

INTOUCH

Stellenbosch
International
Networks and
Mobility Update

Edition 3
March 2016



UNIVERSITEIT
STELLENBOSCH
UNIVERSITY



Studying abroad: Business as usual?

New partners:
Koç & UNC Charlotte

Confucius at home in Africa
Building bridges and crossing
cultural boundaries

New degree programme
exposes undergraduate
students to internationalisation

Higher Education
in Central and
Eastern Europe

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Thanks to our partners, colleagues and students who kindly supplied images.



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PREFACE

Welcome to this third edition of *INTouch*, the Stellenbosch International Networks and Mobility update from the Postgraduate and International Office (PGIO)!

Whilst there are two sides to the PGIO coin – one side being our internationalisation efforts and the other side; our service to the postgraduate research community aimed at promoting postgraduate studies and enhancing postgraduate student success – *INTouch* typically gives a voice to all the international activities and mobility that has taken place from within the PGIO during the preceding year. Increasingly however, we are observing how closely these dimensions of the PGIO are interlinked and mutually beneficial. Consider this: more than 18% of our postgraduate student body are international students. Our incoming international mobility, be it for short-term or full degree studies creates and finances opportunities for SU outward mobility of which the majority takes place at postgraduate level. Furthermore our access to funding networks and the excellent research linkages of our academic staff are making more collaborative opportunities possible, particularly at postgraduate level. Since 2009 we have awarded nine joint PhDs with a further 25 joint PhD candidates currently enrolled. We also have a cross-continental doctoral skills training programme operating through our African Doctoral Academy. Such initiatives and others are giving substance to our Rector’s networked vision for the future.

Beyond this, we have also been busy getting Maties to Mumbai, growing our African footprint through the Africa Collaboration Grant and making Confucius at home in Africa. At various times through the year we have also hosted support staff on exchange and sent Stellenbosch University staff to our partners.

The benefits of being in touch are captured in this realisation: “It turned out we were asking ourselves the same questions and had come up with answers that were similar, yet a bit different”. This is how we come to recognise shared problems and learn how they were resolved elsewhere, and also to adjust for the differences.

INTouch would also like to introduce Koç University in Istanbul as our first partner in Turkey. We look forward to seeing this partnerships develop in years to come. A more longstanding partner is the University of North Carolina at Charlotte (UNCC) which shares many similarities in size and shape with Stellenbosch University but is particularly experienced and comprehensive in its internationalisation activities. Their commentary on balancing mobility and developing a global citizenry is echoed throughout the publication and is particularly relevant in resource-challenged environments. Speaking of this, Sarah van der Westhuizen shares some insights from a PGIO perspective into the impact of the #FeesMustFall campaign and reminds us that this was not only felt by local students but by international students too.

PGIO has succeeded in blending its internationalisation role with that of its postgraduate focus in an efficient and synergistic manner, especially on an operational level. In 2016 and beyond, we will need to establish strategic guidelines for further focused internationalisation initiatives as well as for strengthening the postgraduate studies portfolio. We believe that the foundations exist to contribute significantly to Stellenbosch University’s vision to be inclusive, innovative and future-focused.

Enjoy reading and keep *INTouch*...

PGIO Team
3 March 2016



Where cultures meet and minds engage – staff members of the Postgraduate & International Office.

PARTNER INSTITUTIONS

With almost 150 partner institutions in 44 countries located across six continents, Stellenbosch University (SU) has a significant footprint across the globe. Our partnership agreements are signed at various levels covering a wide spectrum of activities including student exchanges, research collaboration, summer school programmes and joint degree programmes.

Among the extensive corps of partners, two notable institutions are showcased in this edition. Koç University located in Istanbul, Turkey, is Stellenbosch University's first partner university in Turkey and also the greater Eastern Mediterranean region. SU and Koç University signed a bilateral agreement in 2015 to foster collaboration through the exchange of students and staff. Sedef Ercetin from Koç University shares a bit more about the institution with *INTouch*. Also featured is SU's longstanding partner; the University of North Carolina at Charlotte (UNCC) which has seen many student exchanges and other academic activities develop over the years. UNCC's Joel Gallegos gives some insight in to the partnership and shares more about the institution overleaf.



**WHERE EAST
MEETS WEST
SHAPING OLD AND
BUILDING NEW ALLIANCES**

KOÇ UNIVERSITY, TURKEY

Koç University was founded in 1993 as a non-profit private university in Istanbul, Turkey. The university is supported by the resources of the internationally renowned Vehbi Koç Foundation. In the 20 years since its establishment, Koç University has become one of the leading universities in Turkey, distinguished by notable contributions to the elevation of education, knowledge and service both domestically and beyond.

Its beautiful campus sprawls over a 25-hectare estate that succeeds in balancing accessibility to all of Istanbul with a retreat from the distractions of city life. The product of a meticulous, integrated design, Koç University's buildings – academic and administrative – include laboratories, a library, dormitories, faculty residences, social venues, a health centre and sports facilities.

With its liberal arts paradigm, Koç University guarantees that students will receive a diverse and comprehensive education while concurrently gaining expertise in a particular academic discipline. Students are required to complete a comprehensive core liberal arts programme and establish specialisation in their chosen fields

through individually designed elective programmes. Cooperation with international institutions, as well as lectures by internationally renowned academics and business leaders, also contribute to the quality of education at Koç University. The institution offers 22 undergraduate, 32 graduate degree and 18 PhD programmes, all in English, supported by 16 research centres, three research and education forums as well as 104 laboratories. Seventy three per cent of students receive a full or partial scholarship, with 42 per cent of all students currently holding full scholarships. Koç University offers a wide range of world-class research laboratories with data and research capabilities. It currently ranks as one of the best research universities in Turkey based on the large number of published scientific articles per academic.

With the mission of cultivating competent and internationally qualified graduates, Koç University collaborates with many globally acknowledged and reputable institutions. The University acquires accreditations, enters into strategic partnerships and gets accepted as a member to privileged societies. Responsibility lies in the heart of this mission and it proves to be a world citizen by complying with international compacts and standards.

Turkey as a study destination

As a bridge connecting people, as a geography full of cultural heritage, as an emerging centre for modernisation and innovation, Turkey creates a unique environment where students are able to study while experiencing a vibrant culture and rapidly expanding economy from the inside out. Already with one of the highest GDP growth rates in the region, the Organisation for Economic Cooperation and Development projects that Turkey will grow from its current 16th position to the 9th largest economy in the world. Further, the country's geostrategic value and excellent relations with both East and West, positions Turkey as a regional leader and a global contributor.

Home to empires since the dawn of civilisation, from the Byzantines to the Ottomans, to the modern Turkish Republic, Turkey has always been a centre of culture and enlightenment in the world. Elite institutions in Turkey constantly aim to build upon the engrained national tradition of seeking excellence through rigorous education and hard work.

Recently announced in the most prestigious international higher education rankings, Turkey now boasts some of the leading universities in the world, offering education with a global perspective, taught entirely in English, housing top-notch research facilities and faculty of the highest calibre. Turkey is a new hub for world-class education.

The number of international students in Turkey has considerably increased in the last five years. This growth has been matched with the expansion of higher education and the consistent investment in this field (with 22% of the national budget devoted to education alone). The immediate effect is a highly educated population which has made the country, particularly Istanbul, an international hub for universities, policy centres and multi-national corporations.

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE, USA

The University of North Carolina at Charlotte (UNCC) is North Carolina's public urban research institution and the fourth largest institution in the UNC system. The institution is classified as a doctoral or research-intensive institution. The campus is located in the piedmont of North Carolina, just two hours from the mountains and three hours from the Atlantic Ocean. It is a large public university with a small college feel. More than 28 000 of which nearly 1 800 are international students, consider UNC Charlotte's 400-hectare campus their home away from home.

The student enrolment is over 28 000 students which also represents a 35% increase in enrolment over the last 10 years; 46% of total growth in the UNC system during the past six years is attributed to UNC Charlotte.

The institution consists of seven primary colleges (i.e. faculties) namely College of Arts and Architecture, College of Business, College of Computing and Informatics, College of Education, College of Engineering, College of Health and Human Services and the College of Liberal Arts and Sciences.

In recognition of the research and influence of the institution, it has been named as one of 36 universities by the National Science Foundation Innovation Network for Commercialization Initiative and is consistently in the top five universities nationally for number of start-ups per million dollars of research funding.

The UNC system consists of 17 campuses with more than 220 000 students enrolled at 16 universities and the NC School of Science and Mathematics, the country's first public residential high school for gifted students. Each year the system graduates more than 30 000 students from over 200 academic degree programmes. Other SU partners in the UNC system include North Carolina State University, Raleigh and the University of North Carolina at Greensboro.



Internationalisation strategy

UNC Charlotte enjoys a long history of innovative and comprehensive internationalisation. The institution has a comprehensive international office since the 1970s and a nationally recognised infrastructure which supports the various campus's internationalisation efforts. While it is one of the primary goals to send more UNC Charlotte students abroad for international study, the office is also committed to providing student-centred international opportunities on campus (internationalisation@home). Since many students will likely not participate in a study abroad experience, it is a goal of the Office of International Programmes to provide an opportunity for students to develop a greater appreciation for our interconnected world. The office firmly believes that developing a global citizenry will also contribute more to an intercultural-competent workforce.

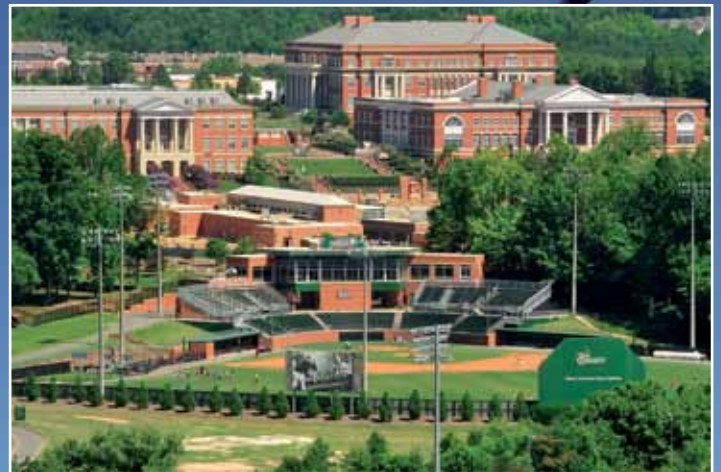
UNC Charlotte/Stellenbosch University partnership

The link between Stellenbosch University (SU) and UNC Charlotte was sparked by a UNC system-wide multilateral exchange network (UNCEP) with the Western Cape in the early 2000s. A very specific bilateral partnership discussion began in 2005, and in 2007, UNC Charlotte followed up with an official executive visit to Stellenbosch University by Chancellor Philip Dubois. Only in 2009, was an institutional exchange agreement and memorandum of understanding signed between the institutions. The collaboration has since grown into multiple activities and regular engagement between students and staff that includes the mobility of academic and support staff as well as semester student exchanges and short-term programmes. The ongoing sharing of best practices in international education and engaging on topics such as community engagement and service learning has had a broader impact on institutional practices.

Future plans include a possible symposium on energy, the development of further short programmes that could also include mobility of Stellenbosch students to UNC Charlotte for teacher training.

The relationship between the two institutions spanning more than 15 years is a testament to the value of developing an international partnership through small but incremental activities and building a solid knowledge base and strong interpersonal relationships.

Over the years, Stellenbosch University has hosted numerous UNC Charlotte short-term professor-led study abroad programmes. In June/July 2015, Stellenbosch University once again hosted programmes focused on the themes of sustainability, community engagement, HIV/Aids awareness, and comparative education. Other notable visits and engagements include the visit of UNC Charlotte Provost and Vice-Chancellor for Academic Affairs, Joan Lorden, and Professor Larry Mays, Director of UNC Charlotte's Bio-informatics department in July 2015. UNC Charlotte also hosted Stellenbosch University Fulbright Scholar, Prof Louise Botha, professor of curriculum studies (mathematics, science and technology) in the Faculty of Education.



