

INTOUCH

Stellenbosch
International
Networks and
Mobility Update

Edition I
March 2013



UNIVERSITEIT
STELLENBOSCH
UNIVERSITY

Celebrating twenty years of international networks and mobility



Origins: our first partners

Confucius comes to
Stellenbosch

A fresh model for African
networks? First PANGeA
doctoral cohort graduates

New frontiers:
L'Afrique Francophone

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PREFACE

On the main campus of the University of Dar es Salaam in Tanzania stands a twenty meter tall *Ficus* tree that dominates the square in front of Nkrumah Hall. The tree is affectionately called “Mdigrii” – a conflation of the Swahili words for tree – *Mti* – and degrees – *Digrii*.

Colleagues will tell that Mwalimu Julius K. Nyerere planted the tree after this university was established in 1961, and that every student who graduates here would have spent time under that tree to meet fellow students, to study, or to rest in its shade.

On the cover of this first edition of *INTouch* appears another tree. This tree spreads its branches across the past twenty years of the internationalisation endeavour at Stellenbosch University (SU). Our tree has added an international component to countless students from across the world who have spent time under it. In 2012 alone SU hosted 3 388 international students.

Internationalisation of higher education has, however, become much more than keeping count of the number of international students on a campus. The purpose of *INTouch*, which will appear every autumn and spring, is to provide our visitors, students, partners, guests and our wider university community with a brief update of activities and initiatives related to SU’s international networks and mobility programmes.

In this issue of *INTouch* you will read about our various partners and international visitors; our geographical focus; and our internationalisation and academic networks. We conclude with a perspective on internationalisation by a recognised voice – SU’s current Vice-Rector (Research), Prof. Eugene Cloete.

With this edition we celebrate twenty years of international networks and mobility. In June 1993 the Office for International Relations (OIR) was established with Robert Kotzé as senior administrator. Robert has overseen and witnessed the development of the office into the International Office (IO) and then into its current form, the Postgraduate & International Office (PGIO). Robert reflects briefly on this history on pages 6 and 7.

Throughout this bulletin you will come across our ‘Tree’ in various images and metaphors. The ten colours of its branches represent the colours of SU’s ten faculties. For us they also signify our motto – where cultures meet – as well as the growth of our networks over twenty years, and the promise of its on-going development and expansion. We hope that when this tree has stood for fifty years it will be as proud a tree as Mdigrii.

DEEP ROOTS

For more than a century Stellenbosch academics have been forging ties with European institutions, most notably in the German and Dutch-speaking areas. When the Office for International Relations was established in 1993, these were the first regions where formal connections developed. Two of our early partners, the Eberhard Karls Universität Tübingen

TÜBINGEN AND STELLENBOSCH — AN EXEMPLARY PARTNERSHIP

By Axel Markert

In the German-South African context it is worth noting the historical coincidence: the end of *apartheid* came within five years of *Wiedervereinigung*, the German re-unification.

Of course the former had been a division along racial lines, the latter one a political division, and while it was a black majority which finally became equal before the law in South Africa, a communist minority in the GDR was, as some tend to see it, swallowed whole by the FRG's capitalist system. In both cases a process of reconciliation was needed and established, and this process shows remarkable parallels.

Universität Tübingen did not have any formal links with Stellenbosch University during *apartheid* times; this would not have been politically feasible. However, numerous not-so-obvious links existed between certain faculties, notably in the field of theology, and between individual members of these faculties. We knew in Tübingen that Stellenbosch had one of the foremost academic institutions in South Africa, and regretted that closer links were not possible. Therefore, when shortly after the end of *apartheid* the *Deutsch-Südafrikanisches Jugendwerk* offered an information visit of South Africa to leaders of German higher educational institutions, I proposed that someone from Tübingen should join this group. Nobody else was interested, so I went and since this trip was my first to the African continent altogether, it became what you could truly call an eye-opener.

South Africa quickly became very interesting for our students and faculty as an English-speaking country. Our students had been going to the US, Canada and “down under” on exchanges for quite a while, but South Africa had the additional attraction of its fascinating recent history and its racial mix. In short order a number of our politicians also went south on official visits, and the outcome of one such visit, was the allocation by our Ministry of a notable amount for academic-year scholarships to South African students, from universities and technikons in the provinces which Baden-Württemberg has come to consider its partners, the Western Cape, Eastern Cape, Gauteng and KwaZulu-Natal.

I knew from my information tour that such stipends would finally go to privileged students with a solid knowledge of German and that this project, therefore, would have but a very limited impact on South African society. I suggested that a major portion of the sum available should be used for a new programme where a larger group of students could come to Germany for a shorter period of time and be taught in English, a group the racial composition of which should be a reflection of the South African reality. This should be aimed at students who did not previously have the opportunity to travel or study overseas. Our Ministry saw the light, my office was busy for a couple of years developing this project, and in 2000 the programme took off. For thirteen years we have had twenty students per year in the four-week “Tübingen-South Africa” programme whose stipends have included flight costs, food and accommodation, and incidentals. Stellenbosch University has been coordinating this highly successful programme since 2005, and it has truly become the flagship of our joint activities. To me this is the most satisfying venture of my whole 34-year career in international affairs, academically as well as – and especially – emotionally.

Besides the customary student and teaching staff exchanges, Tübingen and Stellenbosch early on also established an exchange of international education staff, which (needless to say!) has been very popular on both sides, and I am therefore not the only one among my colleagues who feels very much at home in Stellenbosch. I had the privilege of representing Tübingen as one of the “founding partners” when the 10th anniversary was celebrated of what has become the *Stellenbosch International Academic Network* – and I wish I were still active and could repeat this feat for the 20th! I hope that this valuable relationship will continue to thrive, and I wish the Network many, many years of successful activities.

Axel Markert, Director of International Relations, University of Tübingen, 1972-2006

www.uni-tuebingen.de

in Germany and the KU Leuven in Belgium, still count among some of our most active collaborators. In this section we feature brief overviews from guest writers from both these partner institutions.

KU LEUVEN

By An Huts

In January 1994 I arrived in Stellenbosch for the very first time. I had started my job at the then Office for International Relations of the University of Leuven in Belgium a few years before. It was my first intercontinental trip and I was extremely proud to be in the Leuven delegation that was tasked to draft the first bilateral agreement between a Flemish and a South African university. I was young and excited.

From day one I felt at home at this university. Stellenbosch is so much like Leuven. The dorp doesn't exist without the university and vice versa. Every street houses some university property and students and staff make the place alive. A first likeness that I noticed – one of many.

Professors and researchers immediately appreciated the similarities in the research profile. The result has been a very intensive academic cooperation between individual researchers and lecturers; between research groups and interdisciplinary teams. Over the past twenty years several guest professorships, joint publications and presentations have resulted from these activities.

The central bilateral agreement between Stellenbosch University and KU Leuven has been the template for what we in Leuven now call “the umbrella agreement”. Faculties can conclude their own faculty agreement on the basis of the central partnership in which they define additional opportunities for their students and staff.

I want to mention here the very successful cooperation between the faculties of Biosciences Engineering, of Philosophy, of Law

and of Business and Economics. In the framework of these faculty agreements, several master students have taken up part of their studies as an exchange student at the partner university. PhD students have graduated at their home university with a co-supervisor from the partner university.

The intensive cooperation between Stellenbosch and Leuven in the framework of the bilateral agreement has also created the chance for high-level collaboration within European programmes. Our research office prides itself with an impressive list of joint FP6 and FP7 projects. Within the Erasmus Mundus Action 1 project EMMAPA a joint curriculum in Adapted Physical Activity has been constructed. The Erasmus Mundus Action 2 project ema2sa, coordinated by KU Leuven, has been instrumental in making mobility from Stellenbosch to several European universities, including Leuven, happen.

Since 1994 the world of internationalisation in higher education has changed a lot. Cooperation between Stellenbosch and Leuven has grown and now includes almost all fields of study and research.

One thing has remained the same, however. I still feel very proud and excited every time I arrive at Stellenbosch. The cooperation between these two universities, KU Leuven and Stellenbosch University, has become a part of my life that I truly cherish!

