Maidoo	Zalboonisha	F	G	1987	Counseling	
Mevhotalu	Prinsloo	M	G	1986	Immunology	
Mgendane	Zola	M	G	1987	Counseling	
Mgonyama	Vuyo	M	U	1985	Business Admin.	
Mhlapho	Innocentia	F	U	1987	Accounting	
Mkosi	Grace	F	U	1984	Nursing	
Mthabo (nee Mawala)	Boatamo	F	G	1987	Anthropology	

Table 5 (Continued)
Current SAHEP Participants
(As of 1/1/88)

Last Name	First Name	Gender	Grad/ Undergrad	Intake	Field of Study	HBCU
Mtshengulana	Lizo	M	U	1986	Business Man.	
Mtshope	Zwelakhe	M	U	1985	Biology	
Mtsoana	Moratoe	M	U	1985	Business Admin.	Y
Mtsoane	Elias	M	U	1987	Civil Engineer.	Y
Paulsen	William	M	U	1986	Computer Sci.	
Pillay	Rubakanthan(Reuben)	M	U	1987	Computer Sci.	
Salie	Faiza	F	U	1984	Chemistry	
Sato	Richard	M	U	1986	Engineering	Y
Sesele	Koena	M	U	1987	Accounting	
Setzin	Kenneth	M	U	1986	Journalism	
Sithole	Abel	M	U	1984	Math & English	
Smith	Moelene	F	U	1986	Bus. Accounting	
Sooklal	Sanjay	M	U	1986	ElecEngineering	
Tau	Sekhehle	M	U	1986	Business	Y
Thabede	Reginald	M	U	1986	MechEngineering	Y
Thomas	Cornelius	M	G	1987	History	
Tshabalala	Bajabulle	F	U	1985	Economics	
Tshabalala	Mtombifuthi	F	U	1986	Pharmacy	Y
Twalo	Lungelo	M	U	1987	Mathematics	
Van Niekerk	Marlene	F	G	1986	Psychology	
Xaba	Thokozani	M	U	1985	Urban Planning	
Xiphu	Siziwe	F	U	1985	Computer Sci.	Y

Program Events, Issues and Trends

Introduction

In this section we summarize selected SAHEP events, issues and trends which have occurred during this twelve-month reporting period. The past year has represented a period of significant program change and development, including the departure of the project director, Yves Savain and a senior program staff, Mary Price, and the appointment of a new director, Dr. Vincent Vera. As noted in the introduction of this annual report, this period has also seen a shift in emphasis towards strengthening of internal administrative systems, improved cost forecasting, better communications and a more coordinated and integrated program in cooperation with IIE. These developmental activities have enabled SAHEP to more closely identify program and counseling issues and trends affecting the participant body, and these, too, are briefly highlighted in this section.

Administrative Systems

During the past year, a significant effort has been directed towards automating and improving the efficiency of SAHEP administrative systems. Two areas can be highlighted: (1) the efforts directed toward expansion of the program's electronic data base and the standardization of data elements with IIE, and, (2) in conjunction with USAID and IIE, the reformatting of the financial management information systems particularly the cost-to-complete projections:

Information Systems Development

During the past twelve months, Aurora has been engaged in a project aimed at three major goals: the expansion of the information in the electronic SAHEP data base, the expansion of reporting facilities for information in the data base, and the redesign of the data base to allow for interchange and data compatibility with IIE and EOC data bases. To this end, discussions between Aurora and EOC and Aurora and IIE resulted in an exchange of information on the current software, hardware and data base elements endorsed by each, as well as plans for each organization's future data base development.

These exchanges of information culminated in detailed examination of the data elements, field length specification, and format of each data element in the IIE data base. This examination has assured that all corresponding data elements in Aurora's data base will be compatible with those of IIE's and that all data elements in IIE's data base which are relevant to AID reporting will be replicated in the Aurora data base.

This planning has resulted in maximum reporting flexibility and data interchange capability between the IIE and Aurora systems and assumes that data gathered by the two entities will be congruent. Presented in the appendix to this report are the

data fields, with length and field type, of the elements comprising Aurora's revised and expanded data base system.

The expanded SAHEP data base offers the program staff improved capability to monitor student progress, including issues such as grade point average, transfer credits and dates of completion (DOC); identify problems and intervene early enough to provide the necessary support to enable participants to successfully complete their program of studies. This effort has resulted in a more effective and rigorous process for identifying academic problems, setting objectives for student performance and containing problems of "runaway" dates of completion, program extensions and costs.

Financial Management Information Systems

Based on discussions with AID and IIE personnel, Aurora took the lead in devising a new cost-to-complete format which will enable both sponsors to track on a quarterly basis the specific costs such as allowances, tuitions and transportation of each participant and, thereby, project forward the cost associated with their studies to completion. This automated model which has been established to track and project costs has enabled Aurora to generate accurate cost-to-complete estimates for each intake, on a student-by-student basis (see appendix for an example of this "spreadsheet"). As participant costs change, such as increases in summer tuitions and allowance rates, or a revision in the anticipated number of months to completion for a particular student, the new data is entered into the model which automatically revises the cost totals. Based on this new approach to TDSA fiscal management, Aurora and IIE submitted to AID in June, 1988, revised cost estimates and have agreed to hence forth follow this format in tracking, projecting and reporting costs. This mechanism should serve to more adequately enable AID and the sponsors to estimate the maximum number of participants which can be included in any intake and to insure that they are "fully-funded" to their expected DOC.

Communications and Inter-Organizational Relations

During the past year, SAHEP has systematically endeavored to improve communication with all parties involved in the TDSA project. The EOC has expressed the need to be in closer touch with program policies and operations particularly around placement issues, and to maintain informational links concerning student progress while they are in the U.S.; and their plans for their return to South Africa. Enhanced communication with IIE has resulted in broader areas of procedural and policy consistency, the sharing of unused scholarships, working with the SRC, and closer cooperation in the planning for and conduct of logistical support for the annual student conference. We have also increased communication with the Africa Bureau of USAID, the AID mission in South Africa, the SAHEP advisory board, the Student Representative Council (SRC), the South African/Azanian Student Movement (SA/ASM), Denison University South African

Orientation, the African American Institute and the program participants.

It was decided that one way to keep these various groups informed would be by including them on the greatly expanded monthly memo mailing list. This monthly correspondence was originally a one-page memorandum sent only to participants and served mainly to remind students of up-coming events and provide logistical information regarding their scholarships. During the year, the memo was significantly expanded to address in-depth other relevant program issues, and we began sending it to the EOC, the Africa Bureau, the AID mission, all SRC members, SA/ASM, and the advisory board. The memo now discusses both special and recurring issues, problems, trends and dilemmas, such as completion of degrees, calculation of living allowances, and summer options. The format of the newsletter has also been changed to make it more appealing and "reader friendly." We view the SAHEP monthly memo as a vehicle where we can discuss and debate issues in detail, raise ideas and clarify procedures and requirements. We are of the opinion that the broader the newsletter's readership within the constituent TDSA organizations, the more effective we will be in promoting and administering the program and offering to its participants the resources, help and support they require.

As noted above, we have initiated steps to communicate with the EOC during the placement process, and keep it informed on student progress. Although coordination can still be improved, we have maintained closer informational links with the EOC throughout the 1988 placement process recognizing that they in South Africa can far more easily than we in the U.S. respond to applicant queries. We have done this through telex, mail, visits and telephone calls. We have also agreed to inform EOC as students complete their degrees and have consulted with them in cases of serious student problems. We now also send copies of evaluation forms completed by participants, so that the EOC has some follow-up with participants they have selected and can get constructive criticism of the program.

Though both Aurora and IIE maintain their own systems, procedures and policies, there has been much more sharing of ideas, plans, concerns and trends. Also, participants have voiced, through the SRC, a concern that the IIE/Aurora division be no cause for division amongst TDSA participants. To the extent that SAHEP/SAEP policies, procedures and benefits are consistent and mutually supportive, morale and program performance is facilitated.

Aurora has continued to encourage participant contact. During the year we switched from AT&T calling card to an "800" number. With students placed in educational institutions across the country, there can be only limited direct student contact. The "800" number serves as a "next best" substitute. As reported by the SRC, students seem to feel that there is someone on the staff ready and willing to speak to them, listen and work on

resolving problems. It is important to all SAHEP staff members that the calls be taken seriously, returned expeditiously and that students feel comfortable in calling. Aurora also uses the annual conference as a means of communicating with participants. We utilize the time there for both individual discussions with participants at their or our requests as well as informal talks with participants and group sessions. During the 1987 orientation, there was one SAHEP staff member who stayed the duration of the program in part to establish this sort of communication on behalf of the SAHEP staff.

There has also been an effort to improve communication with universities. For example, we are now beginning to include on the monthly memo mailing list, institutions such as Georgia State University or Grinnell College which have been particularly active and supportive of the program. We are also trying to institute systematic communications with academic and foreign student advisors, so that we can better track student progress.

During the past year we have taken great strides to implement a more open and cooperative dialogue with the SRC, which we regard as the appropriate voice of participant concerns. In addition to regular meetings with the SRC and informal contacts with its members, it is now our operating practice to consult with SRC on matters of policy and procedures, keeping them informed and drawing on the benefit of their input. In the same spirit, we have begun to maintain an increased level of contact with SA/ASM representatives, particularly over issues of policy and student welfare. Within the ethical boundaries of individual confidentiality, it is SAHEP policy and practice to remain open to discussion of student welfare issues and to seek ideas and resources from the SRC and SA/ASM on behalf of participants in need. It is our view that regardless of the inevitable differences in opinion and perspective, SAHEP needs and benefits from close ongoing dialogue with the student body which it serves.

Counseling Issues and Trends

As we now complete the fifth year of SAHEP program operations, and as a result of improved participant monitoring procedures and data bases, we are able to discern several important trends concerning student progress.

Engineering

One area of concern is the undergraduate engineering program. Engineering is a priority field and each year several undergraduate engineers are selected as applicants and a significant number are placed in engineering programs. We have found that of a total of nineteen engineers in the 1987-88 academic year, two have transferred to other programs, one was academically terminated, two others have severe academic problems, and two have grade point averages (GPA) below 2.5. At

least four of the engineering students will take more than four years to complete their degrees.

Though these numbers may generally correspond to what universities find with American undergraduates starting in engineering, they have made us cognizant of the need to carefully track undergraduate engineering students, assist them in getting academic help or encourage them to change majors if they are in jeopardy of going home with no degree. It has also made us aware of the need to consider an engineering degree as a four and one-half year program for purposes of program and cost projection. Another option we have considered is placing engineering students in liberal arts colleges affiliated with a second institution which offers engineering. After two years of pre-engineering coursework is completed and the students' progress evaluated, the participants and the university then can more accurately assess the students' capabilities and likelihood for success in an engineering program. The drawback is that these combination programs last five years. It may, however, be worth the extra year invested when one considers that several engineering students have exceeded their dates of completion.

Academic Performance

This year, too, we have been faced with the realities of a handful of students whose academic performance has been so poor that they have either been terminated or are in serious jeopardy of losing their scholarship. Three students were terminated from the program because of poor academic performance. In two of the three cases, academic insufficiencies seemed to be the result of other troubles in their lives, the third was an engineering student whose academic record had been weak all along. However, sending three students home without degrees is discouraging to all parties.

The result of the three terminations prompted Aurora to develop its own academic "probation" program. The hope is to be able to intervene early enough that changes are made well before the student has completed several years and has no realistic hope for graduation. When a student is placed on "SAHEP Probation" we outline the conditions of the probation and work with the participant to establish reasonable academic goals for each term. We also solicit the help of both the academic advisor and/or the foreign student advisor to help the student find affordable tutoring, work on problems of concentration, insomnia, general study skills or whatever is prohibiting him or her from obtaining passing grades. In addition, we also request that the participants phone us at some predetermined schedule in order to keep us up-to-date on their progress and concerns.

We have found that some students have taken offense at this procedure, objecting that we are demonstrating a lack of confidence in them and are treating them paternalistically. Most, however, are well aware of the potential loss of their

scholarship and seem accepting of this effort by SAHEP staff to assist them in their programs.

It is worth noting that current university procedures and the lack of any significant time lag between academic sessions, seriously hinders the program's ability to monitor and assist students who are experiencing academic difficulties. Generally, pre-registration occurs sometime during mid-semester and students must register and begin new coursework prior to the reporting of their grades for the prior session. What this means is that students who have failed courses, earned "incompletes," have been placed on probation by the university or denied matriculation in a particular department will not receive formal notification of this until they are actively engaged in their next session. Even with the utmost assistance of advisors and professors, we are finding that these procedures significantly curtail our ability to effectively intervene by counseling students as to their most advantageous course options or save the program additional funds for a student whose grades, once reported, necessarily result in termination.

In considering such academic performance issues, it is important to keep in mind that many SAHEP students, including those in engineering programs, have done extremely well. One engineer recently won a prestigious academic award at the Florida Institute of Technology. Five have GPAs above 3.5. Three engineers have GPAs between 3.0 and 3.5 and four, between 2.5 and 3.0. The average cumulative GPA for the current group of SAHEP undergraduates is a respectable 2.9; for graduate students, 3.4.

Interestingly, all of the current participants with severe academic troubles have been male undergraduates. Furthermore, it has been male undergraduates who have had troubles such as debts which prevent them from registering for classes, reported violence and alcoholism and transferring without notifying Aurora. We are currently examining these cases in order to determine what measures we can employ to more effectively place and assist this participant sub-group. Four of the academically struggling undergraduates are enrolled at large public institutions and, we suspect, may not be assertive enough in seeking the assistance they need. All four have expressed feelings of intimidation at the prospect of having to see professors during office hours and have said that they do not work with their classmates when having academic difficulty. Graduates, on the other hand, often work closely with at least one faculty member and can get close supervision and support from that professor. Few undergraduate males have their families in the U.S. and some report experiencing pressure from home to the effect that they should be in South Africa helping to provide support for their families.

Dates of Completion

The dates of completion have also become a concern for Aurora. Though many of the students are anxious to return home and, therefore, make every effort to complete their programs early, our concern is those who need to extend the time required to complete their degrees. There are a variety of reasons why this might happen. Some of the extensions are unavoidable such as a Ph.D. candidate who requires an extra term to complete his or her dissertation. Other extensions are the result of course failures, dropping courses or neglecting to take required courses at the proper time or sequence. Often a transfer can result in a loss of credits. We have found that the admissions office might accept all the credits taken at another institution, but, once enrolled, the department does not accept certain credits. Or, the new department has slightly different requirements which result in extra time required to complete the same degree.

We now require graduation checks one year in advance of the anticipated completion date. This should avoid extensions due to, for example, one humanities course which is holding up completion. We are making academic advisors aware of the difficulty in extending programs and encouraging them to work closely with the student in mapping out a final study plan. We have also raised this issue in the monthly memo, informing students that extensions are not routinely granted and that if it has not been discussed and approved in a timely manner, they risk going home without the degree.

Second Degrees

There continue to be many students interested in pursuing second degrees. However, since the United Nations will have no funds this year, it will mean that second degree students will need not only admission and a tuition waiver from universities, but a graduate assistantship as well. Because of this, we anticipate that there will be far fewer actual second degree candidates this year. We may also speculate that some may seek to remain in the U.S., possibly pursuing practical training options, while awaiting an improvement in the U.N. funding picture. A discussion of some of the policy and program issues involved in the second degree option is presented in the policy section of this report.

TDSA Orientation Program

The orientation for SAHEP/SAEP participants was held at Denison University from July 24 through August 15, 1987. Twenty-seven of Aurora's 30 participants attended for at least a large portion of the program. The three remaining students were unable to obtain travel papers in time to attend.

Orientating a group this diverse has some inherent problems. It is difficult to provide an orientation which meets the needs

of a nineteen-year-old away from home for the first time, as well as a Ph.D. candidate who has been raising his or her own family for several years and has specific, directed academic objectives. Despite these difficulties, on the whole, Denison University appears to continue to deliver an effective program of orientation for the SAHEP/SAEP student body.

The academic portion of the orientation attempted to provide for these discrepancies by offering a variety of classes at different levels. In the first two weeks, attendance was high for most of the courses. Some participants took the courses very seriously recognizing a need for review and desiring as much preparation as possible. Others did not put much effort into the academic part of the orientation either because the subject matter seemed inappropriate or because they knew the classes would not apply to their degree or grade point averages.

Most participants found the typing classes extremely useful and spent much time practicing. Many students also expressed a desire to get some basic computer or word processing training. The math and statistics courses were also well-attended. Students, particularly those who had been out of school for some time, expressed that not only did the courses help them review math and introduce them to statistics, but the classes gave them a confidence that alleviated apprehension about what was ahead.

The literature course was least well attended. There was a good deal of interest in the subject of Black and Native American literature and students' expectations were very high. However, the professor spent a good deal of time conducting casual discussions which students found irrelevant or at least inappropriate for a literature class. Furthermore, many students felt that the professor had a flippant attitude towards South Africa, and took offense at her approach. Perhaps, too, the students had unduly high expectations of a black American professor teaching black American literature to black South Africans.

Non-academic programs were very well-attended. Lectures, films, videos, athletic events, dances and social activities were appreciated. The topics for the lectures and films were of interest to most students. Also, students really welcomed the opportunity for question and answer periods after any of the events.

The SRC weekend was very well received. The SRC made students aware of many of the issues which they would face in this country and provided some continuity to South African education and issues. The SRC also offered students another level of support and a channel for airing concerns.

Aurora's participation in the orientation this year was different than in the past. Cathy Dentinger, the SAHEP counselor participated in the orientation from start to finish. This turned out to be beneficial for several reasons. Firstly, it

exposed Cathy to the issues of South Africa and general concerns of black South Africans studying in this country. It allowed for much informal interaction between students and counselor which resulted in a good understanding of Aurora as scholarship administrators, our role, expectations, limitations and approach. It has certainly enabled us to achieve a richer and more individualized sense of the participants in the program, their character, needs and expectations. Students seemed to sense that Aurora had a sincere interest in their welfare. Also contact with participants raised the morale and interest level of the counselors. Yves Savain, the Project Director, and Mary Price, also a counselor, both attended parts of the orientation. Robert Walker, President of Aurora, came to personally welcome the students to the program. Participants were impressed with his presentation and appreciated the fact that it was the head of the company who addressed their concerns about who was sponsoring them in this country.

One on-going problem with an orientation in such a small town with no public transportation, is that it severely limits self-orientation. Any excursion has to be en-masse, logistics are complicated and there is little opportunity for independent exploration. Also, some students began to see this as a means of controlling their movement. Because of the situation in which they operate in South Africa, many tend to be very suspicious about the motivation for what is being done or not being done.

An additional element of an orientation for black South African students which cannot be overlooked is the issue of politics. Though any group of 250 people is bound to divide itself into smaller, more intimate groups and friendships, black South Africans are in a unique situation. Some of the participants have lived in racially mixed environments, but most have not lived and interacted so intimately with people of different racial and ethnic backgrounds. Since it is not only a question of desiring to live with one's own ethnic group in South Africa, but a concerted effort on the part of the government to divide or even pit one against another, it is not easy to overcome. Upon arrival at Denison, it is unrealistic to expect the group to become instantly unified. Not unexpectedly smaller groups often appear to form, along ethnic, linguistic or cultural lines. Furthermore, given the realities of South Africa today, political ideology is a very serious issue and the group can split along tense political lines. While all participants seem to recognize the need to break from their apartheid backgrounds, how to do this is an important struggle which certainly extends beyond the participants' stay at Denison University.

The Denison orientation is very much a little South Africa in America with participants, staff and professors sharing an explicit interest in and commitment to South African issues. While this is certainly supportive and beneficial in many respects, it is a poor model for what many of the students will typically find on American campuses. Talking about issues such as isolation, loneliness, living with American stereotypes of

Africans is not the same as experiencing these things. A student who seems very well-adjusted at orientation can have real troubles once on his or her campus. Despite these limitations, the orientation is crucial to informing students of where in their communities they can go to get assistance. Another important role of the orientation is the development of friendship and support systems which students can rely upon when needed during the course of their stay in the United States.

South African Student Conference

Description

Despite an extended delay in finalizing the site and dates, the third, joint SAHEP/SAEP student conference was successfully held in Houston, Texas, from March 24-27, 1988. Eighty-three of the 91 SAHEP participants joined almost 200 IIE-sponsored students and others in what has become probably the largest meeting of black South African students in the United States. Four SAHEP staffers, together with Aurora's President, Robert Walker and Executive Vice President, James Statman attended the meeting. Conference logistics were planned and conducted by Aurora and IIE personnel, with the Student Representative Council (SRC) responsible for agenda planning and speaker recruitment and selection. A brief description of the conference is presented below.

The conference included group sessions with sponsors, student meetings for organizational purposes, such as the SRC annual report, a report from the South African/Azanian Student Movement and SRC elections. Another group session featured a student leader from South Africa reporting on current events and issues at home and the role of overseas students in this process, and a South African professor who discussed the social, political and psychological dynamics of participant training programs. Also on the agenda were various interest-specific meetings, for example addressing women's issues and the interests of psychology students. There were also presentations of invited papers, a cultural evening and a social event.

Aurora staff members used the three days to attend the various meetings and sessions and to conduct formal and informal discussions with the participants.

The conference evaluations, requested from the approximately 340 participants were largely positive and supportive of the conference as an integral part of the scholarship program. Sixty-six of the 83 returned evaluations were tallied.¹

¹More detailed descriptions of the conference format, evaluation results and analysis of its benefits can be found in the May and June, 1988 Monthly Memos.

What students found to be most useful were: meeting and exchanging views with fellow South Africans, meeting the sponsors and receiving updates on South Africa and South African issues. Eighty percent of the students recommended that the conference be held in December in order to avoid interrupting academic schedules. In responding to the question of the conference's overall value in the total scholarship program, 53% of the responses indicated that the conference was "extremely valuable," 26% found it to be "very valuable," 10% found it to be "valuable." One person rated the conference as of "not much value," and another indicated that it was of "no value."