University of North Carolina at Charlotte

MOBILISING SUPPORT

ADMINISTRATIVE AND SUPPORT STAFF EXCHANGES

The mobility of academic staff is a well-established activity in the broader framework of internationalisation activities at Stellenbosch University; however, the mobility of support or administrative staff has not been highlighted in the same fashion. Encouraging the mobility of administrative staff both from and to Stellenbosch University can make a meaningful contribution to creating a truly internationalised university.

Currently this can be facilitated by the following routes: the Erasmus Mundus staff exchange (as well as the new Erasmus+ programme that will be implemented from 2016), the Intra-ACP staff exchange programme and the KU Leuven bilateral partnership.

Winston Beukes, coordinator for animal and biosafety research ethics, at SU's Division for Research Development, was a recipient of the Stellenbosch University – KU Leuven Administrative Staff Exchange Programme. Tanya Ficker, postgraduate programmes administrator in SU's Faculty of Engineering was also a recipient of the exchange programme to KU Leuven. Winston Beukes spent two weeks at KU Leuven in Belgium and shares his experience with INTouch.

WINSTON BEUKES

I visited the Katholieke Universiteit (KU) Leuven from 15-29 June 2015.

The purpose of this visit was to gain insight into the processes followed at KU Leuven regarding animal research ethics and its biosafety programme.

SU has a well-established Animal and Biosafety Programme, but we are constantly in search of new and innovative ways to improve our already successful systems even further. As a result, we regarded the exchange to KU Leuven as an ideal opportunity to build on our existing programme.

My visit included meetings with the Animal Ethics Commission of KU Leuven and a visit to Janssen Pharmaceutical in Beerse, north of Brussels. Here I met with the director for laboratory animal medicine and the chief veterinarian for the facility, and we

discussed future collaborations between SU and Janssen Pharma. I was also able to meet with staff working on KU Leuven's biosafety programme. I gained valuable insights into safety requirements, specifically with regards to biohazardous material. I was fortunate to use this experience and information gained to benefit and improve our own animal and biosafety processes at SU.

I wish to thank the PGIO for managing the logistics associated with the exchange opportunity. I also wish to thank my colleagues, Dr Therina Theron (Senior Director: Research and Innovation) and Maléne Fouché (Manager: Research Integrity) for supporting the staff exchange programme.

The Postgraduate & International Office also hosted three support staff members from abroad during 2015: Leen Cuypers, coordinator of the Arenberg Doctoral School at KU Leuven, Hilde van Peteghem, from the International Relations Office at Ghent University in Belgium and Sitiraka Rakotondravelo from the International Office at the University of Antananarivo, Madagascar who was awarded an exchange scholarship to Stellenbosch University via the Intra-ACP project, PAFROID.

LEEN CUYPERS

Not sure what to expect, but with an open mind, I left my hometown Leuven for a two-week stay at Stellenbosch University in August 2015. I had heard of a number of KU Leuven colleagues who had visited SU before and of course I had picked their brains already: "What is the campus like? How is the university organised? Are there a lot of PhD students? Is it a safe town to walk around?" And all of them gave me similar answers: "The campus is not that large, but has the same 'feel' as a large campus.

Winston Beukes (far right) with colleagues from KU Leuven's Animal Facility Team.





Their organisation is similar to KU Leuven but not quite the same. There are not as many PhD researchers as in KU Leuven, but more than one would expect. The town is safe enough, but you have to be careful of course.”

I had been hoping for clear answers and found this layered message difficult. How can a campus be small and large? Or an organisation similar and different? A town safe but dangerous? I honestly did not know what to expect. It is one of those things that you cannot understand beforehand, but once you're experiencing it yourself, you understand completely and there is just no better way to describe it!

Already during my first meeting with the staff of the PGIO, I was amazed to hear about the 'similar but different' relationship between KU Leuven and Stellenbosch University. I am coordinator of the Doctoral School of Science, Engineering & Technology at KU Leuven and while explaining to the Stellenbosch colleagues which difficulties we encounter to set up clear communication to the large group of PhD students, Ronel Steyn, Dorothy Stevens and Corina du Toit exclaimed that they were struggling with exactly the same issues. We started sharing ideas, tools and best practices to improve our communication strategies.

The same scenario repeated itself with other aspects: How to monitor the progress of the PhDs? How to start a training for supervisors? How to set up a mentor-mentee programme? How to organise an interesting science communication initiative? It turned out we were asking ourselves the same questions and had come up with answers that were similar, yet a bit different. And that was what most interested me: I recognised many elements but was eager to hear about those little differences. I found the way the workshop for supervisors was set up and received by supervisors absolutely splendid and the mentor-mentee programme sounded like a complete success story. I have to admit that I am a bit jealous about the *New Voices in Science* project and hope to improve our science communication initiatives at KU Leuven soon.

KU Leuven and Stellenbosch University both invest a lot in international networks and training activities for graduate students, but KU Leuven has a lot to learn from the way the African Doctoral Academy uses the existing international network to improve training activities and improves the international network by organising training. It really is a neat idea and shows again how something done just a little differently can become a big inspiration to others! I hope to welcome some of my Stellenbosch University colleagues in Leuven soon to learn more and join efforts in making our universities stronger in different ways!



Above left: Sitraka Rakotondravelo with staff from the PGIO
Above: Leen Cuypers with staff from the PGIO

HILDE VAN PETEGHEM

Erasmus Mundus Inspire project gave me the incredible opportunity for an administrative staff exchange in July 2015. For several weeks I worked in the Postgraduate & International Office of Stellenbosch University. The PGIO adopted me as a colleague so I really felt welcome. It was an intensive and interesting period with the orientation week for new incoming foreign students, summer school activities, information sessions for outgoing students.

I am most grateful to Huba Boshoff and her colleagues for arranging my stay and planning all sorts of activities and meetings. I saw a very efficient office with hardworking and dedicated staff. This mobility gave me ideas to re-organise my work and our facilities for international students and researchers. The most memorable day must have been the introduction day of the course learning for sustainable community engagement (IPSU sustainability course). It was an eye-opener for anyone who attended. Thank you all for making this valuable immersion experience possible.

SITRAKA RAKOTONDRAVELO

I wanted to see how SU do the work I do in my country. At Antananarivo I am one of two people responsible for a range of services offered by our office. I am receiving students from abroad who come to my university, give them a formal welcoming and support them when they have problems during their mobility programme. I also do everything which is administration related – like recording data. Lastly, I work on projects that the university assign to me like the Erasmus Mundus and PAFROID projects. We have many projects that we work on with Stellenbosch University like the Project SKA (Square Kilometre Array). It has been a great pleasure to be in South Africa, getting to know the language and culture. I will be glad to help and welcome staff from SU when they visit Madagascar.

STUDYING ABROAD: BUSINESS AS USUAL?

How do we build resilience into the structures and organisations that facilitate and support international education? This article is a broad consideration of challenges international educators face in a complex world, with the purpose of asking if we need to approach studying abroad differently, or is it merely “business as usual”?

By Sarah van der Westhuizen

Over the past year, various events and happenings impacted South Africa and the world and will surely continue to have an ongoing influence in 2016:

- The conflict in Syria and the consequent movement of refugees to neighbouring regions, specifically Europe;
- Acts of terrorism in Nigeria and France amongst others had a destabilising and demoralising impact on the world, and most importantly lead to the establishment of prejudicial divides between different groups of people;
- A global economy that is still struggling to recover makes doing business more difficult and developing countries are by far suffering the most. The radical depreciation of the South African Rand is a clear reflection of this.

In South Africa, one of the biggest happenings of 2015 was the student protests commonly referred to as #FeesMustFall. To say that the protests took on a uniform arrangement would be simplifying the matter. Yes, there were overarching goals, but there were also campus and location specific demands.

Also, it was protest action firstly driven by students and not politicians, although politicians were not far from making claims to ownership and leadership within the protests. This being said “politics” were never far away. The student protests represented a diverse spectrum of students. The same goes for the issues at hand. For that reason the protests were intersectional by nature, binding, connecting and linking various demands, issues, identities and classes. This notion is supported by *Mail & Guardian* contributor, Katlego Disemelo in his article “Student protests are about much more than just #FeesMustFall”, who said: “Our protest is not just about ‘one thing’, even if that ubiquitous hashtag

suggests otherwise. It is inherently intersectional, spanning various yet interrelated socio-political and economic issues.”

The consequences of these protests are widespread, for universities and society. For universities it is clear that a new funding model needs to be designed, by way of inclusive and extensive consultations to ensure the legitimacy of the model. Universities and the National Student Financial Aid Scheme (NSFAS) will also need to deal with outstanding debt, amongst other issues. The reality is that universities have to recover student debt to operate efficiently, but if no one wants to take responsibility for paying it back – universities and students will suffer.

Innovative payment plans will need to be devised, which will surely require more flexibility within the financial systems of the universities, but will also give rise to more complexity. Bursaries and how it is awarded will also have to be reviewed because bursaries also need to be extended to the “missing middle” – those students who are too rich to receive NSFAS funding and too poor to be able to afford tertiary fees. In seeing a need and responsibility to raise funds for students struggling to cover registration and student fees, various student representative councils have now launched campaigns in to raise funds for these students, and in doing so have received various corporate and private sponsorships. Although this is surely not the only answer to the problem(s), it does show a sense of co-responsibility from student leaders to address funding issues in a pragmatic way. (A critical discussion of the cultural impact of these protests also needs to be done, and how #FeesMustFall relates or links (if any) with #RhodesMustFall and other international student protests like for example Black Lives Matter and Rhodes Must Fall in Oxford.) An international office, like any other



department in a university, will also have to deal with these consequences. The student fees demands were not just limited to South African students, and it is important to note that international offices work within the student fees framework of their respective universities, and therefore have to act in tandem with institutional policies. What makes it more complicated is that many international offices generate part of their own funding by levying administrative fees to pay for salaries and to award study abroad bursaries among others. If these funding instruments are reduced or limited it could have devastating consequences for the respective international offices and the students of those universities.

Do we need to be concerned? We need to be concerned if the systems and structures we are depending on are not resilient. What does resilience mean? The Oxford Dictionary gives two definitions of the word “resilience”: “The capacity to recover quickly from difficulties” and “the ability of a substance or object to spring back into shape”. “To recover” and “to spring back to shape” we need “to build” structures that can respond to change; to recover after a big (or small) change has occurred. We need to acknowledge that societal changes brought about by for example national student protests, leads to a changing environment – one where we can’t foresee what the future impacts of certain events will be. Taking this into consideration; the type of recovery response we need is not to recover to the old state of affairs but to recover to such an extent that we can respond efficiently to the new environment. Are there ways of ensuring this type of resilience? From the perspective of an international office, are there things we could “put in place” to ensure a resilient organisation? (Although much more discussion is needed on this point, insights from the study of complex systems and complexity theory can be insightful. See the following journal article: Cilliers, P. 2000. What can we learn from a Theory of Complexity? *Emergence*, 2(1): 23 – 33.)

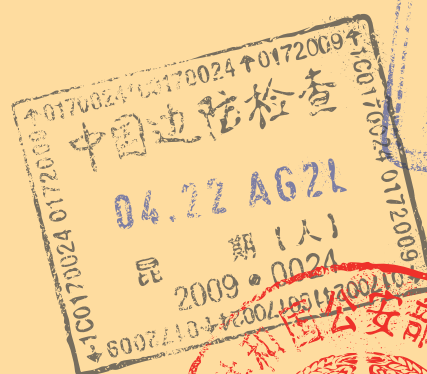
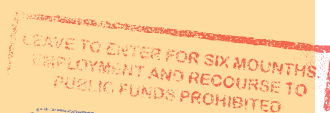
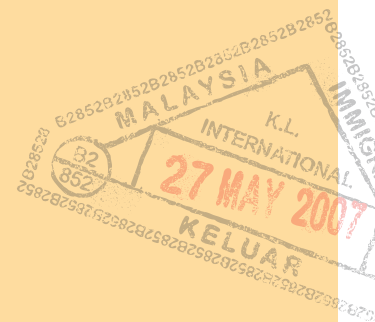
Here are some provisional ideas (with certain limits) to consider:

- Responsive coordination and management is needed, which includes a flatter and open structure;
- The way we are dealing with risk should be evaluated and reviewed. We should see how we as an organisation could become less risk or change averse, but at the same time not irresponsible or reckless;
- Cooperation and sharing of information between international offices is important. Maybe Linus’s Law is applicable here “given enough eyeballs, all bugs are shallow”;
- Sustainable bilateral agreements must be negotiated in such a way that provision is made

for a changing environment and organisation. (For example, the University of Helsinki is going through a restructuring at the moment which will have a big impact on how it will function. As a bilateral partner, Stellenbosch University needs to think about how it will affect the bilateral agreement and relationship between the two institutions. (See the following article about the reforms at the University of Helsinki: O’Malley, B. 2016. Helsinki University cuts 1 000 jobs, more could follow. *University World News*, 28 January. Available: <http://www.universityworldnews.com>);

- Networks must be established that share expertise, and use local and international resources evenly and efficiently;
- A work culture must be created which is responsive and resilient to change;
- Communication to students and international partners must be done in a very efficient and flat manner;
- Contributing to the development of a student culture which is appreciative of change, and also leads to the development of independent minded students, which also recognise their communal responsibilities.