An Huts, Head: International Cooperation and Programmes Unit, KU Leuven International Office

www.kuleuven.be

CONFUCIUS CONNECT

SU HOSTS THE AFRICA CONFUCIUS INSTITUTE CONFERENCE

Stellenbosch University (SU) hosted the 2012 Joint Conference of Confucius Institutes in Africa (JCCIA) during September – with the aim to enhance communication and cooperation among Confucius Institutes in Africa.

More than 120 delegates from 30 Confucius Institutes across Africa, as well as representatives from eleven corresponding Chinese universities and from the Confucius Institute Headquarters in China, descended onto Stellenbosch during three days of meetings and celebration amidst some of the Westerns Cape's best spring weather.

Some of the conference outcomes included plans towards the integration of Confucius Institutes into the local universities and communities where they are hosted, the formulation of a Development Plan for Confucius Institutes in Africa, and initiatives to promote the training of local teachers of Chinese language. Above all, and perhaps the most valuable outcome, was the opportunity for representatives from a wide range of African universities to share experiences relating to the establishment of Confucius Institute programmes in Africa and its impact on African higher education in general.

During his opening address, the Chinese ambassador in South Africa, TIAN Xuejun, referred to the first African Confucius Institute that was established in Kenya in 2005. "Seven years later, our hard work has yielded fruitful results. Confucius Institutes have established their strong presence in Africa and have played an important role in promoting Chinese language and culture, deepening friendship and boosting cooperation."

The Confucius Institutes are non-profit public institutions sponsored by the Government of the

People's Republic of China. They aim to promote Chinese language and culture, support local Chinese teaching internationally, and facilitate cultural exchanges. Each Institute is also established as a partnership between the host university and a Chinese university.

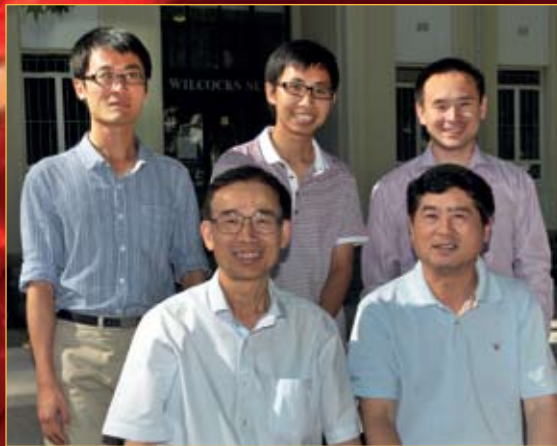
The Confucius Institute at Stellenbosch University (CISU) was established at the end of 2007 and supports the teaching of Chinese language and culture within the Department of Modern Foreign Languages and fourteen schools in the Cape Winelands Education District. CISU constitutes a partnership between SU and Xiamen University.

"The conference created an opportunity for Stellenbosch University to confirm our commitment to contribute towards the development of higher education in Africa, and to build cultural bridges between China and Africa," explains Robert Kotzé, Senior Director of the Postgraduate & International Office at SU and Co-Director of the Confucius Institute at SU.

During the subsequent 7th Confucius Institute Conference in Beijing in December 2012 the efforts and contributions of CISU and particularly of Robert Kotzé were acknowledged when he received an Individual Performance Award for "outstanding and invaluable service to the Confucius Institute".

www.sun.ac.za/cisu/

ING AFRICA



Confucius Institute staff, Stellenbosch University
From left to right – Back row: Allen Xiangcong Luo, Dan Tan and Jason Jianlin Zhang
Front: George Zuo Xu Xie, Frank Pei Wei Wang

Confucius Institutes in Africa

Egypt	Suez Canal University, Confucius Institute Confucius Institute at Cairo University
Ethiopia	Addis Ababa Confucius Institute
Kenya	Confucius Institute, Kenyatta University University of Nairobi CRI Confucius Classroom in Nairobi, CRICCN
Morocco	Confucius Institute at Mohammed V University
Liberia	Confucius Institute at the Liberia University
Madagascar	Confucius Institute at University of Antananarivo
Mozambique	Confucius Institute at Eduardo Mondlane University
Nigeria	Confucius Institute at the University of Lagos Confucius Institute at Nnamdi Azikiwe University
Rwanda	Confucius Institute at Kigali Institute of Education
Sierra Leone	Confucius Institute at University of Sierra Leone
South Africa	University of Cape Town University of the Western Cape Rhodes University Confucius Classroom of Cape Academy of Mathematics, Science and Technology
Sudan	Confucius Institute at University of Khartoum
Tanzania	The Zanzibar Journalism and Mass Media College
Togo	Institut Confucius de l'Université de Lomé
Zambia	Confucius Institute at the University of Zambia
Zimbabwe	Confucius Institute at the University of Zimbabwe

http://english.hanban.org/node_10971.htm

The Chinese project at Stellenbosch University

Apart from the Confucius Institute at Stellenbosch University a number of other initiatives constitute our project to deepen engagement with China:

University institutional relations

- Beijing Jiaotong
- Capital Normal University
- Chinese University of Hong Kong
- Guangdong Academy of Agricultural Sciences
- Institute of West-Asian and African Studies, Chinese Academy of Social Sciences
- Wuhan University of Technology
- Xiamen University
- University of Hong Kong
- Hunan University
- Renmin University of China
- Zhejiang Normal University
- Yunnan University
- China Agricultural University
- Jiangnan University
- Tsinghua University
- Shanghai Institute for International Studies

www.sun.ac.za/international

Chinese language teaching for degree purposes

Prof. Una Yu is the first Chinese professor appointed in Chinese language at the Department of Modern Foreign Languages at SU. The department offers credit bearing undergraduate modules and is also the first to offer a B.A. Honours degree programme in Chinese language in the country. Three students who studied this degree in 2012 spent last semester at Renmin University in China.

www.sun.ac.za/forlang

Centre for Chinese Study

Stellenbosch University hosts the first institution devoted to the study of China in Sub-Saharan Africa: The Centre for Chinese Studies (CCS) aims to become the leading African research institution for innovative and policy relevant analysis of the relations between China and Africa. As Africa's interaction with China increases, the need for greater analysis and understanding between the two regions and its people grows.

Dr Daouda Cisse, a postdoctoral research fellow currently hosted at the CCS, focuses on China-Africa economic cooperation. "I am currently working specifically on the so-called 'globalisation from below'. I am analysing the micro-level trade with Chinese and African small traders in Africa and China. The research included fieldwork in China, where I was hosted by the Institute of African Studies at Zhejiang Normal University, as well as in an African country, Senegal, where the Council for the Development of Social Sciences Research in Africa (CODESRIA) provided me with a working space."

www.ccs.org.za/



20 YEARS OF INTERNATIONAL AND MOBILITY

This year the Postgraduate & International Office (PGIO) celebrates 20 years of international networks and mobility at Stellenbosch University (SU). Before 1993, so-called “foreign” students have made their way here on an ad hoc basis, while academic staff have always had international connections – such as was possible given the national and international political order of the day. However, June 1993 marked the start of a concerted institutional effort to grow and cultivate international relations, and to advance international academic networks and mobility in a systematic way with the establishment of the Office for International Relations (OIR) which developed into the International Office (IO) and then into the PGIO in 2010.

Our activities commenced with formal institutional agreements with the Eberhard Karls Universität Tübingen (Germany), Leiden University (The Netherlands) and the KU Leuven (Belgium); all three remain active partners in terms of student mobility and providing research opportunities for staff. These relationships were built on existing academic collaborations and provided a sound foundation for subsequent bilateral partnerships preparing us for our present-day participation in multilateral cooperation and networks.

Structured incoming student exchanges flowed from these agreements, starting with a group of 14 students in February 1994. Hosting these so-called “foreign” students challenged the academic, financial and administrative systems: How do we deal with tuition waivers? How do we house students who register for only one semester? How do we provide the students with academic transcripts enabling them to transfer the credits to their home institutions? How do we navigate immigration requirements? How do we find enough courses in English

for incoming students to comply with their home credit requirements? What about an orientation programme or relevant information booklets? But with the collective input of administration support, academic environments as well as dedicated and tenacious colleagues over the years, today we have over 3 000 *international* students of which half are postgraduates, 20% undergraduates and 30% short term non-degree students, representing more than 100 nationalities – truly making of us a place “where cultures meet”.