Aurora remains convinced that the annual meeting represents a unique opportunity for program staff to meet, learn from and share ideas with participants, and that their assessment of its particular place and value within the program is relevant and persuasive. Further discussion of the annual meeting's role in TDSA can be found in the discussion of conference educational benefits, presented below and in the "issue papers" portion of this report.

Evaluation of Educational Benefits

Introduction

At the request of the government project officer, we are including in this Annual Report an assessment of the educational value of the South African Student Conference, based primarily upon the meeting conducted in Houston, Texas, in March, 1988. Rather than present a conceptual discussion of possible benefits, we will focus on specific conference events and outcomes. These are: individual meetings with students; presentation of student papers; meetings of students with a common field of study (professional groupings); meetings of special groupings; meetings with the sponsors and plenary sessions. In the final section, we will present some brief suggestions for improving the educational value of the annual meeting.

Individual Student Meetings

One of the principal educational objectives of the annual conference is the opportunity for sponsor staff to meet "one-on-one" with participants to review and discuss their educational goals, progress and problems, to verify dates of completion, clarify issues of policy or procedure and, in general, provide guidance and support. In view of the wide geographic distribution of participants, the annual conference represents the only opportunity for staff to hold such sessions and to establish the kind of working relationships which encourage on-going contact and problem solving during the year.

Prior to the meeting, Aurora requested that participants think about any questions or concerns they might have and be prepared to share these at the meeting. We also used this event as an opportunity to review the progress of every SAHEP

participant and identify any educational or social adjustment issues which we felt should be discussed at the meeting. Although it is difficult to schedule and conduct meetings with all participants during a 2 1/2 day conference and participating in these one-on-one sessions forces the staff and students to miss out on other program sessions, they clearly offer a unique and important opportunity, which we believe is of substantial benefit to participants and to the program as a whole. At the Houston conference, Aurora and IIE staff conducted counseling meetings with approximately 190 scholarship students.

Presentation of Student Papers

At both the Houston and Nashville conferences, the SRC organized a session at which students presented academic papers based on their own study and research. In principle, this session provides a forum at which participants can make professional presentations, share ideas, receive recognition for academic accomplishment and inspire others by their example. In practice, however, this aspect of the program has not, we believe, fulfilled its potential. In part, this is due to some delay in announcing and soliciting papers, caused by the overall lateness in planning for the meeting. Probably more significant though, is the inherent limitation posed by the nature of the students' fields of study. It is highly unlikely that top-flight, technical papers in fields such as physics, agronomy, biochemistry, engineering and computer science will be intelligible to a broad academic audience. What tends to occur, therefore, is a preponderance of papers in fields such as education and psychology.

We believe that presentation of academic papers is a valuable and appropriate component of the program. We would suggest, however, that these papers be presented in meetings of students grouped by fields of study, so that they may be more fully appreciated and critically reviewed.

"Field of Study" Meetings

At the Nashville meeting, time was provided on the agenda to enable groups of participants such as engineers, educators, and those in health-related occupations, to discuss issues of training in the U.S. and most importantly, preparation for employment, licensure (when appropriate), networking, professional development and continuing education upon return home. At Houston, only the psychology group met, at its own instigation, and discussed some critically important issues concerning professional opportunities and practice in South Africa. It is our observation that this meeting served to build contact and communication between participants, enabling them to share concretely valuable information. We would support the formal inclusion of such meetings at subsequent conferences and urge that attention be paid to their planning and development. Such meetings would also be appropriate sites for the presentation and discussion of technical papers and reports.

It is also worth noting that the Houston conference offered sponsors the opportunity to discuss professional training issues with participants. One outcome of these discussions was a reassessment by both sponsors of the utility of undergraduate pharmacy study in the U.S. and the decision to focus instead upon graduate training in this field.

Special Group Meetings

The conference agendas have included sessions devoted to issue groups, such as women's issues, as well as to SRC meetings and elections. We think both types of sessions are useful and appropriate. SRCs play a significant role in universities within South Africa and students look to the TDSA program SRC to represent and voice their issues and concerns. From a sponsors point of view, the SRC, as an institution, serves as an important "sounding board" and point of contact with the student body. It is also obviously important for South African women to have the opportunity to discuss and present issues relevant to their education and experience in the U.S., as well as their role and opportunities upon return. The difficulty in a 2 1/2 day meeting, is finding the time to thoughtfully conduct these sessions and disseminate these issues and information throughout the student body and with the sponsors. In our view, these are areas which require further thought and development, to create the optimal structure and format for their inclusion in the conference.

Meetings with Sponsors

The meeting with sponsors has become something of a conference tradition, but judging from the attendance in Houston, this session was not seen to be a priority by the majority of participants. It may be that the format and expectation for this session, which has taken on some characteristics of a "day of reckoning" has become too negative, with sponsors and participants taking on a defensive demeanor. This is regrettable. It is absolutely appropriate for students and sponsors to meet in an open session to discuss policy and procedures and to give voice and respond to criticisms, problems or concerns. But if this meeting has evolved into a gripe session where only the most vocal carry the floor or where a determined individual can insist on pursuing an issue affecting only them or a small minority of participants, we are left with a situation which is not particularly productive and ultimately discouraging for all sides.

It is certainly useful for sponsors to have a forum at which to raise issues of concern and for students to be able to present their questions, suggestions and criticisms and to hold the sponsors accountable for their actions. What's needed is a format that encourages forthright discussion, not just venting of anger, and which contributes to concrete resolution, not rehashing of problems. What might be considered is a process in which issues are raised and positions expounded in writing prior

to the meeting. If students have concerns on large-scale issues such as the political nature of the selection process or smaller procedural topics like the date at which Fall book allowances are mailed, these can be identified, articulated and considered prior to the meeting and placed on the agenda in a way that gives an increased probability for some clarification, agreement or decision to concur. A largely unstructured two-hour session as conducted in Houston can only result in the raising of a myriad of more or less common issues without much likelihood for something substantial to emerge. Again, time constraints present a real difficulty.

Plenary Session

At recent conferences, the large plenary sessions have served as occasions where speakers address the overall social and political implications of the program. These addresses have attempted to situate the individual participant within a broader context of the overall struggle of black South Africans and within the framework of global politics and international relations. As such, the invited speakers serve to remind students of what they believe to be the underlying meaning of the program for each participant, their responsibility for applying their education back home and the continuity of their endeavor with that of those remaining in South Africa. In this way, such addresses build morale and resolve and help students to deal with their own ambivalence about being in the U.S. and concerns about how such study may be viewed by their fellow black South Africans. Although to American ears, such presentations may seem to be needlessly rhetorical or political, within the context of South Africa today, education and politics cannot be separated. As expressed by students themselves, it is vitally important for participants to feel a continuity and ongoing support from home and to understand the place of their studies in the overall situation of their people. It is also essential that they understand how the scholarship program and the EOC are viewed at home. Given present realities in their country, these are matters of real concrete significance to TDSA program participants.

Suggestions

Presented below are some brief additional suggestions for building the educational value of the annual conference. A detailed discussion of the overall value of the annual conference and its place in the program is presented in the Issue Paper Section of this report.

- o EOC Participation: In our view, the EOC should have a formal, visible role in the conference. This would help integrate program components, and provide continuity and relevance. EOC representatives could provide context on the role of participant studies to the situation in South Africa as well as address issues such as selection criteria.

- o Session for First-Year Students: We have found that students tend to need the most help and support during their first year in the U.S. We would propose a session for students who have arrived in the U.S. during the previous summer, to review their progress, adjustment and problems and identify successful strategies for coping. Such a session would also provide valuable feedback through which to strengthen the orientation program.

- o Inclusion of Sessions on Social/Emotional Adjustment Issues: We believe this is an important area which was not formally addressed at the Houston meeting. We suggest a workshop be conducted by someone with expertise in their area, such as Dr. Hussein Bulhan, to help participants develop self-help and mutual support systems as well as access services available in their communities.

We have also discussed with the SRC the possibility of dividing the conference agenda to include program elements developed by the sponsors and others by the SRC. Such a division, with mutual input and integration, may better insure that the diverse conference objectives and priorities be more successfully addressed. Ultimately, we are faced with an almost impossible challenge of including a vast array of useful, appropriate sessions within a 2 1/2 day format. Given the reality that all professional conferences have social, cultural and political as well as purely educational agendas, it may behoove us to consider expanding the conference to 3 1/2 days.

Analysis of Exit Questionnaires

Introduction

Having successfully conducted five "intakes" of participants since 1983, SAHEP is now able to begin to analyze the feedback from a significant number of program graduates. Such input is a unique and particularly valuable perspective on program effectiveness, operations, problems and successes from the standpoint of individuals about to return home to South Africa. Before SAHEP participants leave the United States, they are requested to complete an exit questionnaire which elicits their views on a wide range of topics relevant to the program and their experience in the United States. Participants, whether graduates or those returning to South Africa prior to achieving a degree, are also encouraged to route their return through Washington, D.C., so that the questionnaire can be administered as an exit interview. Several graduating students were also interviewed at the annual student conference. Such opportunities for face-to-face dialogue present a rich opportunity to learn from the experience of the participants and hopefully utilize this information for program improvement.

For this report, 34 exit questionnaires were examined¹. Of those, 23 (68%) of the respondents were males, and 11 (32%) females; proportions almost identical to the gender distribution of the current SAHEP student body. However, in one major respect this sample is not representative of the SAHEP population. Of the 34 respondents, 27 (79%) are graduate students, whereas in the total five-year intake, only about 37% are graduates. The reason for this disparity, of course, is that most of the graduate students complete a Masters Degree in two years, while undergraduate programs typically require four years or more (as for pharmacy or engineering). Since they complete their course of study in about half the time, the graduate students are overrepresented in this initial exit interview analysis and underrepresented in the current student body where they comprise only 26% of the participants.

This analysis obtains information from only seven undergraduates, six of whom are males. Their areas of study, though, are rather typical of the undergraduates: engineering, math, computer science, chemistry and business administration. More than one-third (10) of the graduate students in this sample are female; 63% (17) are males. Nine of the ten female graduates studied education or counseling.

The 34 participants who completed the questionnaire forms attended 19 different educational institutions in 13 states. Reflecting the initial program strategy to place SAHEP participants in colleges and universities geographically "close" to the Aurora home office in Washington, D.C., all of these students attended institutions located in the Eastern half of the United States. The current distribution of participants, however, is more broadly distributed, with about ten percent located on the West Coast. Presented below is the list of institutions and their states for the 34 exit questionnaires in this sample.

The exit interview participants had attended 19 colleges and universities in 13 states:

School	State
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Boston University	Massachusetts
Clark University	Georgia
Columbia University	New York
Cornell University	New York
Eastern Illinois University	Illinois
Florida Institute of Technology	Florida
Harvard University	Massachusetts
Howard University	District of Columbia
Marquette University	Wisconsin

¹A copy of the exit questionnaire appears in the Appendix to this report.

Northern Illinois University	Illinois
Oakland College	Michigan
Ohio Wesleyan University	Ohio
University of Connecticut	Connecticut
University of Georgia	Georgia
University of Illinois	Illinois
University of Iowa	Iowa
University of Massachusetts	Massachusetts
University of North Carolina	North Carolina
Warren Wilson College	North Carolina

Questionnaire Responses

Part I of the Exit Questionnaire focused on academic experience. The initial question asked:

How would you rate your overall academic experience in the United States in terms of the quality of education you received? _____ Excellent _____ Good _____ Fair _____ Poor. Why have you chosen the rating indicated?

Eleven (32%) of the respondents rated their experience Excellent; 18 (53%) thought the quality was good, while 5 (15%) thought the education was fair. Asked why they had selected these ratings, the following were typical of the variety of responses:

- o My knowledge...increased tremendously.
- o Flexibility built into the program allowed me to choose courses other than those usually required of students. The personal attention one gets from professors was important and very good.
- o Psychological stability as a result of security of payment of tuition and monthly allowance.
- o Students do not share because of the competitive neurosis.
- o It puts more emphasis on the GPA, which leaves one no choice but to memorize without really understanding. It assumes you will learn after graduation.

In general the participants in this sample valued the quality of education, although a few felt that the emphasis was American society and, therefore, the knowledge could not be readily transferred to South Africa. There was no marked difference on these perceptions by gender.

Part I, Question 2 asked:

What have been the three most positive aspects of your education in the U.S.?

Responses to this question reflected the political environment from which participants came. These were typical:

- o The significant benefit of participating in a racially integrated school system which eliminates a feeling of inferiority in society and which creates a retardation of educational and mental development thus affecting motivation to learn.
- o I learned to do unbiased research for the first time without prejudice.
- o I got a chance to look at South Africa from outside.
- o Teachers were unbiased on grades, you get what you deserve.

Question 3 asked:

What have been the three most significant problems related to your education in the U.S.?

The issue of suitable housing was mentioned by several participants.

- o Finding suitable accommodation with reasonable rental rates.
- o Due to accommodation problems, I could not use the library facilities in the evenings.

Other problems included:

- o Pressure to finish degree as soon as possible.
- o It was hard to communicate with students, as most of them had never been exposed to foreigners -- there was a subtle racial prejudice.
- o Keeping pace during summer school.

Several participants in this sample seem to have experienced some difficulties fitting into American society. As one said, he felt "like I'm an intruder or outsider."

Part I, Question 4 asked:

What activities, if any, did you engage in at your university in addition to your studies?

Seventy percent of the respondents said they belonged to some extracurricular organization, usually an international organization or some sport club. As expressed by one student, "such interaction is healthy; non-threatening relationships

definitely make for personal growth, a heightened sense of tolerance and awareness of differences at the personal, group and national levels." Another stated: "the professional associations have been helpful and informative...received journals and current information from them." Another said that "the members of the (professional) organization gave me moral support whenever I needed it."

Part I Question 5 asked:

In what academic areas was your preparation weakest before arriving in the U.S.? In what ways have you over come these weaknesses and with the help of what institutions, courses, special programs or individuals?

One respondent said that "content wise I also found that I knew most of the theories which form the background of my program." However a few said that their weakness was the inability "to manage excessive workload and be able to read extensively in preparation for class." Computer programming was new for most (80%), and a few expressed gratitude for the assistance that they received from their instructors.

Part I, Question 6 asked:

Do you have any plans to obtain further education? If so, what kind, when and where do you plan to obtain it?

Ten graduate students responded that they planned to pursue a doctoral program and they mentioned the U.S., South Africa, England and Australia as likely sites. The remaining planned to return to their old jobs in South Africa but also indicated that they expected to pursue advanced degrees in two to three years. The United States was listed as the country of preference.

Among the undergraduates, two said that they planned to pursue a graduate degree in South Africa, two planned to enroll in a Master's program in the United States, two were uncertain, and one definitely planned to return to work.

Part I, Question 7 asked respondents to:

Make any other comments regarding their academic experience in the U.S.A.

A majority (75%) thought that they had received a valuable education. They also thought that Aurora had been supportive in "promoting academic, personal and social adjustment of students." There were however, some critical comments:

- o I think that the pressure that I had to finish my degree in two years made my life least enjoyable and a nightmare.

- o Foreign students are assumed to be on special programs, leading to paternalism and condescension on the part of the teachers regardless of one's ability.

In order to aid in adjustment, it was suggested that SAHEP place students in schools where there is at least one other South African participant.

Part II posed questions on the students' experience with SAHEP and Aurora Associates. Question 1 asked:

In what ways, if any, did the predeparture briefings of the EOC prepare you for your stay in the U.S.?

Thirteen (23%) said that they had not received any briefings; six (18%) said that the briefings were of no value and the remaining 15 (44%) praised the predeparture briefings. One participant stated a concern that the briefings were "inaccurate due to regional differences in the U.S." It was also suggested that there was "need to focus (1) more critically on the difficulties of studying in the U.S., (2) on the purposes of a U.S. education relative to the South African context."

Question 2 asked respondents to:

Assess the long-term relevance of the orientation program in the U.S. and their overall adjustment to American institutions and lifestyles.

In general, respondents valued the Denison orientation program with such remarks as "I feel that the program is essential in preparing one for the entry-shock, be it education or social." One respondent analyzed the orientation from its political value: "We are very much separated at home and orientation is good as it helps to build bridges."

Several participants stated that the orientation should have placed greater emphasis on practical issues such as "the difficulties of securing apartments." To help new students adjust, they should be "allowed to interact, with old students" because "personal experiences of your friends...is often the more honest expression of reality."

Part II, Question 3 asked:

How would you characterize the overall level of support you received from Aurora Associates SAHEP staff? _____ Excellent, _____ Good, _____ Fair, _____ Poor. What are your reasons for the ratings indicated?

Eight (24%) rated the support as Excellent, nine (26%) rated the support as Good and six (18%) thought support was Fair. Respondents were impressed by "the racial identity of the staff (which) has strong psychological and political significance for black South Africans." One respondent said: "I am very thankful

to Bob Walker's, the President, telephone call way back in 1983 when he just chatted with me. More such calls from Aurora staff would help to ease a lot of tension especially during the initial stage of our stay."

Part II, Question 4 asked respondents to:

Assess the adequacy or inadequacy of monthly living allowance, book allowance and other allowances.

Fifteen (44%) thought that the monthly stipend was adequate, while 12 (35%) thought it was insufficient. Those who thought that the monthly allowance was inadequate cited the high cost of housing, and that the money did "not increase with increasing prices." There were those who thought that the adequacy was contingent upon "the geographical location of the campus."

Book allowance was generally considered adequate because "if the money was insufficient, Aurora used to reimburse the excess amount." However, some of those on the quarter system said that "the allowance does not consider the needs of students in the quarter system who have to buy books four times a year."

The only response recorded on other allowances criticized the adequacy of the settling-in allowance. The respondent said "a student is given allowance to buy, e.g., winter clothing. That happens only once and yet a student has to go through two to four winter seasons."

Part II, Question 5 asked:

During the Summer periods did you attend Summer school, obtain an internship, have a work study program or other experiences arranged through SAHEP? If so, how well were these programs arranged and in what ways did you benefit from them?

Responses to this item, though varied, were generally positive. One respondent said: "I attended Summer school. It aided in speeding completion of my course." Another stated "my internship was the most beneficial of all my experiences in America. A third said "I attended Summer school which I found very hectic. Although I passed, I was not pleased with my performance because it brought my GPA lower."

Part II, Question 6 asked:

Do you have specific recommendations to make to Aurora regarding improvements in any aspect of the program? If so, please list them below. Please use extra pages if necessary.

Responses here tended to focus on a particular issue, idea or concern of relevance to a particular student. For example, one participant suggested that "it would be very helpful if

Aurora could liaise with foreign student advisors in arranging for accommodation of students before arrival at U.S. universities." Another suggested that SAHEP should "hold the (student) conference every second year and utilize savings for compassionate tickets." While several students applauded Aurora for its performance, one, who was required to terminate for academic reasons suggested that the program should utilize "counseling, be it academic or other wise instead of dumping a student from scholarship" and that "problem areas should be visited." There was a general concern on internship and placements: "Job placement should be facilitated either in the form of internships here and/or in South Africa."

Part III focused on experiences encountered in the United States. Question 1 asked:

What have been your major positive impressions or experiences living in the United States.

As in Part I, impressions tend to focus on the political: "I was impressed by the law: the fact that everybody is protected by the law." One valued the feeling of "being in an enhancing educational environment as opposed to the punitive and denigrating environment at home" and the other valued "the relative lack of censorship of ideas." One participant observed that "American lecturers are generally more approachable which makes for non-threatening one-to-one teacher-student meetings." A few were impressed by American patriotism and others valued the opportunity of meeting people of diverse cultures.

Part III, Question 2 asked:

What have been your major negative impressions or experiences living in the United States?

The cost of living was cited and the following were also observed:

- o Not having anywhere to go or enough (money) for traveling during holidays.
- o The decadence, promiscuity and hypocrisy of American society.
- o Although I had the opportunity of meeting many types of people -- interaction was on a very temporary basis.
- o The ignorance and naivete of many.
- o I learned to eat pizza.
- o American ignorance regarding international affairs.

One participant found out that "one can be extremely lonely and depressed, as such I would advise other students who come to the U.S. to join as many social organizations in their colleges as possible."

Part III, Question 3 asked:

If respondents had been to different parts of the U.S. and how these compared with the area where their university was located.

A majority (80%) said that they had traveled extensively. Most liked the area where their school was located although some complained that their school was remote from the big cities.

Asked in Part II, Question 4:

Did you have one or more homestays with American families or individuals? If so, what was your reaction to the experience?

Participants provided an assortment of responses such as:

- o The contact with families and individuals was worthwhile experience, although many myths have to be explored.
- o I had the opportunity to see how real American families are like, unlike when you meet them in the streets or malls.
- o I felt at home.
- o I felt that the people went too much out of their way to make me feel comfortable. I could, therefore, not fully relax.

Question 5 asked:

Are there specific ways in which Aurora Associates might be able to help you and other returning students to maintain contact with U.S. professional organizations, individuals, events, etc., that could be of assistance to you in South Africa? If so, how?

The following were suggested:

- o Establish a channel through which students in South Africa can have access to some of the contemporary professional journals issued by professional organizations in the States.
- o Provide information through alumni associations, or let them know when an Aurora staffer will be visiting South Africa.

Question 6 asked participants what they:

Did not know about the U.S. before their arrival, and how that knowledge could have helped their adjustment process?

These are typical of the broad range of answers provided:

- o That people are homeless and starving.
- o Aurora could send materials on how assignments are written scientifically, information about GPA and the credit system.
- o Some campus newspapers.
- o Maps, particularly of the area you will be going to.
- o How expensive things are.
- o Catalogs of various institutions in the U.S. would make it easier for students to choose the correct school.
- o I didn't know I would be expected to find accommodation on my own without assistance from the university, otherwise I would have prepared myself psychologically.

Part IV focused on the experience of returning to South Africa. Question 1 asked:

What type of employment do you plan to seek in South Africa? If you already have a position, what is it?

The majority (78%) were going into teaching or returning to their old jobs. Most undergraduates were seeking to pursue a graduate degree, with one seeking employment.

Question 2 asked:

How valuable do you believe an American university degree and an American education will be to you in South Africa?