One of the main purposes of studying abroad is that the experience should be transformative to the individual – academically, socially and personally. The same goes for the community, or communities wherein the individual is embedded. We must therefore be vigilant that when we are “building” our funding models (or organisational model) that they are resilient not just in terms of surviving difficult times or big changes, but also in ensuring transformative resilience of the study abroad experience. Because if the latter is lost, we are defeating the purpose of what we are doing to a large extent.



CREATING BALANCE

TRENDS IN SHORT-TERM STUDENT MOBILITY AT STELLENBOSCH UNIVERSITY

Tsigiliris (2014)¹ argues that students should be placed at the heart of internationalisation to meet the developmental goals of study abroad such as employment, and the development of cultural competence and understanding, as well as the overarching focus of increasing the cross-border activities of universities. At Stellenbosch University the core objectives of the PGIO is to create networks for the mobility of students and staff and to enhance the postgraduate platform for student success whilst supporting the overarching functions of teaching and learning, research and societal impact. This article will focus on the emerging trends in the mobility of students. At the center of this discussion will be the mobility opportunities created through international partnerships and networks. It thus also implies some form of facilitation and support by the PGIO.

Year	Number of incoming students	Number of outgoing students
2012	306	49
2013	351	61
2014	353	66
2015	333	69

Table 1: Comparison of incoming and outgoing semester student exchanges for the academic years from 2012 to 2015

¹ Tsigiliris, V. 2014. Internationalisation: A student-centred approach is key. *University World News Global Edition* Issue 316. Available from: <http://www.universityworldnews.com/article.php?story=2014>

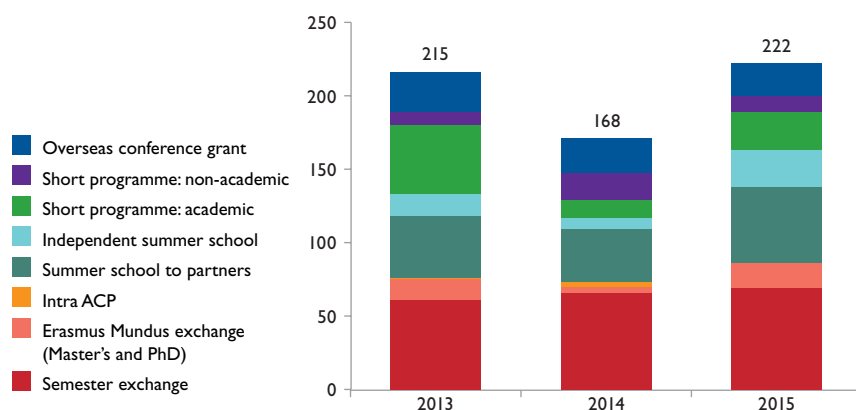
To contextualise the trends, one can first look at the comparison of incoming and outgoing mobility in the traditional semester exchange model. As displayed in Table 1 the number of the incoming exchange students is consistently almost six times more than that of the outgoing exchange students. There is a decline in number of incoming exchange students that is both a direct and indirect effect of actions taken by the PGIO to create balance in the exchange numbers. One of the measures being applied is the rigorous review of partnership agreements and student numbers to ensure good governance. The imbalance can however not be seen as a mere numbers game and the incoming mobility of students plays an important role in amongst others the strengthening of internationalisation at home and the linkages with international institutions.

One of the mechanisms used by the PGIO to address this has been to diversify the type of mobility opportunities as well as looking innovatively at the mobility with partners. The graphic below shows the categorised international student mobility from 2013 to 2015.

One of the significant contributors to mobility particularly on graduate level has been the Erasmus Mundus and Intra ACP programmes. Both these programmes are funded externally but have added a stream of mobility to institutions within Europe and Africa that would not have been possible without this engagement.

The numbers also highlight a growth in summer school participation. The increased participation in summer schools was an initiative driven by the PGIO to bring about balance in exchange agreements and thus alternative arrangements with partner institutions were negotiated to facilitate this.

Considering these trends, it is evident that the mobility of students remains a key feature of internationalisation but also prompts the need to critically evaluate student mobility opportunities to ensure alignment with the objectives of the PGIO and the institution at large.



Overview of short-term mobility



MATIES IN MUMBAI

This year marked the third year in which Stellenbosch University (SU) has participated in the “In Conversation with Globalisation” course, or as it is known in Stellenbosch, the Global Citizenship Phase II programme.

by Alecia Erasmus

This year five universities participated: University of Stuttgart (Germany), St Xavier’s College Mumbai (India), Saint Louis University (USA), SU (South Africa) and the latest addition, Peter the Great St. Petersburg Polytechnic University (Russia) which made for a truly global experience. Six Stellenbosch University students from diverse backgrounds, ages and fields of study took part: Bernice Taljaard (accounting), Helen Marais (horticulture), Leocadia Ngoma (development and environmental studies), Lauren Hess (international studies), Bryan Bergsteedt (human anatomy) and Ryan Hen-Boisen (political science and international studies). The SU cohort was accompanied by Alecia Erasmus from the Postgraduate & International Office. The group totalled 39 people and definitely raised some eyebrows as we moved through the streets of Mumbai!

The course is a blended learning experience where students start with an online course in November and it culminates in a 10-day excursion to Mumbai for fieldwork and presentations. Topics covered in the online seminar included globalisation and politics, globalisation and economy, and globalisation and literature. The topic for the excursion was globalisation and identity. The programme was jam-packed with cultural excursions in the mornings, lectures in the afternoons and group work in the evenings. The lectures presented by Indian colleagues as well as from academic staff from the other partner universities, included topics like the Bosnian diaspora in St Louis, globalisation and identity politics, intertextuality and Indian cinema, and religion and identity. The cultural and historical excursions included a trip the Elephanta Island, a UNESCO world heritage site, a day journey to Vasai Fort where we could experience the Portuguese influence in India, and a special museum exhibition on medicine and healing in India at the Chhatrapati Shivaji Maharaj Vastu Sangrahalaya,

formerly Prince of Wales Museum of Western India. We also did a lot of walking, getting to know the city at the guidance of the locals. We had a walking tour of the old Fort area which houses the Asiatic Society of Mumbai dating back to 1804, St Thomas Cathedral of which the foundation stone was laid in 1676, but services only started in 1718, and of course, as testament to the Indo-Saracenic Revival in Mumbai, the Bombay High Court, the main train terminus and the University of Bombay.

As for the academic part of the week, the students were divided into six geographically mixed groups. To conclude the project week, each group did a 90 minute presentation on a theme with a specific focus of their choice, incorporating information from their own experiences, theoretical perspectives, information from the lecturers they attended as well as field work done in Mumbai. The groups were assessed on the theory they covered, the application of their theory and their fieldwork, the realisation of the topics and the participation (and in some cases performances) of the team members. The topics they covered included:

- Politics, society and identity
- Culture and identity
- Diaspora and identity
- Education and identity
- Environment and identity
- Privilege and identity

Between the honking of the taxi cabs and the caws of the crows, there was rarely a quiet moment, but in the short space of 10 days, a borderless community was created in which people who speak different languages, eat different foods, dress differently, feel and think differently, could engage and debate and discuss critically; laugh and talk and dance and eat in a manner that made the goodbyes tearful and the promise of future conversations as bright as the sunrise over the Gateway of India.

AFRICA COLLABORATION SETTING AFRICAN COLLABORATION

Since 2010, the Postgraduate & International Office has annually been supporting research between SU researchers and African collaborators through the Africa Collaboration Grant (ACG) which is funded from the budget of the Vice-Rector for Research, Innovation and Postgraduate Studies.

The grant provided seed funding for fulltime SU staff to establish or strengthen academic collaboration with one or more partners based at institutions elsewhere on the continent and funded three categories of collaboration, namely;

- Workshops or conferences jointly organised with a partner(s) from an African country
- A research visit to African countries
- Hosting research visitor(s) from other African countries

Since inception, the ACG funded over 70 projects across faculties to the value of more than R2,8 million.

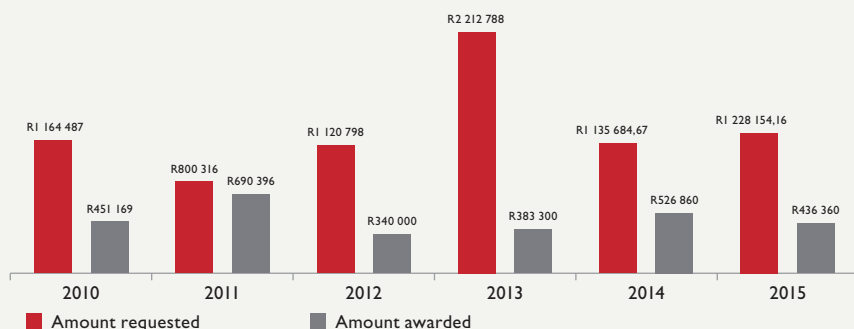
As of 2016, the grant specifically funds projects with SU's bilateral partners in Africa. This change in focus was prompted by the need to give impetus to agreements with partners in Africa. The emphasis is on funding research projects, promoting staff and student mobility and supporting joint workshops and conferences.

Dr Graeme Brendon Jacobs from the SU Division of Medical Virology was an ACG recipient in 2014, he was funded to travel to Cameroon to visit SU's bilateral partner institution, the University of Yaoundé I. Dr Jacobs shares how this collaboration has blossomed since his initial visit to Cameroon.

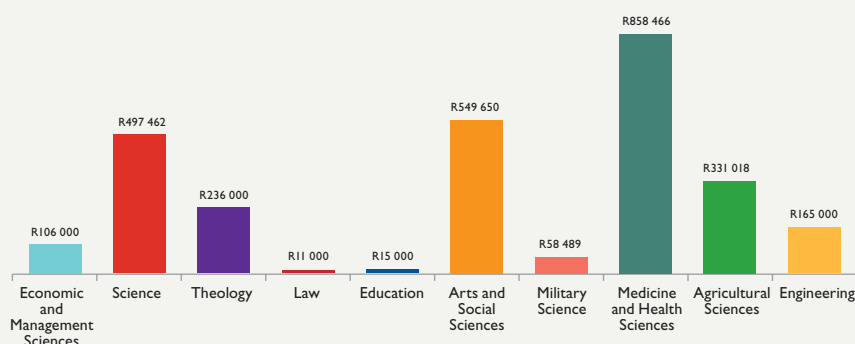
I met Dr George Mondinde Ikomey from the University of Yaoundé I, Cameroon, in February 2011 at SU, where the EMBO Global Exchange Lecture course for HIV/Aids was being hosted. At that time, I was a PhD student at the University of Würzburg, Germany. However, I knew I wanted to return home to South Africa to continue my research on HIV/Aids, as South Africa still has the highest number of people affected by the disease. Dr Ikomey was a PhD student at the Centre for the Study and Control of Communicable Diseases (CSCCD), Faculty of Medicine and Biomedical Sciences (FMBS) of the University of Yaoundé I. Dr Ikomey and I shared several research interests, particularly HIV and related viral infectious diseases. We kept in touch and met again at the HIV Dynamics and Evolution conference held in Utrecht, Netherlands in May 2013. Thereafter, I received funding from the Africa Collaboration Grant to host Dr Ikomey at the Division of Medical Virology in September 2014. Conversely, I visited the CSCCD in January 2015, sponsored by the PGIO's staff exchange programme. The objectives of the visits were to establish a network for joint research programmes.