ATIONAL NETWORKS

Milestones include:

- Involvement in building Concordia Student Residence
- Implementing an *International Registration Fee (IRF)* in 1998 to supplement the central budget's provision for network and mobility activities
- Developing *IPSU – International Programmes Stellenbosch University* to offer academic courses in English (duplicating existing mainstream courses in Afrikaans or repeating popular semester courses for non-degree students)
- Developing a *Summer School* during our winter holidays for incoming American students
- Celebrating a decade as an International Office with the first *Stellenbosch Family Meeting* in 2003, which has evolved into the *Stellenbosch International Academic Network Meeting*
- Establishing a comprehensive and reliable one-stop service for incoming international students
- Success in Erasmus Mundus Action 2 programmes: EUROSA, ema2sa, SAPIENT, EU-SATURN
- Coordination of TRECCAfrica Intra-ACP project and participation in two other Intra-ACP projects namely AFIMEGQ (coordinated by the University of Yaoundé I), and SHARE (coordinated by Makerere University)
- Mapping of SU's African projects, providing the basis for south-south-north network development
- National recognition for successful internationalisation 2003 – 2006

We celebrate the two decades of international mobility and networks: reflecting on the vision and leadership of 1993; acknowledging the collective and collaborative effort of colleagues all over the University; and commending our bilateral and multilateral partners as well as our incoming and outgoing mobility participants.

STRONG BRANCHES AND FIRST AND NEWEST PARTNERSHIPS 1993-2013

Stellenbosch University (SU) has an extensive network of bilateral university partners. Its branches span more than 30 countries across six continents. Since signing our first partnership agreement, our bilateral partners have grown to 135 institutions in 2012 with agreements concluded at institutional, faculty and departmental levels.

THE AMERICAS

2004 – West Virginia University, United States of America

At an institutional level, SU's first agreement in North America was concluded with West Virginia University (WVU) in the USA. This university was founded in 1867 in the city of Morgantown, West Virginia. WVU is home to 14 colleges and schools as well as the WVU Honor's College. WVU has a student body of almost 30 000 students and over 1 700 teaching faculty members.

www.wvu.edu

2012 – University of Wisconsin-Eau Claire, United States of America

Located in the city of Eau Claire and founded in 1916, the University of Wisconsin-Eau Claire forms part of the Wisconsin State university system. The university is one of the top public universities in the American Midwest and has over 11 000 students. This comprehensive university offers courses across four colleges which are supported by close to 800 teaching and academic staff members.

www.uwec.edu

EUROPE

1992 – Eberhard Karls Universität Tübingen, Germany

SU's first international institutional partnership was formed with the Eberhard Karls Universität Tübingen in 1992, and today this partnership is still thriving. Founded in 1477, this institution now boasts seven faculties and a student body of over 28 000. Tübingen is also one of eleven German universities classified as "Excellent" according to the German Federal and State Governments' Excellence Initiative.

www.uni-tuebingen.de

2012 – University of Bath, United Kingdom

Signed in December 2012, SU's most recent agreement with a European institution was concluded with the University of Bath in England. Although the University of Bath's roots date back to 1856, it only achieved university status by way of a Royal Charter in 1966. The University of Bath is considered a top ten UK university, with a student population of over 15 000 of which 25% are international students.

www.bath.ac.uk

Number of our partner institutions in Europe:

- Austria (4)
- Belgium (4)
- Finland (2)
- France (6)
- Germany (27)
- Italy (1)
- The Netherlands (12)
- Norway (5)
- Portugal (1)
- Romania (1)
- Spain (1)
- Sweden (8)
- Switzerland (3)
- United Kingdom (3)

Number of our partner institutions in North America:

- Canada (4)
- Mexico (2)
- United States of America (14)

Number of our partner institutions in South America:

- Argentina (1)
- Chile (1)

NEW BUDS

AFRICA

2001 – Omar Bongo University, Gabon

SU's partnership with Omar Bongo University in Libreville, Gabon was sealed in 2001. The university was established as the University of Gabon in 1970 and later in 1978, renamed Omar Bongo University after the country's former president. The university comprises two faculties: Arts and Humanities; and Law and Economics, each of which have several research centres attached to them.

www.uob.ga

2012 – Kenyatta University, Kenya

Originally founded in 1970, this institution received university status in 1985. Situated in Nairobi, the university has 11 other campuses and constituent colleges in Kenya. The university has 15 schools housing various academic departments including a graduate school.

www.ku.ac.ke

Number of our partner institutions in Africa:

- Botswana (1)
- Gabon (4)
- Ghana (2)
- Kenya (2)
- Malawi (1)
- Mozambique (1)
- Tanzania (2)
- Uganda (1)
- Zambia (1)
- Zimbabwe (2)

ASIA

2006 – The Chinese University of Hong Kong, China

Stellenbosch University's longest standing partnership in Asia is with the Chinese University of Hong Kong (CUHK). CUHK was founded in 1963 and is the second oldest university in Hong Kong. CUHK is a comprehensive, research-intensive university, and one of the leading universities in Asia.

www.cuhk.edu.hk

2012 – Sophia University, Japan

SU's latest Asian partner is Sophia University in Tokyo. Sophia University is a 100 years old and has a student population of almost 12 000. As the first Catholic university in Japan, Sophia University has positioned itself as one of the country's leading private education institutions.

www.sophia.ac.jp

AUSTRALIA

2011 – University of Adelaide

The University of Adelaide was founded in 1874 in Adelaide, South Australia. As one of the top universities in Australia, it is a member of the Group of 8 (Go8) which comprises the leading research-intensive universities in Australia. The university has also consistently been ranked in the top 1% of universities in the world.

www.adelaide.edu.au

2011 – University of Queensland

Founded in 1909, the University of Queensland is a leading Australian research university and a founding member of the Group of 8. The university has been ranked among the top 100 universities in the world and has over 46 000 students of which more than 11 000 are international students.

www.uq.edu.au

Number of our partner institutions in Asia:

- Peoples' Republic of China (12)
- Taiwan (1)
- Singapore (1)
- Japan (1)

Number of our partner institutions in Australia: 3

THE WORLD IS AN AW HOW MUCH HAVE OUR

STUDENT MOBILITY AT STELLENBOSCH UNIVERSITY

Stellenbosch University (SU) has become a sought after destination for students from partner institutions, and the increase in independent (or “freemover”) students is proof of the quality of both the education and the student experience.

The Postgraduate & International Office (PGIO), through the division for International Student Mobility, has a strong strategic focus on creating two-way mobility for our students. Even though the concept of student mobility has been challenged in various ways over the past 20 years, it remains one of the highlights of this office.

Student mobility started in the mid-1990s when a handful of students in the fields of Law and Philosophy embarked on exchange semesters to Belgium and the Netherlands. These students lay the foundation for further exchanges; institutions in Belgium and the Netherlands remain some of the favourite destinations for SU students.

Rethinking student mobility

In the context of the internationalisation of higher education, student exchanges have been the dominant vehicle for mobility. The annual number of students from partner universities coming to Stellenbosch far exceeds that of the number of SU students going on exchange. In South Africa, the mobility of students has been a challenge to most institutions due to amongst others the lack of funding and the restrictions of the curriculum and programme structure.

This motivated the PGIO to redefine mobility and to find alternative ways for giving students international exposure. SU's student exchange offering now includes summer school placements; funding for research opportunities and conferences attendance; the Erasmus Mundus programme (see insert); and promoting so-called Internationalisation@Home. This approach has dramatically increased the number of students that take part in international opportunities. Over the past three years the PGIO has supported almost 200 exchange students per year.

The summer schools – short academic opportunities at partner universities – have been particularly successful. It allows students who would not have been able to go abroad due to financial or academic restrictions, to enjoy an international experience. This has proved to be an effective mechanism to balance the disproportion between incoming and outgoing student numbers, and has deepened relationships with partner institutions.

Strategic focus

The PGIO is committed to contribute to the research focus of SU by actively promoting mobility of postgraduate students. A funding mechanism for supporting research abroad and the attendance of international conferences have not only increased mobility, but has raised awareness of the international position of Stellenbosch University as an academic institution.

