International Academic Programmes Office

Evaluating the Impact and Value of the International Full Degree Students at the University of Cape Town

February 2011

Contact Person: Birungi Korutaro
Address: P. O. Box 2129, Clareinch, 7740, Cape Town, South Africa
E-mail: birungi@mthente.co.za
Cell: 072 663 7815
Tel: (021) 674 0504
Fax: (021) 674 0503
Executive Summary

Introduction
As a result of the University of Cape Town’s commitment to internationalisation, its academic reputation and a range of other factors, the number of International Full Degree (IFD) students has been steadily growing over the past ten years, thus requiring key decisions by the institution regarding the growth, services and integration of this important cohort of students. The International Academic Programmes Office (IAPO) at UCT commissioned this study to evaluate the impact and value of IFD students at UCT, for the students, and for a range of stakeholders at UCT and in the surrounding communities of Cape Town.

This report presents the following:
- A contextual analysis of IFD students and IFD services at UCT;
- A benchmarking chapter assessing five international case studies of universities around the world that host IFD students;
- An assessment of the academic, social, economic, financial and strategic impact and value of IFD students;
- An assessment of service delivery to IFD students (by IAPO and other UCT offices);
- A presentation of the key conclusions of the research;
- Recommendations for academic policy related to internationalisation of the curriculum and research, for the strategic vision of Internationalisation at Home, for operational changes to IAPO and UCT service delivery, and for the future growth of IFD students at UCT.

Methodology
To carry out the study, Mthente Research and Consulting Services (Pty) Ltd designed a comprehensive research plan involving both quantitative and qualitative research methods. These included:
- Desktop research benchmarking the impact and value of IFD students internationally and in Africa, allowing for an assessment of key lessons from these case studies;
- Quantitative surveys based on online and face-to-face interviews with current IFD students, IFD alumni and South African students at UCT;
- Focus groups with current IFD students of all levels of study and regions of origin;
• In-depth interviews with key stakeholders at UCT (UCT Executive, IAPO staff, Deans of Faculties and professors, Directors of UCT administrative and support offices and departments);
• An analysis of IFD graduate throughput data provided by UCT.

Participation in the surveys, interviews and focus groups was overwhelmingly positive, including over 1 150 past and present IFD students, 400 South African students and almost 40 UCT stakeholders.

**Contextual Analysis**

UCT has been at the forefront of the national trend of welcoming increasing numbers of IFD students over the last decade. IFD enrollment at UCT has grown steadily from 2 254 IFD students in 2001, to 4 764 in 2006, after which caps limiting the number of IFD students were introduced, to ensure that local students were not excluded as result of IFD intake, and to ensure sustained delivery of services. In 2010, UCT welcomed 3 658 IFD students to its campus.

In line with the consolidation of IFD enrollment, UCT introduced its first formal Internationalisation Policy in 2006, which sought to internationalise UCT research and curriculum, maintain reasonable numbers of IFD students in UCT classrooms, and promote an institutional culture that embraces diversity. UCT’s Strategic Plan for 2010-2014 develops on these themes, with a core emphasis on internationalisation through an Afropolitan lens, and a vision of ‘Internationalisation at Home’ (I@H). Therefore, IFD students are central to UCT’s strategic policy and goals for the present and future.

IAPO, under this internationalisation mandate, is tasked with operational implementation of this vision, and has a range of responsibilities related to the administration and support of IFD students. The contextual analysis chapter presents the history of internationalisation at UCT, presents the strategic role of IFD students at UCT, and analyses organisational responsibility for IFD students.

**International Case Studies**

Five international case studies of universities hosting IFD students in the United States, Australia, Malaysia, Ghana and South Africa were analysed in order to identify trends in IFD enrollment and services, and to determine key lessons for UCT and the IFD unit within IAPO. The findings in the case studies point to the importance of adequate support services to facilitate the integration of IFD students into all aspects of life.
on campus, and the social challenges involved in this process. For example, at the University of Witwatersrand, recent research suggests ways that its internationalisation policy could be translated into a more transformed, internationalised social environment on campus (a central aim of Internationalisation at Home).

Other key lessons emerging from the case studies are as follows:

- The implementation of internationalisation policies requires strong leadership, strategic funding, and clear structures for management and administration of programmes derived from this policy.
- Different universities use different models to deliver administrative and support services for IFD students. Whether centralised or decentralised, the model needs to ensure efficiency of administration and approachability of support staff, and to ensure that a single international unit is not overburdened and forced to neglect social integration initiatives.
- Internationalisation at Home policies need to be implemented through practical, innovative and cost-effective programmes, which facilitate the integration of IFD students with local students, and promote the value of IFD students to the university at large.
- University offices and departments, in particular the international office, need to have sufficient capacity to deliver these services and programmes.

**The Impact and Value of IFD students at UCT**

The qualitative and quantitative research results indicate that the overall impact and value of IFD students at UCT is extremely positive and of high value to the university, despite the fact that some IFD students desire improvements with the services offered by UCT.

The impact and value of IFD enrollment at UCT can be summarised as follows:

- The **academic impact** for IFD students is extensive, with IFD students reporting high levels of satisfaction with academic services at UCT. Local students also report positive impacts on their learning process from having IFD students in the classroom, and faculties report positive impact on course curricula and research. IFD postgraduates in particular contribute towards the internationalisation of classrooms, curricula innovation and research; with a focus on Africa.
• The presence of IFD students, mixing with local students, is of immense **social and intercultural value**, as the majority of IFD and local students form friendships with each other, through which they can exchange perspectives and ideas, and grow as individuals. However, instances of discrimination and challenges in settling into some of the complex social dynamics of South Africa represent a struggle for some IFD students.

• IFD students make valuable **financial contributions** to UCT’s faculties and the institution as a whole, which amounted to R52.9 million (in tuition fees, excluding indirect value through research grants and income) in 2010. In addition to this, surrounding communities benefit from the estimated R117.7 million spent by IFD students each year on commercial spending and living expenses (excluding rent).

• IFD students contribute hugely to the **realisation of key strategic goals of UCT**, including its desire to become an ‘Afropolitan’ hub on the continent, and to its vision of Internationalisation at Home. However, some challenges arise with regard to the extent to which IFD enrollment can contribute to the transformation agenda, and these need to be carefully monitored and balanced to ensure that internationalisation and transformation objectives balance and complement each other.

### Satisfaction Levels and Key Action Areas

In order to ensure that UCT’s services are meeting the needs of IFD students so that the impact and value of IFD students is sustained, the study assessed IFD students’ perceptions and expectations of UCT and its services. Some of the key findings included the following:

- UCT’s reputation as an institution with high quality teaching and research, as well as course choice and subject area, are the main reasons IFD students’ choose UCT, followed by the lower cost of UCT in comparison to universities in the northern hemisphere, the relative safety and beauty of Cape Town, and the hope of better work prospects after graduating with a UCT degree.

- IFD students’ main concerns before arrival (some of which also featured as draw factors) relate to safety, cost, accommodation and discrimination.

- Regarding service delivery, IFD students are moderately satisfied with IAPO and UCT service delivery, registering a range of complaints around administration and a lack of support services for housing, inadequate funding/scholarship and assistance with study permits.

Based on the feedback from students and key stakeholders, the following key action areas were identified:
• The current number of IFD students has reached capacity at an undergraduate level, but there is room for the recruitment of more IFD postgraduate students, particularly from the Southern hemisphere.
• The services offered to IFD students need to be improved and capacity issues addressed, to ensure adequate levels of support, and to reduce their frustration with some of the administrative challenges.
• The communication channels between IFD students and IAPO are not fully utilised by IFD students, and there needs to be more presence of an IFD voice in student leadership structures.
• Overall, the internationalisation policy as it relates to IFD students (particularly around Internationalisation at Home) needs to be translated from policy into practice, particularly through strategic funding and innovative programming.