Why work with the University of Yaoundé I, Cameroon? HIV is dynamic in its diversity. This range of viral diversity has made it extremely challenging to design an effective vaccine against HIV/Aids, while diversity itself also influences diagnostic assays and viral resistance. In South Africa, one strain – HIV-1, group M, subtype C – predominates and accounts for 95% of infections. In contrast, Central Africa, where Cameroon is located, is regarded as the “birthplace” of the HIV pandemic; it was there that a few predecessor viruses from big apes infected human beings and were transmitted to their sexual partners.

African Collaboration Grants awarded from 2010-2015



African Collaboration Grants awarded per faculty between 2010 and 2015



GRANT IN MOTION



Right: Dr Graeme Jacobs with colleagues of the CSCCD at the University of Yaoundé I.

Below: Dr Graeme Jacobs, Dr George Ikomey and Josiah Gichana with PGIO staff.

Until today the region has an enormous variety of HIV variants. Cameroon is a low income country with limited infrastructure and resources to perform much needed basic laboratory research. Although antiretroviral therapy (ART) against HIV/Aids is provided by the Cameroonian government, there is almost no capacity to test for HIV resistance resulting from suboptimal ART. However, staff and students at the CSCCD are eager to take up the challenge. We aim to expand HIV knowledge in the region and implement basic research capacity at the CSCCD and specifically, to build infrastructure and capacity for HIV resistance testing and focus on studies relating to HIV molecular epidemiology in the region.

We hope that our research will lead to a fruitful exchange of academic staff and students between the two institutions. Postgraduate students from Stellenbosch University will have the opportunity to visit Yaoundé Cameroon, while our Division will also be able to host students from Cameroon. Dr Ikomey and I are already jointly supervising one master's student at SU's Division of Medical Virology and two PhD students at the CSCCD at Yaoundé I. Student exchange visits, an initiative supported by the international offices of both universities are scheduled for early 2016.

What was once a concept of collaboration between two PhD students has now developed into an active, growing research partnership. The first of our major research outputs was presented at the Virology Africa conference held in Cape Town in December 2015. We analysed HIV diversity and resistance in a cohort of infants from Yaoundé, Cameroon. We used 55 infant samples below the age of six and our general conclusion to the study is that HIV mother-to-child prevention programmes



needs to be vastly improved to curb the spread of HIV to new-born babies in the era of ART.

One of our goals is to expand our research in the field of medical virology in Cameroon to include viral hepatitis, human papillomavirus and beyond, including some emerging viruses. Our research can shape and improve HIV health policies in Cameroon and Africa in general. I conclude that Cameroon has some of the world's best coffee which is motivation enough for any scientist to keep any long term project with the region active and growing.

For more information on the Africa Collaboration Grant, contact Shamin Gaffoor at the PGIO: sgaffoor@sun.ac.za

EDULINK II BUILDING CAPACITIES AND STRENGTHENING GLOBAL PARTNERSHIPS

In 2013, the European Union together with the African Pacific and Caribbean (ACP) Secretariat launched the second edition of its Edulink programme, Edulink II. The general purpose of the Edulink II programme is twofold; namely to nurture capacity building and regional integration among higher education institutions; and to support quality higher education that is efficient and applicable to the needs of the labour market and aligned with the socio-economic development needs of countries in the ACP regions.

More specifically, the Edulink II programme strives to reinforce the capacity of ACP Higher Education Institutions (HEIs) at both the administrative and academic levels.

The Edulink II programme tries to attain, among other endeavours; more influence in national and regional policies for improved cooperation among higher education institutions; increased inter-institutional networking between HEIs in the ACP and with EU HEIs; better management and financial administration of ACP HEIs; enhanced quality assurance measures; increased mobility of teaching staff and postgraduate students; advancement of the qualifications of academic staff at ACP higher education institutions.

Edulink II programmes support projects which focus on two main priority thematic areas: agriculture and food security; and energy access and efficiency. For the Edulink II programme, 47 projects were selected and the implementation of most of these projects commenced in December 2013. The duration of the projects vary between 24 and 42 months. The value of the 47 awarded projects in the form of Edulink II grants comprises a total of €22 487 960 90.

Stellenbosch University participates in four Edulink II projects which are coordinated by other institutions. These projects cover a span of academic fields from food science to development planning and various fields of engineering. The ensuing section provides a snapshot of each of the four Edulink II projects in which SU departments participate.

PASUFONS: Partnerships to strengthen University Food and Nutrition Sciences Training and Research in Eastern and Southern Africa

www.pasufons.org

The PASUFONS Project is led by Makerere University in Uganda. Stellenbosch University is a partner institution along with Jomo Kenyatta University of Agriculture and Technology in Kenya. Partners also associated with project include RUFORUM (Regional Forum for Capacity Building) and the South African Association of Food Science and Technology.

The project was granted €496 207,30 with the main focus being on agriculture and food security. The project commenced in November 2013 and is contracted for a period of 42 months. The aim of the project is primarily to improve the capacity of the participating institutions in eastern and southern Africa in the field of food security and agriculture at large. The continent is faced with numerous problems related to postharvest losses, poor produce quality, and meagre value-added benefits in the food production process as well as issues such as malnutrition. The project seeks to address these issues through a project management and coordination structure to establish training and research solutions in food and nutritional sciences. At SU, the Department of Food Science partakes in the project. The proposed outcome of the project is to attain a higher rate of graduate employability and the general enhancement of the food and nutrition sector. This will be attained through the various activities that comprise the project:

- The evaluation and update of existing academic programmes in food science at the participating higher education institutions
- The development of academic course materials
- The commission of joint research projects between universities and industry partners and between partner institutions
- Presenting short term courses for academic and technical staff at the participating institutions
- The development of joint teaching programmes by way of virtual teaching and learning facilities
- Making use of various media to disseminate the project outputs.

PARTICIPIA: Participatory Integrated Assessment of Energy Systems to Promote Energy Access and Efficiency

www.participia.net

The PARTICIPIA Project is coordinated by the Universitat Autònoma de Barcelona, Spain with partner institutions being the University of Bergen, Norway, the University of Botswana, the Polytechnic of Namibia and Stellenbosch University. In addition to the academic contribution by SU, Stellenbosch University also serves as the administrative coordinator for the project on behalf of the southern African partners. Associated partners of the project include NEPAD (New Partnership for African Development), FAO (United Nations Food & Agriculture Organisation), the Spanish University Alliance, A4U (Alianza 4 Universidades), and Universidad Autónoma de Madrid (Spain), Universidad Carlos III de Madrid (Spain), and Universitat Pompeu Fabra (Spain).

The objective of the PARTICIPIA project is to jointly develop novel and innovative academic modules and programmes on the master's degree level in the area of Participatory Assessment of Renewable Energy Systems for implementation at the three southern African partner institutions. Through these modules the project aims to equip graduates with the necessary advanced skills to conduct comprehensive assessments of energy policies at all levels of government. The project brings together a team of researchers from the partner institutions with expertise in the fields of complex systems theory, participatory process of governance and alternative energy system. In this way, and through the dissemination of related know-how through non-academic associated partners, the project also seeks to foster access to alternative energy technologies and their efficient utilisation in different socio-economic and geographical contexts in southern Africa.

At SU, multiple departments are involved in the project including the Department of Industrial Engineering; the School for Public Leadership; the Stellenbosch Centre for Complex Systems in Transition (CST) and the PGIO which provides administrative support for the project.

JENGA: Joint Development of Courses for Energy Efficient and Sustainable Housing in Africa

www.jenga-network.org

The JENGA project is coordinated by the University of Applied Sciences Augsburg, Germany. The partner institutions are Jomo Kenyatta University, Kenya, the Uganda Martyr's University, the University of Rwanda's College of Science and Technology and SU represented by its Department of Civil Engineering. The objective of the JENGA project is to develop academic capacity and knowledge transfer so as to attain energy efficiency and utilise low-carbon technologies for sustainable housing.

In the African countries represented by the project, the supply and generation of electricity is unable to keep up with rising demand for energy in both households and industries. Escalating energy costs are also coupled with the widespread inefficient use of energy – predominantly in households. This in turn has caused energy to become somewhat of a barrier for sustainable development and economic growth especially because energy-efficient practices are not well-applied in developing countries. This is largely due to the lack of training for practitioners and educators in new technologies and the inadequate dissemination of the international knowledge-base in this field at higher education institutions, as well as the ability to apply this knowledge base to the local context.

The project aims to introduce a method of problem-based learning by way of implementing practice-oriented design-build courses in Kenya, Uganda and Rwanda into existing curricula, establishing links among institutions as well as content and teaching methods.

HEI's Cooperation contributing to rural development in Mozambique

www.adpp-mozambique.org and www.oneworlduniversity.org

The fourth Edulink II project in which Stellenbosch University is involved is coordinated by Instituto Superior de Educaçao e Tecnologica (ISET)/One World University (OWU) in Mozambique. The other partner institutions involved in the project are the Technical University of Lisbon and the Instituto Superior de Agronomia, Portugal. The project aims to strengthen the capacity of ISET/OWU on both an academic and community level by developing and improving the relevance of the existing courses available in community development. The project aims to develop methods in training and interventions by students and graduates to ensure sustainable agricultural methods, food security and living conditions for rural communities in Mozambique. The project seeks to advance production processes and livelihoods in rural communities by developing thematic units, teaching material and by training teachers to deliver research-based approaches and techniques on small-scale renewable energy systems and agriculture. Furthermore, the project aims to extend and institutionalise the impact of ISET/OWU by establishing a virtual and physical knowledge resource centre as well as increasing the collaboration among the partner HEIs. Stellenbosch University participates in the project through its Department of Industrial Engineering.

NEW DEGREE PROGRAMME EXPOSES UNDERGRADUATE STUDENTS TO INTERNATIONALISATION

by Pia Nännny

The Faculty of Economic and Management Sciences at Stellenbosch University (SU) has made the forward-thinking move to incorporate elements of internationalisation on an undergraduate level. Considering the fierce competition for the 30 available spots in the faculty's new programme – BCom (International Business) – they are on the right track.

A role-player in Africa

South Africa is certainly no island and several researchers, research groups, institutes and centres located within the Faculty of Economic and Management Sciences play an influential role on especially a continental level. Examples are:

- Africa Centre for HIV/Aids Management: Sub-Saharan Africa houses a staggering 65% of people living with HIV and Aids globally. This centre focuses on education, research and community service related to HIV and Aids management in the workplace.
- Africa Centre for Dispute Settlement (ACDS): The ACDS operates under the patronage of Archbishop Emeritus Desmond Tutu and serves as hub for research and reflection on conflict prevention and conflict resolution.
- Centre for Corporate Governance in Africa: This centre has identified the need to improve corporate governance standards for State-Owned Companies (SOCs).

Although the faculty is no stranger to internationalisation and recognises its importance, especially on postgraduate level, this new programme serves as acknowledgement that knowledge of and exposure to the international environment can be of great value to undergraduate students too.

According to Prof Ronel du Preez, the Faculty's Vice-Dean of Teaching and Learning, internationalisation is of critical importance at the University of Stellenbosch Business School (USB) and forms an integral part of postgraduate courses such as the MBA programme. However, until now it has not been common practice to incorporate elements of internationalisation at an undergraduate level.

Increasing globalisation lies at the root of this full-time programme, she adds. "Many South African businesses have expanded their operations beyond their traditional domestic markets, while a large number of multinational firms has entered the South African market. They require employees who are equipped with the knowledge and skills to work locally and internationally."

She describes the BCom (International Business) degree as a pioneer in business education at undergraduate level in South Africa. The programme includes a combination of subjects from

Better integration leads to cross-pollination

Over the last few years the Faculty of Economic and Management Sciences (EMS) has started to incorporate international students into the faculty's mainstream classes. Previously, these students who come to South Africa to register for a semester or module at Stellenbosch University were grouped together in their own separate programmes.