Furthermore the PGIO plays a crucial role in the University's goal to be a knowledge partner in Africa and to establish strong South-South partnerships. Various students have embarked on specific research projects at partners in Botswana, Tanzania and Uganda. The development of partnerships in the BRIC countries will also lead to widening the horizons of students to less known destinations like South America and the East.



FULLY BIG PLACE — STUDENTS SEEN?

Erasmus Mundus Action 2 for mobility to Europe

Stellenbosch University is proud to be associated with the Erasmus Mundus Action 2 scholarship programme. The Erasmus Mundus programme offers scholarships to South African master's and PhD students, and staff, for short or longer term study/research periods at selected European institutions. The first call was launched in 2010. Stellenbosch University was fortunate to be a member in all the awarded programmes since then (ema2sa, EUROSA and SAPIENT in 2010; ema2sa and EUROSA in 2011 and ema2sa; EUROSA and EU-SATURN in 2012) and this enabled more than 50 students and staff to continue their higher education at selected European institutions and then return to South Africa. The institutions include long standing partners of Stellenbosch University, but have also fostered new relationships not only between South African and European institutions but also between the South African partners.

The last call (for mobility from 2014-2018) under the Erasmus Mundus umbrella will see some significant changes. The programme will now also enable European students to come to South Africa.

www.ema2sa.eu

Students share their experiences:

“Ghent was fun and exciting – I saw Europe for the first time; met new people; tried new foods; learned new things; had a few good laughs here and there (at myself and with others), and got to see places I only knew existed by name. I now have all these fond memories of Belgium to last me a lifetime, so I really couldn't ask for more. All in all, my research visit was an enriching experience of a lifetime that I would not trade for anything.” – *Martha Kalili, PhD in Chemistry (spent three months at Ghent University for research in 2012)*

“Ultimately, like most things in life I guess, I think exchanging to a place like Hong Kong University is really what you make of it. If you only party all the time (which is very possible, given the amount of huge parties going on), you will miss the amazing academic atmosphere that an institution like HKU has to offer. In this ‘academic atmosphere’ I also count the incredible seminars by world leaders in their respective fields, that I have been attending. On the other hand, however, you can easily get caught up in life on campus and never get out to see all the other amazing things that a city like Hong Kong has to offer. Of these judgment errors, however, I think the one that is by far the worst and most regrettable is staying in Stellenbosch and not figuring out for yourself how you would balance these different sides to an adventure that is bound to change your life.” – *Carel Kleinhans, honours student in Economics (exchange to University of Hong Kong in 2012)*

“It was an experience of extremes. There were times when out of frustration I just wanted to jump on the next plane back to South Africa, thinking this was a mistake, and then there were moments of immense content when I considered staying in Uganda permanently! It was an experience that permanently altered my perceptions and understanding of life, people, culture, Africa, politics and most importantly, of myself.” – *Monique Theron, master's student in political science (exchange student at Makerere University in 2006)*

CAPACITY FOR RESEARCH WITH SOCIAL RELEVANCE IN AND FOR AFRICA

When deans and colleagues from faculties of arts, humanities and social sciences of five African universities met in Stellenbosch in November 2006, the goal was to share ideas on capacity building. What they came up with at this two-day workshop was a road map towards creating a vibrant, multi-institutional academic network. They were to call this PANGeA – the Partnership for Africa’s Next Generation of Academics. The name serves as a catchy acronym but it also signifies the supercontinent that gave rise to all other continents. The dream was to draw together the isolated capacities of some of Africa’s longest serving universities for the continent’s future – like pulling back the separated worlds of Pangaea.

At that meeting, professors Alfred Mtenje (University of Malawi), Edward Kirumira and Byaruranga Rukooko (Makerere University), William Rugumamu (University of Dar es Salaam), Thulaganyo Mogobe (University of Botswana) and Hennie Kotzé (Stellenbosch University) started a relationship that has grown through subsequent discussions and meetings with colleagues, and expanded to a solid, formal institutional network. It has also spurred countless personal friendships between colleagues and students. The PANGeA agreement was signed in 2010 and in the same year the first cohort of PANGeA PhD students commenced their studies.

The year 2013 marks an important milestone: the first seven PANGeA PhD students will graduate in March, meeting their targets of three years to completion – two of them reaching completion within only two years. They represent the first PANGeA graduates and proof of concept for the PANGeA model of cohort PhD study.

Read more about the work and experiences of two of these first graduates on page 13. Having studied with colleagues from across the African continent they will become the conduits for future academic collaboration and networking in Africa, involving their former supervisors and colleagues in thematic research and education programmes.

The vision is that soon these and other academics in Africa will have as much scope and support for networking and collaboration with colleagues elsewhere on their home continent as any researcher in the global north. Moreover, these communities of scholarship will develop “capacity for research with social relevance in and for Africa” – as expressed at the 2006 meeting.

Read more about the PANGeA model and partnership at www.pangeaonline.org



A three-year doctoral cohort model

Vision: To promote Africa's next generation of academics and professionals.

Why? To stem the "brain drain" and reverse the decline of science and scholarship in Africa.

Mission: Building and sustaining world class, collaborative doctoral programmes and communities of scholars on the African continent.

How? A network approach to pool and share resources and expertise. Six initial partners, but limited to twelve: Makerere, Stellenbosch, Botswana, Malawi, Dar es Salaam, Nairobi and Ghana.

The current model: Partially structured PhD programmes in the Arts, Humanities and Social Sciences with research training provided by the Graduate School of the Faculty of Arts and Social Sciences and regular monitoring to enhance student experience, quality and completion rate. All research is organised around eight multi-disciplinary themes addressing Africa's development. This enhances peer learning through structured interaction events, and utilises the diversity of intellectual resources within cohorts.

Funding for scholarships from Stellenbosch University's HOPE Project, the Faculty of Arts and Social Sciences and the Carnegie Corporation of New York has enabled four intakes since 2010 – over 80 students from 15 countries – with the first degrees awarded in 2013. A "sandwich scheme arrangement" allows students to spend their second year of fieldwork at their home institution if adequate co-supervision is available.

Network activities enhance collaboration among partners, including thematic workshops and conferences to bring students and researchers from the network together.

Future challenges: diversification of the funding base, additional themes to be hosted by different partners, initiating joint degrees, and engaging partners in the global north.

PANGeA's first doctoral graduates



Merit Kabugo, a student from Makerere University, Uganda, focused on the participation and decision-making in African languages at community development meetings. He believes

that the PANGeA doctoral programme has given him the opportunity to communicate and interact with scholars from all over Africa whose ideas have helped shape the direction of his study. "The academic environment at Stellenbosch University is wonderful. I particularly liked the cohort arrangement of the PhD programme, which allows students a chance to learn from each other" says Merit. After graduating, he will undertake a postdoctoral programme at Stellenbosch University for further research and to publish his work. He hopes to incorporate the theoretical and practical knowledge he has gained in the study of language to introduce new academic programmes at Makerere University where he will resume his duties as a lecturer in linguistics, English language studies and communication skills.



Nikuigize Erick Shartiely from the University of Dar es Salaam, Tanzania, was encouraged to apply for the PANGeA scholarship to avert the so-called brain drain in Africa, and to improve science

and scholarship in African Higher Education. Erick's research is focused on language use in higher education classrooms – paying close attention to the strategies lecturers use to facilitate the learning of multilingual students for whom the language of learning is not their home language at the University of Dar es Salaam. He found his experience at Stellenbosch University to be greatly beneficial: "In addition to the financial and material support rendered to me by the programme, I also enjoyed the cordial interaction with teaching and non-teaching staff in the Faculty of Arts and Social Sciences and, in particular, the Department of General Linguistics". Erick plans to present his research nationally and internationally; he is also confident that his PhD study will positively shape his future career path in numerous ways.



UNIVERSITY OF BOTSWANA



University of Dar es Salaam



University of Ghana



Makarere University



University of Malawi



University of Nairobi



UNIVERSITEIT
STELLENBOSCH
UNIVERSITY

L'AFRIQUE FRANCOPHONE: ENGAGING ALL OF AFRICA

BRIDGING THE LANGUAGE GAP

By Catherine du Toit

Building strong and functioning partnerships with other African universities has been a priority for all major South African universities for a long time. Unfortunately, most of these partnerships are centred in English speaking countries, effectively ignoring the 25 countries in Africa where French is the official language or the principal language of education. The main reasons for this imbalance appear to be the hurdles posed by language and institutional traditions.