These were some of the responses, almost all of which were extremely positive:

- o It is so revered and honored, hence such an influx of applicants.
- o American education is given a higher credit than local one maybe because it is thought to be unbiased and open ended.
- o In my field, computer science, and the knowledge I have gained is most sought after.

- o It would have been of more quality if it did not emphasize GPA than learning.

One participant saw the education as affording him opportunities for promotion.

Question 3 asked:

Do you plan to be a member and to be active in the alumni association of SAHEP in South Africa? Are there ways that this association can be assisted by Aurora Associates?

Almost one-third of the group said that they would not be members of an association because it was "an elitist group; should seek integration into existing community structures." One participant suggested that "Aurora should keep in touch as much as possible with alumni and use them for selection of prospective candidates." Some of the responses were:

- o Yes, by sponsoring a monthly newsletter.
- o Yes, I am eager to be an active member of the alumni association in South Africa.

Finally, Question 4 asked:

If you had drafted the debriefing questionnaire and wanted to learn about the overall reaction of students to SAHEP, their universities and the U.S., what questions would you include in this questionnaire which are not asked?

Twenty-two (65%) felt that there was too much emphasis on academics and little on social, cultural and political aspects. One person suggested that questions should have been posed addressing "personal problems, homesickness, psychological and whether support and/or therapeutic systems were helpful." A few felt that the questionnaire was comprehensive enough. However, the following questions were suggested:

- o If you used the medical aid scheme (HAC) were you satisfied?
- o How did you cope with news that you found disturbing from South Africa?
- o How important was it to have other South African students in the same/neighboring campus?
- o How does your attitude towards the school help you succeed in your courses?

Summary and Conclusions

Data from these exit interviews identified several common problem areas or concerns including:

- o The cost of housing and the perceived inadequacy of living allowances.
- o The inadequacy of predeparture briefings regarding the realities of American society.
- o Insufficient presentations during orientation of the nature of the American grading system and the meaning of the grade point average.
- o The hectic nature of summer school and its effect on the cumulative grade average.

The questionnaire responses indicate strongly that most participants greatly value the education they receive in the United States and cite the role of freedom and democracy in contributing to the learning process. The following responses were made frequently.

- o An individual is protected equally within the law.
- o Faculty exhibit a caring attitude, and encourage open debate on issues.

Participants also voiced support for SAHEP's administration of the program, stating that staff conducted the program with interest, dedication and fairness. These questionnaire responses indicate that the great majority of exiting students view the program as generally successful in meeting their educational objectives and that the experience of study in the United States was quite worthwhile. These questionnaires also provide a number of criticisms and suggestions which are worthy of consideration.

Interviews with Returned Program Graduates

In April 1938, Gundu Rau, took the opportunity of his visit to Southern Africa (Lesotho) for business related to another AID project contracted by Aurora, to visit Johannesburg and Durban to conduct follow-up interviews with returned participants. EOC assisted in setting up the interviews. Due to limitations of time and the fact that many program graduates reside in parts of South Africa not visited by Mr. Rau, eleven interviews were conducted.¹ The uncertainties of securing a visa from the South African Embassy in Washington until the very last minute before departing the United States added to the difficulty in planning the trip. However, the "sample survey" was useful in getting feedback on the status of the returned students and if and how the education and skills they acquired in the United States has helped them in their careers. This is the first time such a

¹Mr. Rau also interviewed three SAEP graduates.

follow-up activity has been undertaken by Aurora since it started administering the contract. The questions asked during the follow-up interview and summary of student comments are given below:

Question: Did you experience problems of readjustment upon your return to South Africa? If yes, please briefly describe them.

Response: In general students expressed the view that they did not have major readjustment problems; some specific comments were: "social adjustments necessary"; "adapting to a work schedule that is not flexible"; "no adjustment problems at all"; "minor reverse culture-shock after experiencing freedom in U.S."; "ordinary apartheid problems"; "Yes, after experiencing life in a free society, had readjustment problems for some time...as the only full time black faculty member....sometimes feel being used as a 'window-dressing;' "having to come back into a 'war-like' situation in the townships was very troubling...it was even terrible to notice how the conditions under which blacks live had deteriorated."

Question: Did you return to a job you were holding before you were sponsored by SAHEP? Yes _____ No _____

If Yes, has there been any change in your duties and responsibilities? If No, how long did it take for you to find a job, and did you find employment in your field of study?

Response: Almost all the students said they had no problems in finding a job or returned to a previous employer; several who returned to previous employers have moved to new positions or changed jobs. Some students emphasized the importance of networking among returning/returned students in future in order to explore all employment opportunities available to blacks with education and skills. Some specific comments: "found job in three weeks;" "found job in a month with a large private firm; I now specialize in labor law, which was my major; am taking up a new teaching job shortly;" "doing same job but salary has gone up since return with a degree; "started doing independent practice as an attorney upon return;" "returned to same employer, but changed jobs within six months to a company that offered better development and career program."

Question: Please describe if and how the education you received in the United States has been beneficial to you in your professional advancement?

Response: Students felt that the education they received in the United States has given them credibility among employers, has helped find better jobs, sharpened skills, given confidence in communicating with peers, and with superiors who are mostly whites, are able to do better analyses; has enriched life and made a better person; has given 'edge' over others; receive more respect in work place and outside; some specific comments are: "black teachers use mostly traditional teaching methods; am helping in the use of audio-visual techniques; encouraging more student-teacher discussion in class room." "Until now I have not been able to put my knowledge to use due to lack of job opportunities in the field of law. However, it has helped me to gain a new perspective of legal practice and the political situation in South Africa."

Question: Would you join an alumni association if one were formed? If Yes, what role do you envision for it?

Response: Everyone said "Yes," they would join. Suggested activities for the alumni association are:

- o Assisting in orientation of new students departing for the U.S.; (orientation given by EOC at present is felt to be inadequate; students felt more information should be given regarding their award/scholarship; Aurora/IIE and their relationship; university education in the U.S., and other pertinent information)
- o Sharing information regarding job opportunities in South Africa; discuss common problems/frustrations, and how to deal with them.
- o Assisting in the selection of students for future intakes.
- o Acting as role-models, and helping to motivate new students;

The Alumni Association would provide a forum for all returned students to come together and share experiences and changes in their professional and personal lives upon return to South Africa. Otherwise they would never meet as a group.

Question: Based on your experience, are there any particular comments/recommendations you would like to make for the benefit of EOC, Aurora/IIE, and most importantly, future participants?

Response: Several students stressed the importance of having a thorough and structured predeparture orientation; they

felt two or three former students should be involved in it so that they can talk to students about life in the United States from a black South African student perspective, life on the campuses, study and work habits in the United States which are very different from those in South Africa; how to prepare for academic seminars and timely submission of class reports; how to access and use the vast resources available at university libraries for research and reference purposes; selection of courses; summer school; importance of participation in class room discussions; HBCUs; food, etc.

It was also pointed out by the graduates that for undergraduate students who leave their parents/families for the first time, the four year absence from home poses serious emotional problems. Some are known to fall victims of excessive drinking or other social and emotional difficulties as a result of loneliness and separation from family. This leads to academic failures and other problems. Therefore, several interviewees suggested that serious consideration should be given to providing a trip to South Africa at the end of two years for undergraduates. It was also stressed by most students, the two former SRC officers in particular, that the "annual conference" is very important; it provides students with an opportunity to meet and exchange ideas among them, meet the sponsors and discuss with them personal and academic problems if any, and most importantly, it is the "next best thing to being home" for all students. Some students expressed the view that more or even only graduate students should be sponsored under the program since it was felt that undergraduate students could go to the existing black colleges and universities in South Africa for education, thus enabling sponsorship of more graduate students under the program; and a larger group of students will be able to obtain specialized training in various fields of study that would benefit the "post-apartheid South Africa."

During this trip, Mr. Rau met with the EOC staff in Johannesburg, Durban, and with Mr. Dennis Robertson, USAID/Pretoria Project Officer, whom he briefed about these follow-up interviews and other programmatic issues.

Summary and Conclusions

Taken as a whole, these interviews present a generally positive assessment of SAHEP from the special vantage point of its graduates after their return to South Africa. Most of the former students found that they did not experience particular difficulty in finding an appropriate job, that their degree gave them some greater credibility and that they have been able to productively apply the skills they learned in the U.S. to their

professions in South Africa. Although the SAHEP graduates certainly report some issues of readjustment to everyday life under apartheid, they seemed to have successfully made the transition back into South Africa.

All of the students with whom Mr. Rau spoke expressed an appreciation for the educational opportunity which they had enjoyed and a willingness to assist other black South Africans who will be enrolling in the program. This offer to participate in a pre-departure orientation seems extremely positive and would make a valuable contribution to the program. The expression of support and desire to assist "new" participants is also reflected in the graduate's interest in joining a TDSA Scholarship Program alumni association. We would expect that the EOC alumni conference scheduled for October, 1988 may provide the impetus for such involvement.

It is interesting to compare the reflections of these program graduates within South Africa to the opinions of participants at the time just prior to their return home, as expressed in the exit interview questionnaires. Although the sample interviewed in South Africa is extremely small and was identified and contacted with the assistance of the EOC, and, therefore, we must be cautious in generalizing these findings, it would appear that returned graduates find their training and their degrees to be of greater benefit to them than they had anticipated prior to their return. Further, program graduates appear more interested in keeping in contact with others from the program and in participating in an alumni group than did students at the time of their departure for South Africa. Whether their finding will persist remains to be determined through further follow-up study.

ISSUE PAPER - Summer Programs

Background

Following AID policy, SAHEP requires that all participants complete their training program and return to South Africa as expeditiously as possible. As with SAEP students, this means that both graduates and undergraduates are expected to utilize the summer months in active pursuit of their educational goals. For the great majority, this involves enrollment in one or more summer sessions, while a few students use this time for internships or practical training opportunities. In theory, this "continuous" pursuit of the degree should lead to earlier dates of completion and a more rapid rate of return home. In practice, however, the effective utilization of summer months is far more problematic, raising significant policy, cost and morale issues.

At the October, 1987, meeting of EOC, Aurora, IIE and USAID in Pretoria, the issue of permitting participants to return home for a "summer" in South Africa was discussed and a "consensus" was reached that such a home visit was "good for students." It was suggested that such a visit during the course of a multi-year

program of studies in the United States could help dispel feelings of "exile" and "isolation" and would assist participants to remain in touch with their home country. At that meeting, the primary issue(s) raised was one of cost; whether the expenses incurred for an additional round-trip air ticket would be offset by savings on allowances which would have been paid had the student remained in the U.S. for the summer. Concerns for visa renewals were also expressed.

In a memo to USAID/Pretoria of April 19, 1988, Bart Rousseve briefly discusses some of the issues involved in considering a "mid-point" trip home for both graduate and undergraduate students. He suggests that, in principle, the additional airfare and perhaps administrative expenses would be offset by savings in living expenses (although leases may still have to be paid while the student is away) and that other benefits, such as a reduction in feelings of homesickness, dislocation and isolation and the resulting problems of "psychic stress and disruption," should also be considered. Rousseve further speculates that a visit home may serve to improve job prospects and enable students to prepare research topics more relevant to South African realities. The memo views the summer "return trip" as a one-time possibility, limited to those students maintaining at least a B academic average.

The issue of the "trip home" is probably best addressed within a broader examination of the role of summer activities within the Training for Disadvantaged South Africans project. This analysis should address the question of whether the current policy does, in fact, serve to enable participants to more rapidly complete their program of studies, consider the cost-effectiveness of this policy and examine alternative possibilities and trade-offs.

Concerns

As now constituted, the summer quarter (June-August) is extraordinarily expensive and labor-intensive. During this period, most participants enroll in one, or more (usually) summer sessions. It should be noted that the cost of summer courses (tuition and fees) is usually not included in tuition waivers. SAHEP participants for whom we have secured full tuition waivers during the standard academic year, may require summer tuition costs of two thousand dollars and more, in order to comply with the policy that they are continuously engaged in study¹. Put another way, for the great majority of participants, the cost of summer tuition should also be included in the "off-set" with regard to the cost savings of a "summer" in South Africa.

¹Although summer internships and practical training opportunities are permissible, in reality, there are few such options available.

Summer costs also are affected by increased allowances for those undergraduates who are forced to move out of their dorms during this period, as well as for participants who have to relocate for the summer if their institution does not offer summer classes, or if such courses are not germane to their field of study. In this regard, it is also important to consider the level of administrative staff time required to assist students in identifying appropriate summer programs at other institutions, track and approve summer courses and costs, and monitor and adjust allowance rates. It could well be that the level of administration necessary to arrange students' trip home would be essentially off-set by the existing burden placed by the current requirements for summer enrollment.

In our view, the central issue to be considered is whether attendance in summer school does, in fact, achieve its objective of enabling participants to complete their training earlier than they would have otherwise, and thereby hasten their return home. If this were the case, the savings in allowances might, in good measure, offset the additional costs incurred in summer tuitions. And, even if the costs were greater for summer attendance, would not the benefit of earlier graduation outweigh this added expense?

The problem here is that taken as a whole, participation in summer school does not appear to significantly enhance date of completion. Many graduate students find that their degree programs do not readily accommodate summer courses. Even if they take relevant courses during the summer, their programs often require a specific sequence of classes, taken in a particular order within that department. Summer school, thus, provides additional credits and perhaps broadens their expertise, but it does not contribute to any earlier graduation and it is extremely costly.

Undergraduates, particularly those in the technical fields in which most SAHEP/SAEP participants are enrolled, also often discover that beyond certain "electives," they cannot find suitable courses in their major at their college or university. In some instances, students need to transfer to other institutions, since their schools do not offer appropriate summer sessions. What often may occur, however, is that particularly after the first year or two, their academic department will not accept transfer courses in their major area as credits towards the degree. What you find is students graduating at their original date of completion, but with a surplus of credits, expensively earned in summer school. For example, one SRC member, a SAEP student, recently reported that he and other program participants at his college will graduate on time, but with forty credits above that which is required for their undergraduate degree. If this is not atypical, then the program policy is not only failing to achieve its objectives of early completion, but is doing so at great expense.

Another problem arises from the practice of many U.S. colleges and universities to offer an almost continuous array of semesters, quarters, and mini-sessions of various lengths. Except perhaps for the week before and after Christmas, American universities are increasingly offering opportunities for specialized programs and additional courses. This practice is certainly of financial benefit to the institutions and offers flexibility and accessibility to an expanded full and part-time student body. For SAHEP participants though, it creates dilemmas as to what constitutes enough. Are students expected to sign-up for two or three summer sessions? How many courses should be taken each session? Are various summer or winter "mini-semesters" also required? Since most summer and non-standard semester courses are not covered by financial waivers, this question has a significant economic impact upon the program. From the student's point of view, we are hearing increasing numbers of complaints from students who are feeling compelled to take what they view as an unreasonable and unhealthy academic burden without adequate periods of rest. The fact that these courses may not even contribute towards their degree, makes this situation even more frustrating. In view of this change in the academic calendar, it would be beneficial if guidelines were established to clearly define how many credits and how many sessions constitute full-time program participation.

Beyond the issue of attempting to propel students through their course of studies as rapidly as possible, lies the obverse: is it appropriate to use public funds to support foreign students for months in which they are not enrolled in studies? Should USAID monies pay living allowances for a student enjoying a three-month summer recess? If not enrolled in school, and since they are not allowed to work, what else can a SAHEP participant do?

Presently, the alternatives are somewhat limited. Participants may engage in summer internships programs or in practical training opportunities germane to their course of study. Other options, however, could be considered. For example, South African participants could be permitted to volunteer for "work" at a variety of non-profit educational, recreational, health or human service organizations, even if these were not directly tied to their course of study. Engineering or Chemistry students presently can volunteer for internships in laboratories or research facilities, but they could also serve as camp counselors, youth workers, or recreational aids. The aim here would be to expose participants to a greater variety of experiences of America; to enable them to move out of the university context and participate in a broader array of activities in the U.S. Not only would such a program enable the students to meet, work with and get to know a greater cross-section of Americans, but it would also offer them the opportunity to "give back" something to U.S. society. Participation in a broader range of voluntary activities during the summer months would greatly expand the range of productive possibilities for South African students, provide a needed break

from the academic routine and enhance their understanding of American life, values and culture. Together with the trip home, such a program would enable students to enroll in summer courses only when such classes make a real contribution to their progress and learning objectives. In the long run, this would save program funds, improve morale and not adversely affect dates of completion.

Summary

The great expense of summer classes, the potentially increasing numbers of participants who remain in the U.S. for a second degree and the availability of almost continuous year-round courses, make an analysis of what constitutes appropriate and productive summer activities a high priority. Although the goal of requiring summer school attendance as a mechanism to promote completion of the training sequence is laudable, it remains questionable whether this policy works to achieve its objective. Increasingly, numbers of students are complaining of academic "burn-out" and feel compelled to take classes which are of little value to their program and do not enable them to graduate earlier. Alternatives, such as "summers" in South Africa and an expanded possibility for voluntary activities, independent study or even travel within the United States may prove cost effective, enhance morale and provide opportunities for South Africans to gain a deeper understanding of American life.

We would suggest that AID:

- o Sanction a joint study by Aurora and IIE to empirically determine if, in fact, current policy promotes early graduation and analyze the costs of summer studies.
- o Clarify the number of credits, courses or sessions which constitutes satisfactory summer enrollment.
- o Permit the EOC and the sponsors to conduct a limited demonstration project which will test the practicality and impact of an expanded volunteer program and of a return to South Africa.

ISSUE PAPER - Second Degrees

Background

In conformance with AID directives prior to October, 1987, it had been SAHEP policy to discourage program graduates from pursuing consecutive degrees in the United States. In the 1985 participant training contract with Aurora (AFR-0213-C-00-5027-00) AID acknowledged that although many program graduates qualify for and desire to enroll in such degree programs, it was AID policy not to sponsor students for second degrees. This document further stipulates that the participant training contractor (Aurora) is "expected to enforce this policy rather than

encourage further academic study, and ensure that each participant completes the approved program on schedule, and returns to South Africa..."

Under this policy, a limited number of SAHEP graduates were permitted to remain in the United States in pursuit of an additional degree. Funding for these students' maintenance was provided by outside sources, often the United Nations, and tuition costs were usually waived by academic institutions. Aurora/AID retained responsibility for these participants' return tickets to South Africa and remained the "party of record" on their visas. These second degree students were approved by AID's Office of International Training, (OIT) on a case-by-case basis. Although additional administrative and counseling time was necessarily expended in this process, in practice, the limited numbers of applicants for second degrees allowed for these tasks to be subsumed under the existing scope of work.

By October, 1987, this policy had changed. At that time, the Africa Bureau, acting in concurrence with USAID/South Africa, requested that OIT agree to routinely approve and process requests for Visa extensions for South African participants "who plan to remain in the U.S. for additional, non-AID-funded training." The African Bureau further stated that such routine approval of visa extension requests would be contingent upon the submission of "detailed information" by the contractors (Aurora and IIE) and that neither the mission nor AFR/PD/SA would themselves be involved in the visa extension process.

The Africa Bureau memorandum, which was approved by OIT on November 2, 1987, acknowledges that it represents a departure from general AID policy. It argues, however, that the situation in South Africa is unique and that the Agency has been specifically mandated by the U.S. Congress to implement programs to assist black South Africans prepare for post-apartheid society. Noting that the government of South Africa may not be amenable to permitting a participant to leave the country a second time to pursue additional training, the memo states that "South African participants should receive the best, most complete preparation in the shortest time possible, which includes all the academic training they can qualify for while here, and make use of on their return to South Africa."

The procedure presented for the routine processing of a visa extension request of up to three years requires that the contractor submit to OIT a package which includes:

- o Documentation that the participant has had satisfactory academic performance under the program to date; that the proposed training is appropriate to the student's qualifications and professional objectives and is in keeping with program goals; that a tuition waiver has been granted; and that the student will have scholarship funding to cover all other maintenance costs, and will not rely on income from employment.

- o An IAP-66A form specifying the duration and type of training proposed.
- o An amended PDF form for the length of the training.
- o An unfunded PIO/P, to be signed by USAID/South Africa.

Concerns

Participant interest in pursuing second degree programs has been very strong, with the majority of recent program graduates opting to at least attempt to participate in such studies. It would appear that this extraordinarily high rate of participation will be limited solely by the availability of outside funds. Holding aside the policy question of the impact of such large-scale and long-term continuous stay in the U.S., the new AID policy creates a number of serious contractual and operational issues which should be addressed.

The new AID policy requires that the contractor assume responsibility for collecting and presenting the "detailed information" required, which, of course, necessitates some more or less lengthy process of counseling and discussion as the participant explores and considers various second degree options and weighs these against the benefits of a return home after completion of their initial degree. In practice, these activities are quite time consuming and, as part of the process of counseling returning students, needs to be handled with sensitivity and care. It should also be noted that the volume of counseling and administrative activities necessary to address these requests is not limited to these participants who are successful in gaining program admission and the necessary financial support. As expected, almost all program graduates at least engage in a serious exploration of these options, and all of these require program staff time. And, those who are not initially successful may then examine possibilities for practical training while awaiting academic placement and funding support. This is particularly true of those who graduate from the program in mid-year, but who cannot enter into a graduate program until the following fall semester.

The change in AID policy has thus created administrative and counseling requirements which were not anticipated in the project's staffing plan and time allocation, for which no funds were budgeted. These requirements and the necessity for some sort of ongoing tracking of these participants, appear to also lie outside the program's scope of work as it currently exists in the contracts.

Beyond this expansion in the work scope, the policy change presents the dilemma of routinely extending the participants' visas beyond the contracts' termination date. In order to retain and eventually provide the participant's return air tickets, as well as offer whatever level of ongoing monitoring, tracking or

assistance is required, an active contract vehicle must be in place to allow for the expenditure of funds. This could require a modification of existing contracts to extend their termination date, the issuance of a new contract for the purpose of managing second degree participants, or the continuous "transfer" of second degree students from the roster of the older contracts to the newer ones which will not lapse during the anticipated period of their extended stay. It should also be noted that in addition to the staff time required to implement the second degree process, the rapid rise in the cost of air tickets to South Africa, leads us to anticipate some increased cost to the program in this line item. When the students complete their second degree, we are likely to find that the air fares home are several hundred dollars more expensive than they would have been at their initial date of completion.