"But that defeated the object since it created little opportunity for 'cross-pollination'," says Prof Ronel du Preez. In an effort to encourage integration and an exchange of ideas, these students who form part of either the IPSU (International Programme Stellenbosch University) or Freemover programmes are now placed in mainstream classes alongside local students.

IPSU students come from one of SU's partner universities abroad while Freemover students come from institutions without a formal exchange agreement with SU.

In the first semester of 2015, 59 IPSU students (including 20 postgraduate students) enrolled for modules in the Faculty of Economic and Management Sciences. This number increased to 80 (including 11 postgraduate students) in the second semester. In terms of the Freemover programme, 77 undergraduate and 16 postgraduate students enrolled for modules in the faculty in 2015.

The Department of Business Management attracted the most students and some of the popular modules are management of corporate social responsibility, logistics management, marketing management and entrepreneurship and innovation management.

Some EMS lecturers also present courses tailored to international students and here the most popular course is economic and developmental problems in South Africa and Africa.

the Faculties of Economic and Management Sciences, Law, and Arts and Social Sciences. Students will also be introduced to a foreign language – German, French or Mandarin – in their first year.

This four-year bachelor programme is one of the first undergraduate programmes that includes an exchange opportunity at an international partner university, and students will spend a semester abroad during their third year of study. It aims to give students exposure to different settings and develop their global mind set. It provides a multicultural experience and the opportunity to create a long-lasting network with students from different parts of the world.

More than 300 applications were received for the 30 available places in this selection programme.

"We expect it to become one of our flagship programmes," says Prof du Preez.

The medium of instruction will be English.

Research receives international recognition

The quality of research being done by ReSEP (Research on Socio-Economic Policy), a research group within the Department of Economics, was highlighted recently when two of their research reports were included in UNICEF's list of the 12 best research reports published globally by UNICEF in 2014.

To have one of their reports included on this list would already be an impressive achievement, says Prof Servaas van der Berg, lead researcher, but having two reports acknowledged in such a way is exceptional.

"Each of the approximately 180 countries with UNICEF offices annually select three research reports for this international competition, and we know that globally some excellent researchers are engaged in some of this work.

"It is a huge feather in our cap and proof that the work we deliver is of international standard. Many of our other reports are of the same quality. We are clearly on the right track," he adds.

ReSEP works extensively in southern African countries such as Namibia, Botswana and South Africa.

SU partners with MIT to investigate effects of urbanisation in Africa

The Urban Resource Consumption of African Cities research project aims to investigate the resource requirements of urbanising African cities and the related policy and economic implications.

It builds upon the Africa Cities Typology Project, which is a joint effort between the Massachusetts Institute of Technology (MIT) and Stellenbosch University (SU). SU's Dr Josephine Musango, senior lecturer in the School of Public Leadership (situated within the Faculty of Economic and Management Sciences) is one of two lead researchers.

It is expected that urbanisation will bring unprecedented challenges to cities in the developing world – especially Africa and Asia. Rapid urbanisation will have implications in terms of the resources that are required to service the cities (water, food, electricity, transport fuel, construction materials, etc.) as well as the respective infrastructures that conduct the flow of these resources.

The central question of this research project is how decision-makers in Africa will cope economically, environmentally and socially with rapid urbanisation and its resource implications.

HIGHER EDUCATION IN CENTRAL AND EASTERN EUROPE

By Huba Boshoff



Stellenbosch University has a long history of collaboration with higher education institutions in Europe but the linkages are dominated by traditional Western European institutions in particular Belgium, Germany and the Netherlands. Many of these linkages can be traced back to historical roots and political origins at both ends. But, changes in political groupings and funding mechanisms have introduced the less chartered academic territory of Central and Eastern Europe and the opportunities that this offers for international collaboration.

Higher education context and systems

Central and Eastern European countries have been subjected to reforms on different levels that are strongly related to other major transformations in the political, economic, cultural, and social sectors of the societies in question. These transformations were particularly reflected in the reform in higher education in the 1990s. The Central and Eastern European countries can all be described as “countries in transition” that offer both challenges and opportunities. The transitional state of higher education poses difficulties and shortcomings in how to achieve the objectives specific to the development of a new type of society based on the principles of a market economy and liberal democracy. On the other hand, the transitional state generated opportunities for the implementation of rapid and at a time radical changes in higher education, a process strongly supported by a cultural ethos associated with values and norms of transformation.

Some of the transformations that took place in Central and Eastern European countries included major shifts in the state/higher education relationships that was strongly built on legislative policy instruments by creating new legal frameworks to introduce

and consolidate the key changes. Another major change was the focus on national topics that were related to the need to diversify the existing inflexible, centralised and monolithic structural and institutional contexts of higher education. The result of the rapid reforms and emphasis on national sovereignty saw the development of a highly diverse range of higher education systems ranging from the “post-Soviet” to market-driven institutions.

These political, societal and economical changes and state of transition bears strong resemblance to the state of flux South African society and higher education is confronted with today.

As was the case with South Africa, countries in Central and Eastern Europe were excluded from participation in the global economy due to political reasons. The inclusion of countries from Central and Eastern Europe in the European Union as full members or as candidate states created opportunities for the engagement of higher education institutions. It also posed challenges in terms of the harmonisation of different national systems.

As it is not possible to provide a full account of the higher education systems in all of the countries of Central and Eastern Europe, for the purpose of this article, the focus will be on the opportunities and challenges in higher education in the Czech Republic and Poland.

Czech Republic

Monastic and cathedral schools emerged during mediaeval times and education was highly valued thus the Czech higher education is built on a long history of high quality education and research. Education was also of great importance to the Czech King and Roman Emperor Charles IV; in 1348, this exceptionally wise and educated monarch established a university in Prague, Charles University, the oldest academic institution north of the Alps.

The education system consists of state, public, private and denominational schools or institutions, however the majority of enrolments are at public schools and institutions. There are 26 public, two state and 44 private higher education institutions in the Czech Republic.

An important milestone in the development of Czech higher education was the establishment of the independent Czechoslovakia in 1918. Over the next 20 years, the independent artistic, commercial, agricultural and veterinary higher education institutions were founded. In the years to come, due to the Second World War and the political circumstances that followed, the situation was not overly favourable for education. The Czech higher education system developed further after 1989, in a period of extensive changes. The broken international contacts were gradually renewed, as was scientific collaboration. New opportunities for study abroad emerged for both staff and students. The network of higher education institutions also expanded to include regional and, later, private ones, thus making higher education more accessible. New faculties and study programmes were added to the existing higher education institutions.

The programme structure is organised in three cycles following the Bologna process namely bachelor, master's and doctoral level since 2001. Higher education institutions can be either university or non-university types. The latter offers predominantly bachelor programmes.

Bachelor's degree programmes are typically 3-4 years in duration. It is the first level of higher education and follow the entry requirement of a master's programme in a related field. The study programme must be completed with a final state examination which is usually inclusive of presentation and defence of a thesis. Master's degrees either follow on from a bachelor programme (1-3 year duration) or a full programme (4-6 years in duration). Graduates must take a final state examination and publicly present a thesis. The third and highest level of higher education programming is the doctoral programme with a three-year duration following from a master's programme.

Higher education institutions strive to develop international collaboration within their activities, in both the joint science projects and also, to a great extent, in the support of mobility of international students and academic staff. The number of foreign students from European and non-European countries studying in the Czech Republic continues to grow; as well as Czech students acquiring new knowledge and experience in foreign higher education institutions. There are currently around 40 000 foreign students studying in the Czech Republic and some 12 000 Czech citizens studying at higher education institutions abroad.

The Czech Republic has achieved international recognition in fields such as non-woven nanofibres; the Nanospider, a unique manufacturing facility, is now sold all over the world. Higher education research infrastructure is continuously strengthened

and the construction of centres of excellence in research focused on the development of laser systems, biomedical and materials science, energy research and complex mathematical modelling in the natural, medical and technical sciences have increased the international profile of Czech higher education.

Read more about Czech higher education at www.studyin.cz

Poland

Poland is a fascinating country that serves as the geographical and cultural crossroads of the broad geographical division between Eastern and Western Europe. Located at the centre of the northern European plain, Poland has been a nation of survivors since the foundation of the first Polish state more than 1 000 years ago. Through its turbulent history its people have managed to maintain their identity, and today, the country enjoys a crucial position as the largest of the former Eastern European states and one of the most populous members of the European Union.

Polish university education system has a history of 650 years of educating high profile professionals. It resulted with a profit not only for Poland, but also for many countries all over the world, where the Poles brought their professionalism and the spirit of innovation. There are more than 500 universities in Poland, most within the private sector. Notable alumni include the first ever woman to win a Nobel Prize, Marie Curie, and the famous astronomer Nicolaus Copernicus. Both these well-known figures studied at Jagellonian University in Krakow.

Polish higher education institutions also aligned to the structural reform of Bologna and since the 2007/2008 academic year Polish higher education system consists of bachelor, master's, and doctoral levels. This system applies to all fields of education except law, pharmacy, psychology, veterinary medicine, medicine and dentistry, which are still based on two-stage system (master's and doctoral).

Higher education in Poland is divided into higher education schools and schools or institutions of higher vocational education. The two groupings function based on the basis of separate legislate. The classification of a university is based on the fact that at least one faculty should be authorised to award doctoral (third cycle) degrees.

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EAIE blog (<http://www.eaie.org/blog/higher-education-in-cz/>)



BUILDING BRIDGES AND CROSSING CULTURAL BOUNDARIES

CONFUCIUS AT HOME IN AFRICA

The Confucius Institute at Stellenbosch University (CISU) has had an eventful year and has made significant strides in developing its teaching and cultural activities at Stellenbosch University and beyond. Fu'ai Jian, Director of CISU provides an update of all things Chinese at SU during 2015.



Above: Learners from Rietenbosch Primary School in Cloetesville taking part in CISU cultural activities.

Right: Learning to speak and write Mandarin – Learners from one of 14 teaching sites in the Western Cape.



One of the core functions of the Confucius Institute at Stellenbosch University (CISU) is teaching Chinese language to SU students, local school children and the public at large. Since the establishment of the Confucius Institute at SU in 2007, 14 teaching sites have been set up which are scattered across the Winelands region around Stellenbosch, Paarl, Wellington and Worcester. More than 1 200 students have registered for the Chinese language classes thus far which saw a year-on-year rise of 26,3 per cent in enrolments. The CISU has a dedicated Confucius Classroom at Rietenbosch Primary School in Stellenbosch and at the newest CISU teaching site in Worcester, about 80 kilometres from Stellenbosch, Chinese language has been added to the formal teaching system as an elective course. Plans are also underway to establish two additional Confucius Classrooms in 2016.

The courses offered by CISU include credit-bearing courses for bachelor's degree and honour's degree students at SU, but also non-credit bearing courses for primary and high school students, as well as university employees and business people. CISU's approach to teaching Chinese includes a selection of classic textbooks relevant for university students, adult learners, as well as recognised textbooks for primary and high school students. Furthermore, CISU designs their own teaching materials for students, and



Above: The CISU Lantern Festival has become highlight on the SU calendar with hundreds celebrating the Chinese New Year.

Left: Relaxing – The CISU host regular Tai Chi and Ba Duan Jin classes for SU staff and students. Tai Chi is a Chinese martial art practiced for both its defence training and its health benefits.

takes full advantage of digital media to enhance the learning experience. The number of teaching hours varies according to learning levels, with credit-bearing courses ranging from five sessions per week for primary level students, to ten sessions per week for honour's degree students. The non-credit bearing courses are usually offered over one or two sessions per week.

In addition to the language courses offered, CISU offers Chinese meditative exercise classes, specifically Tai Chi /Ba Duan Jin which aims to grow the students' interest in the Chinese culture.

Furthermore, in efforts to enhance the local understanding of Chinese culture, CISU presented 35 cultural events during 2015 including the celebration of Chinese festivals such as the Spring Festival, the Lantern Festival, the Dragon Boat Festival and the Mid-Autumn Festival. Other initiatives to promote the Chinese culture include hosting the "Chinese Culture Corner" which allows students to discover Chinese cuisine; exhibitions of Chinese artworks jointly organised by CISU and the Stellenbosch University Museum, as well as participation in the PGIO's International Week events.