**Conclusions**

The main conclusions of the report are summarised below:

• IFD students are central to the internationalisation of UCT’s classrooms, faculties, course curricula, and research. Likewise, UCT has succeeded in exposing both local and international students to a diversity of perspectives both inside and outside the classroom.
• IFD students make valuable financial and strategic contributions to UCT.
• The social experience of IFD students could be improved. Whilst the majority of IFD and local students are friends with each other, there are still experiences of discrimination by both staff and students and the perception of a social divide between students, with local and IFD students calling for initiatives to facilitate their interaction.
• Critical support around housing, the availability of funding, the processing of study permits, and crime needs to be enhanced to meet the needs of IFD students.
• Whilst IAPO, on the whole, is offering satisfactory services to IFD students, it needs to be further capacitated to deliver excellence, in order to address concerns by some IFD students (particularly postgraduates) who feel that service delivery could be improved.
• Strategically, IFD students and IAPO’s IFD unit require the continued commitment of UCT’s Executive, as well as all departments, faculties and units that are involved, to ensure that excellence can be achieved in terms of service delivery, and that the vision of Internationalisation at Home is translated into concrete initiatives on campus.
Recommendations

The main recommendations of the report are summarised below, and are based upon the key lessons offered from the case studies, as well as the input from IFD students and UCT stakeholders:

- Internationalisation at Home needs to be implemented through concrete initiatives and programming that is supported through funding, and is realistic and deliverable.
- The role of IAPO’s IFD unit and the value of IFD students need to be communicated to the UCT community at large, including faculties, administrative offices, and the wider student body.
- The academic value of and for IFD students needs to be maximised by deepening support for internationalisation and Afropolitanism within faculties, and ensuring that there are quality control mechanisms whereby IFD students can give feedback on UCT academic services.
- IFD students need to be either informed about, or provided with, a safe and accessible way of reporting instances of discrimination or xenophobia on campus.
- The organisational responsibilities and operational activities of IAPO and all UCT departments offering student services need to be integrated and strengthened to ensure that they have the capacity to deliver what they are tasked with.
- IFD students need to be assisted in finding the information that already exists, and additional information needs to be developed to provide practical advice on crime, transport and social dynamics in South Africa.
- Databases for reliable housing and relevant funding opportunities need to be developed, and the challenges related to study permit renewal process need to continue to be addressed, to ensure that these critical challenges do not continue to have a negative impact on IFD students.
- There should be continued motivation for an International Student House and other means to facilitate integration.
- Specific career development opportunities relevant to IFD students need to be expanded to ensure that, as UCT students, their needs are also met in this regard.

In summary, international students at UCT are central to UCT’s ability to meet its strategic vision for internationalisation. The extensive, positive value for academic and social life at UCT has been documented throughout this research. However, the full potential of IFD students’ contribution to UCT and UCT’s services for IFD students still needs to be pursued through a range of initiatives and programmes.
# Table of Contents

**Executive Summary** 

List of Acronyms and Abbreviations

List of Illustrations

1. **Introduction** 
   1.1 Subject of the Report 
   1.2 Background to the Report 
   1.3 Objectives of the Report 
   1.4 Summary of the Methodology 
   1.5 Scope and Limitations 
   1.6 Report Structure

2. **Methodology** 
   2.1 Project Inception and Internal Consultations 
   2.2 Contextual Review and Desktop Research 
   2.3 Stakeholder Interviews 
   2.4 Online and Face-to-Face Surveys 
   2.5 Focus Groups with Current IFD Students 
   2.6 Analysing the Data and Presenting the Findings

3. **Internationalisation, IFD Students and the IFD Unit at UCT** 
   3.1 The Internationalisation of UCT: An Overview 
   3.2 The Internationalisation Policy at UCT 
   3.3 The Strategic Role of IFD Students 
   3.4 International Full-Degree Students at UCT 
   3.5 Roles and Responsibilities for Supporting IFD Students 
   3.6 The International Academic Programmes Office 
   3.7 The IFD Section within IAPO 
   3.8 Summary of Internationalisation, IFD Students and the IFD Unit at UCT

4. **Benchmarking IFD Students Internationally** 
   4.1 Introduction to International Student Mobility
4.2 IFD Policy and Students in Africa and South Africa ................................................. 47
4.3 Case Study 1: Michigan State University ................................................................. 48
4.4 Case Study 2: University of Sydney ......................................................................... 55
4.5 Case Study 3: National University of Malaysia ...................................................... 59
4.6 Case Study 4: University of Ghana ......................................................................... 63
4.7 Case Study 5: University of Witwatersrand (Wits) ................................................. 70
4.8 Summary of International and African Case Studies .............................................. 75
4.9 Key Lessons from Case Studies ............................................................................. 77

5. Setting the Scene ........................................................................................................ 79
5.1 Demographic Profile: Current IFD Survey ............................................................ 79
5.2 Demographic Profile: IFD Alumni Survey ............................................................. 83
5.3 Demographic Profile: Local Student Survey .......................................................... 85
5.4 Why are IFD students coming to UCT? ................................................................. 87
5.5 Local students’ perceptions of IFD students .......................................................... 93
5.6 Summary of Student Demographics, Perceptions and Expectations ...................... 95

6. Academic Impact of IFD Students at UCT ............................................................... 98
6.1 Academic Impact of UCT on IFD Students ............................................................ 98
6.2 Academic Impact of IFD Students on South African Students .............................. 106
6.3 Academic Impact of IFD Students on Faculties and Professors ............................ 118
6.4 Summary of the Impact of IFD Students on Academics at UCT ......................... 123

7. Social Impact of IFD Students at UCT ................................................................. 126
7.1 Social Interactions and Perceptions of IFD Students ............................................. 126
7.2 The Impact of IFD Students on Campus Culture and Surrounding Communities .... 132
7.3 Friendships between IFD and South African Students ........................................ 137
7.4 Personal Impact of UCT on IFD Students .............................................................. 142
7.5 Making Sense of South Africa .............................................................................. 144
7.6 The Impact of Crime on IFD students ................................................................. 146
7.7 Experiences of Discrimination and Xenophobia .................................................. 148
7.8 Local and IFD Students’ Responses Social Integration Challenges .................... 154
7.9 Summary of the Social Impact of IFD Students at UCT ...................................... 157

8. Economic and Financial Impact of IFD Students .................................................... 161
8.1 Financial Impact on IFD Students ................................................................. 161
8.2 Financial Benefits of IFD Enrollment for UCT ............................................. 168
8.3 Economic Impact of IFD Students on Surrounding Communities .................. 171
8.4 Summary of the Economic and Financial Impact of IFD Students .................. 173

9. The Strategic Impact of IFD Students .............................................................. 175
9.1 Impact of IFD Students on UCT’s Research Profile and Curriculum ............... 175
9.2 Role of IFD Students in Promoting Graduate Attributes .............................. 177
9.3 Impact of IFD Students on the Afropolitan Agenda .................................... 177
9.4 Impact of IFD Students on UCT’s Transformation Agenda .......................... 181
9.5 Impact of IFD Students on Internationalisation at Home ............................. 183
9.6 Summary of the Strategic Impact of IFD Students at UCT ............................ 186

10. IFD Students’ Perceptions of IAPO’s Services ................................................ 188
10.1 Orientation and Pre-Registration ................................................................. 188
10.2 IAPO Events ............................................................................................... 194
10.3 IAPO Support and Advice ........................................................................... 195
10.4 Study Permits and the Department of Home Affairs .................................... 197
10.5 Challenges for IFD Postgraduates .............................................................. 200
10.6 Understanding IAPO’s Role ......................................................................... 204
10.7 Summary of IFD Perceptions of IAPO’s Service Delivery ............................ 206

11. IFD Students’ Perceptions of UCT Services .................................................. 208
11.1 Application, Admission and Payment of Fees ............................................ 209
11.2 Faculty Registration and Support ............................................................... 213
11.3 Student Accommodation ........................................................................... 215
11.4 Transport and Student Wellness ................................................................. 218
11.5 General Perceptions of UCT’s Administration ........................................... 220
11.6 Summary of IFD Student Experience of UCT Services ............................... 222

12. IFD Student Futures: CDP, Graduation and Alumni Employment ............... 224
12.1 IFD Student Experience of UCT’s Career Development Programme ............ 224
12.2 IFD Graduate Throughput ......................................................................... 229
12.3 IFD Alumni Employment ............................................................................ 235
12.4 Summary of IFD Student Futures: CDP and Alumni Employment ............... 241
<table>
<thead>
<tr>
<th>13. Addressing Challenges and Increasing the Impact</th>
<th>244</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 Summary of Impact and Value of IFD Programme</td>
<td>244</td>
</tr>
<tr>
<td>13.2 Views on the Future Enrolment Target for IFD Students</td>
<td>246</td>
</tr>
<tr>
<td>13.3 Addressing Service Delivery and Capacity Challenges</td>
<td>246</td>
</tr>
<tr>
<td>13.4 IFD Student Engagement and Dialogue with IAPO and UCT</td>
<td>248</td>
</tr>
<tr>
<td>13.5 Translating Strategy into Practice</td>
<td>249</td>
</tr>
<tr>
<td>13.6 Summary of Stakeholder Views on Key Challenges and Opportunities</td>
<td>254</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Conclusions</th>
<th>256</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1 Academic Impact and Value</td>
<td>256</td>
</tr>
<tr>
<td>14.2 Social Impact and Value</td>
<td>257</td>
</tr>
<tr>
<td>14.3 Financial and Strategic Impact and Value</td>
<td>259</td>
</tr>
<tr>
<td>14.4 Operational Considerations</td>
<td>261</td>
</tr>
<tr>
<td>14.5 Strategic Development</td>
<td>263</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Recommendations</th>
<th>265</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1 Internationalisation in the Social Domain</td>
<td>265</td>
</tr>
<tr>
<td>15.2 Improving Academic Value</td>
<td>266</td>
</tr>
<tr>
<td>15.3 Operational Recommendations</td>
<td>267</td>
</tr>
</tbody>
</table>