From the participants' point of view, the process and requirements for the on-going administration of second degree programs seems somewhat murky. Although participants want and need program staff assistance during the time that they are considering and applying for follow-on academic programs, it is not at all clear to any of the parties what level of involvement is desirable or required subsequent to this placement process. At the Houston student conference, several "second degree" participants expressed annoyance that visa issues needed to be handled by their "old sponsors" despite the fact that in practice, these students had little or no ongoing interaction with them. They suggest that their interests would be more efficiently served by permitting their current educational institution to obtain responsibility in this area.

From the sponsor's standpoint, the specific responsibilities beyond assisting in placement, conducting the required paperwork and maintaining a ticket home have yet to be detailed. Are sponsors expected to maintain ongoing contact with second degree students or to be sure that they have a current address on file? Should sponsors in any manner monitor or track second degree students' progress to determine if they remain enrolled in the program described in their IAP-66A, if they are proceeding as scheduled to achieve their expected date of completion and that they are maintaining satisfactory grades? Should the SAHEP/SAEP staff be on call to handle any visa issues, for the participants or their family members? To what degree is it expected and appropriate for the sponsors to provide on-going counseling or advisory assistance? In what ways, if any, would USAID expect second degree participants to be involved in the informational and networking activities which are a part of the current program? Does AID wish to have any information collected concerning the placement, academic performance and accomplishments of second degree students? If so, who will be responsible to collect, analyze, maintain and report such data? As the number of second degree participants continues to increase, it becomes imperative that these issues become clarified and that roles and responsibilities and requirements are made explicit to all parties.

Summary

- o The recent shift in AID policy regarding second-degree students has resulted in a significant increase in interest and participation in such activities.
- o This expansion has directly led to an increased work load for program staff, not anticipated in the project staffing plan and budget.
- o The policy change presents contractual issues concerning expansion of work-scope, budget and date of contract termination.
- o Contractor responsibilities for administering and providing services to second degree students has not yet been clearly articulated.

We would urge a meeting between program sponsors and AID to resolve contractual and funding issues and determine the specific contractor requirements with regard to these participants. We would suggest that student input be elicited through the SRC.

ISSUE PAPER - Data Bases

Background

The administration of the Training for Disadvantaged South Africans program requires the collection, maintenance and analysis of an array of data pertaining to individual participants, educational institutions and aggregates of students. These records include background, biodata and demographic information obtained for each participant, information concerning their academic program and performance, records of financial expenditures and obligations, as well as notes on correspondence, conversations and counseling calls. Taken as a whole, this information, commencing with the application dossier received from the EOC and including the exit questionnaire or interview notes and other follow-up data, comprises the participants' file which is maintained in hard copy in a locked cabinet at Aurora. A sub-set of these data, comprising basic background, academic performance, counseling and fiscal information is also electronically maintained in the SAHEP automated data base.

In order to analyze overall program performance and to address relevant operational, program and policy issues, SAHEP also examines aggregate participant data. These analyses permit the development of descriptive statistical profiles of the program as a whole, assist in the identification of trends and problem areas and allows for on-going program assessment and evaluation. They are also essential in enabling AID to define and describe numbers and characteristics of program participants, the breadth of involvement of U.S. educational institutions, costs and contributions and program outcomes.

Examination of the profiles of each intake, as well as each year's total body of applications for example, allows SAHEP to monitor its level of success in achieving placement goals in terms of variables such as the participation of women, the mix of graduate and undergraduate students, fields of study and geographical distribution within South Africa. The analysis of student performance by sub-sets of participants (e.g., graduate/undergraduate; field of study; gender; type of institution) helps to identify those sub-groups which are doing well or not so well and enables SAHEP staff to provide targeted counseling and support and to make appropriate placement decisions. Information from student exit questionnaires and from interviews with participants after they have returned home can provide insight into program effectiveness and outcome, as well as generate valuable suggestions for program modification. Maintenance of financial data and cost-to-complete projections are essential for the development of realistic budgets and for sound fiscal management of the program.

Although such data analysis is essential for program planning, administration and operations and may play a critical role in policy development and garnering political support, the maintenance of participant data bases and the reporting of information, particularly to USAID in Pretoria has aroused considerable concern among participants. South African students enrolled in U.S. AID-sponsored scholarship programs are, like many Americans, concerned about the privacy and confidentiality of records and data sets containing personally identifiable information. In view of the political situation in South Africa, such information collection and reporting becomes an issue of even greater concern.

During the past months, IIE, Aurora and EOC have made further strides in coordinating their participant data bases to facilitate compatibility of data elements and uniformity of reporting formats. While each of these organizations has committed to such coordination, all have expressed significant reservation about the reporting of individual rather than aggregate participant data. The students, too, have expressed concern about such reporting. In a letter of April 29, 1988, addressed to Aurora and IIE, Nokuthula Makhene, the SRC General Secretary, requested information concerning the nature and purpose of the data base, the specific data elements to be reported to USAID/Pretoria and whether such information has already been furnished. In meetings with the sponsors, the SRC has voiced alarm about the data base and, in particular, the transmittal of such information to USAID in South Africa. They suggest that this information could be obtained by the South African government and used to the detriment of the participants. They also expressed concern about potential "follow-up" activities by USAID/Pretoria with program graduates, which could derive from this data set. Such activities could be intrusive and place the graduate at risk.

At present, the issue of program data bases remains unresolved. Although everyone apparently agrees that effective program management and administration requires systematic data collection, the question of reporting information to USAID/Pretoria appears quite sensitive.

Concerns

In view of the realities of apartheid, and the pressures and anxieties confronting black South Africans in their decision to pursue overseas study, the specter of data collection and reporting of individually identifiable information to USAID in Pretoria raises serious, legitimate concerns. Although it may be standard practice for AID missions to track individual student progress and to attempt to maintain some form of contact with participants upon their return and to ascertain their employment and academic status, such "harmless" and one could even argue "responsible" activities would appear menacing within the context of South Africa today. The reporting to USAID/Pretoria of such data on individuals would, we believe, undermine the scholarship program, damage the reputation of the EOC and perhaps endanger its participants.

One of the great strengths and values of American society is its emphasis on safeguarding the rights and privacy of individuals from unwarranted intrusion by the government. By providing such safeguards to SAHEP/SAEP participants, USAID demonstrates its commitment to their privacy and well-being, its responsiveness to their concerns and awareness of the nature of contemporary South African society. We believe that this is essential even if, as has been argued, such data may ultimately be available through other sources. Within the political environment in South Africa, the scholarship program can only maintain ongoing popular support if it is seen as serving the needs of those disadvantaged populations at which it is targeted.

The collection and examination of information on individual participants would be maintained for purposes of program operation and counseling by each sponsor and shared, as appropriate, only with the EOC. Each sponsor would be responsible for assuring the privacy and confidentiality of both hard copy and electronic records. Aggregate information, useful in describing and analyzing the program parameters, outcome and accomplishments and in identifying trends and examining problem areas, would be collected and disseminated to USAID. Such information would not identify individual participants; only groups or categories of students (e.g., GPA of undergraduate engineers).

Summary

Although effective program planning, administration and operations require the collection, storage and analysis of individually identifying data, such information bases are a

source of great concern on the part of the participant body. We would urge that AID promulgate a policy for the Training for Disadvantaged South Africans in which:

- o Individual data, including information on academic achievement, home or U.S. address, counseling records and other data in the participants' files be regarded as privileged and maintained with absolute confidentiality by the sponsors and the EOC. As for example, students' records maintained at U.S. universities, such information would be released only through the written request of a participant or court order.
- o Contractors would be expected to report to AID only aggregate information or data not readily identifying of a specific individual.
- o The program sponsors and EOC, with input from the SRC and program graduates, draft an information policy guideline for review by USAID.

ISSUE PAPER - South African Student Meeting

Background

Since its inception, SAHEP students have participated in an "annual" student meeting aimed at facilitating information exchange and mutual support among participants, allowing Aurora to discuss issues, problems and procedures with the student body, permitting feedback and idea exchange between the program staff and the students and providing the opportunities for formal and informal counseling interviews. In view of the particular stresses, concerns and anxieties which black South Africans' face in extended overseas study, the limits placed upon professional associations and networking in South Africa and the often gigantic obstacles to appropriate job placement and career advancement which they will confront, such a conference was seen as not only a source of information and mutual encouragement, but as a valuable means of building support and enhancing morale. In this way, the value of the conference was understood to encompass not only the formal sessions devoted to issues of education and program operations and the one-on-one meetings between sponsors and students, but also the non-formal meeting and discussions between students. Here, South Africans of differing backgrounds from various regions of the country, have the opportunity to identify common problems and concerns and to raise and confront the issues on which they may differ.

For the past three years, the Annual Conference has been jointly conducted by Aurora and IIE, bringing together SAHEP, SAEP, and other sponsored program participants as well as other South Africans residing in the United States. During this time, the Annual SAHEP/SAEP conference has become the largest, most inclusive meeting of black South Africans in the United States.

For these three years, overall planning and coordination of the conference has been shared between the sponsors and the SRC, the elected body representing the programs' students. With an increasing responsibility for the conference agenda shifted to the students themselves, the TDSA scholarship program also provides further opportunity for leadership and organization development and demonstrates a commitment to democracy, freedom of expression and self-governance.

For several years, concerns have been voiced as to the overall value and cost-effectiveness of the annual conference. At a cost of over \$500 per participant, not including staff time, such a meeting can cost upwards of \$180,000 each year for the combined SAHEP/SAEP student body. In view of what is seen by some as an increasingly political rather than educational agenda, the significant increase in other essential program cost areas such as air travel, allowances, and tuition, and the call for possible funding of other potential program elements such as the compassionate travel funds, the relative benefit of the annual conference has been called into question. There has also been voiced some concern about the potential risk to the program as a whole if some serious negative incident, such as a brawl, were to occur or if some controversial or intemperate remarks of a speaker were to become publicly known. Put differently, there has been some fear that the annual meeting would become "out of control."

At the meeting between USAID, the EOC and the program sponsors in Pretoria in October, 1987, it was noted that "by all reports" the last (January, 1987, in Nashville) conference was "not a success." At the meeting, IIE agreed to draft a paper examining alternatives to the annual conference including regional meetings, or a format which would hold a national conference every other year, while also conducting yearly meetings for those participants who had recently arrived and another for those who would be scheduled to return to South Africa within the year.

Due primarily to planning delays caused in part by the recompetition for the TDSA scholarship program sponsorship, the annual meeting for the 1987-88 academic year was held in Houston, Texas in March, 1988. In spite of the inconvenience caused by this timing and the resulting necessity for many students to miss classes, delay exams or even to study for tests while at the meeting, the overwhelming majority of SAHEP/SAEP participants elected to attend. Evaluation questionnaires completed by almost one quarter of those in attendance, rated the conference extremely positively and viewed it as an essential component of the program. The SRC's have consistently supported the annual student conference and the current SRC has stated that it views the continuation of a yearly conference, to be held during the winter recess, to be its foremost program priority.

Concerns

Aurora wholeheartedly endorses the annual student meeting and views it as an important component of the SAHEP. For the typical participant enrolled in a three-year training program, such yearly meetings would cost approximately \$1,600-\$1,800 over the total length of their program; the cost equivalent of one session of summer school at a private university. We believe that the annual student conference, conducted in December, offers students a rich opportunity to share information and ideas, to build professional contacts and relationships and to address issues and problems which may be dividing them. Such meetings offer the sponsors the ability to meet with the student body, receive feedback and criticism and to engage in an active and lively dialogue about program operations and policy.

This is not to say that we believe that the conference has fulfilled its potential as a mechanism to promote networking and professional development. Certainly there is room for improvement and redesign, but such efforts can only occur if the annual meeting is free from the ongoing threat of discontinuance or delay. It also seems to us that the program would surely pay a high price in terms of loss of participant trust and morale if the meetings were discontinued or if the issue continues to be studied to the point where a December meeting is no longer feasible.

While specialized conferences for graduates or undergraduates, those in a particular field of study or those newly arrived or about to depart certainly make some sense, none of these replace the particular value of a national conference. Given the structure of intra-regional versus cross-country air fares, a regional conference would probably save no money and would artificially separate participants on no basis relevant to their future or careers in South Africa. Although a national conference requires significant, detailed planning and, of course, always poses some risk, we believe that its benefits far outweigh these actual or potential costs. Interestingly, the recent decision of EOC to attempt to conduct a national conference for program graduates in South Africa is based, in part, on their view of the utility of the conference in the U.S.

Summary

Judging from participant attendance, evaluation feedback and SRC statements, the annual student conference remains an important part of SAHEP/SAEP. Freed from the threat of termination or a dilatory process of perpetual consideration, attention could productively focus upon clarifying the roles and responsibilities of the sponsors, the EOC, SRC and AID, and in creating a format and agenda which facilitates the overlapping but somewhat different interests and perspectives of each of these groups. The annual student conference has become an accepted part of the program and the SRC and participant body

want and expect it to occur. They also believe that they have been assured of its continuity. The meeting provides unique, positive possibilities for the South African students and for the program sponsors and gives visible evidence of AID commitment to their development both as a group and as individual participants.

The annual meeting has also become something of an important event within the black South African community in the United States, and this, too, represents a worthwhile benefit. Over the years, the planning and administration of the conference has improved and the SRC has assumed an increasing burden of responsibility for program planning, conference management and maintenance of an appropriate standard of conduct. And while any three-day conference of three hundred or more people may well include disputes, controversies and some issues of decorum, the recent conferences have demonstrated a level of responsibility quite appropriate for a meeting of students and scholars. That political discussions comprise a significant portion of such meetings can surprise no one familiar with the conditions and events in South Africa which have convinced the Congress to create a scholarship program for black South Africans. That such free discussion of differing points of view, critiques and arguments can occur without control or censorship from the funding source, speaks far more eloquently than any text as to the meaning of American freedom and democracy. This may be the most significant contribution of this event.

Aurora would urge USAID to commit the program to a student conference to be conducted in December of each year, and enable the sponsors, with SRC cooperation, to finalize site selection and planning. Given the "go-ahead" the SAHEP staff is quite prepared to assume lead responsibility for conference planning, logistics and management and would welcome the participation of all relevant parties in creating a conference design and agenda which maximizes the TDSA program goals and the needs, interests and aspirations of the participations.

APPENDICES

- Appendix A - SAHEP DATA BASE
- Appendix B - QUESTIONNAIRE FOR DEBRIEFING OF SAHEP STUDENTS
- Appendix C - COSTS TO COMPLETE ANALYSES AND
SAMPLE COST-TO-COMPLETE SPREADSHEET
- Appendix D - MONTHLY MEMOS

Appendix A - SAHEP DATA BASE

SAHEP DATABASE

Attached are printout of various SAHEP data bases. The SAHEP.DBF data base contains student information. This database is linked to databases providing university names (SAUNIV.DBF) and fields of study (SAFOS.DBF). The fields containing cumulative credits and GPAs are calculated in the SACRED database and then transferred to the SAHEP.DBF database.

The data bases containing cost information are as follows:

SAEST.DBF	Estimates of costs which recur each semester.
SAACT.DBF	Actual costs for each semester.
SAESTYR.DBF	Estimates of costs which recur each year.
SAACTYR.DBF	Actual costs for the yearly items.

Appendix

Structure for database: SAHEP.DBF -- Student Information Database

Number of data records: 0

Date of last update : 06/03/88

Field	Field Name	Type	Width	Dec
1	INTAKENO	Character	5	INTAKE #
2	AURID	Character	5	AURORA STUDENT ID #
3	VENNO	Character	5	VENDOR #
4	TITLE	Character	3	TITLE
5	LASTNM	Character	25	LAST NAME
6	FIRSTNM	Character	25	FIRST NAME
7	NICKNM	Character	20	NICKNAME
8	STUADD1	Character	30	STUDENT ADDRESS -- LINE 1
9	STUADD2	Character	30	STUDENT ADDRESS -- LINE 2
10	STUCITY	Character	20	CITY
11	STUSTATE	Character	2	STATE
12	STUZIP	Character	10	ZIP
13	GENDER	Character	1	GENDER (M,F)
14	BIRTHDT	Date	8	BIRTH DATE
15	MARISTAT	Character	1	MARITAL STATUS (M,S)
16	HACNO	Character	8	HAC INSURANCE #
17	HACENRDT	Date	8	HAC ENROLLMENT DATE
18	HACEXPDT	Date	8	HAC EXPIRATION DATE
19	VISANO	Character	10	VISA #
20	VISAEXDT	Date	8	VISA EXPIRATION DATE
21	DEPNOUS	Numeric	2	# DEPENDENTS IN U.S.
22	DEPNOSA	Numeric	2	# DEPENDENTS IN S.A.
23	SACITY	Character	20	S.A. CITY
24	SAREGION	Character	3	S.A. GEOGRAPHIC REGION
25	SAPCODE	Character	4	S.A. POSTAL CODE
26	UNIVCODE	Character	10	UNIVERSITY CODE (link to SAUNIV)
27	SATV	Numeric	10	SAT-V SCORE
28	SATM	Numeric	10	SAT-M
29	GREV	Numeric	10	GRE-V
30	GREQ	Numeric	10	GRE-M
31	GREAN	Numeric	10	GRE-AN
32	TOEFL	Numeric	10	TOEFL
33	GRAD	Character	1	GRAD/UNDERGRAD (G,U)
34	FOSCODE	Character	4	FIELD OF STUDY CODE (SAFOS)
35	DEGEXP	Character	10	DEGREE EXPECTED (?)
36	GRNSTDT	Date	8	GRANT START DATE
37	GRNENDT	Date	8	GRANT END DATE
38	REVENDT	Date	8	REVISED GRANT END DATE
39	SCHLR TYP	Character	1	SCHOLARSHIP TYPE
40	COMM1	Character	50	COMMENTS -- LINE 1
41	COMM2	Character	50	COMMENTS -- LINE 2
42	COMM3	Character	50	COMMENTS -- LINE 3
43	AANM	Character	29	ACADEMIC ADVISOR NAME
44	AAPHONE	Character	13	ACAD. ADV. PHONE
45	FSANM	Character	29	FOREIGN STUD. ADV. NAME
46	FSAPHONE	Character	13	FOREIGN STUD. ADV. PHONE
47	STUSTAT	Character	1	STUDENT STATUS (G,C,D)
48	GRADDT	Date	8	GRADUATION DATE

49	DEGREE	Character	5	DEGREE
50	FINOFFNM	Character	29	FINANCIAL OFFICER NAME
51	FINOFFPH	Character	13	FINANCIAL OFFICER PHONE
52	OTCONNM	Character	29	OTHER CONTACT NAME
53	OTCONFUN	Character	29	OTHER CONTACT -- FUNCTION
54	OTCONPH	Character	13	OTHER CONTACT PHONE
55	TCREDATT	Numeric	6	TOT. CREDITS ATTEMPTED (CALC.)
56	TCREDCOMP	Numeric	6	TOT. CREDITS COMPLETED (CALC.)
57	TCREDREQ	Numeric	6	TOT. CREDITS REQUIRED
58	TCREDREM	Numeric	6	TOT. CREDITS REMAINING (CALC.)
59	CUMGPA	Numeric	6	CUMULATIVE GPA (CALC.)
**	Total	**	765	

Structure for database: SAUNIV.DBF -- University information

Number of data records: 0

Date of last update : 06/03/88

Field	Field Name	Type	Width	Dec
1	UNIVCODE	Numeric	4	UNIVERSITY CODE
2	UNIVNM	Character	30	UNIVERSITY NAME
3	UNIVADD1	Character	30	UNIVERSITY ADDRESS -- LINE 1
4	UNIVADD2	Character	30	UNIVERSITY ADDRESS -- LINE 2
5	UNIVCITY	Character	20	CITY
6	UNIVSTA	Character	2	STATE
7	UNIVZIP	Character	10	ZIP
8	HBCU	Character	1	HBCU (Y,N)
** Total **			128	

Structure for database: SAFOS.DBF -- Field of study information

Number of data records: 0

Date of last update : 06/03/88

Field	Field Name	Type	Width	Dec
1	FOSCODE	Character	4	FIELD OF STUDY CODE
2	FOS	Character	20	FIELD OF STUDY
** Total **			25	

Structure for database: SACRED.DBF -- Credits by student by semester

Number of data records: 0

Date of last update : 06/03/88

Field	Field Name	Type	Width	Dec
1	AURID	Character	5	AURORA STUDENT ID #
2	YEAR	Numeric	4	YEAR (1980-1999)
3	SEMESTER	Character	1	SEMESTER (1,2,3,4)
4	CREDATT	Numeric	6	CREDITS ATTEMPTED
5	CREDCOMP	Numeric	6	CREDITS COMPLETED
6	GPA	Numeric	6	GPA FOR SEMESTER
** Total **			29	

Structure for database: SAEST.DBF -- Estimated costs by student
Number of data records: 0 by semester