Why should a global academic language such as French be seen as an obstacle? As a university that prides itself on its dedication to the development of multilingualism, we at Stellenbosch University (SU) should pay much more attention to practising what we preach. We are in an ideal position to show the world (or at least the country) the advantages of being able to learn, teach and research in a language in addition to English.

What is needed, first of all, is an awareness of the economic and political importance of Africa's Francophone countries and, consequently, the need to include the most prominent French speaking universities (not neglecting those in North Africa!) both in research and student and staff exchange programmes. Recent years have seen Francophone universities in Africa increasingly emancipating themselves from their traditional attachments to French institutional structures and organisation and forging their own identity. This is a key period for South African universities to work with these institutions, particularly in areas where research interests converge.

Secondly, one needs to be prepared for the challenges of working in a true multilingual context. This has practical and financial implications. Last minute organisation is out. Documents and presentations have to be ready well in advance to allow for professional translation. If interpreting services are required for meetings, this will come at an extra cost.

Several organisations facilitate bridging the gap between English and French speaking universities. The largest (782 members) and most significant is no doubt the Agence Universitaire de la Francophonie (AUF). Since 2000 they have admitted not only Francophone but also partially Francophone members and SU has been a member since 2007. The AUF finances research and teaching projects across a vast range of disciplines. Cooperation with the AUF is further facilitated by the fact that their values largely agree with those of SU, including the following:

- the development of multilingualism
- actively engaging research and teaching with regards to development goals
- the quest for excellence
- respect for diversity and equity
- accountability towards the community

Let us not – hypocritically – flaunt our partnerships with “Africa” while simply perpetuating the colonial division of the continent. Let us make a real effort to engage with French speaking universities – not in spite of the difficulties but because of the multiple ways in which this engagement will benefit research and learning in Africa.

www.sun.ac.za/forlang/french.htm
www.auf.org/bureau-ocean-indien/

Dr Catherine du Toit, senior lecturer in French and Chair of the Department of Modern Foreign Languages, SU. She is a member of the Regional Commission of Experts, the scientific council of the Indian Ocean Office of the AUF. She advises the PGIO on the development of SU's partnerships in Francophone Africa.



MADAGASCAR: A REMARKABLE COUNTRY WITH SIGNIFICANT POTENTIAL

By Gert Grobler

Madagascar, the world's fourth largest island after Greenland, New Guinea and Borneo, is a fascinating country of dramatic contrasts and one that is known for its unique fauna and flora, diverse landscapes and its intriguing culture of its people. Madagascar's population is predominantly of Asian and African origin and it is probably the world's only Afro-Asian nation. The Malagasy language is of Malayo-Polynesian origin and is spoken throughout the island. As a former French colony, the majority of the Malagasy also speak French.

The history of this fascinating country is rich, even though punctuated by a number of political crises over the last few decades. Mainly due to these political challenges, particularly the unconstitutional change of government in 2009, Madagascar is one of sub-Saharan Africa's poorest countries. However, it has considerable economic and development potential in sectors such as mining and minerals, agriculture, infrastructure development, energy, the environment and tourism. Much of these remain underdeveloped and untapped.

Given the negative impact of the political crisis since 2009 on political and social stability, democracy and economic growth in Madagascar, the international community increasingly expressed its concern about the deteriorating situation in this country. The African Union (AU) and the Southern African Development Community (SADC) took a decision to step up its efforts to facilitate the restoration of constitutional normalcy in Madagascar. This culminated in the signing of the SADC Roadmap for Ending the Crisis in Madagascar by all the major political stakeholders in Antananarivo on 16 September 2011. Significant progress has been made with the full implementation of the SADC Roadmap and a critical milestone will be the holding of fair, free and credible elections in Madagascar in the period May to October 2013.

It is anticipated that, in the wake of credible elections in 2013, Madagascar and its people will enter a positive new era in which a process will have been initiated to restore democracy, good governance, economic growth and stability to Madagascar which the millions of people in this country have been yearning for.

It is further envisaged that many governments and international organisations will normalise and restore their cooperation with

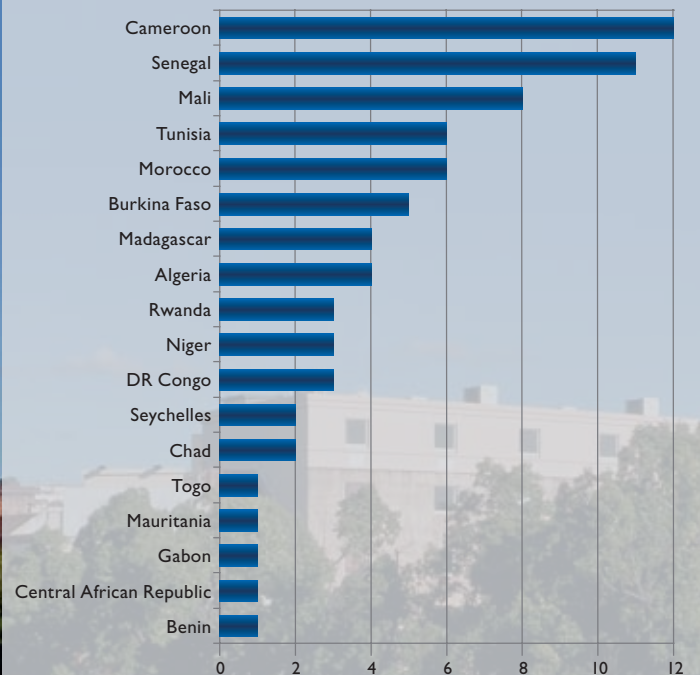
and projects in Madagascar, inter alia in the education, health, cultural, housing, infrastructure and agricultural sectors. South Africa, for one, will actively further its official bilateral ties and cooperation with Madagascar after the elections in 2013, once constitutional normalcy has been restored.

The South African Embassy has already started to encourage South African business, academic institutions and NGOs to explore enhanced cooperation with their counterparts in Madagascar, to mutual benefit. It is against this background that the South African Embassy is very much encouraged by the growing cooperation between the Stellenbosch University and the University of Antananarivo. This augers well for future academic cooperation between South Africa and this fascinating and interesting country, also in a Francophone context.

Gert Grobler, Ambassador of the Republic of South Africa to Madagascar

SU partnerships in Francophone Africa

Stellenbosch University staff members are involved in current and recently completed collaborative academic programmes with 74 contacts across all Francophone African countries. The graph shows the number of connections per country. SU is also in the process of formalising agreements with universities in Cameroon, Senegal and Madagascar.



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:

Universität Salzburg, AUSTRIA

www.uni-salzburg.at

KU Leuven, BELGIUM

www.kuleuven.be

Universiteit Ghent, BELGIUM

www.ugent.be

University of Helsinki, FINLAND

www.helsinki.fi

Universität Hamburg, GERMANY

www.uni-hamburg.de

Universität Tübingen, GERMANY

www.uni-tuebingen.de

Universität Leipzig, GERMANY

www.zv.uni-leipzig.de

AFRICA:

Makerere University, UGANDA

www.makeere.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

University of Ghana, GHANA

www.ug.edu.gh

Universidade Eduardo Mondlane, MOZAMBIQUE

www.uem.mz

Université d'Antananarivo, MADAGASCAR

www.univ-antananarivo.mg

The deadline for exchanges during the second semester is 11 March 2013. For more information contact Lidia du Plessis lidia@sun.ac.za, tel. 021 808 2607

www.sun.ac.za/international/staff-exchanges

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):

ema2sa: www.ema2sa.eu

Eurosa: www.ua.ac.be/eurosa

EU-Saturn: www.eu-saturn.eu

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

TRECCAfrica: www.treccafrika.com

AFIMEGQ: www.afimegq.org

SHARE: www.africasharecapacity.com

SU African Collaboration Grant

The African Collaboration Grant of the PGIO, funded from the budget of the Vice-Rector (Research and Innovation) provides seed funding for SU staff to establish or strengthen academic collaboration with one or more partners based at universities or research institutions elsewhere in Africa. Three categories are funded:

- Workshop/conference jointly organised with a partner/partners from another country in Africa
- Research visit to one or more other African countries
- Host research visitor(s) from one or more African countries

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 Academic Networks, and a number of additional terms and conditions.