References .............................................................................................................. 273

Endnotes .................................................................................................................. 278
List of Acronyms and Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAU</td>
<td>Association of African Universities</td>
</tr>
<tr>
<td>ASEAN</td>
<td>Association of South East Asian Nations</td>
</tr>
<tr>
<td>CDP</td>
<td>Career Development Programme</td>
</tr>
<tr>
<td>CET</td>
<td>Centre for English Teaching</td>
</tr>
<tr>
<td>DHET</td>
<td>Department of Higher Education and Training</td>
</tr>
<tr>
<td>DISCHO</td>
<td>Discrimination and Harassment Office</td>
</tr>
<tr>
<td>DSA</td>
<td>Department of Student Affairs</td>
</tr>
<tr>
<td>DSL</td>
<td>Department for Student Life (MSU)</td>
</tr>
<tr>
<td>DVC</td>
<td>Deputy Vice Chancellor</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>GAT</td>
<td>General Agreement on Trade in Services</td>
</tr>
<tr>
<td>GSB</td>
<td>Graduate School of Business</td>
</tr>
<tr>
<td>I@H</td>
<td>Internationalisation at Home</td>
</tr>
<tr>
<td>IAPO</td>
<td>International Academic Programmes Office</td>
</tr>
<tr>
<td>IEASA</td>
<td>International Education Association of South Africa</td>
</tr>
<tr>
<td>IFD</td>
<td>International Full Degree</td>
</tr>
<tr>
<td>IMAG</td>
<td>Internationalisation Management Advisory Group</td>
</tr>
<tr>
<td>IPC</td>
<td>International Policy Committee</td>
</tr>
<tr>
<td>IPD</td>
<td>Institutional Planning Department</td>
</tr>
<tr>
<td>IPO</td>
<td>International Programmes Office (UG)</td>
</tr>
<tr>
<td>ISF</td>
<td>International Students’ Forum</td>
</tr>
<tr>
<td>ISL</td>
<td>International Student Life (MSU)</td>
</tr>
<tr>
<td>ISPO</td>
<td>International Studies and Programmes Office (MSU)</td>
</tr>
<tr>
<td>ISSU</td>
<td>International Student Support Unit (University of Sydney)</td>
</tr>
<tr>
<td>ISU</td>
<td>International Student Office (University of Sydney)</td>
</tr>
<tr>
<td>ITF</td>
<td>International Term Fee</td>
</tr>
<tr>
<td>MoU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>MSU</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>NEPAD</td>
<td>New Partnership for African Development</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>OISS</td>
<td>Office for International Students and Scholars (MSU)</td>
</tr>
<tr>
<td>PGFO</td>
<td>Postgraduate Funding Office</td>
</tr>
<tr>
<td>SADC</td>
<td>South African Development Community</td>
</tr>
<tr>
<td>SLG</td>
<td>Senior Leadership Group</td>
</tr>
<tr>
<td>SRC</td>
<td>Students’ Representative Council</td>
</tr>
<tr>
<td>SSA</td>
<td>Semester Study Abroad</td>
</tr>
<tr>
<td>UCT</td>
<td>University of Cape Town</td>
</tr>
<tr>
<td>UG</td>
<td>University of Ghana</td>
</tr>
<tr>
<td>UKM</td>
<td>University Kebangsaan Malaysia</td>
</tr>
<tr>
<td>USHEPiA</td>
<td>University Science, Humanities and Engineering Partnerships in Africa</td>
</tr>
<tr>
<td>Wits</td>
<td>University of Witswatersrand</td>
</tr>
<tr>
<td>WIO</td>
<td>Wits International Office</td>
</tr>
</tbody>
</table>
List of Illustrations

Tables

Table 1: International Students at UCT (Source: IAPO, 2010) ................................................................. 35
Table 2: International Student Breakdown at UCT (Source: IAPO, 2010) .................................................... 35
Table 3: Roles and Responsibilities for IFD students (Source: IAPO, 2010) .................................................. 37
Table 4: IAPO’s Strategic Objectives and Operational Activities (Source: IAPO, 2010) ................................. 39
Table 5: IFD Operations (Source: IAPO, 2010) .................................................................................. 43
Table 6: MSU International Student Numbers (Source: MSU, 2010) ............................................................... 51
Table 7: MSU International Student Enrolment Trends (Source: MSU, 2010) .............................................. 52
Table 8: International Students by College/Faculty (Source: MSU, 2010) ....................................................... 53
Table 9: University of Sydney International Student Enrolments (Source: University of Sydney, 2010) ........ 57
Table 10: International students registered by Student Type, 2008/2009 (Source: UG, 2010) ....................... 66
Table 11: UG International Student Enrolment by Continent for 2008/9 (Source: UG, 2010) ....................... 66
Table 12: International Students Enrolled by level of study, 2008/2009 (Source: UG, 2010) ....................... 67
Table 14: Total University Enrolments at Wits (Undergraduate and Postgraduate Students), 2000-2008 (Source: Academic and Information Systems Unit (AISU), University of Witwatersrand, 2010) .......... 72
Table 15: Current IFD students’ responses to reasons for choosing UCT (Source: Mthente, 2010) ............... 90
Table 16: IFD alumni responses for reasons for choosing UCT (Source: Mthente, 2010) ............................... 90
Table 17: Current IFD students’ ratings of UCT’s educational services (Source: Mthente, 2010) .................. 98
Table 18: International students per faculty in 2009 (Source: UCT’s Institutional Planning Department, 2009) 118
Table 19: International student scholarships awarded by the PGFO in 2007 (Source: PGFO, 2010) ............. 163
Table 20: Financial income to faculties from the ITF in Rand (Source: IAPO Finance Manager, 2010) ........... 169
Table 21: IFD tuition fee income (Source: IAPO Finance Manager, 2010) .................................................... 170
Table 22: IFD residence fee income (Source: IAPO Finance Manager, 2010) ................................................ 170
Table 23: UCT Services for International Students (Source: IAPO, 2010) .................................................. 208
Table 24: Summary of impact and value of IFD students (Source: Mthente, 2010) ...................................... 244
Table 25: Summary of Recommendations ...................................................................................... 271

Figures

Figure 1: International students at the University of Ghana (Source: University of Ghana) .............................. 64
Figure 2: Current IFD Students by Region (Source: Mthente/IAPO, 2010) ................................................. 80
Figure 3: Current IFD students by Race/Ethnicity (Source: Mthente, 2010) ............................................... 81
Figure 4: Current IFD students’ family status (Source: Mthente, 2010) ...................................................... 81
Figure 5: Current IFD students’ degree status (Source: Mthente, 2010) ...................................................... 82
Figure 6: Current IFD students’ level of study (Source: Mthente, 2010) ...................................................... 82
Figure 7: Current IFD students by faculty (Source: Mthente, 2010) ........................................................... 83
Figure 8: IFD alumni by faculty (Source: Mthente, 2010) ................................................................. 84
Figure 9: IFD alumni by last level of study (Source: Mthente, 2010) ........................................................... 84
Figure 10: Race/ethnicity of local students (Source: Mthente, 2010) .......................................................... 85
Figure 91: Past and present IFD students’ ratings for support services related to accommodation (Source: Mthente, 2010) .......................................................................................................................... 216
Figure 92: Past and present IFD student accommodation whilst at UCT (Source: Mthente, 2010) ............................................. 217
Figure 93: Past and present IFD students’ ratings for UCT’s transport services (Source: Mthente, 2010) .............................. 219
Figure 94: Past and present IFD students’ ratings for UCT’s student wellness services (Source: Mthente, 2010)... 219
Figure 95: Past and present IFD students’ perceptions of treatment relative to local students (Source: Mthente, 2010) .......................................................................................................................... 220
Figure 96: Current IFD students’ awareness of UCT’s Career Development Programme (Source: Mthente, 2010) .224
Figure 97: Past and present IFD students’ use of CDP services (Source: Mthente, 2010)................................................................. 225
Figure 98: Past and present IFD students’ expectations of CDP services (Source: Mthente, 2010) .................................................. 225
Figure 99: Past and present IFD students’ use of the range of CDP services (Source: Mthente, 2010)................................................. 226
Figure 100: Helpfulness of CDP services according to IFD alumni (Source: Mthente, 2010) ................................................................. 227
Figure 101: IFD graduates (2006-2009) by level of degree (Source: UCT’s Institutional Planning Department, 2010) ......................................................... 229
Figure 102: IFD graduates (2006-2009) by faculty (Source: UCT’s Institutional Planning Department, 2010) ............. 230
Figure 103: IFD graduates (2006-2009) by region (Source: UCT’s Institutional Planning Department, 2010)........ 231
Figure 104: Commerce IFD graduates (2006-2009) by region (Source: UCT’s Institutional Planning Department, 2010) ........................................................................................................................................................................... 232
Figure 105: Engineering IFD graduates (2006-2009) by region (Source: UCT’s Institutional Planning Department, 2010) ................................................................................................................................................................. 233
Figure 106: Humanities IFD graduates (2006-2009) by region (Source: UCT’s Institutional Planning Department, 2010) ........................................................................................................................................................................... 233
Figure 107: Law IFD graduates (2006-2009) by region (Source: UCT’s Institutional Planning Department, 2010) ...234
Figure 108: Medicine IFD graduates (2006-2009) by region (Source: UCT’s Institutional Planning Department, 2010) ........................................................................................................................................................................... 234
Figure 109: Science IFD graduates (2006-2009) by region (Source: UCT’s Institutional Planning Department, 2010) ........................................................................................................................................................................... 235
Figure 110: IFD Alumni activity six months after leaving UCT (Source: Mthente, 2010) ................................................................. 236
Figure 111: Current employment of IFD alumni respondents (Source: Mthente, 2010) ................................................................. 237
Figure 112: Sector of IFD alumni employment (Source: Mthente, 2010) .............................................................................................. 238
Figure 113: How IFD alumni secured current employment (Source: Mthente, 2010) ................................................................. 239
Figure 114: Current income of IFD alumni (Source: Mthente, 2010) .............................................................................................. 239
Figure 115: IFD students’ willingness to recommend UCT (Source: Mthente, 2010) .............................................................................................. 252
1. Introduction