Other CISU cultural and academic events include hosting the Hanban (Confucius Institute Headquarters) Art Troupe from Nanjing Technical University and organising the International Health Care Seminar and dissertations on Traditional Chinese Medicine at Stellenbosch University.

The CISU has also been involved in initiatives promoting student mobility between South Africa and China. One such initiative is the *Hanban Chinese Bridge* contest which is an annual competition held among Confucius Institutes across South Africa for university students. Every year students from Stellenbosch University participate in the

competition and 2015 marked the sixth consecutive win for Stellenbosch University students. Four SU students majoring in Chinese language participated and attained two first prize positions and one third prize position in the various competition categories. Additionally, CISU also participated in the 2015 Chinese Bridge Summer Camp for South African students which allowed three honour's students to visit Xiamen University (two students) and Beijing Language and Culture University (one student), respectively on a semester exchange programme. In November 2015, 10 students from the department of Modern Foreign Languages also visited Xiamen University to participate in a winter camp. Similarly, two students majoring in Chinese language won scholarships from the Chinese government and plan to study at Xiamen University and Renmin University, China.

At the CISU, the 2015 academic year was concluded with its annual board meeting which was attended by board members; Prof Eugene Cloete, Vice-Rector for Research, Innovation and Postgraduate Studies at SU, Prof Zixing Su, Secretary of the Southern Base of Confucius Institute Headquarters (Office of Confucius Institute Affairs) of Xiamen University, Robert Kotzé, Co-Director of CISU, Fu'ai Jian, Director of CISU and Prof Yuanfang Yu, lecturer in Chinese at SU's Department of Modern Foreign Languages.

Through the wide variety of activities and events, the Confucius Institute at Stellenbosch University have over the years successfully contributed to creating a deeper understanding of China among Stellenbosch University staff, students and the public at large. The innovative programmes and activities offered by the CISU has been effective in attracting and boosting local interest in China, its language, cuisine and culture.



*Leading the way: In front: Carmien Snyman
At the back from left: Dorothy Stevens,
Ben Nel, Robert Kotzé (Senior Director
of the PGIO) and Chantal Swartz.*

PGIO MANAGERS' ROUNDTABLE

At the helm of the success of the PGIO's internationalisation efforts is a skilled team of managers guiding the office to reach its objectives by creating a focused support service platform to promote postgraduate studies and success of postgraduate students. Through their work they also support and promote incoming and outgoing international academic mobility of staff and students.

Carmien Snyman
Manager: Support and Finances

“Internationalisation can be local and “lekker”

When I hear the word “internationalisation” it does not sound local at all. However, my few years working in this field made me realise that internationalisation can be local and “lekker”. From hectic conversations to informal chats and dancing in different styles, we find ways to connect and share our differences – not realising what impact it has on our lifestyles, way of living and thinking.

The Stellenbosch University community are sometimes labelled as living in a vacuum, but the number of international students from all over the world is a clear indication that we are steering in the right direction. Bearing in mind that not all South African students will ever be afforded an opportunity to travel abroad, I think SU can play an important role offering this opportunity to local students. Opening its doors to international students, South African students hear stories from around the world, and share classrooms and

valuable ideas with students from abroad. This way of internationalisation challenges students and they are much more informed than those who don't have contact with international students.

Internationalisation is an exchange transaction, where both parties benefit from the investment. Through internationalisation, Stellenbosch University invests in South African youth, because people with international experience are thinkers, problem-solvers and will most likely be pioneers and ambassadors for our country.

In this way, we cover all three overarching strategic priorities of Stellenbosch University, allowing access to our prestigious institution to thought leaders of the future who will strive for excellence and to have a positive impact on society.

Ben Nel

Manager: International Student Mobility (ISM)

“The value of internationalisation can never be underestimated and is so much more than student mobility.”

Internationalisation describes a process, more or less steered, in which an institution moves from a recent point of internationality to a modified status of extended internationality. Our main focus at ISM is always to evaluate the current process of mobility to find a more modified, sustainable and globalised way of getting students abroad and also receiving students here.

Globalisation contributed to wiping out the difference between foreign and domestic concerns. Our problems in South Africa are also international and the world is coming to us. Through internationalisation and the mobility of students we form strong coalitions and partnerships around the world. The value of internationalisation can never be underestimated and is so much more than student mobility.

Stellenbosch as an institution is at a crossroad, and internationalisation on the different levels can assist us in the transformation process and looking at our challenges through a global lens. It can feed the narrative imagination of participants, contribute towards the world of work (employability), add economic value, create diversity and an international classroom situation, build sustainable international partnerships and stimulate research across continents that can have a positive effect on the globe.

At ISM our aim is to give every student, incoming or outgoing, the opportunity to be part of a global experience. To assist in educating them and to give them the opportunity to shape them as future leaders who will guide the political and economic development of their countries. What about those that cannot participate in any mobility activity? Internationalisation at home is part of our focus and through various initiatives we create opportunities for local students to share in an international experience on campus.

Chantal Swartz

Manager: Postgraduate & International Student Funding

“Being an expert and leader in your field on home soil has no meaning if it cannot be shared globally.”

Knowledge should be shared. No academic institution can operate within its own backyard. It has an obligation to share and participate beyond its physical geographical borders and not in its confined space. This can only be done through internationalisation. It is the way to expand, to be recognised, to share and to learn through engagement with international partners. By expanding and growing you learn about best practices and also share your best practices. Being an expert and leader in your field on home soil has no meaning if it cannot be shared globally and in this way your institution will be recognised worldwide. This is a way of gauging yourself and determining your way forward as a reputable institution.

Dorothy Stevens

Manager: Postgraduate & International Enrolments

“Internationalisation should be part of everyone's thinking, not just confined to senior management.”

I believe that Stellenbosch University has a remarkable blend of knowledge and experience in leveraging its international partnerships and networks to the benefit of the university community. In my vision for the future, we would work even more closely with the university community in order to unlock more opportunities and possibilities to further enhance the internationalisation of SU.

If we accept a widely acknowledged definition of internationalisation such as that from Eva Egron-Polak, current Secretary-General of the International Association of Universities (IAU), who describes it as “a process that integrates the international, intercultural and global dimensions into the key functions of a university as well as into its mode of operation” (Egron-Polak, 2012), then I believe that Stellenbosch University still has some way to go in its internationalisation efforts. Integration of these dimensions is better developed in some of our key areas but not in others.

In my vision for internationalisation at SU, I would want to see internationalisation goals more embedded into our institutional strategy and a commitment to financially support these goals. Internationalisation should also be part of everyone's thinking, not just confined to senior management. Since it isn't realistic in our context to give every student exposure to another university in a different country, I would love to see Stellenbosch University growing more cosmopolitan and allowing multiple world perspectives to permeate our curriculum.

For me, internationalisation is a non-negotiable aspect of our research endeavour. We have amazing talent, a rich “laboratory in our backyard” (to echo the sentiment of a former Vice-Rector) and committed staff and with these ingredients we can only further enhance our standing as a world-class institution.

STAFF OPPORTUNITIES

Bilateral staff exchange agreements

Full-time academic staff members at Stellenbosch University may apply for support to visit the following partner institutions for teaching or research purposes:

EUROPE:

KU Leuven, BELGIUM

www.kuleuven.be

University of Helsinki, FINLAND

www.helsinki.fi

Universität Hamburg, GERMANY

www.uni-hamburg.de

Universität Leipzig, GERMANY

www.zv.uni-leipzig.de

AFRICA:

Makerere University, UGANDA

www.makerere.ac.ug

University of Dar es Salaam, TANZANIA

www.udsm.ac.tz

University of Botswana, BOTSWANA

www.ub.bw

University of Namibia, NAMIBIA

www.unam.na

Kwame Nkrumah University of Science and Technology, GHANA

www.knust.edu.gh

University of Zimbabwe, ZIMBABWE

www.uz.ac.zw

University of Nairobi, KENYA

www.uonbi.ac.ke

Kenyatta University, KENYA

www.ku.ac.ke

University of Ghana, GHANA

www.ug.edu.gh

Universidade Eduardo Mondlane, MOZAMBIQUE

www.uem.mz

Université d'Antananarivo, MADAGASCAR

www.univ-antananarivo.mg

Université Yaoundé I, CAMEROON

www.uyl.uninet.cm

University of Malawi, MALAWI

www.unima.mw

For more information contact Lidia du Plessis: lidia@sun.ac.za

Erasmus Mundus and Intra-ACP Networks

Stellenbosch University participates in a number of EU-funded mobility networks. They focus on student exchange but also provide support for staff exchange opportunities to European and African universities. Each network offers its own opportunities; visit the network websites to view any opportunities:

Erasmus Mundus Action 2 Partnerships (mobility between SA and Europe):

Inspire Project: www.inspiresouthafrica.eu

Eurosa: www.ua.ac.be/eurosa

EU-Saturn: <http://www.eu-saturn.eu>

Intra-ACP Academic Mobility Scheme (mobility among African universities):

TRECCAfrica I and II: www.treccafrika.com

AFIMEGQ: www.afimegq.org

SHARE: www.asharecap.com

PAFROID: www.pafroid.mg

P4HPT: <http://www.ug.edu.gh/p4hpt>

SU African Collaboration Grant

The African Collaboration Grant of the PGIO, funded from the budget of the Vice-Rector (Research & Innovation) provides funding for SU staff to establish or strengthen academic collaboration with counterparts based at one or more of SU's bilateral partner institutions elsewhere in Africa. Three categories are funded:

- Workshop/conference jointly organised with a partner/partners from a bilateral partner university in Africa
- Research visit to one or more African bilateral partner universities
- Host research visitor(s) from one or more African bilateral partner universities

Applications are invited via an annual call and will be peer reviewed and awarded based on quality, potential impact on strengthening of SU's African Bilateral Partnerships and a number of additional terms and conditions.

For more information contact Shamin Gaffoor: sgaffoor@sun.ac.za

Membership organisations

SU is member of a number of international university networks and consortia that offer grants for mobility, research collaboration and scientific events. The following programmes currently offer a range of opportunities:

AC21

Special Project Fund (SPF) for academic activities with other AC21 members: <http://www.ac21.org/english/activities/special>

AUF

Doctoral/Researcher three-month exchange to another AUF member
Support for regional scientific events
ICT capacity development programme proposals
www.auf.org/auf/en-bref/anglais/auf-brief/

AAU

Academic staff exchange programme for exchange with other AAU member institutions
www.aau.org

SANORD

Research groups support for research collaboration with other SANORD members (currently suspended, may reopen in future)
<http://sanord.uwc.ac.za>

ACU

ACU titular fellowships
www.acu.ac.uk/membership/titular-fellowships/

ANSTI

Visiting (staff exchange) fellowships
ANSTI conference grants
ANSTI diaspora grants (to invite African diaspora scientists to conferences and workshops in Africa)
L'ORÉAL/UNESCO regional fellowships for women in science in sub-Saharan Africa
www.ansti.org > Fellowships

CODESRIA

Advanced research fellowship programme
www.codesria.org > Grants

OSSREA

Senior scholars research grant competition
Young scholars social science and gender issues research grant competitions
www.ossrea.net > Activities > Research Grant

Funding opportunities administered by the Division for Research Development

The cluster for international funding and capacity development at the Division for Research Development is responsible for the management of international research funding programmes relevant to SU researchers. These include:

- International government bilateral programmes of the Department of Science & Technology
- The European Union's Framework Programme, including the Marie Curie Actions
- The DRD travel grant for international research collaboration

For more information on available funding opportunities contact Riana Coetzee, manager: international funding and capacity development: mjc@sun.ac.za

The DRD also administers SU's membership of Research-Africa, which offers researchers a comprehensive online search platform for research funding (see <http://research-africa.net/>) and a weekly news update on African science and research funding.

www.sun.ac.za/research

STUDENT OPPORTUNITIES

Summer schools

SU offers two summer school programmes which is open to any student worldwide. SU students and students from partner universities qualify for a subsidised rate.