Date of last update : 06/03/88

Field	Field Name	Type	Width	Dec
1	AURID	Character	5	AURORA STUDENT ID #
2	YEAR	Numeric	4	YEAR (1980-1999)
3	SEMESTER	Character	1	SEMESTER (1,2,3,4)
4	ESTRMAU	Numeric	10	\$ ROOM PAID BY AURORA
5	ESTRMUN	Numeric	10	\$ ROOM PAID BY UNIV.
6	ESRMMOT	Numeric	10	\$ ROOM PAID BY OTHER
7	ESTBDAU	Numeric	10	\$ BOARD PAID BY AURORA
8	ESTBDUN	Numeric	10	\$ BOARD PAID BY UNIV.
9	ESTBDOT	Numeric	10	\$ BOARD PAID BY OTHER
10	ESTTUAU	Numeric	10	\$ TUITION PAID BY AURORA
11	ESTTUUN	Numeric	10	\$ TUITION PAID BY UNIV.
12	ESTTUOT	Numeric	10	\$ TUITION PAID BY OTHER
13	ESTFEEAU	Numeric	10	\$ FEES PAID BY AURORA
14	ESTFEEUN	Numeric	10	\$ FEES PAID BY UNIV.
15	ESTFEEOT	Numeric	10	\$ FEES PAID BY OTHER
16	ESTMIAU	Numeric	10	\$ M/I PAID BY AURORA
17	ESTMIUN	Numeric	10	\$ M/I PAID BY UNIV.
18	ESTMIOT	Numeric	10	\$ M/I PAID BY OTHER
19	ESTBKAU	Numeric	10	\$ BOOKS PAID BY AURORA
20	ESTBKUN	Numeric	10	\$ BOOKS PAID BY UNIV.
21	ESTBKOT	Numeric	10	\$ BOOKS PAID BY OTHER
22	ESTOTAU	Numeric	10	\$ OTHER PAID BY AURORA
23	ESTOTUN	Numeric	10	\$ OTHER PAID BY UNIV.
24	ESTTOT	Numeric	10	\$ OTHER PAID BY OTHER
** Total **			221	

Structure for database: SAACT.DBF -- Actual costs by student
 Number of data records: 0 by semester
 Date of last update : 06/03/88

Field	Field Name	Type	Width	Dec
1	AURID	Character	5	AURORA STUDENT ID #
2	YEAR	Numeric	4	YEAR
3	SEMESTER	Character	1	SEMESTER
4	ACTRMAU	Numeric	10	\$ ROOM PAID BY AURORA
5	ACTRMUN	Numeric	10	\$ ROOM PAID BY UNIV.
6	ACTMMOT	Numeric	10	\$ ROOM PAID BY OTHER
7	ACTBDAU	Numeric	10	\$ BOARD PAID BY AURORA
8	ACTBDUN	Numeric	10	\$ BOARD PAID BY UNIV.
9	ACTBDOT	Numeric	10	\$ BOARD PAID BY OTHER
10	ACTTUAU	Numeric	10	\$ TUITION PAID BY AURORA
11	ACTTUUN	Numeric	10	\$ TUITION PAID BY UNIV.
12	ACTTUOT	Numeric	10	\$ TUITION PAID BY OTHER
13	ACTFEEAU	Numeric	10	\$ FEES PAID BY AURORA
14	ACTFEEUN	Numeric	10	\$ FEES PAID BY UNIV.
15	ACTFEEOT	Numeric	10	\$ FEES PAID BY OTHER
16	ACTMIAU	Numeric	10	\$ M/I PAID BY AURORA
17	ACTMIUN	Numeric	10	\$ M/I PAID BY UNIV.
18	ACTMIOT	Numeric	10	\$ M/I PAID BY OTHER
19	ACTBKAU	Numeric	10	\$ BOOKS PAID BY AURORA
20	ACTBKUN	Numeric	10	\$ BOOKS PAID BY UNIV.
21	ACTBKOT	Numeric	10	\$ BOOKS PAID BY OTHER
22	ACTTAAU	Numeric	10	\$ OTHER PAID BY AURORA
23	ACTTOTUN	Numeric	10	\$ OTHER PAID BY UNIV.
24	ACTTOT	Numeric	10	\$ OTHER PAID BY OTHER
**	Total	**	221	

Structure for database: SAESTYR.DBF -- Estimated costs for yearly items
 Number of data records: 0 by student by year

Date of last update : 06/03/88

Field	Field Name	Type	Width	Dec
1	AURID	Character	5	AURORA STUDENT ID #
2	YEAR	Numeric	4	YEAR
3	ESTHAC	Numeric	10	\$ HAC INSURANCE
4	ESTCON	Numeric	10	\$ CONFERENCE ALLOWANCE
5	ESTANCON	Numeric	10	\$ CONFERENCE COSTS
6	ESTAIRCON	Numeric	10	\$ AIR TRAVEL FOR CONF.
7	ESTUNAPP	Numeric	10	\$ UNIVERSITY APPLICATIONS
8	ESTCLOTH	Numeric	10	\$ CLOTHING ALLOWANCE
9	ESTTRNEQ	Numeric	10	\$ TRAINING EQUIP. ALLOWANCE
10	ESTTHPR	Numeric	10	\$ THESIS PREP./TYPING
11	ESTEXMED	Numeric	10	\$ EXCESS MEDICAL
12	ESTDUES	Numeric	10	\$ PROFESSIONAL DUES
13	ESTAIRUS	Numeric	10	\$ AIR TRAVEL TO U.S.
14	ESTTRANS	Numeric	10	\$ TRANSIT ALLOWANCE
15	ESTSETTL	Numeric	10	\$ SETTLING IN ALLOWANCE
16	ESTAIRSA	Numeric	10	\$ FINAL AIR TRAVEL TO S.A.
17	ESTSHIP	Numeric	10	\$ MATERIALS SHIPMENT ALLOWANCE
18	ESTGRAD	Numeric	10	\$ COMMENCEMENT COSTS
19	ESTCMPAIR	Numeric	10	\$ COMPASSIONATE AIR TRAVEL
20	ESTEXTRA	Numeric	10	\$ EXTRA CIRRICULAR ACTIVITIES
**	Total	**	190	

Structure for database: SACTYR.DBF -- Actual costs for yearly items
 Number of data records: 0 by student by year
 Date of last update : 06/03/88

Field	Field Name	Type	Width	Dec
1	AURID	Character	5	AURORA STUDENT ID #
2	YEAR	Numeric	4	YEAR
3	ACTHAC	Numeric	10	\$ HAC INSURANCE
4	ACTCON	Numeric	10	\$ CONFERENCE ALLOWANCE
5	ACTANCON	Numeric	10	\$ CONFERENCE COSTS
6	ACTAIRCON	Numeric	10	\$ AIR TRAVEL FOR CONF.
7	ACTUNAPP	Numeric	10	\$ UNIVERSITY APPLICATIONS
8	ACTCLOTH	Numeric	10	\$ CLOTHING ALLOWANCE
9	ACTTRNEQ	Numeric	10	\$ TRAINING EQUIP. ALLOWANCE
10	ACTTHPR	Numeric	10	\$ THESIS PREP./TYPING
11	ACTEXMED	Numeric	10	\$ EXCESS MEDICAL
12	ACTDUES	Numeric	10	\$ PROFESSIONAL DUES
13	ACTAIRUS	Numeric	10	\$ AIR TRAVEL TO U.S.
14	ACTTRANS	Numeric	10	\$ TRANSIT ALLOWANCE
15	ACTSETTL	Numeric	10	\$ SETTLING IN ALLOWANCE
16	ACTAIRSA	Numeric	10	\$ FINAL AIR TRAVEL TO S.A.
17	ACTSHIP	Numeric	10	\$ MATERIALS SHIPMENT ALLOWANCE
18	ACTGRAD	Numeric	10	\$ COMMENCEMENT COSTS
19	ACTCMPAIR	Numeric	10	\$ COMPASSIONATE AIR TRAVEL
20	ACTEXTRA	Numeric	10	\$ EXTRA CIRRICULAR ACTIVITIES
**	Total	**	190	

Appendix B - QUESTIONNAIRE FOR DEBRIEFING OF SAHEP STUDENTS



Questionnaire for Debriefing of SAHEP Students

Name of Student _____ Date _____

U.S. University _____ Field of Study _____

Date of Arrival in U.S. _____ Date of Departure _____

Degree(s) obtained _____ Cumulative GPA _____

Expected Mailing address in South Africa

Telephone _____

Please take a few moments to help us improve the SAHEP's performance by completing this questionnaire. This information will be reviewed by Aurora program staff. We are particularly interested in specific recommendations for program improvement but would also like to have a general sense of your overall views regarding your academic experience, the degree to which the SAHEP program met your needs and your reactions to the experience of living and studying in the United States.

I. The Academic Experience

1. How would you rate your overall academic experience in the United States in terms of the quality of education you received? ___ Excellent, ___ Good, ___ Fair, ___ Poor. Why have you chosen the rating indicated?

2. What have been the three most positive aspects of your
of your education in the U.S.?

3. What have been the three most significant problems related
to your education in the U.S.?

4. What activities, if any, did you engage in at your university
in addition to your studies? How have these activities affect-
ed you? (e.g. sports, clubs, social groups, professional as-
sociations)

II. Your Experience with the South Africa Higher Education Program and Aurora Associates

1. In what ways, if any, did the predeparture briefings of the EOC prepare you for your stay in the U.S.?

2. Looking back on the orientation program from the perspective of someone who has now completed his/her academic training, are there any comments you wish to make concerning the long term relevance of that orientation program to your overall adjustment at an American institution and to the United States?

3. How would you characterize the overall level of support you received from Aurora Associates SAHEP staff? _____ Excellent, _____ Good, _____ Fair, _____ Poor. What are your reasons for the rating indicated?

4. In answering the next question, please bear in mind the overall funding limitations of the program, the need to live modestly as a student and our objective of providing scholarships to as many students as possible. Within this context, please comment on the adequacy of the following allowances and cite any special circumstances or problems which you believe should be brought out here.

a) Monthly living allowance _____ Generally adequate, _____ Sometimes insufficient, _____ Inadequate. Please indicate the reasons for the rating indicated.

b) Book allowance _____ Generally adequate, _____ Sometimes insufficient, _____ Inadequate. Please indicate the reasons for the rating indicated.

c) Other allowances (please specify and comment as you wish)

5. During the summer periods, did you attend summer school, obtain an internship, have a work-study program or other experiences arranged through SAHEP? If so, how well were these programs arranged and in what way(s) did you benefit from them?

2. What have been your major negative impressions or experiences living in the United States?

3. Have you travelled to different parts of the U.S.? If so, where? How would you compare those areas to the place in which you attended university?

4. Did you have one or more homestays with American families or individuals? If so, what was your reaction to the experience?

5. Are there specific ways in which Aurora Associates might be able to help you and/or other returning students to maintain contact with U.S. professional organizations, individuals, events, etc. that could be of assistance to you in South Africa? If so, how?

6. What things did you not know about the U.S. before your arrival here which, if you had known, would have made your adjustment easier and time spent in the U.S. more rewarding? What types of printed materials about the U.S. might be useful for us to send to EOC for distribution to students before their departure from RSA?

IV. The Experience of Returning to South Africa.

1. What type of employment do you plan to seek in South Africa? If you already have a position, what is it?

2. How valuable do you believe an American university degree and an American education will be to you in South Africa? Explain.

3. Do you plan to be a member and to be active in the alumni association of SAHEP in South Africa? Are there ways that this association can be assisted by Aurora Associates?

4. If you had drafted this Debriefing Questionnaire and wanted to learn about the overall reaction of students to SAHEP, their universities and the U.S., what questions would you include in this questionnaire which are not asked?
-
-
-

Please use the remaining space and, if you wish, additional blank pages to make any further comments about any of the subjects raised in this questionnaire.

Please complete this questionnaire, sign your name below, date it and bring it with you when you come to Aurora for your debriefing. Thank you for your assistance.

Signature

Date

**Appendix C - COSTS TO COMPLETE ANALYSES AND
SAMPLE COST-TO-COMPLETE SPREADSHEET**

APPENDIX C

Costs to Complete Analyses

Presented below are estimated cost to complete projections for the SAHEP I and II projects, as of May 1, 1988. These estimates are based on an analysis of the actual cost for each participant projected to their date of completion. For each participant, we have utilized their actual tuition costs, air ticket prices and current rates of allowances as formulated by OIT in determining a cost to complete. We have also added in an inflation factor, based upon our experience over the past five years.

**I. SAHEP I (AFR-0213-C-0213-C-00-3047-00)
COST TO COMPLETE ESTIMATES**

Line Item	Current Budget	Cost-to-date as of 4/30/88	Cost To Complete	Total Estim. Cost	Difference from Budget
Direct Labor	297421	247128	34000	281128	16293
Fringe & Overhead	295429	270374	36295	306669	-12440
Total Labor	592850	517502	70295	587797	5053
Travel and Per Diem	60280	25429	3200	28629	31651
Other Direct Costs	83650	27714	6000	31714	51936
PARTICIPANT COSTS:					
Orientation	54152	30637	0	30637	23515
Travel	150115	134979	50640	185619	-35504
Tuition and Fees	305000	550669	32100	582769	-277049
Subsistence & Other	1015444	1001920	54346	1056274	-40830
Participant Cost					
Total Participant costs	1524711	1710212	137166	1855378	-330667
Total Labor/ODC/Part.Costs:	2261491	2280857	214661	2503518	-242027
G&A	178798	263998	22198	286188	-107390
Total of all costs	2440289	2552855	236851	2789706	-349417
Pee	78389	77067	1322	78389	0
Grand Total	2518678	2629922	238173	2867095	-349417

This analysis projects a total cost overrun of \$349,417 (14%). As can be seen from this table, "controllable" line items such as direct labor, travel and per diem and other direct costs, show a "savings" from the budget of approximately \$100,000.

The overrun in total participant costs is attributable to:

- o the twenty percent increase in the size of the intake, implemented with the knowledge and encouragement of AID.
- o the extremely late start of the placement process, limiting the availability of waivers
- o the substantial increase in training years due to the major increase in the proportion of undergraduate students
- o significant increases in participant costs since 1983 for items including tuitions, allowances and travel, including changes in AID allowances.

The Aurora G&A rate has decreased from that projected in the budget. However, despite vigorous objection from Aurora, the U.S. Government cognizant Audit Agency (DCAA) ruled that Aurora must apply G&A on all cost elements except tuition.

II. SAHEP II (AFR-0213-C-00-5027-00) COST TO COMPLETE ESTIMATE

Category	Amount Obligated	Budget	Cost-to-Date as of 6/30/88	Cost-to-Complete	Total Estimated Cost	Difference from Budget	Difference from Obligation
DIRECT LABOR		474038	274966	293377	470343	3695	
FRINGE BENEFIT @ 30.0%*		135575	78971	89395	130366	-2791	
OVERHEAD @ 58.55%*		331020	193205	149169	342374	-11354	
STAFF TRANSPORTATION & PER DIEM		91677	24218	24295	88113	32164	
CONSULTANTS		12500	0	0	0	12500	
SOCS		122750	80406	42886	123292	-542	
PARTICIPANT COSTS							
Training**		266250	330075	400567	419442	-53192	
Travel/Per Diem		494909	260778	245415	806193	-11704	
Subsistence		3057570	2513620	476075	2303695	667875	
Orientation		167475	125347	0	125347	42128	
SUBTOTAL (PART. COSTS)		3986204	2330620	1610057	3440677	145527	
TOTAL DIRECT & INDIRECT		5153764	2992386	2981179	4973365	180199	
G & A @ 12.16% & **		316500	391970	217534	609504	-292974	
TOTAL COST		5470264	3384356	3298713	5582869	-112725	
FEI***		150256	127710	22530	150256	0	
TOTAL COST + FEI	5121600	5626611	3412073	3321251	5733124	-112723	-611724

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The estimated cost to complete analysis projects an overrun of approximately \$112,723 (2%) from budget.

It should be noted that the projected total costs for controllable line items such as personnel, staff travel and other direct costs, are within the budgeted amounts.

There have been major increases in participant costs, outside of the control of the project. These include:

- o a significant increase in AID maintenance rates effective September 1, 1987 and again on September 1, 1988.
- o book allowance has been increased forty-four percent; for one hundred participants, this represents an increase of \$24,000 per year.
- o substantial airfare increases of approximately \$600 for a return flight; for one hundred participants, this represents a cost increase of \$60,000.
- o tuition increases averaging 7% each year.

DCAA has ruled that Aurora must charge G&A on allowances and fees. These costs were not anticipated in the original budget. However, Aurora was successful in persuading DCAA to overturn their initial decision to require a G&A charge on tuition.

Appendix D - MONTHLY MEMOS



**AURORA
ASSOCIATES INC.**

1015 Eighteenth Street, NW, Suite 400, Washington, DC 20036
(202) 463-0950 Telex: 440109 AURA U1

MEMORANDUM

TO : All SAHEP Students
FROM : SAHEP Staff
DATE : June 25, 1987
RE : July Monthly Memo

Congratulations to all graduates. We trust you have achieved most of your objectives, and are now ready to put what you've learned to practice. Best wishes and safe journey.

Congratulations also to those of you who made the Dean's List this past semester. For the most part, we have been very pleased with your grade reports. Keep up the good work!

By now, you should have received the signed IAP66A for renewal of your visa. Please send it to the appropriate INS office immediately, if you have not already done so. Contact the Foreign Student Advisor on your campus, or Mary Price if you need assistance, and keep copies for your records of anything you send to INS.

Have you remembered to send in your summer schedule, address and telephone number? grades for last semester?

Orientation of SAEP and SAHEP students will take place at Denison University again this year from July 24 to August 15. We know you are all anxious to meet the new participants, but please restrict visits to weekends. Prior permission must be obtained from the orientation staff for visitors planning to sleep over and/or take meals at Denison.

This year approximately 27 new participants will be joining SAHEP. A list of their names and schools will be forwarded as soon as confirmation of their acceptance has been received. We know we will be able to count on your assistance in making any new student who may be coming to your school (or to one nearby) feel welcome and easing their settling in in their new home.

(over)

July Memo
Page Two

Most of you are, or will be, attending summer school. We understand that you are anxious to finish your studies so you can return home as quickly as possible, but keep in mind that summer courses are shorter and more intense than those taken during regular sessions. Pace yourself, and don't overload.

If your schedule and resources permit, try to see some of the rest of the country this summer. In any event, enjoy it!

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MEMORANDUM

TO: SAHEP Participants
FROM: SAHEP Staff
DATE: August 25, 1987

The Denison Orientation this year was judged a great success. Notwithstanding the normal impatience to get on with things, everyone, it appears, left for their respective institutions in great spirits.

At the beginning of this academic year, Aurora's SAHEP will again count some one hundred participants on its roster. Among those, however, a large number will be completing their training and preparing to return home in December and June. We expect it to be, as always, a productive and exciting school year.

In this mailing you will find a check with your monthly allowances which, in most cases, were increased to reflect new rates set by the USAID. Also included in this amount, is the book allowance for the Fall term. Please note that book allowances for both old and new students include the month of January. You will need to budget accordingly.

For those just arriving, a \$25 compassionate travel fund contribution has been deducted. However, due to a slight error in calculation of the book allowance paid at Denison, only \$5 is being withheld from this check.

For all, a Fall semester information form is enclosed. It is essential that this be completed by each participant and signed by his/her respective academic counselors. The forms must be returned to the SAHEP office no later than the 15th of October.

Summer school grades should reach us before the end of September. Judging from those already received and grades of the previous Spring semester, we continue to be impressed by an overall strong performance. There is reason, however, to be concerned about a few creeping C's and D's. There is no cause for alarm. A renewed attention to excellence should suffice.

Please let us know if you have not received your visa from INS. Once the signed IAP-66A has been forwarded to you, we have no way of knowing your visa status.

/over....



Memorandum
August 25, 1987
Page 2

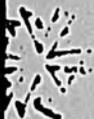
Please double check the date of completion on your HAC insurance card and make sure that academically you are on-schedule. We assume that each participant will finish his/her program by this date. If there is an error or a change to be made, let us know immediately.

Enclosed, please find the SRC Newsletter.

All of us at SAHEP expect to hear from you, should you need any assistance. Let's make it a vintage semester. Stay in good health, hit those books and keep in touch even when everything is moving along just fine.

O.K., enough of this dull stuff.....on with the excitement of English 1A, Chemistry 201, Stats, Fluid Dynamics, Ancient History of Outer Mongolia and.....best of all.....midterms.....

gb



MEMORANDUM

TO: SAHEP Students
FROM: SAHEP Staff
RE: Monthly Memorandum
DATE: September 25, 1987

**** So, we suppose you are all duly disturbed by the NFL Strike and are frantically trying to decide how you'll spend all that leisure time you have in the middle of the semester. Fear not, you can always re read your monthly memo in the hours you had set aside for football. And who knows, maybe this is just the break soccer has been waiting for.**

**** First, Money: Our apologies to those whose stipends needed adjusting and for address errors which resulted in late checks. We think we have worked out all the September bugs and everyone should be receiving the correct amount for October with appropriate adjustments, at the correct time in the correct location.**

**** To help us out, however, do send in your fall information forms as soon as possible with updated addresses and telephone numbers. Arrangements must also be made for transcripts of courses taken over the summer to be sent to us. We must receive both before your November check is mailed.**

**** A reminder: To be reimbursed for legitimate expenses, we must see receipts! To receive extra book/supply allowance, we must have receipts detailing the expenditures of the \$325.00 and the additional amount requested. If the request is approved, an adjustment will be made in the following month's check.**

**** Another sobering reality: Phone Bills. Telephone bills continue to be a problem and result in disconnected phone, unreleased transcripts, unissued degrees,**

over/.....

October Monthly Memo

Page 2

severe headaches, etc. Do pay attention to the location you are calling and the length of time you chat, and budget accordingly.

** Please find enclosed a holiday information form through which we can be advised of specific dates when dormitories and cafeterias will be closed. Those concerned should send us specific information before October 20th if any required adjustment is to be reflected in the November check.

** SRC, Sponsors Meet: The third meeting of the SRC and the sponsors (IIE and Aurora) was reconvened - the one held at Denison this summer having proved unsatisfactory due to the conflicting schedules of key participants. The meeting held in Boston (9/12/87) reviewed several items of interest, including the Denison orientation, the compassionate travel fund, HAC insurance and other matters pertaining to training support. A conference bringing together all EOC selection participants was discussed at length. The difficulty of managing and funding a large event every year was outlined. The sponsors confirmed that a conference would be held this year (date and place to be determined) that would, among other things, plan for less frequent gatherings in the future.

** Finally, the most commonly asked question in the month of October, "what are you going to be for Halloween?" Another strange American custom to bear with. Enjoy!

Enclosures





MEMORANDUM

TO: SAHEP Participants
FROM: SAHEP Staff
DATE: October 23, 1987
RE: Monthly Memorandum

** Hello! We hope this memo finds you contentedly pouring over those lovely texts you purchased...Well,..we hope at least it finds you content.