1.1 Subject of the Report

In August 2010, the International Academic Programmes Office (IAPO) at the University of Cape Town (UCT) commissioned Mthente Research and Consulting Services (Pty) Ltd to conduct a review of the impact and value of International Full Degree (IFD) students at UCT. IFD students make up the largest stream of incoming international students at UCT. IAPO is a key department responsible for offering a wide range of non-academic services to all international students, including those registered for full degree programmes. The number of IFD and other international students has grown exponentially over the last decade, with IAPO welcoming 3 658 IFD students in 2010.

This research report is based on qualitative and quantitative findings from desktop research, three student surveys (with current IFD students, IFD alumni, and local students), focus groups with a diverse range of IFD students, and interviews with key stakeholders at UCT (IAPO staff, the UCT Executive, UCT professors, and the Directors of a range of UCT service departments). The report presents a comprehensive review of the impact and value of IFD students and the services provided to them, determining the extent to which their enrollment and experience at UCT contributes to UCT’s strategic goals. Recommendations are then made to guide the future growth, services and maximisation of the value of this cohort of students for UCT and for them as individuals.

1.2 Background to the Report

Following the end of apartheid, South African universities saw a dramatic increase in the number of incoming international students. This began with a ‘euphoric’ phase, with fairly open access encouraging international students to come and study in South Africa, followed by a phase of high-demand from both local and international students.\(^1\) In the late 1990s, a phase of consolidation began, where institutional and administrative structures were set up to formalise the process of internationalisation. From the millennium onwards, there has been a concerted effort to market South Africa as an international academic destination, and characterised by competitive marketing initiatives.\(^2\) According to the South African
Department of Education, international student numbers have grown from 5 589 in 1996, to 11 975 in 1999, and 60 552 by 2007.3

As the continent’s leading university, demand for a place at UCT has steadily grown by approximately one thousand applicants every year in the last decade, with the most dramatic increases in the last four years, and a jump of over 2 500 between 2009 and 2010 (from nearly 16 000 applicants to 18 722 applicants).4 International students make up approximately 20 percent of this applicant pool. The number of IFD students at UCT has grown from 2 254 in 2001, to a peak of 4 764 in 2006, dropping to 3 658 in 2010. This leveling off reflects the latter phase of consolidation, as UCT has set limits on the number of undergraduate IFD students enrolled in UCT faculties.

It is in light of this context that a review of the impact and value of IFD students was commissioned. Up to 4 500 international students join the life of UCT’s faculties and local student body each year. Administrative, academic and social integration of IFD students is managed by IAPO, the faculties, and a range of UCT service departments. Yet there has been no comprehensive review of the impact and value of IFD students conducted to date, to understand how the enrollment of IFD students at UCT impact on them, on faculties, on local students, and on UCT as a whole. Consequently, UCT has no documented sense of the impact and value of this large number of international students, and the extent to which it contributes to UCT’s strategic vision for the future.

This review of the impact and value of IFD students follows a review conducted by Mthente in early 2010, which assessed the impact and value of UCT’s Semester Study Abroad (SSA) programme. The SSA programme represents the other main stream of operations at IAPO, as IAPO welcomes approximately 1 000 SSA students, predominantly from North America, into life at UCT each year. The review indicated that the SSA programme at UCT was well-run and extremely valuable to UCT, though challenges around capacity and integration required strategic intervention to ensure maximum benefit.

The SSA review will be occasionally referred to throughout this review, to offer limited comparisons between the experiences of SSA and IFD students. There are differences in experiences, which are partly driven by the fact that: (i) SSA students are here for a very short length of time in comparison to most IFD students who spend at least 2-3 years at UCT; (ii) whilst IAPO’s SSA team processes applications for SSA
students, applications for the over 3 000 IFD students applying to study at UCT every year are processed centrally by UCT admissions and faculties; (iii) the SSA team has contact with their students right from the start of their “life-cycle” at UCT because the students come on centralised programmes or under the auspices of an exchange agreement UCT has with the sending institution. Hence the SSA administration is very “programme driven.” Even though IAPO doesn’t process full degree student applications, contact between IAPO and IFD students often begins prior to a student getting accepted to the University with students wanting information on UCT’s international student admission requirements and process. Most international full degree students coming to UCT apply as individuals and not as part of a programme. Therefore various sectors at UCT are involved in aspects of their administration from the onset.

1.3 Objectives of the Report

The primary objective of the IFD review is to assess the overall impact and value of the IFD programme at UCT in terms of:

- Academic impact and value;
- Social impact and value;
- Financial impact and value;
- Strategic impact and value;
- Service delivery to IFD students (by IAPO and other UCT offices).

Leading on from these objectives, the IFD review offers recommendations that may have implications for:

- UCT academic policy regarding the internationalisation of classrooms, curricula, and research;
- UCT strategic policy for Internationalisation at Home;
- The further development of strategic enrollment targets for IFD students through institutional planning;
- Changes/improvements to IAPO and UCT service delivery objectives.
1.4 Summary of the Methodology

This research is based upon an analysis of the following:

- Desktop research that looked at five other institutions internationally that enroll IFD students, with a focus on contexts similar to South Africa and UCT;
- Online quantitative surveys (with qualitative components) with both current IFD students enrolled at UCT in 2010, and IFD alumni that graduated between 2006 and 2009;
- Face-to-face quantitative surveys (with qualitative components) with local students currently enrolled at UCT in 2010;
- Focus groups with current IFD students from all regions, levels of study, and faculties;
- Interviews with 38 key stakeholders at UCT, including UCT senior executives, Deans and Deputy Deans of faculties, Executive Directors of UCT departments and offices (IAPO, Registrar, Fees Office, Department of Student Affairs, Student Governance, Admissions);
- An analysis of IFD graduate throughput data from 2006 to 2009 provided by UCT.

1.5 Scope and Limitations

The scope of this review is limited to the impact and value of IFD students at UCT and thus does not include all the other types of international students that come to study at the university (such as SSA students, exchange students and part-time students, among others). It was limited to the perceptions and feedback of IFD students enrolled at UCT in 2010, as well as IFD alumni that graduated from UCT between 2006 and 2009. In addition, a sample of local students enrolled at UCT in 2010 and current UCT stakeholders were included in the study.

The primary limitations of the research for this review related to a lack of available information on two fronts. Firstly, there is a lack of research literature on the impact of IFD students registered at universities in Africa, due to the fact that the majority of African universities are not yet on the receiving end of large numbers of international students. Secondly, senior stakeholders from the Humanities Faculty, which receives the highest number of IFD students and IFD income, declined to participate in interviews.
1.6 Report Structure

The report is structured as follows:

- **Chapter 2** provides more details on the methodology used to undertake the research.
- **Chapter 3** presents a contextual analysis of IFD students at UCT and the services provided by IAPO.
- **Chapter 4** offers an analysis of international and African case studies of IFD students at selected universities.
- **Chapter 5** offers an introduction to the research data, including demographic profiles, expectations and perceptions of IFD students.
- **Chapters 6 to 9** present an analysis of the academic, social, economic and strategic impact of IFD students at UCT.
- **Chapters 10 and 11** present an analysis of IFD student satisfaction with IAPO and UCT service delivery to IFD students.
- **Chapter 12** assesses IFD student careers, including their experience of the Careers Development Programme, and an assessment of IFD graduate throughput and IFD alumni employment.
- **Chapter 13** summarises the main actions currently taken and/or recommended by the study’s various target groups to address key themes raised in the study.
- **Chapter 14 and 15** discuss the conclusions and recommendations of this IFD review.
2. Methodology

The following chapter describes the methodological approach used for the IFD review, developed in consultation with IAPO.