The 2013 call for applications will be open from 15 March to 26 April 2013. For more information contact: Shamin Gaffoor, email: sgaffoor@sun.ac.za, tel. 021 808 2750.

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: 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/bureau-ocean-indien/appel-doffres-regional

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

International research funding opportunities

The cluster for International Funding and Capacity Development at the Division for Research Development is responsible for the management of numerous international research funding programmes, among others:

- International bilateral programmes of the Department of Science and Technology and of the National Research Foundation
- The European Union's Framework Programme, including the Marie Curie Actions and many other EU funded projects
- Further international funding opportunities are available for: sabbatical research, international research visitors, project funding, postdoctoral fellowships, short-term lecturer replacement, research equipment training, etc.

The DRD also administers SU's subscription to 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.

For more information on available funding opportunities contact Riana Coetsee, Manager: International Funding and Capacity Development: mjc@sun.ac.za, tel. 021 808 2580. For EU opportunities, contact Lizél Kleingbiel, lizelk@sun.ac.za; tel. 021 808 2105.

www0.sun.ac.za/research/en/international-funding-a-capacitydevelopment

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 2013, Stellenbosch University

Date: 14 June – 19 July 2013

www.sun.ac.za/summerschools

International Student Forum for Development, Stellenbosch University

Date: 30 August – 20 September 2013

www.sun.ac.za/summerschools

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

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

For more information contact the PGIO on janwillemvdw@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:

- 31 March for exchanges in the second semester
- 30 August for exchanges in following academic year

To apply and for more information visit www.sun.ac.za/international/student-exchanges

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):

ema2sa: www.ema2sa.eu

EUROSA: www.ua.ac.be/eurosa

EU-Saturn: www.eu-saturn.eu

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

TRECCAfrica: www.treccafrica.com

AFIMEGQ: www.afimegq.org

SHARE: www.africasharecapacity.com

International conference attendance

The Postgraduate & International Student Funding unit offers doctoral students a supplementary award to attend an international conference outside of South Africa to present a paper or poster. Both master's and doctoral students are eligible for a supplementary award to support short-term research visits or to attend specialised courses at foreign universities that are relevant to the candidate's current research programme. Contact the Postgraduate Student Funding unit on 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:

AC2I

AC2I International Graduate Summer School
Summer School opportunities at AC2I member universities

AAU

AAU Small Grants for Dissertations and Theses Programme
www.aau.org/?q=content/small-grants-dissertations-and-theses-programme

ANSTI

ANSTI/DAAD Postgraduate Fellowships
www.ansti.org/index.php/post-graduate-fellowships

CODESRIA

Small Grants Programme
www.codesria.org/spip.php?article3&lang=en

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. To receive announcements about upcoming opportunities, subscribe to the *Take Note* newsletter at www.sun.ac.za/international/take-note

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/>

SKILL programme

SKILL – Stimulating Knowledge Innovation through Life-long Learning – offers funding for South African master's students to follow master's courses of up to three months at a Dutch university, for junior academic staff to obtain their master's degree at a Dutch university, for aspiring PhD candidates to participate in a course in South Africa to draft a research proposal and for PhD candidates whose research proposal has been approved by a South African university to make a study visit to the Netherlands. www.fsw.vu.nl/en/international-relations/savusa/skill-programme/index.asp

SAWIP

The South African-Washington International Programme (SAWIP) engages young South African leaders in a six-month leadership and development programme that takes place in South Africa and Washington D.C. Second year and more senior students from three South African universities (Universities of Western Cape, Cape Town and Stellenbosch) are eligible for this service-based leadership programme. www.sawip.org

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 annual Abe Bailey travel bursary is awarded to students and junior lecturers at South African universities for an all-expenses paid three-week educational tour of the United Kingdom. The focus of the Abe Bailey Trust is leadership development and

the bursaries are awarded to persons who are academically strong and have shown exceptional qualities of leadership and service. For more information contact the Postgraduate Student Funding unit 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

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 1903 under the will of Cecil Rhodes, 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. This course involves both academic and non-academic environments, 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 Huba Boshoff at the PGIO huba@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 (HEIs). 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>

For other postgraduate scholarships refer to *The Grants Register* which is available in the Lower Reference section of the SU central library. www.palgrave.com/products/title.aspx?pid=544000

NEWS UPDATE

PGIO staff members participate in a wide range of projects and programmes. This section lists some of these activities for the period July – December 2012.

July

The Division for Community Interaction and the PGIO co-hosted a tailored short programme for the University of Warwick during July and August 2012. The participants of the **Warwick in Africa** programme taught at schools in the neighbouring impoverished areas surrounding Stellenbosch. The PGIO provided all the logistical support and the Division for Community Interaction placed the students at the different schools.

The first cohort of TRECCAfrica doctoral scholars from six African states attended the **TRECCAfrica Winter School** at the Sustainability Institute outside Stellenbosch from 23 July to 3 August 2012. The two-week winter school was facilitated by Dr Eve Annecke, Director of the Sustainability Institute, and attended by, PhD full-degree students in disciplines ranging from Land Use Efficiency to Ground Water Irrigation and Sustainability. The individual topics, presented as courses over the two weeks, were facilitated by experts in the relevant fields.

<http://blogs.sun.ac.za/news/2012/08/16/treccafrika-scholars-set-to-address-twin-challenges-of-climate-change-and-resource-depletion>

The PGIO successfully presented the **Orientation and Welcome Programme** for new incoming international students from 18–22 July 2012. Over 280 students attended the programme that included an overview of SU's academic structure, financial system and also a *survival isiXhosa* session where students could learn a few Xhosa words and phrases. The programme is offered at the start of each semester and aims to welcome international students on campus and to help them integrate with SU student structures.

The unit for International Academic Networks at the PGIO together with the Division for Research Development supported the development of five Edulink II proposals, four of which were selected for funding. The Edulink programme supports cooperative projects between Higher Education Institutions (HEIs) in the ACP Group of States and EU Member States and is sponsored by the European Union and implemented by the ACP secretariat.

www.acp-edulink.eu

Stellenbosch University concluded an institutional student exchange agreement with the **University of Wisconsin-Eau Claire** in the United States of America. The agreement which is valid for five years was signed in July 2012.

www.uwec.edu

August

The **Erasmus Mundus pre-departure event** was hosted by the European Union delegation in celebration of the Erasmus Mundus Action 2 grantees departing for Europe. The event which took place at STIAS consisted of sessions for preparing students and staff for their research/study periods in Europe as well as a formal evening event where scholarship recipients from the previous year shared their experiences.

The PGIO's Christoff Pauw and Ben Nel attended the **NMMU Colloquium** hosted by the Nelson Mandela Metropolitan University (NMMU) on 23 August 2012 in Port Elizabeth. A number of high-level researchers and administrators in the field of international education addressed the theme, *2025 The Future of Higher Education Internationalisation*. Speakers included Eva Egron-Polak, Dr Hans de Wit, Dr Darla Deardorff, Prof. Betty Leask and Dr Jos Beelen.

The PGIO's bi-annual **International Food Evening** presents the opportunity for International and local students to showcase a bit of their culture to the rest of campus. Groups of students from different countries prepare traditional dishes which they sell

Scholarship holders of Stellenbosch University at the predeparture event for Erasmus Mundus Action 2





from their aptly decorated stalls. The evening is also complemented by music and cultural performances by some of the students. All proceeds of the event, which draws about 500 people, goes toward the Kayamandi Project, a long-running community project coordinated by the International Student Organisation Stellenbosch (ISOS).

The **16th Annual International Education Association of South Africa (IEASA) conference** was hosted by the University of Cape Town from 29–31 August 2012. The theme of the conference was *Promoting Higher Education Internationalisation through International Research collaborations, partnerships and innovative teaching*. A number of PGIO staff members attended the conference and presented papers.