** Enclosed please find a check for the November allowances. Participants who reside in dorms will receive \$450 to cover expenses during the periods when dormitories and cafeterias are closed over the Thanksgiving and Christmas holidays.

** If you loose your calling card, do not call AT&T and cancel it - that card serves all the participants and canceling it cancels all the participants. Besides, anyone who finds the card and uses it can only call us and they will surely tire of that.

** Make sure you have canceled your university's insurance plan. A few universities require that Aurora purchase extra insurance, but most schools simply ask that students file a waiver indicating that they are covered by HAC. Often, if the waiver is not filed, students are billed.

** We are still waiting for summer 1987 grades. Please check with the registrar's office at your university to make sure they have been sent to us.

** Host family arrangements are usually made through the foreign student advisor. If you wish to have a host family and find it difficult to do so through your institution, please call us and we will see what can be done.

** Friendship International House, a hospitality program and a Southern Baptist Ministry has sent us a few applications for their Christmas 1987 program. International students are welcomed to one of several U.S. cities to spend the Christmas holidays and participate in activities. Anyone interested can call Aurora for further information.

HAPPY THANKSGIVING!

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October 22, 1987

Granville, Ohio 43023
(614) 597-6245

Dear Students and Staff of the South African Orientation Program,

"Write to S.A. students and staff" has been on lists of things to do since the program ended. I am getting to this pleasant task now because of some very good news. The Denison Board of Trustees voted this weekend to divest from stocks of companies doing business in South Africa! All who care for your country and for justice can take pride in that. We at Denison are especially thankful for the efforts of Charles Mngomezulu and Bheki Khumalo who have been instrumental in that policy change.

I also have some sad news to report. Mzamo Mangaliso's father died in South Africa in early October. Tragically, Mzamo's father died before he, Zengie and their children could return home to see him. We saw the Mangalisos' October 7 in Amherst, and Mzamo was making plans to return home. My thoughts and prayers and, I am sure, yours also, are with the Mangalisos'.

Reverend Ngakane's eloquent statements at the closing banquet included references to American individualism. His statement was correct. However, Americans also have an abiding and unfulfilled need for community. We want to be a part of and belong to a group which cares for one another, which takes us beyond our individualism. That feeling of community and mutual caring and support permeated our time together in Granville. I have come to realize that that is why the closing banquet was so difficult and emotionally wrenching. We knew that our time together was ending. Moreover, you were leaving the South African community which we established at Denison for an unknown place in a foreign land. I hope that journey—literally and figuratively—was not difficult and that you have become part of a new community of friends.

Granville is a different place without you. It was strange and unsettling to walk over to Curtis East and West after you left. Barbara Hamlet and I went to the lounges to collect materials left behind. None of you were there to say "Hi Barbara" and "Hello Dick." We missed hearing your friendly, lilting voices and seeing your smiling faces. I have not returned to those dorms and have no desire to. We miss you.

/over.....

I missed saying goodbye to those of you who left Granville on Saturday, Sunday and Monday. The talk and feelings of community made me long for my family. I took advantage of the continued helpful assistance of the residential life staff and went to Michigan to join my family. As you are well aware, the staff was exceptionally hard-working and supportive of you and the program—as you left Granville and during the entire program.

Thank you students also for being so cooperative and understanding. The teaching staff and Denison food service and dormitory staff were lavish in their praise of you and the program. They found you as pleasant and rewarding to work with as we administrators did.

During the staff party Friday night, I received a phone call from William Huma. He, Noleen Allison, Alex China and Pravin Gokool were at O'Hare Airport in Chicago, but the severe rain storm and flooding made it impossible to get from the airport to the city. There was nothing we could do for them and no good advice we could offer. I hope—and certainly presume—that they have completed their journey and are not sleeping at the airport! Travel difficulties were encountered also by Joel Mankga who was put on the wrong airplane. He got off the plane and asked for his contact person from Knox College. No one at the airport knew of the college—due to their lack of knowledge rather than the college's reputation. (As you know, all of you were going to very good schools!) Joel, with the assistance of Mzamo, eventually made contact and got to the right airport and his college.

In closing, I hope you were prepared for life in the United States by the program here. The teaching staff and the residential life staff were very cooperative with me and did everything they could to be helpful to you. We all feel that the orientation program was important and worthwhile because of you and because we can contribute, through you, to the future of your country.

I hope all is well with you here and with your families back home. We took advantage of your friendship through Tebogo (Deborah) Mogojane. Our daughter Katie stayed with Tebogo when we visited Vassar College in New York. I hope we have an opportunity to meet again—here or in South Africa after you return home.

Best regards and love,

Dick

Dick Lucier

November 20, 1987

Dear SAHEP Participant:

Holiday greetings from Aurora! Now that we have had our first snowfall of the season here in Washington, D.C., we know that two major holidays, Thanksgiving and Christmas, will soon be here. For those of you who will be experiencing your first Thanksgiving holiday, it is essentially a Fall harvest celebration, commemorating the generosity shown by the Native Americans to the first European settlers. A typical American Thanksgiving is celebrated by having friends and family gather for a festive meal featuring a roast turkey, cranberries and pumpkin pie. The day is also marked by parades in various cities, football games on T.V., and at times, monumental traffic jams as everyone tries to get to their holiday destination. We hope that at some point during your stay in the U.S., you have the opportunity to celebrate Thanksgiving with an American family.

For most of you, the end of November also marks the onset of "finals" -- that time in the academic calendar in which reports, papers and projects become due and when you must take your final exams. We wish you well in meeting these academic challenges. Based on the record achieved by SAHEP participants so far, we feel confident in your success.

This time of year may also bring with it some special anxieties about courses and examinations or some feelings of sadness and loneliness about being so far from home. If you are feeling such distress, please call us at Aurora. We would also urge you to take advantage of the support systems available on campus, such as your foreign student advisor.

December marks another important milestone for SAHEP: graduation for a number of participants. This December, we anticipate six graduations from the program. They are:

Hasina Cassim
MA, Special Education/Learning Disability
Northern Illinois University

Taramathi Gordhan
MA, Educational Psychology
University of Connecticut

Daniel Moji
B.S. Mechanical Engineering
Syracuse University

Samuel Ntsoko
B.A., Math
Ohio Wesleyan University

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Maya Ranchod
B.A., History and Psychology
Ohio Wesleyan University

Ronicah Shakoane
M.Ed., Foundations of Education
Northern Illinois University

Lulama Thethiwe
MA, Educational Administration
University of Iowa

All of us at Aurora and the SAHEP staff in particular wish to extend our heartiest congratulations to each graduate on a job well done. We have enjoyed getting to know you and feel privileged to have contributed in some measure to your success. We wish you a safe return home and a productive and fulfilling future.

Effective this month Yves Savain has left the SAHEP staff in order to pursue other professional opportunities. Yves has proven to be a capable and committed supporter of SAHEP, and he has earned our respect and gratitude for his work on behalf of the program and its participants. We wish him the best of luck in his future endeavors. We are pleased to announce that Aurora's President, Bob Walker, will be serving as acting SAHEP Project Director during the next weeks. Most of you know Bob Walker from his presentations at the Annual Conference and the orientation in Denison. Bob has traveled widely in South Africa, worked closely with IIE and the EOC and U.S. AID and is a strong advocate for the program and its participants. As President of Aurora, Bob Walker can insure that SAHEP continues to receive the support it needs from the organization.

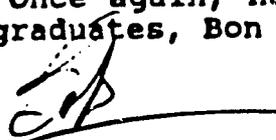
Working with Bob in program management is Jim Statman. Like Bob Walker, Dr. Statman has been actively involved in SAHEP from its inception and has continued to work throughout in its planning and administration. Cathy Dentinger, Gundu Rau, Andrea Griffin, together with Jim Statman and Bob Walker and the rest of Aurora are committed to keeping SAHEP an effective and responsive program. As always, if you have issues, problems, ideas or concerns, please call us directly.

During the past several months, we have been in contact with AID and IIE concerning the issues surrounding the "second degree"; the possibility of a SAHEP participant remaining in the U.S. in order to pursue additional academic training in their field. At this point, there are a number of significant policy and procedural concerns which must be clarified before we can present the information to you. We expect to meet on these issues in December and should be able to report back to you after the first of the year. In the mean time, we sincerely regret any confusion and anxiety which this delay may have caused.

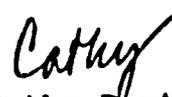
Here are some other items of note:

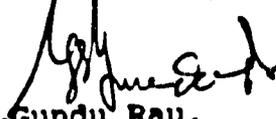
- **Holiday allowances:** Those of you who reside in dormitories will find in your check a supplementary allowance to cover those times during the holiday season when your dorm or cafeteria may be closed.
- **Review of allowances:** We are in the process of reviewing all allowances to be sure that they correctly reflect the amounts to which you are entitled under AID policies and procedures. Our goals here are to insure that you receive all the benefits appropriate to your locality and living situation and that all participants are fairly and equitably treated. If this review results in a modification in level of monthly allowance, we will inform you of this two months prior to initiating the revised rate, so that you may be prepared to adjust your budget accordingly.
- **Transcripts:** At the completion of Fall quarter/semester, please request that the registrar send your transcripts to Aurora.
- **Letters of Support:** Some universities require letters of support from Aurora before students can register for classes. If this is the case at your university, please inform Aurora. We do not have a comprehensive list of these universities.
- **Employment Opportunities:** A company has contacted Aurora soliciting resumes from participants studying in the following areas: accounting, business administration, computer science, math, engineering, and operations research for positions in South Africa. If you would like further information contact Cathy Dentinger as soon as possible.
- We have also enclosed an announcement concerning fellowship support from the Rockefeller Foundation.
- For all of the 1987 participants of the Denison University Orientation, we have included a letter from Dick Lucier.

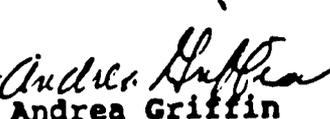
Once again, Happy Holidays! Good Luck on your Finals! To our graduates, Bon Voyage!


Bob Walker,


Jim Statman,


Cathy Dentinger,


Gundu Rau,


Andrea Griffin



African Dissertation Internship Awards



The Rockefeller Foundation is pleased to announce a program to enable African graduate students enrolled in United States universities to undertake supervised dissertation research in Africa.

OBJECTIVES

The primary aim of the program is to increase the quality and relevance of overseas advanced training for outstanding African scholars and, thereby, to facilitate their transition into a productive scientific career when they return to Africa. To this end, the Foundation will provide support for approximately 25 young African men and women who are enrolled in U.S. universities to return to Africa for a period of 12-18 months to carry out doctoral research either in their home countries or in another country where a local university or research institute can provide adequate supervision in the student's field.

ELIGIBILITY

The awards are open to citizens of sub-Saharan African countries studying in the United States who are about to embark on dissertation research in the fields of agricultural sciences, health and life sciences, related social sciences and history. Research projects must require field observation or use of primary sources only available in Africa.

PROGRAM DESIGN

Interns will be selected through a highly competitive process that includes both open applications and nominations by faculty advisors or by directors of potential host institutions in Africa. The applicant will be responsible for arranging placement at an institution in Africa able to provide appropriate research support, although in certain cases the Foundation may be in a position to assist with placements. The candidate's U.S. faculty advisor, the hosting institution in Africa, and the funding agency with primary responsibility for financing the student's graduate work must endorse the application. The program will be implemented in collaboration with the African Academy of Sciences, based in Nairobi, Kenya.

The awards are intended to supplement each recipient's current educational support package and might include one or more of the following items: international travel and living expenses for up to 18 months in Africa, local transportation and research-related costs. Internship plans and budgets would thus be negotiated to fit individual circumstances, but should not exceed \$24,000. In addition, awards will generally include an administrative contribution of \$2,500 to the African institution and one field-site visit for the intern's U.S. faculty advisor. In certain cases, the Foundation will also provide funding to enable the African host institution supervisor to attend the intern's dissertation defense in the U.S. Successful applicants will be asked to provide a letter from the appropriate administrative office of the U.S. sponsoring university stating the institution's willingness to administer the award (with the exception of the contribution to the African host institution).

HOW TO APPLY

There is no formal deadline for applications, but it is strongly urged that they be submitted well in advance of the expected field work starting date. Preliminary inquiries (enclosing a transcript) are encouraged to determine the appropriateness of the research project and the proposed institutional setting in Africa. The full selection committee will only consider complete applications, which must include the following:

1. A written dissertation proposal submitted jointly by the candidate and his or her U.S. faculty advisor. The proposal should follow standard dissertation proposal requirements and include the research objectives, conceptual framework, methods and plan of work. It should also discuss the project's relevance to African development issues.
2. A letter from the sponsor at the proposed host institution in Africa, confirming that the institution can provide needed services such as laboratory facilities, access to study sites, and technical advice.
3. A budget not to exceed \$24,000, listing living, travel, research and writing costs not covered by the applicant's current educational support package. Information about other sources of funding for doctoral research and writing costs should be included.
4. A letter of endorsement from an appropriate official of the funding agency with primary responsibility for financing the student's graduate work.
5. Post-graduate transcripts, a curriculum vitae, and an abstract of the candidate's master's thesis when applicable.

Send all proposals and inquiries to:

African Dissertation Internships
The Rockefeller Foundation
1133 Avenue of the Americas
New York, New York 10036

OR

African Dissertation Internships
The Rockefeller Foundation
P.O. Box 47543
Nairobi, Kenya

November 20, 1987

Dear SAHEP Participant:

Holiday greetings from Aurora! Now that we have had our first snowfall of the season here in Washington, D.C., we know that two major holidays, Thanksgiving and Christmas, will soon be here. For those of you who will be experiencing your first Thanksgiving holiday, it is essentially a Fall harvest celebration, commemorating the generosity shown by the Native Americans to the first European settlers. A typical American Thanksgiving is celebrated by having friends and family gather for a festive meal featuring a roast turkey, cranberries and pumpkin pie. The day is also marked by parades in various cities, football games on T.V., and at times, monumental traffic jams as everyone tries to get to their holiday destination. We hope that at some point during your stay in the U.S., you have the opportunity to celebrate Thanksgiving with an American family.

For most of you, the end of November also marks the onset of "finals" -- that time in the academic calendar in which reports, papers and projects become due and when you must take your final exams. We wish you well in meeting these academic challenges. Based on the record achieved by SAHEP participants so far, we feel confident in your success.

This time of year may also bring with it some special anxieties about courses and examinations or some feelings of sadness and loneliness about being so far from home. If you are feeling such distress, please call us at Aurora. We would also urge you to take advantage of the support systems available on campus, such as your foreign student advisor.

December marks another important milestone for SAHEP: graduation for a number of participants. This December, we anticipate six graduations from the program. They are:

Hasina Cassim
MA, Special Education/Learning Disability
Northern Illinois University

Taramathi Gordhan
MA, Educational Psychology
University of Connecticut

Daniel Moji
B.S. Mechanical Engineering
Syracuse University

Samuel Ntsoko
B.A., Math
Ohio Wesleyan University

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Here are some other items of note:

- **Holiday allowances:** Those of you who reside in dormitories will find in your check a supplementary allowance to cover those times during the holiday season when your dorm or cafeteria may be closed.
- **Review of allowances:** We are in the process of reviewing all allowances to be sure that they correctly reflect the amounts to which you are entitled under AID policies and procedures. Our goals here are to insure that you receive all the benefits appropriate to your locality and living situation and that all participants are fairly and equitably treated. If this review results in a modification in level of monthly allowance, we will inform you of this two months prior to initiating the revised rate, so that you may be prepared to adjust your budget accordingly.
- **Transcripts:** At the completion of Fall quarter/semester, please request that the registrar send your transcripts to Aurora.
- **Letters of Support:** Some universities require letters of support from Aurora before students can register for classes. If this is the case at your university, please inform Aurora. We do not have a comprehensive list of these universities.
- **Employment Opportunities:** A company has contacted Aurora soliciting resumes from participants studying in the following areas: accounting, business administration, computer science, math, engineering, and operations research for positions in South Africa. If you would like further information contact Cathy Dentinger as soon as possible.
- We have also enclosed an announcement concerning fellowship support from the Rockefeller Foundation.
- For all of the 1987 participants of the Denison University Orientation, we have included a letter from Dick Lucier.

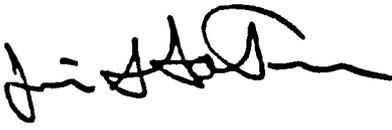
Once again, Happy Holidays! Good Luck on your Finals! To our graduates, Bon Voyage!


Bob Walker,  Jim Statman,  Cathy Dentinger,

 Gundu Rau,  Andrea Griffin

MEMORANDUM

TO: SAHEP Participants

FROM: Jim Statman, SAHEP Staff 

RE: January 1988 Monthly Memo

DATE: December 18, 1987

Happy Holidays and Best Wishes from Aurora for a Wonderful New Year. We wish you, your families, friends, and people back home, a 1988 filled with progress, health, success and freedom. As is customary in the US, you may initiate 1988 with a series of New Year's resolutions: self-improvement promises which are usually forgotten within a few days. Cathy Dentinger's list includes jogging at least three miles every day, completing all reading assignments at least two days in advance, writing home once a week and more -- Ah well, now back to reality. Please read this memo carefully. There are a number of important issues and procedures affecting SAHEP participants of which you should be aware.

- RPC: Aurora and IIF will be meeting with the RPC representatives in early January, probably in Washington, D.C. Critical topics will include planning for the annual student meeting, issues surrounding second degrees and the compassionate travel fund. If you wish to have input into these discussions, please contact one of the SRC representatives and/or the SAHEP staff.
- Annual Meeting: Although final dates and site selection will not be set until the SRC meeting in January, we anticipate the meeting will be held over a weekend in mid March, coinciding with Spring break for many colleges and universities. We will have some definitive word on this in the next SAHEP monthly memo.
- Book Allowance: In September, you received your book allowance for the period of September through January. In your next check, you will receive an additional book allowance of \$260 for the period February through May, 1988. (We apologize for the error in the Participant Handbook which indicates that the Spring book allowance would be sent with the January checks in December.)

db

any written details about the new plan, we have become aware that there will be several changes in the coverages affecting dental, psychotherapeutic and surgical services. We have also been informed that the new insurance will provide no medical coverage for injuries while in the operation of (driving) a vehicle. The specifics of the new plan should be mailed to us sometime in mid-January, and we will send them out to you with the next monthly memo. In the meantime, if you have any questions or concerns about your coverage, we would urge you to contact the new carrier at the following toll-free phone numbers:

January 1-11, 1988 1-800-252-NCAS
after January 11, 1988 - 1-800-252-NCAS.

- Compassionate Travel Fund: As you know, USAID regulations permit sponsors to utilize program funds for only one round trip to and from the US during the course of your studies. For this reason, Aurora like IIE established a "Compassionate Travel Fund," a source of monies to help pay for air tickets for participants to return to South Africa in the event of the death of a close relative, and then come back to the United States to continue and complete their program of academic studies.

No U.S. Government funds are available for compassionate travel; the only sources of money for the fund have been the small annual contribution of the SAHEP participants and voluntary contributions to the fund from other sources, primarily Aurora itself. We are now faced with a serious situation. Like IIE's fund, the SAHEP Compassionate Travel Fund is completely depleted and is unable to provide additional assistance. The economics of this problem are quite simple. Round trip air tickets to South Africa, purchased at short notice currently cost about \$2,700. With each SAHEP participant contributing \$25 annually, we raise \$2,500 annually; not even enough for one round trip. Based on our recent experiences, which shows a growing utilization of the fund, we can anticipate eight to ten requests each year, costing anywhere from \$21,000 to \$27,000 or more.

Even with fund raising and Aurora contributions, we are faced with a significant short-fall (currently more than \$18,000) which cannot continue. Regretfully, we must now announce a suspension of the Compassionate Travel Fund, effective immediately. In early January, we will be meeting with the SRC to address this and other issues. We hope that together with the SRC, we can find a way to enable the fund to continue as a viable entity. We would certainly welcome your input, ideas and suggestions on how to accomplish this.

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Please remember to save book receipts. If you will need to request extra funds for books and/or supplies beyond the \$260 you will need to document how the \$260 was spent before SAHEP can consider augmenting this amount.

- Required Forms: Please also remember to have the required forms mailed to SAHEP in January. These are:
 - Fall 1987 Transcript
 - Winter Information Forms

We need the information forms and transcripts in order to help assess your progress, identify any potential problems or issues and to keep our contractual obligations to USAID. So, please get this information to us to forestall the necessity of our having to call you on this in early February.

- Meal Plans: We have had a few instances in which people in dorm meal plans have attempted to add value to their meal ticket and bill SAHEP. Aurora will not reimburse you or your school in such situations if you exceed the value of your meal ticket. If for any reason you are finding your meal ticket allotment insufficient to meet your nutritional needs, call SAHEP well before you run out of meal ticket value, so we can examine and resolve the problem.
- Summer Plans: Now is not too early to begin thinking through your Summer plans. Most of you will probably be taking Summer courses, to help you move through your academic program as expeditiously as possible. If you wish to pursue field work or an internship over the summer, you should begin your placement search right away. Please contact Aurora if you have any questions or concerns on the issues. Your academic and foreign student advisors will also probably be good sources of information on Summer internships.
- Health Insurance: Effective January 1, 1988, AID will be utilizing a different HAC insurance administrator. In light of some of the difficulties which SAHEP participants have encountered in using their HAC insurance, this is probably good news. The new HAC administrator will be:

National Capital administrative Services, Inc.
AID HAC Program
Box 1207
Fairfax, VA 22030

You will automatically be transferred over to the new carrier on January 1st and will be issued new ID cards probably in late January. Although we have not seen

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MEMORANDUM

TO: SAHEP Participants
FROM: Jim Statman, SAHEP Staff 
RE: February 1988 Monthly Memo
DATE: January 15, 1988

As I write this memo on January 15th, the birthday of Dr. Martin Luther King, Jr., I am struck by the powerful, common heritage which is shared by all of those around the world who have struggled and sacrificed for the cause of human freedom, and by how much remains to be done. As we Americans join in the celebration of Dr. King's life, we hope and trust that the freedoms and values for which he lived and died will be realized by you in South Africa and by us all.