2.1 Project Inception and Internal Consultations

The project began with a start-up meeting with key stakeholders at IAPO. At this meeting, the following issues were explored:

- Client expectations and communication structures for the duration of the project;
- Additional documents and/or reports that would assist the project, including preliminary, or other, research that was undertaken by IAPO and UCT;
- Approach to research and desired outcomes;
- General logistics and/or other clarifications pertinent to the success of the project.

Once a clear understanding of IAPO’s expectations was established, and an agreement on the methodology was reached, a detailed project plan was developed to guide the research. Mthente consulted IAPO on a regular basis throughout the research, in the format of transcribed one-on-one interviews, as well as informal discussions and progress updates.

2.2 Contextual Review and Desktop Research

The desktop research involved a review of available literature on IFD students internationally, as well as a review of internal UCT documentation. This served to place the assessment of IFD students at UCT within the greater context of higher education nationally, continentally and internationally, as well as its alignment with UCT’s strategy and vision. In addition to academic articles, university policy documents and reports, websites and other sources, IAPO provided supporting information, materials and data throughout the research, which will be cited wherever utilised.
2.2.1 Contextual analysis

The initial desktop component of this project thus involved a review of IAPO’s strategy documents, compared against UCT’s strategic documents, other UCT policy documents, admissions reports, faculties’ reports, and data provided by IAPO and UCT’s Institutional Planning Department (IPD) on current IFD enrolment, general international student enrolment since 2001, and IFD graduate throughput data from 2006 to 2009. The following were analysed in this process: Internationalisation Policy at UCT, the role of IFD students within this, the numbers involved and their change over time, and the division of responsibilities in servicing international students. This enabled the research team to gain insight into the unique strategies, policies and services utilised by IAPO and UCT, as well as a sense of the demand for study at UCT by IFD students and their throughput. Exploratory interviews were conducted with IAPO staff members, who provided initial insights into the challenges and opportunities of facilitating IFD students at UCT.

2.2.2 Desktop research

The second desktop component of this project involved drawing up case studies of five universities across the globe that host large numbers of full-degree international students, with a focus on those operating in similar contexts to UCT (in terms of scale, history or social/cultural context). The case studies included universities from developed and developing countries, both inside and outside of Africa:

- Michigan State University
- The University of Sydney
- The National University of Malaysia
- The University of Ghana
- The University of Witwatersrand

The relevance of each case study was assessed in order to determine key lessons from other universities in similar situations to UCT with regard to internationalisation and an international student presence.
2.3 Stakeholder Interviews

Following the desktop research and contextual analysis, 25 one-on-one interviews and 13 email interviews were conducted with key individuals to provide insights into the tangible impact and value of IFD students at UCT, and also to gain buy-in for the project. The interviews were conducted with:

- The Vice Chancellor;
- The Deputy Vice Chancellor for Internationalisation;
- The Director of IAPO;
- IAPO’s Finance Manager, Manager of African Academic Links, IFD Manager, and IFD staff;
- Executive Directors and Directors of the Admissions Office, the Career Development Programme Office, the Communication and Marketing Department, the Department of Student Affairs, the Fees Office, UCT Finance, the Institutional Planning Department, Properties and Services, the Research Office and the Manager of Sport and Recreation;
- The Registrar and Deputy Registrar;
- Directors, Deans and Deputy Deans of Commerce, the Graduate School of Business, Law and Science;
- Heads of Departments and Professors in African Studies, Chemistry, Economics, Geological Sciences, Health Sciences, Human Genetics, Law, Mathematical Sciences, Medicine;
- The Manager of Student Governance and the SRC Vice President for external relations.

All the interviews were transcribed and qualitatively coded as part of a thorough thematic analysis.

2.4 Online and Face-to-Face Surveys

In total, three quantitative surveys were conducted with the following groups: current IFD students, IFD alumni, and local students. Throughout this report, they are referred to as the Current IFD Survey, the IFD Alumni Survey, and the Local Student Survey.
2.4.1 **Current IFD Survey**

An online survey questionnaire was developed in collaboration with IAPO, and distributed to all IFD students enrolled at UCT in 2010. Based on the estimated population size of 4,500 IFD students (which is slightly higher than the actual enrollment figures for 2010), the research team aimed to collect 600 responses, which allows for representivity at a 99% confidence level with a 5% margin of error.

The link to the online survey was sent out via email and through VULA. The survey focused in particular on determining the level of IFD students’ satisfaction with services and their experience at UCT, using various scales (e.g. very satisfied to very dissatisfied, very poor to excellent, strongly agree to strongly disagree, etc.), as well as open-ended questions. Students’ anonymity was protected and consent obtained as part of the questionnaire. In total, 790 current IFD students responded to the survey, representing all regions and levels of study. Following the vetting and cleaning process, this number was reduced to 611 fully completed questionnaires.

2.4.2 **IFD Alumni Survey**

A second online quantitative survey was conducted with IFD alumni that graduated from UCT between 2006 and 2009. A questionnaire was designed that focused on similar themes to those asked of the current students, but with an emphasis on the impact of a UCT degree on their career paths. The research team aimed for a representative sample of approximately 280 responses, which allows for a 95 percent confidence level with a 5 percent margin of error. In total, 341 IFD alumni responded to the survey. Following the vetting and cleaning process, this number was reduced to 288 fully completed questionnaires.

2.4.3 **Local Student Survey**

In order to quantitatively assess the impact of IFD students on South African students at UCT, Mthente’s fieldwork team also conducted a face-to-face survey on campus with a representative sample of local students. For an estimated population of 15,000 students, the research team interviewed 400 local students using face-to-face interviews. This allowed for representivity at a 95% confidence level with a 5% margin of error.
error. The interviews were conducted on upper, middle and lower campus, as well as at Hiddingh campus and the GSB, gaining prior consent and permission through the proper channels.

2.5 Focus Groups with Current IFD Students

To add qualitative insights to the quantitative data, an invitation was extended to a random selection of IFD students to attend focus group workshops facilitated by Mthente’s researchers. Nine focus groups were attended by a total of 46 IFD students (22 postgraduate and 24 undergraduate), including students from all regions (SADC, rest of Africa, Europe, the Americas and Asia). The focus groups discussed a range of themes, including expectations of IAPO’s IFD Unit and UCT, the experience of becoming part of UCT (socially and administratively), and major challenges during IFD students’ time at UCT. The research team noticed that many of the students who chose to attend the focus groups came with particular concerns or complaints, perhaps viewing the focus groups as a forum to air grievances. Throughout the report, their views represent an important minority, but should be balanced against the majority findings from the representative surveys.

2.6 Analysing the Data and Presenting the Findings

Once the fieldwork and desktop research were completed, the research team collectively analysed the quantitative and qualitative findings. The quantitative survey results were analysed by Mthente’s statistician using SPSS. The demographics of the respondents were compared to UCT’s records to check representivity. The findings confirmed a high degree of representivity. Open-ended questions within the surveys were qualitatively coded and analysed by Mthente’s senior researcher, alongside comparable themes that emerged from the in-depth interviews and focus groups. Quotes used in the report have been drawn from the open-ended survey questions, interview transcripts and focus group transcripts.
3. Internationalisation, IFD Students and the IFD Unit at UCT

This chapter situates IFD students and IAPO’s IFD Unit within the wider university context. The history of internationalisation at UCT is presented, illustrating the growth of IAPO and IFD student numbers, followed by an analysis of UCT’s Internationalisation Policy and the role of IFD students within broader UCT strategy. The IFD student presence at UCT is then described, with a brief summary of how the IFD Unit services them. Finally, the strategic and operational role of IAPO in implementing the Internationalisation Policy and IFD student enrollment is explored.

3.1 The Internationalisation of UCT: An Overview

3.1.1 History of Internationalisation at UCT and the establishment of IAPO

As South Africa emerged from apartheid and was making the transition to democratic rule, UCT was at the forefront of academic initiatives to connect with the rest of Africa and the world. The University’s leadership recognised the critical role that internationalisation would play in the development of democratic tertiary education in the country. This began with the establishment of the University Science Humanities and Engineering Partnerships in Africa (USHEPiA) in 1993, which sought to promote collaboration in research across the continent.

A growing interest in South Africa during the political transformation led to international students, particularly from the United States, coming to UCT on study abroad and exchange programmes. The funds generated through this influx of international students enabled UCT’s Deputy Vice Chancellor (DVC) at the time to establish UCT’s first international office in 1996, the International Academic Programmes Office (IAPO). IAPO’s mandate was to manage the growing numbers of international students wanting to study at UCT, as well as academic institutions wanting to form links with UCT, and thus “bring the world to UCT.”

Since then, IAPO’s portfolio has diversified and grown, with a consequent rise in staff numbers from three in 1996 to 27 in 2010. In 1997, IAPO had responsibility for 1,630 international students (both full-degree...
and study abroad), and this number has grown steadily over the past 14 years. Statistics reflect the growing international demand for a place at UCT. In 2001, there were 2 536 international students, with this number rising to 3 908 in 2004, and 4 671 by 2010, with students coming to UCT from over 100 countries.