IPSU Summer School 2016

17 June to 15 July 2016

www.sun.ac.za/summerschools

In addition to SU's summer schools, students registered at SU have access to summer school programmes at subsidised rates offered by the following partner universities:

- Graz International Summer School Seggau (Austria)
- Humboldt University Berlin (Germany)
- Oslo Summer School 2013 (Norway)
- Chinese University of Hong Kong (Hong Kong)
- European Business School (Germany)
- University of Hohenheim (Germany)
- Grenoble INP (France)
- University of Bamberg (Germany)
- Lake Constance Summer School (Germany)
- University of Tübingen (Germany)

For more information contact the PGIO: sarahvdw@sun.ac.za

Student exchange programmes

SU offers a range of incoming and outgoing student exchange opportunities with our partner universities across all continents and for both undergraduate and postgraduate studies. Exchanges generally last for one semester. Each exchange agreement provides a tuition waiver and differing levels of support for cost of travel, accommodation and living expenses. The PGIO provides a competitive travel bursary to a limited number of SU exchange students.

Deadlines for SU students:

- 18 March for exchanges in the second semester
- 12 August for exchanges in following academic year

To apply and for more information visit www0.sun.ac.za/international/studentexchanges

Erasmus Mundus and Intra-ACP networks:

Stellenbosch University participates in a number of EU-funded mobility networks. They focus on student exchange and full-degree postgraduate scholarships to European and African universities. Each network offers its own opportunities; visit the network websites to view any opportunities:

Erasmus Mundus Action 2 Partnerships (mobility between SA and Europe):

Inspire Project: www.inspiresouthafrica.eu

Eurosa: www.ua.ac.be/eurosa

EU-Saturn: <http://www.eu-saturn.eu>

Intra-ACP Academic Mobility Scheme (mobility among African universities):

TRECCAfrica I and II: www.treccafrika.com

AFIMEGQ: www.afimegq.org

SHARE: www.asharecap.com

PAFROID: www.pafroid.mg

P4HPT: www.ug.edu.gh/p4hpt

International conference attendance

The Postgraduate & International Student Funding Office offers doctoral students a supplementary award to attend an international conference outside of South Africa to present a paper or poster. Contact them at postgradfunding@sun.ac.za

Membership organisations

SU is member of a number of international university networks and consortia that offer student grants for mobility and research. The following programmes currently offer a range of opportunities:

AC21

AC21 international graduate summer school

Summer school opportunities at AC21 member universities
www.ac21.org

AAU

AAU small grants for dissertations and theses programme
www.aau.org

ANSTI

ANSTI/DAAD postgraduate fellowships
www.ansti.org

CODESRIA

Small grants programme
www.codesria.org

International scholarship schemes

The PGIO administers and offers advice on a number of international scholarship schemes for SU students interested in furthering their studies abroad. Below are some of these scholarships and recipients. To receive announcements about upcoming opportunities, subscribe to the *Take Note* newsletter at www0.sun.ac.za/international/take-note-newsletter

Commonwealth scholarship

Open to citizens of Commonwealth countries for master's, distance learning, fellowships and PhD fulltime and split-site study at various universities in the United Kingdom. Depending on the type of scholarship, deadlines are normally in November each year for studies to commence in October of the following year.
<http://cscuk.dfid.gov.uk/apply/scholarships-developing-cw/>

SU student Riaan Visagie enrolled for a master's degree at King's College in London after receiving a 2015 Commonwealth scholarship.



Riaan Visagie with Chantal Swartz, Manager of the Postgraduate & International Student Funding Office.

Fulbright scholarships for studies in America

The Fulbright scholarship programme enables graduate students, young professionals and artists from abroad to conduct research and study in the United States, and brings foreign scholars, professionals, and artists to lecture and/or conduct post-doctoral research for up to a year at US colleges and universities.

www.iie.org/fulbright

A*STAR

The Agency for Science, Technology and Research (A*STAR) is the lead agency for fostering world-class scientific research and talent for a vibrant knowledge-based and innovation-driven Singapore. Stellenbosch University participates in three A*STAR programmes, SINGA, SIPGA and ARAP, which provide internships of up to six months for undergraduate or master's students, and PhD scholarships of between two and four years at an A*STAR Research Institute in Singapore. www.a-star.edu.sg/

Abe Bailey travel bursary

The Abe Bailey travel bursary is awarded each year and covers the cost of an all-expenses-paid three-week educational tour of England and Scotland including return air fares to London. It includes the cost of the tour and all excursions according to the approved programme. Applicants are candidates from various South African universities. For more information contact Postgraduate Student Funding at postgradfunding@sun.ac.za

Mandela Rhodes

The Mandela Rhodes scholarships aim to build leadership excellence in Africa. It provides tuition, accommodation, meals, books and travel allowance for honours and master's level studies, as well as a leadership development component in the form of supplementary workshops and mentorship.

www.mandelarhodes.org

Stellenbosch University produced seven Mandela Rhodes Scholarship recipients in 2016.



Joining an elite network of Mandela Rhodes alumni are from left: Axolile Qina, Emily van der Merwe, Tino Muzofa and Jolynne Mokaya.

Rhodes Trust

The Rhodes scholarships in southern Africa are awarded to outstanding all-round students under 25 years of age for study at the University of Oxford in the United Kingdom. Established in the will of Cecil Rhodes in 1902, the Rhodes scholarship is the oldest and perhaps the most prestigious international graduate scholarship programme in the world. The scholarship covers two years of study, including university, and college fees and a monthly stipend. www.rhodestrust.org.za

Global Citizenship

Through collaboration with the Frederik van Zyl Slabbert Institute for Leadership Development, the PGIO offers semester programmes to assist students in developing their global leadership skills. This course involves both academic and non-academic environments, the public sector, government and alumni and consists of three major components: themed contact sessions including guest speakers and trips, community work and language acquisition. For more information, contact Alecia Erasmus at the PGIO: interchange@sun.ac.za

NRF scholarships

The National Research Foundation (NRF) promotes and supports research in all fields of knowledge. The NRF invests in high-level human capital development by providing several scholarships to master's and PhD students at several higher education institutions. www.nrf.ac.za

DAAD opportunities for students and staff

The German Academic Exchange Service (DAAD) is the largest funding organisation in the world that supports the international exchange of students and scholars. Through DAAD scholarships, postdoctoral researchers and postgraduate students can undertake academic exchanges and research programmes in Germany. www.daad.de

Harvard South Africa fellowship programme

Harvard University offers mid-career fellowships for South Africans from historically disadvantaged backgrounds. Supported by Harvard President Drew Gilpin Faust, these fellowships offer full tuition, living stipend, and travel costs for candidates to study in their professional area of expertise.

<http://africa.harvard.edu/harvard-south-africa-program>

NEWS UPDATE

Stellenbosch remembers Garissa victims

On 2 April 2015, gunmen stormed Garissa University in Kenya, killing 148 people. A tragedy felt across the world and the continent, SU students and staff held a vigil on campus remembering and mourning victims.

“They were sons and daughters, brothers and sisters, friends and fellow citizens of Africa. They were students, like us standing here today. I find it sad that they died trying to get an education,” Tiffany van Rooi, chairperson of the African Student Board, told those in attendance.

The emotional gathering started with the crowd singing the Kenyan national anthem followed by speeches from students, staff, Christian, Islam and Hindu faith leaders.

“When we go back, we hope it is to a renewed country,” Kenyan student Brian Onden told the crowd.

“Our hearts go out to the people who have lost loved ones during this tragic event, particularly because the victims were young students in the prime of their lives,” Dr Rudolph Botha, Senior Director: Student Affairs, sympathised.

The Stellenbosch vigil coincided with ceremonies held around the world.



SU staff and students at a vigil for slain Garissa University students.



PGIO says “NO” to Xenophobia

PGIO staff led a march on campus saying “No to Xenophobia”. This followed a spate of xenophobic attacks on foreign nationals in South Africa early 2015. Adding their voice and support to those condemning the attacks the PGIO became the meeting point for SU staff and students who took part in the silent march.

Waving flags of all 54 African countries, marchers carried posters with messages, “We belong here” and “No to Xenophobia”.

The International Education Association of South Africa (IEASA), of which the PGIO is a member, and Higher Education South Africa (HESA), which represents all 26 public universities in South Africa, were amongst those who condemned the attacks.

“As an organisation promoting the internationalisation of higher education and whose member institutions in the public higher education sector welcome international students and staff to the country, these attacks undermine our efforts to create a nation that celebrates diversity and multi-culturalism, and go against the fundamental right to freedom of movement. IEASA celebrates all international students, staff and community members, from elsewhere in Africa, and every corner of the globe, who add to the diversity and richness of our society. Discrimination, in whatever form, shatters the very foundation of any society while cultural diversity is a cherished asset for the advancement and welfare of humanity”, reads a statement from IEASA.

HESA urged member institutions to continue to use teaching, research and scholarship to promote peace and security for all in South Africa.

In a message to Stellenbosch University staff and students, Prof Wim de Villiers, Rector and Vice-Chancellor of Stellenbosch University, assured international students and staff they are safe on campus.

“We would like to re-affirm that all our African students, fellow academics and other visitors from our continent are most welcome on our campuses. At SU we have some 2 000 students from other African countries every year and we have colleagues from elsewhere on the continent. Our institution is engaged in several African consortia through which important themed research fields, relevant to the African development context, are dealt with.



Above: SU students and staff participating in a March against Xenophobia on 23 April 2015.

Stellenbosch University celebrates its African roots

25 May and 12 November are important dates on the Stellenbosch University calendar. On these two days SU proudly celebrates being an African University commemorating Africa Day in May and African Universities Day in November.

Like every year, PGIO hosted events on campus in 2015, linking it with continental celebrations. Flags of 54 African countries flew proudly at SU on Africa Day on 25 May.

Celebrating this year's Africa Day theme "Opening the Doors of Learning & Culture from Cape to Cairo" the PGIO invited students and staff to write congratulatory messages and leave it outside their office. An open mic session was held where students expressed themselves through poetry, song and dance. The university also hosted an Africa Day Seminar with the theme "Increasing our African Footprint in postgraduate education and research" at the Tygerberg Campus.

Reflecting on successes and challenges at universities in Africa, SU celebrated African University Day on 12 November 2015. Commemorated by the Association of African Universities (AAU), the day has been celebrated by higher education institutions since 2006. This year's theme was "Internationalisation of Higher Education" with the AAU inviting higher education institutions to create platforms for intellectual discussions and debates on the key issues African universities should focus on.



QR Code: SU staff and students celebrate African Universities Day.

Africa Day: Top: PGIO staff celebrating Africa Day; Above: Robert Kotzé, Senior Director of the PGIO and Prof Wim de Villiers, Rector and Vice-Chancellor of SU, leading 2015 Africa Day celebrations.



SU and Leuven students working together across continents

Another group of SU students will take part in the SU/KU Leuven think-tank in 2016.

Working together across continents the SU students will interact with 15 KU Leuven students for the duration of 2016, exploring a specific theme. They will participate in monthly seminars on the SU campus where invited speakers will cover an array of topics exposing them to different disciplines.

In its second year, 16 of SU brightest students took part in the think-tank in 2015 envisioning “The future of the city” with students at KU Leuven. The discussions culminated in a two-week visit to KU Leuven where SU students met their Belgium counterparts.

The think-tank stems from a preferential partnership agreement between SU and KU Leuven and is a unique feature of this level of partnership that

distinguishes it from partnerships focusing more on student mobility programmes. It is managed by the PGIO, the Division for Student Affairs and Frederick Van Zyl Slabbert Institute Institute.

Thirteen years of SIAN meetings

For the last 13 years representatives from partner universities around the world have gathered on the Stellenbosch campus for the annual Stellenbosch International Academic Networks (SIAN) meeting engaging with PGIO staff on topics focusing on internationalisation.

In 2015, the PGIO welcomed representatives of 22 universities from 17 countries. A total of 30 visitors from as far as Switzerland, Czech Republic, the USA and Taiwan, including seven African countries attended.