September

The **International Student Forum for Development** was hosted by the PGIO from 3–21 September 2012. The Student Forum focused specifically on development, and more specifically on the different levels of development through three courses: 1) Community Participatory Development, 2) Development Economics and 3) The Political Economy of the Global South. The students also took part and were exposed to community engagement activities at Lynedoch and Railton. www.sun.ac.za/summerschools/international-forum

The PGIO was invited to present a paper on higher education cooperation in Africa during a conference on disaster risk reduction hosted by the **Université d'Antananarivo**, Madagascar. This provided an opportunity for Christoff Pauw to visit the university's president, the regional director of the



Above: Erasmus Mundus predeparture Event – August 2012

Indian Ocean Office of the **Agence Universitaire de la Francophonie**, of which SU is a member, as well as the South African Ambassador to Madagascar.

The annual conference of the European Association for International Education (EAIE) serves as forum for practitioners, policy-makers and researchers to network, debate and learn about current trends and developments in international higher education. Shamin Gaffoor of the PGIO attended the **24th Annual EAIE Conference** which was held in Dublin, Ireland from 11–14 September 2012. The conference which was themed *Rethinking education, reshaping economies* had over 4 200 participants representing more than 80 countries.

www.eaie.org/home/conference/dublin.html

Huba Boshoff represented Stellenbosch University at the annual **ema2sa Consortium Meeting**. SU is a partner institution in this Erasmus Mundus Action 2 programme. The 2012 consortium meeting took place in Berlin, Germany from 17–19 September. Additional to the consortium meeting, she undertook site visits to ema2sa partner: **Université Pierre et Marie Curie** in Paris, France and also to SU's long standing German partner, **Humboldt Universität zu Berlin** to explore opportunities for further collaboration.

EVENTS & ANNOUNCEMENTS

The **4th African Network for Internationalisation of Education (ANIE) Annual Conference** was held from 26–28 September 2012 at the University of Pretoria. The theme of the conference was *Cross border education – New Developments from around the World*. Christoff Pauw and Chernelle Lambert of the PGIO presented a session at the conference, titled: *TRECCAfrica: Lessons from coordinating an Intra-ACP Academic Mobility Scheme*.

<http://web.up.ac.za/anieconference>

SU's first agreement with a Taiwanese university was sealed with the **National Taiwan University** in Taipei, Taiwan. The institutional agreement provides for student exchanges between the two universities.

www.ntu.edu.tw

The Confucius Institute at Stellenbosch University (CISU) in cooperation with the PGIO celebrated the **Chinese Moon Festival and National Day Celebration** on 28 September 2012. For more events organised by CISU, visit www.sun.ac.za/cisu. See also article on the *Joint Conference of Confucius Institutes in Africa* on page 4 of this issue.

October

A south-south-north programme supported by DAAD and coordinated by the University of Goettingen provided an opportunity for Christoff Pauw from the PGIO to visit the **Universidad de Talca** in Chile to explore collaboration. This provided an opportunity to visit other institutions in South America: the **Pontificia Universidad Católica de Chile**, **Universidade de São Paulo**, **Universidade Estadual de Campinas (UNICAMP)** and **Universidade Federal de Ouro Preto**, all institutions with whom SU has varying levels of cooperation.

Africa Week, which took place from 8–12 October 2012, is a Societies Council Initiative supported throughout campus and specifically by the PGIO. The purpose of Africa Week is to *Celebrate the cultural diversity of Stellenbosch University* by giving African students a platform on which they can be heard and seen. Africa Week was concluded with a gala event featuring traditional dancing, singing and story-telling as well as the launch of the Bursary for African Excellence and the introduction of an African Presidential Board.

During the week of 17–19 October 2012, Stellenbosch University was the venue for the **2012 Intra-ACP Coordinators' meeting**. The Intra-ACP academic mobility scheme supports higher education cooperation between countries in Africa, the Caribbean and the Pacific (ACP). The Education, Audiovisual and Culture Executive Agency (EACEA) of the European Commission is responsible for the overall management of the scheme. The coordinators' meeting and ensuing kick-off meetings for each of the projects selected under the 2012 call for proposals, was attended by representatives of the participating consortia and EACEA staff. SU is a full partner of two of the

successful 2012 Intra-ACP consortiums, respectively coordinated by the Université de Yaoundé I (**AFIMEGQ**) and Makerere University (**SHARE**). This is in addition to the 2011 selected consortium **TRECCAfrica** which is coordinated by SU.

http://eacea.ec.europa.eu/intra_acp_mobility

The **Erasmus Mundus Stakeholders** meeting was held on 18 October 2012 in Johannesburg. The meeting was attended by various University representatives, members of the Department of Higher Education and Training and the EU delegation to South Africa. The workshop was held to discuss the preliminary results of the external evaluation of the Erasmus Mundus Action 2 programmes in South Africa. SU was represented at the meeting by Huba Boshoff.

In October 2012, SU concluded its first partnership agreement with an institution in Japan. The agreement was concluded with **Sophia University** for a period of five years with the aim of facilitating student exchanges between the two universities.

www.sophia.ac.jp

An institutional partnership agreement with **Kenyatta University** in Nairobi, Kenya was concluded stemming from collaboration between various faculties at both institutions. The agreement which facilitates student and staff exchanges was signed in October for a period of five years.

www.ku.ac.ke

November

The unit for International Academic Networks at the PGIO provided support for the **3rd Reforming Tertiary Agriculture Education (TAE) Partnership Workshop** which was held in Stellenbosch on 1 November 2012. The objective of this event was to bring greater coherence to investments in TAE in Africa; to increase the overall level of financial and technical support as well as attention to TAE; and to help facilitate and guide the reform of African TAE institutions, all within the framework of the Comprehensive Africa Agriculture Development Programme (CAADP).

African University Day was hosted by the PGIO with support from the Division for Research Development on 9 November 2012 at STIAS. The day's discussions centred on research and collaborative programmes that focus on the role of African Higher Education in development. The day comprised short presentations by four academic staff contributors who shared their research and collaboration experiences, followed by three presentations by doctoral students from various African countries who graduated at the end of 2012.

<http://blogs.sun.ac.za/news/2012/11/12/higher-education-the-key-to-economic-social-and-political-development/>

Huba Boshoff represented Stellenbosch University at the annual **EUROSA Consortium Meeting**.

SU is a partner institution in this Erasmus Mundus Action 2 programme. The meeting which was held from 22–24 November was jointly hosted by Cape Peninsula University of Technology and Stellenbosch University.

www.ua.ac.be/eurosa

SU concluded a memorandum of understanding with **Yunnan University** in China in November 2012 with the aim of enhancing cooperation and developing the academic ties between the institutions.

www.ynu.edu.cn

December

New Voices in Science is a half-day colloquium which is organised annually by the Postgraduate Skills Development section of the PGIO. It is a public event consisting of popular science talks by graduating PhD students. The participants are nominated and there is an elimination round resulting in finalists who go through to the competition with cash prizes for the finalists and winners. Participants receive training in science communication skills to prepare them to talk to and write for the general public. *New Voices in Science* has an accompanying publication of selected popular science articles by the participants and other graduating PhD students in magazine format.

<http://www0.sun.ac.za/international/support-and-skills-development/resources>

Stellenbosch University is the African representative in a European Universities Association project called the **Framework for the Internationalisation of Doctoral Education (FRINDOC)**. It aims to deliver a statement of good practice and map the different routes that institutions can take to reach

their objectives in relation to the internationalisation of doctoral education. Dorothy Stevens presented an overview of the current state of affairs at Stellenbosch University and made broad reference to the status of the internationalisation of doctoral education in South Africa and Africa in general at the FRINDOC consortium kick-off meeting in Brussels. The time scale of the project is 2012-2015.

www.eua.be/eua-projects/current-projects/FRINDOC.aspx

In December 2012, SU finalised partnership agreements with two universities in the United Kingdom. A five-year memorandum of understanding was signed with the **University of Bath** to facilitate cooperation and student exchanges during a high-level delegation visit to Stellenbosch; and SU's cooperation with **Coventry University** was also formalised by way of a memorandum of intent.

www.bath.ac.uk

wwwm.coventry.ac.uk

During 2012, the PGIO and the Division for Institutional Planning and Research SU's existing policy regarding **joint and double degrees** at master's and doctoral level with foreign universities. The revised policy was approved by the University Council on 3 December 2012. Meanwhile, new agreements which came into effect during 2012 were a double master's degree programme in Development Economics with the **Georg-August-Universität Göttingen** in Germany; a double doctoral degree (PhD) programme with **Karolinska Institutet**, Sweden, a double doctoral degree (PhD) programme with **Makerere University**, Uganda and a joint doctoral degree (PhD) with **Universiteit Antwerpen**, Belgium. For more information contact dstevens@sun.ac.za.