The international student body at UCT is primarily made up of undergraduate and postgraduate International Full-Degree (IFD) students, but also includes Semester Study Abroad (SSA) students and exchange students (with IAPO running one of the most successful study abroad programmes on the continent). It is in light of this growing demand that both this review of the IFD programme, and the earlier review of the SSA programme, were commissioned, particularly given concerns around the capacity of IAPO and UCT to host these growing numbers, and offer sustained high quality service delivery.

3.1.2 The establishment of IAPO’s IFD section

IAPO’s IFD section came into existence in early 2005 following a restructuring of the International Office. Prior to the restructuring, the IFD section did not exist as a standalone unit. Instead, the staff members responsible for providing assistance to IFD students worked under a unit managed by a Manager for International Students who was also responsible for staff members providing support to SSA students. The three staff members attending to IFD students, prior to IAPO’s restructuring in 2004, comprised of:

- A Postgraduate Programmes Co-ordinator responsible for support to students on the USHEPiA Programme (70%) and general international postgraduate student support (30%).
- The International Undergraduate Student Officer (previously known as SADC Officer) responsible for both prospective and current undergraduate international students.
- The International Student Advisor responsible for both prospective and current undergraduate international students.

During IAPO’s restructuring in 2004, it was agreed that IAPO staff dealing with IFD students would fall under a newly developed section in IAPO called Internationalisation at Home. It was also agreed that the Postgraduate Programmes Co-ordinator would drop USHEPiA Programme responsibilities and handle a much broader postgraduate student portfolio alongside managing the other two IFD staff members. During a grading exercise in July of that year, the post of Postgraduate Programmes Co-ordinator was upgraded.
and the post of Manager: International Full Degree Students was created with overall responsibility for the IFD student section within IAPO’s Internationalisation at Home section.

With the coming on board of IAPO’s new Director in January 2006, the IFD section began to become more and more involved in the Department’s strategic planning. It also became apparent that the IFD section was a strategic section within IAPO’s Internationalisation at Home section. In September 2007, the position of Manager: International Full Degree Students was formalised and the IFD section became a stand-alone section within IAPO.

Since 2007, the operations within the IFD section have grown and the section now comprises of four permanent staff members:

- The Manager: International Full Degree Students provides support to both prospective and current international full degree postgraduate students.
- An International Undergraduate Student Officer provides support to current international full degree undergraduate students.
- An International Student Advisor provides support to prospective full degree undergraduate students.
- An International Student Administrator provides support in the postgraduate student area and with general IFD section administration.

3.1.3 The establishment of the Internationalisation Policy

With the exponential growth of international partnership requests and international student numbers, UCT was in need of a strategic intervention to ensure that IAPO and wider university’s strategies and activities were synchronised. In response to this initial phase of organic growth, a draft policy on internationalisation at UCT was first presented in 2000 to the UCT Senior Executive. The formal launch of UCT’s Internationalisation Policy only came in 2006, following further development. It was launched in conjunction with IAPO’s ten year review, which marked the beginning of the second decade of internationalisation. IAPO’s mission and related operational activities were now conceptualised from, and intended to directly feed into, UCT’s strategic goals, making for a more planned and integrated internationalisation process.
The Internationalisation Policy defines internationalisation as “the process of integrating international and intercultural dimensions into the teaching, research and service functions of an institution of higher learning.” Consequently, internationalisation is a process which permeates all realms of the academic environment, and its internal and external relationships. IAPO’s role is defined in the Internationalisation Policy as follows: “It is the function of IAPO to lead and coordinate the development of internationalisation at UCT, and to promote the integration of diverse communities across the university.”

IAPO is, therefore, the organisational structure responsible for implementing the Internationalisation Policy (explored below in section 3.2). However, when introducing the Internationalisation Policy, UCT’s DVC, who held the portfolio for external relations at the time, stated the following:

No single office or unit in the University can monitor all the wonderful collaborations between UCT staff and colleagues around the globe, nor should it try... Where IAPO should be seen as a resource is in its ability to facilitate and co-ordinate. For this, IAPO needs to have as clear a picture of what goes on throughout the University as it is possible to get.

Therefore, IAPO is intended to be the locus of UCT’s internationalisation, but functioning with the support of UCT’s various faculties and offices. Supporting IAPO at an executive level are two DVCs with portfolios directly related to internationalisation, as well as the Internationalisation Management Advisory Group (IMAG). One DVC has the portfolio for Internationalisation in general, and another DVC has the portfolio for making UCT an Afropolitan university (a strategic goal of the university, explored in section 3.3). IMAG is chaired by the former DVC, and has a range of members including the IAPO Director and IAPO managers, Deans of faculties, and Directors from a range of university departments, whose work is closely connected to internationalisation, such as the Institutional Planning, Communications and Marketing and Student Affairs Departments, as well as the Research Office, Postgraduate Funding Office and others. IMAG sets out to interpret the Internationalisation Policy, communicate the policy to key internal and external stakeholders, and determine how UCT is to both position itself within and interact with the international academic community – it therefore determines the implementation of the Internationalisation Policy, and consequently the direction of many of IAPO initiatives, including developments related to IFD students.

The guiding principles in the Internationalisation Policy established in 2006, and still in place today, relate to encouraging diversity in the academic environment and research, promoting and developing links with the rest of Africa, and ‘Internationalisation at Home’ (or ‘I@H’, explored in section 3.3.2). These guiding
principles aim to ensure that internationalisation at UCT becomes a meaningful part of the changes that South African society at large needs to undergo. A critical element in this entire process is the further growth and integration of IFD student presence at UCT, for which IAPO is chiefly responsible.

3.2 The Internationalisation Policy at UCT

The Internationalisation Policy currently in place at UCT is therefore the result of long-term strategic consideration and development and is intended to guide the direction of internationalisation for years to come; a strategically vital element of any leading academic institute in the contemporary era. The policy has six key principles, as summarised below. Points particularly relevant to IFD students are in italics.

1. **Excellence and Mutual Benefit:** This principle highlights *the need for international students and partner universities to be of a high quality*, ready to enthusiastically pursue mutually beneficial partnerships.

2. **Equity and Institutional Culture:** Internationalisation at UCT must promote the university’s equity and transformation objectives, contributing to an institutional culture that embraces diversity. *This involves attracting a diverse range of international students, the integration of international staff and students into UCT life at all levels*, and ensuring that previously disadvantaged or under-represented groups within UCT are supported on exchanges and other development opportunities through internationalisation.

3. **Position in Africa:** UCT will focus on increasing linkages with other African universities, and *increasing opportunities for students and scholars from across the continent to come to UCT*.

4. **Research and Academic Autonomy:** Academics are to be supported as they pursue their own individual international academic links and collaborations, formal and informal, so that internationalisation can happen organically between UCT departments and their global counterparts.

5. **Curriculum:** *Course offerings need to have both regional and international relevance*, and be benchmarked against international standards.

6. **International Student Numbers:** A *maximum number of international students will be set*, by the Admissions and Progression Committee, to ensure that services remain of a high quality and that an appropriate size and shape of the university is maintained.
Collectively these principles seek to ensure that IFD students are of the highest quality, contributing to the development and transformation of the academic environment at UCT and in Africa, and ensuring academic excellence and global competitiveness.

3.3 The Strategic Role of IFD Students

Not only are IFD students integral to the Internationalisation Policy, but also to UCT’s wider strategic vision. This is illustrated by the strong presence of internationalisation goals in UCT’s Strategic Plan for 2010-2014, with IAPO’s activities and IFD students, in particular, being integral to the realisation of Goal One (i.e. the internationalisation of UCT through an Afropolitan lens) and Goal Two (i.e. the transformation of UCT towards non-racialism and the inclusion of African voices).

3.3.1 Becoming an Afropolitan university

Goal One involves UCT becoming an ‘Afropolitan’ university, that is, an intellectual hub on the African continent. With this goal, UCT seeks to attract scholars and students from around the world and across the academic spectrum, with research interests ranging from African languages, literature and philosophy to climate change and geology on the continent; from health and disease to business and investment. The DVC with the portfolio responsibility for making UCT an Afropolitan university stresses that UCT, as the top ranked university on the continent, needs to ensure that both the education it delivers, and the academic environment it fosters, are relevant to the needs of the country and continent. This translates into encouraging IFD students, particularly from the rest of Africa, to come to UCT and be fully integrated into the academic and cultural life of the institution.

3.3.2 Internationalisation at Home

The second key element of Goal One is ‘Internationalisation at Home’ (I@H). I@H is a concept which has emerged as central to many universities’ strategies for internationalisation, and refers to the process of internationalising university campuses through bringing internationalisation into the university (thus reducing the cost of internationalisation, and transforming the university campus itself), as opposed to internationalising students and staff through sending them overseas. The emphasis is on a holistic
approach that nurtures intercultural perspectives and experiences through a range of initiatives including curriculum innovation, extracurricular activities and increasing the numbers of incoming international students and staff.