* * * * *

As in the past few months, the February memo is brimming with important news and information, so please read it carefully, and as always, if you have any questions, concerns, ideas, critiques, or compliments, please call and let us know what you think.

- New SAHEP Director - We are pleased to announce that on January 11, 1988, Dr. Vincent Ngoro Vera, originally from Zimbabwe, has assumed the post of SAHEP Project Director. Dr. Vera joins Aurora from the University of the District of Columbia, where he served on the faculty in political science. He brings to Aurora an extensive background in higher education, community service, and African and third-world studies and we look forward to his contribution to SAHEP and other international projects. Please feel free to call Vincent to introduce yourself and to raise any issues about which you are concerned and plan to spend some time getting to know him at the annual meeting in March.
- Annual South African Student Meeting - The date and venue for the annual conference for South African students has been finalized by IIE. We will meet in Houston, Texas at the Holiday Inn - Astro Village Hotel from Thursday, March 24th to Sunday, March 27, 1988, with arrival from 11 a.m. to 5 p.m. on Thursday and departure after breakfast on Sunday. Although these

dates may not be convenient for all, we would urge you to make every effort to clear your calendar and attend what we have found to be a truly valuable, exciting and rewarding part of SAHEP. By now you should have received a separate mailing from Aurora describing the conference in somewhat greater detail and requesting a response so that we can reserve a room on your behalf and secure your travel arrangements. If you have any questions, concerns or suggestions about the meeting, please call Mary Twitty, SAHEP conference coordinator, at (202) 463-0950. We look forward to seeing you in Houston!

- . SRC Meeting - Despite a major snowstorm which closed the Federal government and paralyzed much of the city, the SRC met as scheduled in Washington DC during the weekend of January 8. On Saturday, January 9, the SRC met with IIE and Aurora personnel to discuss a number of key concerns. These included presentations of problems or issues raised by individual students and groups of students, issues of communication and coordination between the SRC and the sponsors, questions concerning "second degrees", the new HAC insurance carrier, the competition for an institution to conduct the student orientation next summer, the status of the compassionate travel funds, and the upcoming annual conference. Many of these topics are addressed in this memo.

We found this to be a forthright and productive meeting, which bodes well for the annual conference in March and for the ongoing interaction between the SRC and the program sponsors. Aurora reaffirms its commitment to working effectively with a strong and active SRC and appreciates the time and effort SRC members devote on behalf of the program and its participants. As a program sponsor our perspective will necessarily differ from that of the SRC, and at times we will disagree on issues, however, we value and take seriously the SRC's ideas about and critiques of our work and have reflected these in our conduct of the program.

- . SAHEP/SAEP Orientation - As you may know, AID requirements have necessitated that there be an open competition between organizations to determine which will conduct the orientation for newly arriving participants. This selection process is currently under way and a committee comprised of IIE, Aurora and outside reviewers will evaluate proposals and recommend a winner. This formal process follows a procedure which has been established to ensure that each proposal is fairly and competently reviewed and that the organization or institution selected offers the best and most effective program to meet the objectives of

the orientation. The selection should be concluded shortly and we expect to be able to announce the winner in time for next month's memo.

- . Compassionate Travel - The deficit in Aurora and IIE's compassionate travel funds remain a serious issue, which was discussed in some detail at the SRC/sponsor meeting. On this issue, there is complete agreement that some means must be found to secure the needed financing. One suggestion which would alleviate a part of the problem would be to increase participant contributions to \$60/year. This and other approaches require careful and detailed examination. We anticipate that after the SRC deliberates with you on this issue at the Houston meeting, we will be able to move ahead towards a viable solution. In the mean time, Aurora and IIE continue to initiate fund-raising possibilities in the hope of finding at least a stop-gap solution to the current crisis. However, as announced last month, the Aurora Compassionate Travel Fund remains suspended until a solution is found.
- . AIDS Information - Under separate cover you should have received or will soon be receiving a packet of health information on AIDS provided by the U.S. Agency for International Development. AIDS, of course, is a serious health menace in the United States and in other parts of the world and we urge you to read this educational information carefully. Fortunately, infection by AIDS virus (HIV) is almost completely preventable in adults by avoiding unsafe practices. Should you have any questions or concerns on this or other health topics, please contact your university health clinic, the public health agency in your area, or feel free to call us at SAHEP.
- . Required Forms:
 - To our dismay, we inadvertently failed to include the winter information forms in last month's mailing. The forms are included, and we would appreciate it if you would return these as soon as possible.
 - Also please do not forget to request the registrar to send your transcripts to Aurora Associates.
- . Book Allowances - Enclosed you will find the book allowance covering February-May. In the SRC meeting held on January 9, 1988, your representatives voiced your concerns and criticisms about the date of the book allowance mailing. We apologize for any inconvenience we have caused participants due to the February mailing of the book allowance. Based on the SRC's

recommendation, we will henceforth include the winter book allowance in the January check.

- New Health Insurance Plan - As you know, on January 1, 1988, all AID-sponsored students were transferred to a new health insurance plan. Some of the particulars of the coverage have changed. Unfortunately, the new policy brochures and claim forms have not yet been received. They should arrive shortly and we will immediately forward them to you. In the interim, use the claim forms that you have but send them to the new company:

National Capitol Administrative Services, Inc.
AID-HAC Program
Box 1207
Fairfax, VA 22030
1-800-252-6227

If you have questions regarding coverage, call them at the above-listed toll-free number; there will be someone operating this phone 24 hours/day.

- Remember Toll-Free Number - Please use the new calling system when placing calls to Aurora instead of calling collect. To reiterate the process:

- 1) Dial 1-800-322-7020.

- 2) When you hear a tone, dial 474681 and you will be automatically connected with the Aurora switchboard.

- Summer Internships - We have received preliminary information about two internship programs which may be of interest:

- 1) Amnesty International

"The fellowship program invites young people from across the United States and around the world to join in working against human rights violations world-wide. It provides the participants with an in-depth summer long professional work experience designed to sharpen leadership skills. The program includes intensive training and introduces participants to the field of international human rights. Participants make a commitment to work 40 hours per week on a special project. Housing, travel expenses and stipends are provided. Applicants should be college or graduate-level students in any academic field. Experience in civil or human rights work through local or national organizations is desirable. Strong academic record and good community organization

skills are essential. The deadline for applications is April 15, 1988."

2) TransAfrica

"The purpose of the internship program is to afford students an opportunity to learn by studying from unique vantage points, the actual formulation or implementation of foreign policy. TransAfrica interns are afforded the opportunity to observe first hand the American foreign policy process and work with an organization that seeks to influence such policy as it impacts on the nations of Africa and the Caribbean. In addition, interns gain a general 'hands-on' sense of politics in the nation's Capitol."

Contact Cathy Dentinger for further information on either one of these internship programs.

MEMORANDUM

TO: SAHEP Participants
FROM: Vincent Ndoro Vera, SAHEP Director
RE: March 1988 Monthly Memo
DATE: February 23, 1988

Let me take this opportunity to introduce myself to you. As you know, I am the new Director of SAHEP. This position poses several challenges. First, the challenge to provide optimum services to you as you acquire new skills and knowledge; second, the challenge to interact with a variety of students who as individuals have a variety of needs; third, the challenge to work with a variety of administrators at different American colleges and universities; fourth, the challenge to work effectively with USAID, the agency which provides the program funds and which sets many of its requirements and regulations, and fifth, the challenge to interface with the American public who impact directly or indirectly on funding and the future of the program. These challenges keep one on one's toes and feet. I would like to assure you of my commitment to carry out the mandate of the program; to facilitate the learning process through timely intervention and regular communication with all of you. In order to be successful at what I am expected to do, its prudent to be reminded of the pact between you and me. Please help me do a good job through cooperation and periodic suggestions.

May I urge you to pursue your studies with diligence. As someone who has had this experience, I am well aware of the trials and tribulations of studying in a foreign country. At times one misses the familiar sounds, the food and the terrain. Don't give up. "The disgrace is not in the falling, but in the failure to rise." You all have a mission: to bring knowledge and skill to yourselves, pride to your families and new resources to your people in its quest to fulfill its rightful destiny.

Finally if there is anything you need help with, please do not hesitate to call us. I am here to serve you. I take the opportunity seriously and regard it as a privilege that people often dream about. After all, since I am from Zimbabwe, we are truly neighbors. I look forward to meeting you in person in Houston.

Since we have been flooding you with conference information, we will keep this monthly memo somewhat brief. I would urge you to make a list of any questions, concerns and suggestions you have about the program and be sure to share them with us in Houston.

Here are some items which we would like to bring to your attention:

- . **Transcripts**

Transcripts need to be reported to Aurora at the end of each semester, trimester, quarter, etc. In reviewing the files, some of you have up to date transcripts, some do not. Please help us by sending these as soon as possible, or by bringing the transcript with you to Houston.

- . **Compassionate Travel Fund**

As you already know, this fund is currently in abeyance due to lack of funds. We are actively pursuing different ways of resuscitating the fund. If you have ideas as to how we can raise funds, please drop me a line, or be sure to talk to me at the conference.

- . **Meal Plans**

SAHEP students residing in dorms generally participate in a meal plan system. These plans are expected to reasonably meet the nutritional needs of its subscribers. If you find that the plan is not in your judgement, adequate for this purpose, please contact SAHEP as soon as possible. We will not be responsible for overcharges incurred on meal plans, if we have not preapproved additional costs. So, if you are having a problem in this area, call us right away.

- . **Policy on Transfer**

Since we have received several inquiries concerning possible transfers, it seems appropriate to reiterate SAHEP policy in this area. Transfers may be granted in cases where continued presence at an institution by a participant jeopardizes that participant's academic, social or physical well-being. However, participants must note the following:

- Participants must make all the contacts with the new university and file an application at their expense. A tuition waiver of at least the equivalent of their initial university, must be assured. The date of completion of the degree must not be lengthened; and the student must incur the cost of the move for him/herself. (Student Handbook, page 7, paragraph 3.)
- The ability to obtain a tuition waiver results in SAHEP being able to bring another student into the program. Lengthened date of degree completion results in cost overruns and other complications, such as, undue stress on the participants' family or dependents.

Internships

I have begun to compile a resource bank for internships. The process is continuous because of the variety of internships that are available in American society. Some are paid, but a large number are nonpaid. This resource bank is available to you. However, you should be resourceful in contacting potential internships. I would suggest that internships be related to your career goals so that you can kill two birds with one stone; that is to earn academic credits and gain practical experience in the process. Take note of deadlines for filing and general requirements for each internship. I need hardly remind you that it takes time to arrange these internship: begin early. Most organizations require a resume in addition to completing the application.

Listed below are internship possibilities which may be of interest to you. If you would like information on any, please call Vincent Vera at Aurora.

Organization

Washington Office
on Africa
110 Maryland Avenue, NE
Washington, DC 20002

Organization

IBM
1801 K Street, NW
Washington, DC 20036

Organization

Bread for the World
802 Rhode Island Ave, NE
Washington, DC 20018

Organization

Intelsat
3400 International Dr.
Washington, DC 20008

Organization

Research Triangle
Institute
1717 Massachusetts Ave
Suite 102
Washington, DC

Organization

National Association of
Real Estate Brokers
1629 K Street, NW
Suite 605
Washington, DC 20006

Organization

American Association of
Colleges for Teachers
One Dupont Circle
Washington, DC 20036

Organization

National Association
for Equal Opportunity
in Higher Education
2243 Wisconsin Ave., NW
Washington, DC

International Council
of Teacher Education

Organization**

Intelstat
Bread for the World Education Fund, Inc.
3400 International Drive, NW
Washington, DC 20008

Internship application for this organization must be filed right away, thus, please contact Vincent Vera by telephone as soon as possible if interested.



**AURORA
ASSOCIATES INC.**

1015 Eighteenth Street, NW, Suite 400, Washington, DC 20036
(202) 463-0950 Telex: 440109 AURA UI

MEMORANDUM

TO: SAHEP Participant
FROM: Jim Statman *JS*
RE: April, 1988 Monthly Memo
DATE: March 21, 1988

No sooner does Vincent Vera assume the SAHEP directorship, then he is off for a two-week trip to Southern Africa, leaving me the task of writing the April memo. Vincent's first stop will be a return home; a site-visit to Zimbabwe, where Aurora and IIE conduct the ZIMMAN II project, a participant training program which brings Zimbabweans to the U.S. for long- or short-term training. Vincent's next stop will be South Africa, where he is scheduled to confer with the USAID and EOC personnel about SAHEP and our progress in placing the next summer's intake. Finally, he will spend a day or two in Lesotho, meeting with the Aurora team which conducts an education development project, with USAID and with representatives of the Ministry of Education. Vincent will return just in time to attend the Houston conference, so that you can meet him and hear the details of his trip first hand.

This will be an abbreviated version of the memo. The major news, of course, is the South African Student Conference where, in fact, most of you will be receiving this memo. As the opening day of the conference grows nearer, we find our energy and excitement mounting and anticipate a dynamic and important event. We would urge those few participants who were unable to attend to contact fellow students, the SRC representatives and SAHEP staff, to get fully briefed on the issues and events.

Student Information Forms

Enclosed with the memo is a copy of the SAHEP Student Information Form for the Summer semester. It is vital for our planning that we get a rapid, accurate fix on which students will be on internship this Summer, who will be attending Summer school, at which institution and at what costs. So please try to finalize your Summer semester plans as soon as possible, and return these forms to SAHEP.

Other Matters

We anticipate receipt of new HAC identification cards and a policy brochure sometime this month, and we will send them to you as soon as we can. As we indicated in the past memo, if you have any questions about your insurance coverage, please call HAC at 1-800-252-6227.

We are also attempting to clarify the issue of tax reporting requirements for SAHEP participants. At present the picture is unclear. We will keep you informed and help provide whatever forms and assistance is necessary, once AID and the Internal Revenue Service (IRS) make a final determination.

We wish you all a joyous and peaceful Spring Holiday season, and an enjoyable and productive Spring break.



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SAHEP MONTHLY MEMO INCWADI YENYANGA LENGOLO LA KGOEDI



MAY 1988

WITH this issue, the SAHEP Monthly Memo gets something of a "facelift"; a new look and format which we hope will enhance its readability and value to you. The Memo is our primary means of regular communication to SAHEP participants and we want it to be as effective and helpful as possible. As with past months, the May memo is full of important information. One new feature is a column called "Ask Dr. SAHEP," a place where we will address some of your important questions or concerns. This month Dr. SAHEP tries to explain how it is that in some instances two students residing in the same city receive different monthly allowances. As you will see, these matters can get a bit complex, so read this closely. You may also want to check out the article on Summer Plans which presents guidelines for summer school or other activities. And, while we are on this topic, for those few of you who have not already done so, please mail in your Summer Information Form right away.

With this memo are two attachments. First, the Houston conference evaluation form. Please take the time to complete this checklist and mail it to Aurora. It will be of real benefit to us in understanding and documenting your assessment of the value of this annual conference and help us to organize even more effective meetings.

We also include "Education for Liberation," the initial newsletter of the new SRC. As we stated in Houston, we are pleased to send SRC mailings to all SAHEP participants. Our role is simply to duplicate the materials and send them to you with our Monthly Memo. The information, opinions, articles and points-

of-view expressed in the SRC newsletter are the SRC's and are in no way altered, changed or edited by Aurora.

Please let us know what you think of the new Memo format or of any questions or reactions you may have to the information contained within. To all of you taking examinations or completing papers or dissertations prior to the next memo, we wish you good luck and much success.

ANNUAL STUDENT CONFERENCE

The SAHEP staff returned from Houston energized but exhausted. After having had the opportunity to once again meet with you in person and to experience the strength and vitality of the program, it's hard to be back at one's desk, pushing paper and communicating principally by memo and phone. But we've got lots to keep us busy, arranging for this summer's new intake of students, working with the new SRC, helping with plans for orientation and keeping up with the thousands of administrative details which are necessary for program operations.

The Houston conference reaffirmed to us the importance of the Annual South African Student meeting as an essential component for the program. From our perspective, we have found the conference to be of particular value in enabling SAHEP staff to get a better sense of your issues, priorities, and concerns, and in allowing us a first-hand opportunity to convey our ideas to you as a whole and to meet with individual students around their plans and progress. We emerged with much valuable information which we believe will

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help us in our work. We also certainly acknowledge the value of the conference in building your solidarity as black South Africans both here and in the United States and upon your return home.

We wish to commend the outgoing SRC for its diligence and hard work in organizing the program and look forward to working effectively with the new SRC on next year's event.

In order to continue to plan and organize effective conferences, we and the SRC need your input. For those who have not already done so, you can do this now by completing the attached conference evaluation form and mailing it to us as soon as you can. We are interested in and value your opinion and interest in the viability of the annual meeting. So, please let us know what you think.

SUMMER PLANS

As you know, during the summer months, SAHEP participants are expected to attend summer school and/or pursue an internship or other form of practical training. Summer sessions are a good opportunity to move ahead in your academic program and affords the often interesting possibility of taking some courses at another college or university. But, as with other aspects of the program, summer course-work is governed by some guidelines and requirements which need to be followed. To help you finalize your plans, we present these requirements for your review. If you have any questions or special issues, please call us right away, so that we can work them out.

Summer School at Your College or University

Most SAHEP students attend summer classes at the college or university in which they are currently enrolled in degree programs. Students who will be attending their "home" university and who live off campus, or who can remain in their dorms throughout the summer, need only complete the Summer In-

formation Form, as usual, so that we know which courses you will be taking. If you will be taking courses at your university but will be required to move out of the dorm during the summer period, we will need to hear from you as soon as possible, specifying the dates the dorm will be closed. Only when we have this information, can we adjust your stipend to reflect your new, temporary living situation.

Classes at Another University

Some participants find that their current university does not offer summer classes or does not offer the specific courses they need in order to advance their progress towards their degree. Others may have appropriate courses available, but would like to have the experience of taking courses at another U.S. college or university, perhaps in another city or state. If you need or would like to transfer schools for the summer session, please keep in mind the following guidelines:

All credits taken at summer institutions must transfer to your home institutions and apply to your degree. Since this requires consultation with your academic advisor, we need to see his/her written concurrence for course selection.

We urge you to be cost conscious in your decision. For example, a four-unit class at UCLA costs about \$235. The same class at a private institution can cost about three times as much. Summer tuition is a big expense for the program and your help in keeping down costs will enable us to be able to offer scholarships to additional black South Africans.

In most cases there is an application process for summer programs. You are responsible for application and logistical arrangements. However, if you need assistance or a letter of financial support, please do not hesitate to call.

You are responsible for arranging and paying for transportation to and from your summer university. Exceptions to this apply only to those students who have no summer programs on their home campus and who have chosen the closest appropriate university for summer studies.

Remember, regardless of possible differences in cost of living, the monthly allowance you will receive at the summer institution will be the same stipend you would be receiving at your home university! Please keep this in mind when you are making plans and considering the viability of various summer options.

If you are one of the lucky few who was offered summer tuition as part of your scholarship, then you will need to attend classes at the school in which you are enrolled.

Internships/Practical Training

Summer is a good time to get practical training in your academic field. The best place to look for internships is the placement center on campus. Internships vary greatly in their content and conditions and so will be dealt with on a case by case basis.

Orientation

Several students have expressed an interest in working at the orientation for new participants. Interested students should send a resume and cover letter in care of Cathy Dentinger who will pass these to the selection committee.

ASK DR. SAHEP

This month we begin a new feature; a column where we try to answer some of the questions which SAHEP participants frequently raise. We begin with a "humdinger"; a complicated issue which has confounded many of us for some time:

Question:

How is it that two SAHEP students living in the same city (even sharing the same apartment) can receive different monthly allowances? Is this fair?

Dr. SAHEP's Reply:

On a regular basis, U.S. AID publishes a list of monthly allowance rates for various cities and communities in the United States. These standard allowance rates are provided on a monthly basis to all SAHEP graduate students who are not living in university provided housing or receiving their meals through university meal plans. Almost every SAHEP graduate student falls into this category and, therefore, receives the standard allowance for their city.

The situation for undergraduates is a lot more complex. U.S. AID requires that, whenever possible, undergraduate participants live in university residence halls. In such cases, SAHEP pays the room and board costs directly to the university and participants receive a monthly allowance of about \$160 to cover other, incidental expenses. U.S. AID regulations also require that the total sum of the room and board payments which are made to the university plus the \$160 per month paid to the student, do not exceed the total standard allowance for that city. In most instances, it is quite a bit less.

These are the basic situations, which account for most SAHEP participants. But there are exceptions.

Sometimes an undergraduate is admitted to a college or university which has no residence halls, or where there is no space available. In such instances, since it is not the student's choice not to reside in the dorm, they are provided with the standard allowance and reside off-campus. If at a later time, university housing becomes available, they are expected to move into such facilities. If a stu-

dent is faced with a situation in which university-supplied housing is available, but there are absolutely compelling reasons why they cannot live in such housing -- such as a serious health problem -- then, they, too, may be given permission to reside off-campus and receive the full standard allowances.

The real problems arise when an undergraduate for whom university housing is available, wishes to move off campus. People may want to do this for a variety of reasons: to find a quieter environment, to be able to cook African food, to enjoy a greater degree of privacy, or other reasons. All these reasons have some merit, and may represent an improvement over the conditions found in university housing. But if the university housing situation is judged to be reasonably adequate -- perhaps not ideal, but sufficient -- then SAHEP cannot approve an off-campus move, particularly since such moves generally result in an increased cost, and SAHEP has not budgeted for such an expense.

In some instances, we have agreed to allow an off-campus move, even though adequate university housing is available. But in order to do so and not increase the monthly cost to the program, we have had to limit the amount spent, to that which equals the amount we would be spending if the person had elected to remain in the dorm. Still follow? Perhaps an example would help.