Prof Eugene Cloete, Vice-Rector for Research, Innovation and Postgraduate Studies, opened the SIAN proceedings, addressing delegates at a workshop. He emphasised that internationalisation remains high on the agenda at SU, with the university hosting

Above: Delegates attending the 2015 SIAN meeting.

Below and left: Some of the SU students who took part in the 2015 SU-KU Leuven think tank.





Delegates attending the 2016 ADA Summer School.

students from more than 100 countries. He added that Stellenbosch is looking at expanding its African networks focusing on issues important to the continent.

Robert Kotzé, Senior Director of PGIO, highlighted the importance of the event by saying that the event creates an opportunity to experience something of SU and Cape Town. “You can see it’s a good place to send students to.” Talking about staff exchanges, joint PhD and master’s degrees and mobility programmes he stressed that “training and education is more than a degree at SU”.

The week-long gathering coincided with International Week celebrations. Targeting SU students, SIAN participants took part in an international mobility fair in the Neelsie Student Centre.

Spotlight on African doctoral studies

A doctoral scholarship is a critical requirement for the advancement of higher education and research – more so for the African continent. This message rang through discussions and talks at the 5th Annual Winter School presented by the African Doctoral Academy (ADA).

Speakers, including Prof Wim de Villiers, Rector and Vice-Chancellor of Stellenbosch University, highlighted the importance of doctoral studies for inclusion in the global knowledge economy.

About 160 PhD students and researchers from institutions across South Africa and the continent, as well as lecturers and presenters from around the world, attended the winter school from 29 June to 10 July 2015. The two-week programme included workshops ranging from the key concepts in methodology, writing and publishing of articles during the course of the doctorate, and becoming a university lecturer.

Delivering the welcome address in the second week of the winter school, Prof De Villiers commended PhD students for “sharpening

their scholarly skills and upping their academic game”, telling them their efforts will pay off. “There is growing enthusiasm for higher education worldwide – especially in the developing world. This also explains why the PhD – the top university training product – has become so sought after.”

Prof De Villiers also praised the ADA, housed within the PGIO, and said Stellenbosch University is proud of it. “It is certainly a jewel and I commend them.”

Travelling from Tanzania to attend the winter school, Hellen Namaweje, a PhD candidate from the Nelson Mandela African Institution of Science and technology (NM-AIST) in Arusha, said she felt encouraged, inspired and motivated. Pursuing a PhD in applied mathematics and computational sciences, and specialising in disease modelling, she is one of five African Women in Agricultural Research and Development (AWARD) fellows attending the winter school.

The ADA serves to coordinate and strengthen excellence in doctoral education at Stellenbosch University. To date the principal mechanism for doctoral support has been the bi-annual ADA summer and winter schools in research methodology and academic development. Since 2009, leading scholars have presented week-long courses to doctoral candidates from South Africa and the continent.



Warm welcome for international students

Stellenbosch University remains a popular destination for international students with students from across the world enrolling at the institution each year.

Swelling the ranks of SU's students, hundreds of international students attended welcome and orientation events held by the PGIO at the start of each semester.

Students from as far as Syria, the Czech Republic, India, Sweden and Madagascar attended the three-day event before starting full-degree or short-term mobility programmes. At the event they get information about living and studying in Stellenbosch and South Africa as well as about campus facilities, social events, culture shock, safety and security and adjustment in a new environment.

At the welcoming event, Robert Kotzé, Senior Director of the PGIO, told students they are at an excellent institution where academics are high on the agenda.

"Don't expect it to be the same as back home. It won't be the same. You are in a new country, at a new institution," he told more than 300 students who arrived in January 2016.

"My challenge to you is to be open to the Matie experience. Connect to South Africans, the people around you."

Attending one of the two welcome and orientation sessions in 2015, American student Alex Bathie, said he looks forward to explore the town. The business management student from the University of Georgia said he chose Stellenbosch University because of its location. "It's close to Cape Town, the Winelands and it's in a beautiful part of the country." Fellow US student Lauren Friedgen, said a friend who studied here told her Stellenbosch is a good university. The journalism student from St Michaels College spent six months at the university in 2015.



Top: International students attending one of the PGIO's welcome and orientation events.

Above: One the services the PGIO is picking up international students from Cape Town International Airport. The PGIO transport team picked up this group of French students from the airport.

Kenyan father Stephan Njoroge and his family accompanied their daughter Sylvia to the SU "to make sure she settles in and to see her through the process".

Anton Avertoft from Jönköping University in Sweden, was part of the 2016 first semester cohort and said he enjoyed being at SU. "South Africa is a beautiful country and the experience will be interesting."

A NETWORKED VISION ON 2030

Prof Wim de Villiers, Rector and Vice-Chancellor, Stellenbosch University

According to the Department of Higher Education and Training, South Africa is the 11th most popular destination worldwide for student mobility, and the top destination in for students in Africa. In 2013, international students made up 7,5% of our country's student body.

Internationalisation goes beyond student mobility, though. Knight¹ defines it as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.”

Why is internationalisation becoming more important? Van der Wende² points out that (1) globalisation increases the demand for graduates with international competencies; (2) advanced research requires more international cooperation; and (3) Information and Communications Technologies (ICT) education is blurring national borders.

Stellenbosch University's (SU) international students come from 117 countries – 60% from the rest of Africa. In 2015, approximately 15% of our students were international, i.e. double the national average. How did we get here?

In 1982, one of the first comparative studies in South Africa on research in the natural sciences – by UNISA physicist E Reynhardt³ – found that local academics did far less research than their counterparts in industrialised countries, and also that English-medium universities in South Africa “comprehensively outperformed” their Afrikaans-medium counterparts in terms of research – with SU coming in near the bottom of the list.

This “must have come have come as a big shock” to SU, Baumert⁴ argues in her joint Stellenbosch/Leipzig PhD study, because it conflicted with “the historical self-image that SU had always been a place of excellence”.

Subsequently, there was a noticeable shift at SU to focus on improving our research function, and also purposefully internationalising the University. Deliberate steps in this regard under my predecessors Professors Andreas van Wyk, Chris Brink and Russel Botman found expression in all of SU's major policy documents, right up to our latest guiding framework, our “Institutional Intent and Strategy” of 2013.

Now, SU strives to be ever more “inclusive, innovative, and future-focused”. Nearly 50% of our postgraduate students are black, coloured or Indian, and we have become a multilingual university, with postgraduate studies conducted in English. Recently, we again improved our position on the Times Higher Education ranking of universities in the BRICS countries and other emerging economies

to 11th out of 200 universities in 48 countries. And SU is regularly rated the most productive university in the country in terms of weighted research outputs per full-time academic staff member (publications and postgraduate students) and per capita publication output.

This bodes well for my vision for SU to be “locally relevant and globally competitive”. To my mind, some opportunities and implications for SU arising out of internationalisation are the following:

- **Research:** An emphasis on publication in premier international journals; transnational collaborative research networks; joint supervision of PhD candidates and co-authorship of articles.
- **Teaching:** A greater focus on international experience as part of SU qualifications and more joint degree programmes. This will necessitate the harmonisation of registration, curricula, assessment and degree granting. It could also entail common course material and joint teaching.
- **Social impact:** A focus not only on local needs but also regional and global issues, with an emphasis on our continent.

The proposed creation of a new post in top management – Vice-Rector: Strategic Initiatives and Internationalisation – shows that we are intent on expanding and accelerating our outward-looking momentum.



¹ Knight, J. 2004. 'Internationalization Remodeled: Definition, Approaches, and Rationales'. *Journal of Studies in International Education*, 8 (1): 5-31.

² Van der Wende, M. 2001. 'The International Dimension in National Higher Education Policies: what has changed in Europe in the last five years?' *European Journal of Education*, 36 (4): 431-41

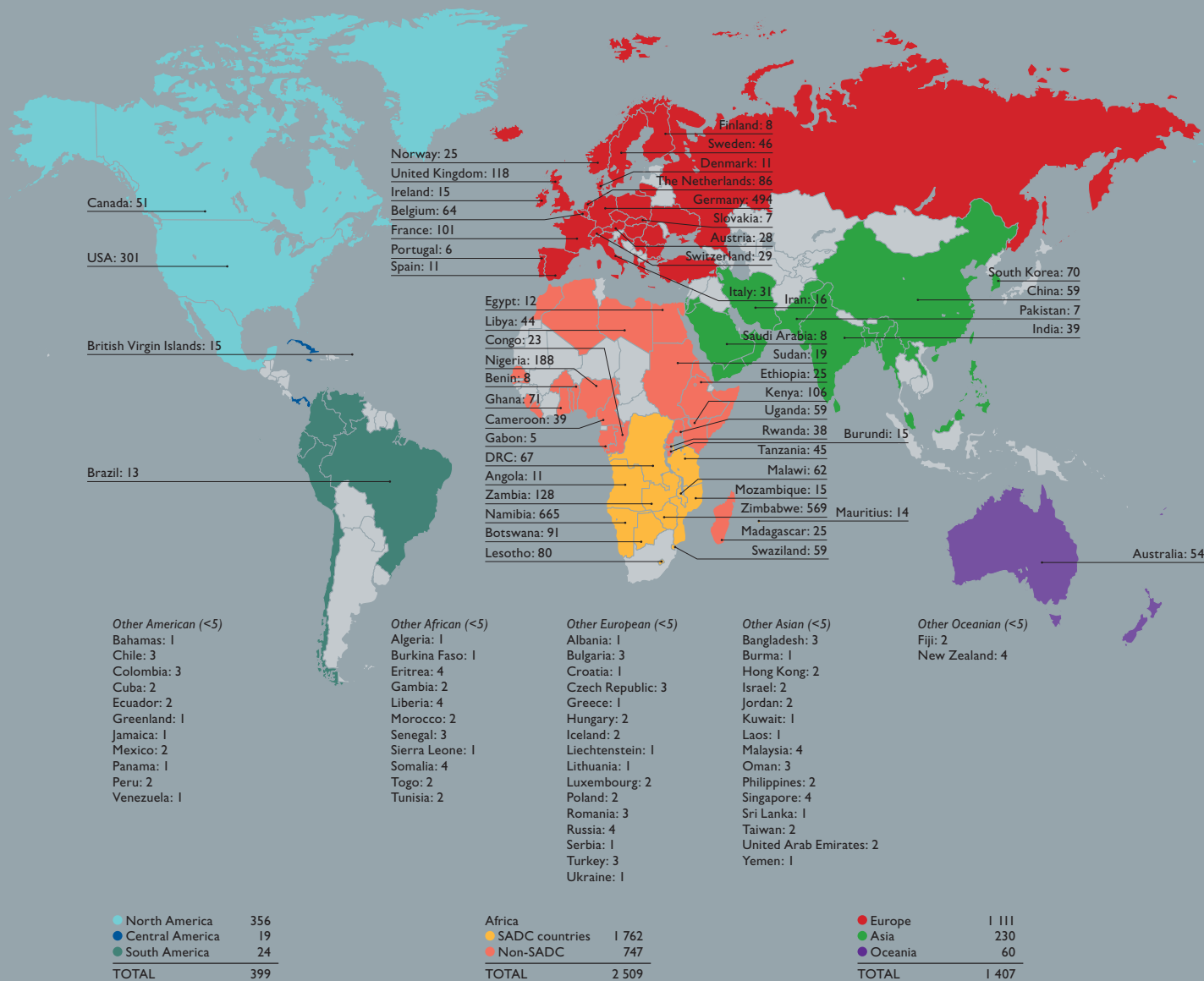
³ Reynhardt, EC. 1982. *South African Journal of Science*, 78 (10): 393-99.

⁴ <http://hdl.handle.net/10019.1/95959>

INTERNATIONAL STUDENT NUMBERS

In 2015, more than 4 000 international students (non-SA citizens) enrolled for short-term and full-degree studies at Stellenbosch University. Of these, almost 49% registered for full-degree postgraduate programmes and 19% for undergraduate programmes, while 32% studied on exchange or other short-term programmes.

The international students represented almost 14 % of SU's total student population with 60% of international students hailing from other countries in Africa, with the majority being SADC citizens. Countries with the highest representation included Namibia, Zimbabwe, Germany, USA, Nigeria, Kenya and Great Britain.



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