At UCT, I@H involves internationalising the student experience through both recruiting an internationally diverse student body and developing curriculum relevant to Africa and a globalised world. An international student presence (full-degree and otherwise) enables South African students to engage, both inside and outside of the lecture hall, with individuals with diverse backgrounds, life stories, and academic experiences. This exposure to international perspectives is intended to allow South African students to experience intellectual cosmopolitanism without having to go overseas, which is a journey few can afford to make. This makes significant contributions to ‘enhancing graduate attributes’, preparing students for the global workplace. I@H is realised through increasing and strengthening the university’s capacity to host international students, and IAPO plays a central role in this, as do the faculties who receive the students.

3.3.3 Diversity and non-racialism

Goal Two of UCT’s strategic plan relates to the transformation of UCT towards non-racialism and the inclusion of African voices. IFD students are a critical component to this process, as it is through bringing a diverse range of international students (particularly African) into UCT that a culture of diversity and inclusion can be encouraged.16 Goal Two specifically notes a desire to ‘transcend the idea of race,’ contributing to an improved institutional climate; hence the importance, not only of the presence, but of the integration of international students into university life, inside and outside the classroom. Exposure to international perspectives, and specifically to individuals who were not raised in South Africa and consequently do not share the same cultural and racial references, is critical to transforming the experience of South African university students.

3.4 International Full-Degree Students at UCT

IFD students constitute the bulk of UCT’s international student body. As discussed, UCT is ranked as the top university in Africa, and is a very attractive and unique university destination.17 Consequently, the
numbers of international students coming to UCT has grown each year, as shown in Table 1 below. The second table shows the breakdown of international students at UCT.

### Table 1: International Students at UCT (Source: IAPO, 2010)

<table>
<thead>
<tr>
<th>STUDENT GROUP</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total UCT students</td>
<td>18 119</td>
<td>19 315</td>
<td>19 943</td>
<td>20 480</td>
<td>21 356</td>
<td>21 454</td>
<td>21 419</td>
<td>22 608</td>
<td>24 012</td>
<td>25 002</td>
</tr>
<tr>
<td>Total international students incl. SSA/non-degree seekers</td>
<td>2 536</td>
<td>2 789</td>
<td>3 544</td>
<td>3 908</td>
<td>4 374</td>
<td>5 437</td>
<td>5 171</td>
<td>5 259</td>
<td>4 307</td>
<td>4 671</td>
</tr>
<tr>
<td>% international student registrations</td>
<td>14%</td>
<td>14%</td>
<td>18%</td>
<td>19%</td>
<td>20%</td>
<td>25%</td>
<td>24%</td>
<td>23%</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>Total international undergraduates</td>
<td>1 291</td>
<td>1 510</td>
<td>1 748</td>
<td></td>
<td>2 033</td>
<td>2 408</td>
<td>2 215</td>
<td>2 365</td>
<td>1 760</td>
<td>2 971</td>
</tr>
<tr>
<td>Total international postgraduates</td>
<td>963</td>
<td>904</td>
<td>1 265</td>
<td></td>
<td>1 467</td>
<td>1 651</td>
<td>1 519</td>
<td>1 565</td>
<td>1 631</td>
<td>1 700</td>
</tr>
<tr>
<td>Total UCT students (excl. SSA)</td>
<td>17 837</td>
<td>18 940</td>
<td>19 412</td>
<td>19 901</td>
<td>20 666</td>
<td>20 781</td>
<td>20 706</td>
<td>22 099</td>
<td>23 168</td>
<td>23 989</td>
</tr>
<tr>
<td>Total international students (excl. SSA)</td>
<td>2 254</td>
<td>2 414</td>
<td>3 013</td>
<td>3 329</td>
<td>3 727</td>
<td>4 764</td>
<td>4 458</td>
<td>4 750</td>
<td>3 464</td>
<td>3 658</td>
</tr>
<tr>
<td>% International students (excl. SSA)</td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
<td>17%</td>
<td>18%</td>
<td>17%</td>
<td>23%</td>
<td>21%</td>
<td>14%</td>
<td>15%</td>
</tr>
</tbody>
</table>

### Table 2: International Student Breakdown at UCT (Source: IAPO, 2010)

<table>
<thead>
<tr>
<th>STUDENT GROUP</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of countries represented</td>
<td>74</td>
<td>81</td>
<td>92</td>
<td>97</td>
<td>96</td>
<td>98</td>
<td>107</td>
<td>106</td>
<td>97</td>
<td>101</td>
</tr>
<tr>
<td>Number of African countries represented</td>
<td>-</td>
<td>-</td>
<td>30</td>
<td>29</td>
<td>31</td>
<td>38</td>
<td>36</td>
<td>30</td>
<td>31</td>
<td>35</td>
</tr>
<tr>
<td>Total SADC students</td>
<td>1 603</td>
<td>1 775</td>
<td>2 195</td>
<td>2 360</td>
<td>2 546</td>
<td>2 476</td>
<td>2 299</td>
<td>2 406</td>
<td>1 987</td>
<td>2 096</td>
</tr>
<tr>
<td>% SADC students</td>
<td>9%</td>
<td>9%</td>
<td>11%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Total non-SADC international students (excl. SSA)</td>
<td>651</td>
<td>639</td>
<td>818</td>
<td>976</td>
<td>1 181</td>
<td>2 288</td>
<td>2 158</td>
<td>2 344</td>
<td>1 478</td>
<td>1 536</td>
</tr>
<tr>
<td>Total non-SADC int'l students from Africa</td>
<td>-</td>
<td>212</td>
<td>286</td>
<td>399</td>
<td>442</td>
<td>557</td>
<td>561</td>
<td>629</td>
<td>567</td>
<td>798</td>
</tr>
<tr>
<td>Total SSA students</td>
<td>282</td>
<td>375</td>
<td>531</td>
<td>579</td>
<td>690</td>
<td>673</td>
<td>713</td>
<td>509</td>
<td>843</td>
<td>1 013</td>
</tr>
<tr>
<td>Total international students incl. SSA/non-degree seekers</td>
<td>2 536</td>
<td>2 789</td>
<td>3 544</td>
<td>3 908</td>
<td>4 374</td>
<td>5 437</td>
<td>5 171</td>
<td>5 259</td>
<td>4 307</td>
<td>4 671</td>
</tr>
</tbody>
</table>
Table 1 and Table 2 show that the majority of IFD students at UCT come from other African countries, totaling 79 percent in 2010 (with 57 percent from SADC and 22 percent from other African countries). There was a spike in IFD numbers between 2006 and 2008, of approximately 1 000 more students than in either 2005 or 2009. The growth in the number and percentage of IFD students as part of the total UCT student body has steadily decreased over the last four years, from 4 458 in 2007 (representing 23 percent of the UCT full-degree students) to 3 658 in 2010 (representing 15 percent of UCT full-degree students).

However, this is not due to a weakening of demand for a place at UCT. The 2010 admissions report from the Institutional Planning Department illustrates that whilst the proportion of international students in the applicant pool has seen a slight decline (from 22 percent in 2003 to 18 percent in 2010), overall IFD applicants have steadily increased (from 2 819 IFD applicants in 2003 to 3 431 applicants in 2010), indicating steady international demand for a place at UCT. The decreased proportion of IFD students can be attributed to tighter enrolment planning, following the spike between 2006 and 2008 and other factors unrelated to UCT.¹⁸

### 3.5 Roles and Responsibilities for Supporting IFD Students

A broad range of UCT structures, offices and units contribute to UCT’s strategy and service provision for IFD students. Following on from UCT’s Internationalisation Policy and strategies, it is the Institutional Planning Department that is responsible for facilitating, communicating and negotiating IFD enrolment targets with the faculties in order to keep an eye on the overall size and shape of the university. IAPO and Admissions prepare and disseminate relevant information for prospective international students via the web and information packs. The Admissions Office then facilitates IFD students’ applications and admission to UCT.

Although IAPO does not process IFD student applications, a significant amount of support is provided to prospective IFD students wanting to know about UCT application and admission procedures. Once a student is accepted to the University, IAPO’s IFD team provides students with further guidance on applying for a study permit, obtaining accommodation, international student’s pre-registration, and IFD student’s orientation. A copy of IAPO’s IFD student pre-arrival orientation information is either e-mailed or posted to
newly admitted students in late November of each year and further updates on important international student issues are posted on IAPO’s website to assist students in preparing for their arrival at UCT.

Having arrived at UCT, IFD students attend a non-academic IFD orientation programme run by IAPO, which is primarily designed to address international student related matters (e.g. international student’s pre-registration, immigration matters, culture shock, integration and general information on Cape Town and South Africa). Offered to both undergraduate and postgraduate students, this orientation programme is designed to complement and not duplicate that offered by faculties.