Let's say that a SAHEP undergraduate resides in a dorm which costs the program, on average, \$400 per month for room and board, with these costs being paid directly to the university. If this student receives permission to move off campus despite the availability of adequate university housing, SAHEP can only provide a modified monthly allowance equal to the amount which we would have paid for university supplied housing. Living off campus, this student would, therefore, receive \$560 each month (\$400 plus \$160), as long as this amount does not exceed the standard monthly allowance.

It could well be, however, that this student's new off-campus roommate is a SAHEP participant for whom no university housing was available. Such a student would therefore receive the standard allowance of say \$620/month; \$60 more than his roommates. Thus, we have the genesis of the differing-monthly-allowance phenomena. But is it fair?

We think it is; at least for the most part. If a person must live off campus because no university housing is available, or there are other absolutely compelling reasons, then they receive the standard monthly allowance. That's fair. If the person chooses to live off campus, even when adequate on-campus housing is available, we can only pay a modified allowance equal to the cost budgeted for that person in the dorm. We think that's fair too. And if the university has provided the room and board to SAHEP at no cost, then we cannot lose that donation to the scholarship program by permitting an off campus move, which will cost thousands of dollars, and thereby, limit another person's access to the program. That's hard, but we think that's fair. We must live within our budget and take advantage of university donations of room and board, thereby maximizing participation in the program.

Now comes the question: "Why permit graduate students to live off campus while discouraging or denying this opportunity to undergrads?" Is this fair? We're not sure; there are certainly reasonable arguments on both sides of this question. We are, however, compelled to live within the AID guidelines which do make such a distinction, and so they are part of the standard procedures for SAHEP.

The issue of housing and monthly allowances is, as you can see, rather complex. We try to administer and interpret the US AID regulations in a manner which is fair, reasonably consistent and which serves both the in-

dividual needs of each student and the overall common needs of the program and its future participants.

We hope that his lengthy venture into SAHEP procedures, gives you a better understanding of the process of administering this portion of the program and has answered your questions and concerns. Please let us know if you have further comments, critiques or questions on this or another other matter relevant to the program. Hopefully as you learn more about the program, Dr. SAHEP will learn how to become clearer and more concise in his reply.

SRC

Directly following the annual meeting, Bart Rousseve and Ned Harvey (IIE) and Vincent Vera and Jim Statman (Aurora) met briefly with the new SRC to initiate discussions on the issues at hand and to begin to plan and organize for the year ahead. Topics included the Compassionate Travel Fund, the Annual Conference, communications, student welfare and the issue of sharing the student mailing list with the SRC. The tone of the meeting seemed to us open and productive and we are looking forward to meeting with the SRC shortly to delve into these and other issues in greater detail.

We have just finalized arrangements to meet with the SRC on Saturday, April 30, in Newark, New Jersey. So, if you have any issues or concerns to put on the agenda, please contact the SRC, or Cathy, Vincent, or Jim at Aurora right away.

CONGRATULATIONS!

We would like to take a few moments to congratulate all the 1988 graduates. Graduation is a moment that evokes memories of happiness. The fruits of one's labors in college are rewarded by the granting of the diploma and later the opportunities to practice one's craft. We are aware also, of the happiness that graduation brings to these students' families

and friends. This joy is contagious and affects all in its path. SAHEP joins these gallant strivers in their moment of victory. To all those whose graduation is on the distant horizon, we urge you to continue the struggle. You all possess "the right stuff"!

Eugene Julies
B.S., Mechanical Engineering
Florida Institute of Technology

Andisiwe Kawa
M.Ed., Educational Psychology
Teachers' College, Columbia University

Dumisane Madonsela
B.S., Mechanical Engineering
Florida Institute of Technology

Matilda Malamba
Masters of Social Work
University of Iowa

Sylvia Mbhele
B.S., Marketing
Georgia State University

Vincent Mntambo
LLM, Law
Yale University

Moffat Mogane
Masters of Social Work
Boston University

Edward Moloane
B.S., Computer Science
Franklin University

Able Sithole
B.A., Math and English
Lawrence University

Cornelius Thomas
M.A., History
Notre Dame University

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SAHEP MONTHLY MEMO

INCWADI YENYANGA

LENGOLO LA KGOEDI



JUNE 1988

HELLO SUMMER!

ALTHOUGH the scientists among us may insist that Summer is actually still a few weeks away, the soaring temperatures and Memorial Day traffic jams for us mark Summer's start. Already, DC is settling into a pattern of oppressive heat and humidity, punctuated by violent afternoon thunderstorms and soon we will surely be finding ourselves wishing for the start of cooler Autumn days.

For those who will be taking Summer classes in the U.S. for the first time, please be forewarned: Summer courses can be intense. There is often lots of work to be accomplished over a very short period of time. But despite the demands of class assignments or internship responsibilities, we hope that you also find some time to relax, renew and enjoy the joys of Summer. And, if your plans put you in the vicinity of Washington, DC, please take some time to visit Aurora.

Summer also heralds the arrival of a new "intake" of SAHEP participants. In July, about twenty-five SAHEP students, together with perhaps seventy IIE participants, will arrive at Kennedy airport enroute to orientation at Denison University. As in the past, the group will be almost equally divided between graduate and undergraduate students and include a wide variety of major fields of study. The scholarship program has been endeavoring to increase the number of females in the program and we are pleased that more than 1/3 of the new SAHEP participants are female.

Arrival and orientation, together with the annual meetings, and of course, graduation and the return home, are for participants and staff, major program milestones. We are excited by the prospect of meeting, getting to know and working with the new SAHEP'ers and are pleased to have another successful placement process concluded. But by August we will be back at work, joining with EOC and IIE to make the initial selection for the 1989 intake!

Plans are actively proceeding for this Summer's Orientation program at Denison and several SAHEP students have applied for staff positions. The SRC has been advocating for an increased participation of South Africans in the orientation and for a more significant, formal role for the SRC in this process. In mid-June, the SRC will meet with IIE, Denison and Aurora staff to discuss the upcoming Orientation and to help define the SRC's role in this program.

Now that Spring Semester 1988 is behind us, please remember to have the university send SAHEP a copy of your updated transcript. We need your current grades and credits so that we can accurately plan and administer the program, identify appropriate opportunities and provide timely assistance to students who are experiencing academic difficulties.

Those who fail to have their current transcripts forwarded to us in a timely fashion are violating the Terms of Award and may be

subject to termination. Submission of grades is an Agency for International Development requirement which must be followed.

EOC VISITS AURORA

In late May, Dr. Mokgethi Motlhabi, Director of the Educational Opportunities Council, visited Aurora's office in Washington to discuss a wide-range of program and policy concerns. Dr. Motlhabi reported that in response to requests from some SAEP/SAHEP graduates in South Africa, the EOC is in the process of organizing a meeting where program graduates can meet to discuss common issues and concerns. Such a meeting could also provide valuable feedback to the program from the perspective of those who have returned home. Although details are not yet firm, it seems likely that the meeting will be convened in Johannesburg in October. We will, of course, report on more of the specifics, as they become available.

During his visit, Dr. Motlhabi shared his views on a wide range of topics including student selection, data bases, fields of study, the annual conference and program operations. Dr. Motlhabi stressed EOC's position that the various components responsible for the implementation of the program, IIE, EOC, and Aurora, need to continue to work closely and harmoniously and expressed the desire to hear more from participants both while they are studying in the U.S. and upon their return.

AURORA VISITS EOC

Earlier in the month, Gundu Rau, SAHEP Program Officer, and Marshall Bykofsky, who directs Aurora's Fulbright Program for black South African lawyers and English teachers, participated in a whirlwind tour of Southern Africa which included meeting with USAID and EOC in Johannesburg. Marshall and Gundu also visited Lesotho and Zimbabwe, where Aurora is engaged in educational and

human resource development projects. Gundu's visit allowed him the chance to interview several returned SAHEP participants in the Johannesburg and Durban areas and to get their views on the program. Such feedback, we believe, can be of great value in helping us to do a better job. For this reason, and because we remain interested in and concerned about all of you whom we've gotten to know over the years, SAHEP tries to maintain informal ties with returned students. We are also aware that for a variety of reasons there are graduates who do not wish to have such contact. That's fine too. You are under no obligation to remain involved with SAHEP after you return home, and we absolutely respect your wishes on this matter. We do, of course, truly welcome the opportunity to keep in touch and maintain some ongoing contact.

EVALUATING THE HOUSTON CONFERENCE

Kinza Schuyler of IIE has taken on the task of compiling and tabulating the conference evaluation forms submitted by SAEP and SAHEP participants. Although the level of input has been somewhat less than spectacular -- we have received about sixty-six forms from the three hundred and forty or so people registered -- we can get some idea of how you assess the meeting.

Overall, the ratings are quite favorable. In response to question "What did you find most useful about the conference?", the most frequent replies were: meeting and exchanging views with fellow South Africans (31); meeting the sponsors (20) and receiving updates on South Africa and South African issues (8). Few people classified any event as "least useful," but these did include: the trip to NASA (5); SRC and SA/ASM (4); the downtown tour (3) and the length of the meetings and individual questions (3).

Two issues strongly stand out in terms of recommended changes for the next conference. Most frequently mentioned, is the suggestion to hold the meeting in December, with a large number of people also urging that the conference be longer, with time between sessions and with more flexibility for meeting and socializing. Many participants also added that they want to see the conference continue in future years.

As you may recall, the evaluation questionnaire specifically asked people how they felt about holding the conference at this time of the year (end of March). Of the sixty-five who answered this item, fifty-two or 80% indicated that they were dissatisfied. About 60% of the respondents found the conference to be the right length, 40% thought it was too brief, with one person judging it to be too long.

Participants were also asked to rate on a five point scale the conference's overall value in the total scholarship program: The results point to strong support for the annual meetings. Thirty-two (53%) of the raters, evaluated the meeting as "extremely valuable," sixteen (26%) as "very valuable," and ten (17%) as "valuable." One person rated the conference as of "not much value," and another indicated that it was of "no value."

Most specific meetings and events were evaluated as "excellent" or "very good," with no event being rated as poor by more than ten participants. Interestingly, the tour of NASA received wide support, with 32% rating it "excellent" and 40% as "very good". The cultural event had similar positive ratings. Ratings for the site itself were mixed. While 5% rated the hotel overall as "excellent" and 27% "very good," 45% viewed it as "acceptable," and 23% judged it to be "poor." The hotel food was not fondly regarded by attendees. Only one person (2%) found it to be "excellent," six (9%) thought it was "very good" and 22 (34%) at least "acceptable." However,

thirty-six (55%) thought the food was "poor." Probably this means that spaghetti and corn lunches and "continental" breakfasts should not be on the next conference menu. We are pleased to see that almost everyone found the travel arrangements to be "acceptable," "very good" or "excellent" with only three people rating them as "poor" (5%).

Finally, we have your ratings on staff "helpfulness." Hotel staff were rated as "excellent" by 14%, "very good" by 39%, "acceptable" by 27% and "poor" by 16%. Seven percent had no comment. SRC officers were also rated favorably. Twenty-nine percent of the raters described the SRC officials as "excellent," 37% as "very good" and 19% as "acceptable." Seven people (11%) rated the SRC officials "poor" in terms of helpfulness, while three people (5%) had no comment.

Now for the important stuff. About 30% of the participants rated the Aurora staff "excellent," 28% rated us as "very good" and 10% as "acceptable," in terms of helpfulness. We must admit, however, that two people (3%) rated us "poor," while eighteen (30%) had no comment on our level of helpfulness. Perhaps this is for the best. We should note that the SAEP staff (IIE) was also regarded as really helpful with 31% rated "excellent," 48% as "good," 13% as "acceptable" and 2% "poor." Only 7% had no rating on the SAEP staff's degree of helpfulness. We at Aurora also thought that our colleagues at IIE were wonderfully helpful and we enjoyed the opportunity to work so closely with them at the meeting.

In sum, these ratings show a generally high level of support for the annual meeting. People judge it to be a valuable component of the program and would like to see it continue. A change of date to December and improved menus would be greeted with approval by most.

The SAHEP staff appreciates the willingness of those of you who took the time to complete the evaluation form. This data helps build support for the annual meeting and gives us feedback through which we can try to make the conferences even better. As we had stated before, Aurora strongly endorses the annual conference as a critical component of the program and agrees that late December is the optimal time for such an event.

HAC ATTACK

As of this date, we have still not received the promised brochures which describe the Health and Accident Coverage (HAC) policies, procedures and coverages. Needless to say, this remains an ongoing source of concern and frustration. However, we have found the new HAC administrators very helpful in telephone conversations. They are aware of your concerns and willing to answer your specific questions over the phone. Please call or write directly to the HAC contractor:

National Capitol Administrative Services
P.O. Box 1207
Fairfax, VA 22030
1-800-252-6227

If you are having a problem with the coverage or with reimbursement issues, please feel free to contact SAHEP staff and we will try to intervene on your behalf. It is also helpful for us to hear about HAC issues so that we can keep track of whether there are only a few isolated difficulties, or whether we are faced with a major problem affecting many participants. In this regard, you might also seek assistance from the SRC student welfare officer, Winky Hlahla, 714/626-4836.

ASK DR. SAHEP

Question: Is a participant's expected date-of-completion (DOC) really so important? Every time it is mentioned, I get the feeling that SAHEP is trying to get rid of me and is

showing little consideration for my educational goals and needs. Are you just trying to rush us through the program? What's up DOC?

Dr. SAHEP Replies: We regard the estimated date-of-completion (DOC) as an essential component of our planning for and administration of SAHEP. The DOC serves two important functions. First, it acts as a guide to help us monitor and assess each students' progress toward their goal of completing their degree. The DOC is also critical in SAHEP's allocation of funds for each participant and is an essential part of the budgeting process. Any extension of a DOC requires formal notice to USAID.

Let me explain how this works. Let's say we have arranged a scholarship for a newly arriving undergraduate who is majoring in biology. At the time of admission, we consult with the university to determine the precise number of credits that are required for the degree and the number of semesters that are necessary. Since SAHEP students generally take summer classes, most undergraduate degree programs should be completed in three and one-half years. If a program typically requires additional coursework (e.g., engineering and pharmacy), or if required courses are not available in the summer, the DOC may be set at four or even five years. Once established though, the DOC becomes an essential part of our budgetary plan. We set aside a certain amount of project funds for each SAHEP participant, based upon their expected DOC. If it is anticipated that a student should complete their program in three and one-half years, we allocate sufficient project funds to cover them for this period only.

If the student does not complete their degree in the expected time, we are faced with a difficult budgetary dilemma. Even an extension of one semester can mean six months of extra living allowance, book allowance, HAC insurance and other costs which may easily

amount to four or five thousand dollars! As you can see, if ten students extend in this way, we are faced with the prospect of having to deny admission to a new student in order to cover the extra-time of these current participants.

Why do people extend their DOC's? Sometimes, this is the result of a change of major or of school. Such changes generally result in a loss of credit or in new course requirements which thereby extend the participants' stay. While we want to be flexible and help SAHEP students achieve the academic program which is most effective in meeting their educational goals, such changes usually extend participants' DOC's and thereby present real budget problems. For this reason, we try to limit such transfers or changes.

Peoples' DOC's can also run-over if for any reason they do not progress in their studies as expected. Course failures, dropping courses or neglecting to take required courses at the proper time or sequence can all result a student being unable to complete in the expected time period. It is really important that participants work closely with their academic advisors to be sure that they are progressing in a manner which will allow completion as planned. It is also imperative that you contact SAHEP as soon as you suspect that there may be a problem in finishing in accord with your DOC.

As your partner in this program, we need to know how you are doing, whether you are experiencing any problems or difficulties or if you are contemplating a change which will have a significant effect upon your program of studies. It is really discouraging to us when a person who is expected to graduate in May calls in late April to announce "Oh, by the way, I'm not graduating until August." We understand that there will be circumstances in which students will need to be in the program longer than originally anticipated. But it is important to realize that extensions of DOC

are not automatically granted and that people who inform us about such a situation at the last minute may risk the unfortunate prospect of having to return home without completing their degree. This is an outcome none of us want.

SAHEP is not trying to rush people through their studies at an unreasonably frantic rate. DOC's are established to reflect a serious, continuous and goal-directed program of studies. The scholarship program does not provide room for people to leisurely pursue other diversions or to decide after three years, for example, that their calling is really Literature and not Chemistry. All people of course have the right to change their minds, develop new interests, and discover talents and abilities they never knew they had. But SAHEP is not a program that can only be concerned about participants as individuals. We must always be concerned with black South Africans as a people and with our mandate to provide opportunities to as many as possible within limited, defined courses of study.

It is for these reasons that we take the DOC so seriously. We solicit your compliance in completing your degrees as expeditiously as possible and your help in keeping us informed of any changes in your situation which may affect your length of stay.

SRC/SPONSOR MEETING: NEWARK, NEW JERSEY; APRIL 30, 1988.

The second meeting of the 1988 SRC convened at the Newark Airport Howard Johnson motel, a site well suited to minimize distractions. Bart Rousseve and Ned Harvey attended for IIE; Jim Statman, Vincent Vera, and Cathy Dentinger for Aurora. With the exception of Thabo Bopape, who was in Santa Cruz, California, busily writing an exam, all SRC members were present. Representatives from the Denison University orientation program were invited, but were unable to at-

tend. After reviewing the agenda, the minutes of the previous meeting, discussing communications procedures and the proposed SRC budget, we touched some of the big issues of concern to SRC and the sponsors:

Annual Meeting: Aurora, IIE and the SRC agree that the annual meeting is of substantial value to the program and its participants and should be continued. We are hopeful that USAID will concur and approve an end-of-December, 1988 conference. The sponsors are in the process of submitting a proposal to USAID to fund the conference and the SRC has prepared and submitted a paper discussing the importance of the conference from the perspective of SAHEP/SAEP participants.

Compassionate Travel Fund (CTF): the CTF remains a serious and thorny problem. Everyone agrees that the fund is essential and acknowledges that participants can only make a modest contribution towards its total cost. It seems clear that in order to make up the current deficit and to enable the CTF to become viable and ongoing, new sources of funds and fundraising strategies need to be devised. The SRC has designated the CTF to be one of its special projects, and a Fund Committee, organized by Sello Wa Loate, the SRC Project Officer, will work with the sponsors to develop and carry out a strategy. Vincent Vera, SAHEP Project Director, will take the lead on this for Aurora. Meanwhile, the CTF remains in limbo with no funds currently available. Once the committee moves forward we will start to implement the \$5/month CTF deduction which was approved by the majority in Houston. We again seek and welcome your ideas, energy and assistance on addressing this crisis.

USAID Data Base: USAID has requested that sponsors furnish basic information about program participants, including some demographic data such as home postal code, so they can track the program, define its worthiness and we suppose, to be able to receive

continued funding support from the U.S. Congress. At the meeting, Aurora and IIE expressed our strong commitment to safeguard participants confidentiality and reluctance to furnish any background data which can serve to identify specific individuals (as opposed to aggregate information, such as total number of colleges attended, number of undergraduate engineering students, or percent of female graduate students). EOC is also concerned with this issue and we have informed USAID of its extreme sensitivity.

Orientation: the sponsors endorse the SRC's positions that South African's should play a significant role in the planning and conduct of the orientation for newly arriving SAHEP/SAEP participants. The SRC is further seeking to formalize and institutionalize its role in the orientation. Although it is probably too late in the year to permit a major expansion in SRC involvement in the planning for this Summer's orientation, the upcoming SRC/sponsors/orientation contractor meeting should provide an opportunity to move ahead on this issue.

Student Selection: probably the most interesting and perhaps important discussion, and certainly the most heated, involved an exchange of views concerning whether political criteria of any sort have played a role in the EOC recruitment and selection process. This issue opened up a wide range of topics including the perception of the program by people in South Africa, the question of its support at home and the meaning of this for present and future participants and ultimately for the viability of the scholarship program. We greatly welcome the discussion of these issues, recognize their sensitivity and importance, and as Americans, appreciate the opportunity to try to understand them from the perspective of black South Africans. We look forward to continuing such dialogue.

SRC MAILING LIST

In Houston, we made a commitment to the new SRC to poll all SAHEP participants, identify those who wish to provide their names, mailing address and phone numbers to SRC, and furnish these as requested. The SRC strongly feels that it needs all participants names and addresses, in fulfillment of its responsibility as the elected representative of the SAHEP/SAEP student body. The SRC will then be able to create a mailing list so that they can contact you directly on matters of importance. However, U.S. privacy laws and Aurora ethics require that we gain permission from program participants before we furnish their names or other information to outside parties, even including the SRC.

So, as agreed, we are enclosing with this mailing a form upon which you can indicate whether or not you give permission to have this information furnished to the SRC. We also enclose a stamped envelope, addressed to

Aurora, in which to mail the form. Regardless of your decision, we would appreciate your completion and mailing of this form.

Please be assured that we will not furnish your name or address unless we receive your written permission to do so, or even identify you as a person who did not grant such permission.

SRC DUES

Enclosed with the June Monthly Memo, you will notice the May SRC newsletter, "Education for Liberation." This is the largest SRC newsletter to date, and includes articles, poetry, artwork and photos. On page 13 is a form whereby you can give consent to Aurora to have us deduct \$10 from your stipend for the yearly SRC dues. If you wish us to make this deduction, please complete the form and mail it in the enclosed stamped envelope to Aurora. You can use the same envelope for both the SRC Mailing List Consent Form and for the Dues Consent Form.

SRC MAILING LIST CONSENT FORM

Please indicate below whether or not you give permission for Aurora to furnish you name, address and phone number to the SRC.

Please check one:

_____ I hereby give permission to Aurora Associates to provide the SAEP/SAHEP Student Representative Council (SRC) with my name, current mailing address and phone number.

_____ I hereby do not give permission to Aurora Associates to provide my name, address or phone number to the SAEP/SAHEP Student Representative Council (SRC) at this time.

Name (please print): _____

Signature: _____

Date: _____

Please mail this form in the enclosed, stamped envelope to:

Aurora Associates, Inc.
1015-18th Street, NW
Suite 400
Washington, DC 20036