The 2013 PGIO Team



THE IMPORTANCE OF INTERNATIONAL COLLABORATION

Prof. Eugene Cloete, Vice-Rector (Research), Stellenbosch University

In the corporate world, internationalisation is an old concept where products are offered on sale throughout the world on a competitive basis. Universities and academia on the other hand have always been somewhat conservative when it comes to internationalisation and especially collaboration with universities that could potentially be seen as “competitors”. This has changed radically over the past decade.

Many of the leading universities today boast with a large number of international students and staff. The basic premise is that if you want to be the best, you need to draw the finest students and staff. This creates a high demand for talent, and the universities at the leading edge of internationalisation are also the top universities in the world because they realise the importance of attracting the best. In this way international networks are created, not only with universities, but also with leading companies, through alumni and joint research projects. Hence, most universities today actively promote internationalisation and global collaboration.

The immediate advantages of such inter-university cooperation include new funding opportunities; technology transfer; student and staff exchange; joint research projects; access to unique equipment; joint degrees; research on regional and international problems; and building new international networks and exposition to new cultures, to name a few.

Internationally, some of the leading universities have also realised the important contributions universities in the developing world can make to their own research agenda, merely because of the unique challenges that exist in developing countries. International funding agencies have therefore made it a pre-requisite that a number of universities have to indicate how they intend to collaborate, before projects are financed. This has been particularly important where the intention of the funding agency is to assist in the development of a region and /or to address a major challenge at the world scale.

THE PGIO TEAM



Senior Director's Office: Robert Kotzé and Mandy Adamson



International Student Mobility (ISM)

From left to right – Back row: Joe Warren, Grant Demas, Jan Willem van der Westhuizen, Thurstan Matthee, Huba Boshoff, Ben Nel
Second row: Hestea de Wet, Alecia Erasmus, Elnalene Cornelius, Olga Wyngaard, Tanya Fouche, Werner de Wit
Front row: Elize Lizamore, Georgina Humphreys, Carmen Harrison, Piet Jones and Donovan Louw



International Academic Networks (IAN)

From left to right – Back row: Lidia du Plessis; Christoff Pauw
Front: Shamin Gaffoor; Chernelle Lambert



Postgraduate & International Enrolments (PGIE)

From left to right – Back: Corina du Toit, Linda Uys and Ronel Steyn
Middle: Dorothy Stevens, Josephine Dzama and Carmelita Talmarkes
Front: Christopher Muller and Sanchia van Staden



Postgraduate Student Funding (PGSF)

From left to right – Chantal Swartz, Rhodene Amos, Salomé Cilliers
Seated: Rozelle Petersen
Not present: Melanie Johnson

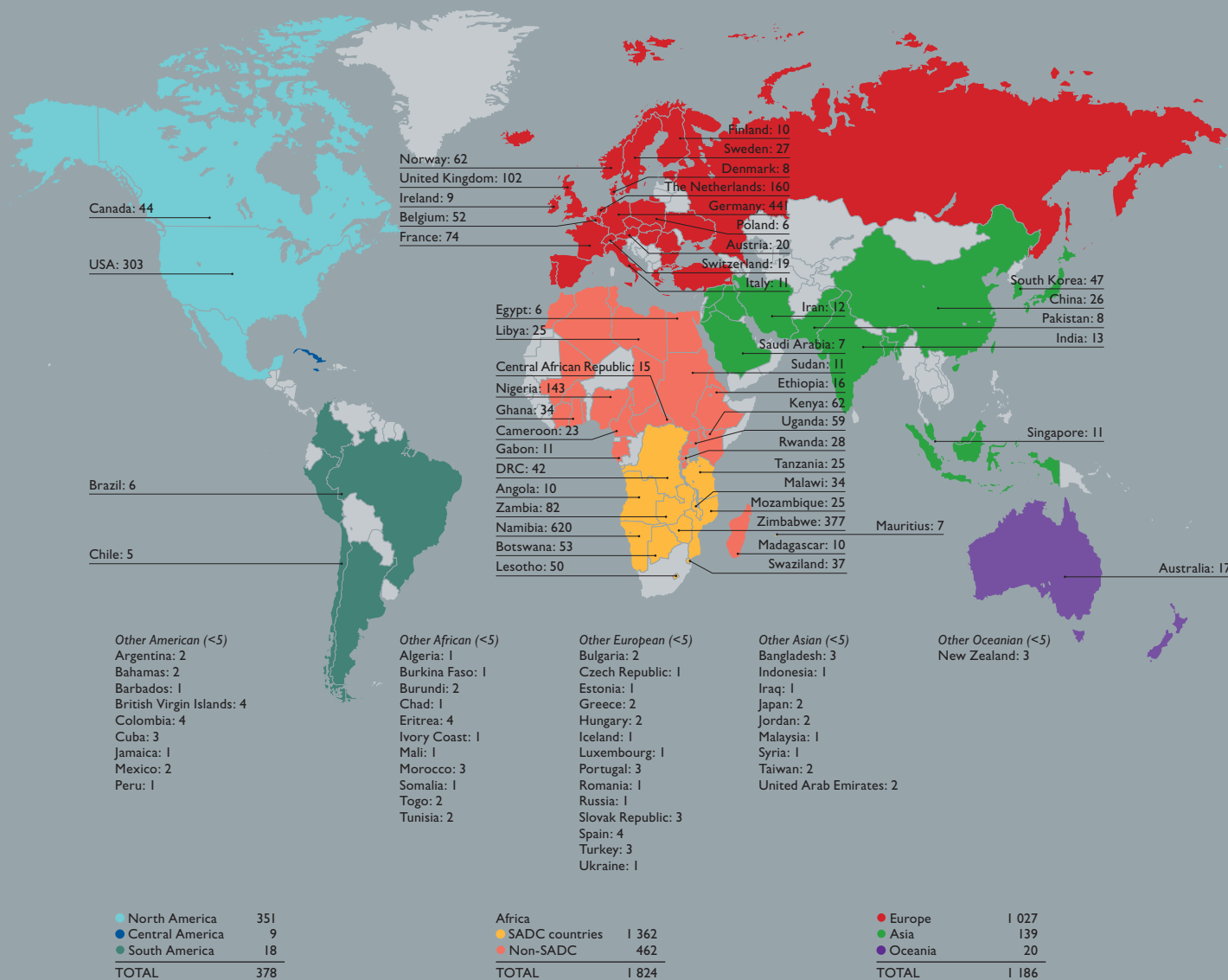


Support Services and Finance

From left to right – Back row: Yolanda Johnson, Nickey Rhoda-Carstens, Deon Petersen, Lenney Poole
Seated: Grant Leukes, Carmien Snyman and Meneshia Koopman

INTERNATIONAL STUDENT NUMBERS

In 2012 a total of 3 388 international students (non-SA citizens) enrolled for exchange and full-degree study at SU. Of these, 42,5% registered for full-degree postgraduate programmes and 21% for undergraduate programmes, while 37% studied on exchange or other short-term programmes. Students from other African countries represented 54% of all international students, the majority of them from SADC countries. Countries with the highest representation included Namibia, Zimbabwe, Nigeria, USA, Germany and the Netherlands. These are preliminary numbers as at October 2012.



CONTACT US

Physical Address:

Postgraduate & International Office
R.W. Wilcocks Building
Victoria Street
Stellenbosch 7602
South Africa

Tel. +27 21 808 2565

Fax +27 21 808 3799

Email: interoff@sun.ac.za

Find us on Facebook and Twitter



Scan the QR code to read this publication online:

www.sun.ac.za/international/intouch01



Postal address:

Postgraduate & International Office
Private Bag XI
Stellenbosch University
Stellenbosch 7602
South Africa

Visit the Postgraduate & International Office website at: www.sun.ac.za/international

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