Following orientation, an important step in the registration process of IFD students at UCT is pre-registration with IAPO. IAPO pre-registers over 4 000 students annually, with the majority of students being pre-registered within the first two weeks of February each year at the IAPO offices. For pre-registration, all international students must present non-academic requirements including: (i) an original passport; (ii) a copy of the first page of passport with a student photo and personal details; (iii) a study permit valid for studies at UCT; (iv) proof of payment of fees / sponsorship; and (v) proof of medical insurance. Once students are cleared through pre-registration, they proceed to their respective faculties for academic registration. In terms of fee payment, SADC IFD fees are processed at UCT’s Fees Office, while all non-SADC student fees are processed by IAPO.

Table 3 below illustrates how the roles and responsibilities are divided across the university. This table illustrates not only how strategy around IFD students is determined, but also how their integration into the administrative structures of UCT is processed.

**Table 3: Roles and Responsibilities for IFD students (Source: IAPO, 2010)**

<table>
<thead>
<tr>
<th>Role</th>
<th>Department/Unit</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy</td>
<td>• UCT Executive and Senior Leadership Group (SLG)</td>
<td>• Determine UCT’s internationalisation strategy</td>
</tr>
<tr>
<td></td>
<td>• Institutional Planning Department (IPD)</td>
<td>• Set enrolment targets for IFD students</td>
</tr>
<tr>
<td></td>
<td>• Faculties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• DVC for Internationalisation</td>
<td>• Monitoring and evaluation</td>
</tr>
<tr>
<td></td>
<td>• IAPO</td>
<td>• Operationalising the Internationalisation strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Department/Unit</td>
<td>Responsibility</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Planning</td>
<td>Internationalisation Management Advisory Group (IMAG)</td>
<td>• Policy reference group for DVC for Internationalisation</td>
</tr>
<tr>
<td></td>
<td>Institutional Planning Department</td>
<td>• Facilitate and communicate with faculties to ensure enrolment targets and compliance with Department of Higher Education and Training (DHET) guidelines</td>
</tr>
<tr>
<td>Admissions</td>
<td>Admissions Office</td>
<td>• Ensure smooth processing of IFD applications for faculty admissions</td>
</tr>
<tr>
<td></td>
<td>Faculty offices</td>
<td>• Provide guidance with admission and application processes</td>
</tr>
<tr>
<td>Fees &amp; Scholarships</td>
<td>UCT Fees Office</td>
<td>• Process tuition fees of IFD students (SADC and non-SADC)</td>
</tr>
<tr>
<td></td>
<td>IAPO</td>
<td>• Process non-SADC IFD student <strong>International Term Fee (ITF)</strong> payments and ITF waivers</td>
</tr>
<tr>
<td></td>
<td>Postgraduate Funding Office (PGFO)</td>
<td>• Scholarships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Graduate services</td>
</tr>
<tr>
<td>Pre-Registration &amp; Orientation</td>
<td>IAPO</td>
<td>• Ensure IFD students have study permits and medical insurance, and have paid tuition fees and ITF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Upload all data onto People Soft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assist with accommodation</td>
</tr>
<tr>
<td></td>
<td>IAPO</td>
<td>• Provide academic orientation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide orientation for IFD students in UCT residences</td>
</tr>
<tr>
<td>Academic Registration</td>
<td>Faculties</td>
<td>• Academic registration and advising of IFD students</td>
</tr>
<tr>
<td>General IFD Operations and Student Welfare</td>
<td>IFD section within IAPO</td>
<td>• Provide information and support to IFD students, facilitating their integration into academic and social life at UCT</td>
</tr>
<tr>
<td></td>
<td>Department of Student Affairs (DSA)</td>
<td>• Student wellness</td>
</tr>
<tr>
<td></td>
<td>IAPO Finance Section</td>
<td>• Student governance and societies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ongoing advising and support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Manage invoicing, billing, collection and administration of IFD students that pay the ITF</td>
</tr>
</tbody>
</table>
### 3.6 The International Academic Programmes Office

Following the brief history of IAPO described earlier, this section provides more details on IAPO’s role, responsibilities and activities.

#### 3.6.1 IAPO’s Role, Strategic Objectives, and Operational Activities

IAPO has the task of coordinating and facilitating the internationalisation activities derived from UCT’s strategic plan and Internationalisation Policy. This translates into an extensive range of strategic objectives and operational activities, as illustrated in the table below.

**Table 4: IAPO’s Strategic Objectives and Operational Activities** *(Source: IAPO, 2010)*

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVES</th>
<th>OPERATIONAL ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure that internationalisation activities contribute to UCT’s Policy Objectives.</td>
<td>• Ensures participation and representation on appropriate UCT committees.</td>
</tr>
<tr>
<td>2. Grow UCT’s global profile and generate opportunities to improve its position as a world-class research-led, African university.</td>
<td>• Manages the University Science, Humanities and Engineering Partnerships in Africa (USHEPiA) Programme and other collaborative programmes in Africa.</td>
</tr>
<tr>
<td></td>
<td>• Houses resource information on linkages between UCT and other African academics.</td>
</tr>
<tr>
<td></td>
<td>• Monitors events in higher education in Africa and provides advice to UCT academics working with other African universities.</td>
</tr>
<tr>
<td></td>
<td>• Maintains a database of Agreements and Memoranda of Understanding (MoUs).</td>
</tr>
<tr>
<td>3. Benchmark local needs and global standards for an international university.</td>
<td>• Actively participates in, and is a member of local and international professional bodies on international education.</td>
</tr>
<tr>
<td></td>
<td>• Liaises with the international offices of other tertiary institutions in South Africa.</td>
</tr>
<tr>
<td></td>
<td>• Active role with the International Education Association of South Africa (IEASA).</td>
</tr>
<tr>
<td>STRATEGIC OBJECTIVES</td>
<td>OPERATIONAL ACTIVITIES</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
| a) **Integrate the global and local** by bringing international perspectives to UCT students and staff, and ensuring the integration of international students into the local environment. | • Organises international activities enhancing student life and staff development at UCT.  
• Facilitates the integration of incoming international students and staff into the UCT community.  
• Manages a range of international students: Full-degree, study abroad, ‘island programmes’, affiliates and other occasional students.  
• Manages the invoicing, collection and administration of fees of all non-SADC students at UCT. |
| b) **Consult and facilitate** individual, departmental, faculty and institutional **international linkages** using UCT sanctioned guidelines. | |
| 5. **Provide specialist services for international students and applicants.** | • Runs the international student pre-registration service.  
• Assists students with immigration issues and study permits.  
• Produces information booklets and pamphlets specifically for international students.  
• Liaises with the Department of Home Affairs Department regarding immigration legislation and compliance.  
• Maintains links with embassies and donor organisations that fund international students.  
• Manages institutional/faculty MoU’s and hosts international visitors. |
| 6. **Develop and promote the concept of “internationalisation at home”, ensuring that the entire UCT community benefits from the growing internationalisation of UCT.** | • Facilitates the integration of international students and staff from a diverse range of countries into UCT faculties and the broader UCT community. |
| 7. **Facilitate exchange opportunities for UCT staff and students to experience academic life at international partner universities** through mobility programmes. | • Provides a resource centre on international universities and education opportunities for local students.  
• Runs Outward Exchanges for UCT students to travel and study abroad at partner institutions. |

As can be seen from Table 4 above, the main streams of IAPO’s operations are:
- Growing and managing UCT’s international profile;
- Facilitating connections between the local and the global through bringing international perspectives to UCT students, and integrating international students into UCT life;
- Facilitating international partnerships.

On a practical level this involves managing a range of **partnerships** (with other universities and networks), **programmes** (for international and UCT students) and **resources** (for all levels of the UCT community). IAPO is therefore providing services for all levels of the UCT community (international and South African...
students, administrative staff and professors) and a range of international stakeholders (academic staff and international offices at universities across the globe, third party providers of study abroad, international networks, and a range of independent international visitors and students).

### 3.6.2 IAPO’s Organisational Structure and Services

IAPO’s organisational structure is intended to support its range of strategic objectives and is divided into five sections that deal with the range of stakeholders concerned. These sections are listed below, along with their responsibilities:

- **African Academic Links** – develops and facilitates UCT’s connections across the continent and manages USHEPiA.
- **Mobility and Links** – manages all non-degree international students including the SSA programme.
- **International Full Degree Students** – manages all IFD students (undergraduate and postgraduate).
- **Finance** – manages all of IAPO’s finance administration.
- **Administrative Systems, Information and Research** – ensures that systems and other technical tools are in place to facilitate the needs of the office.

Each section has a manager and two to eight other staff members. These managers are under the leadership of IAPO’s Director, who in turn reports to the DVC for Internationalisation.

In terms of services to students, IAPO facilitates the integration of the following groups into UCT’s systems and community: IFD students (undergraduate and postgraduate), SSA students, affiliates (typically international postgraduate researchers), occasional students (international students taking one or two courses, for non-degree purposes), and ‘island’ programmes (where faculty-led groups of students from partner universities come to UCT on stand-alone programmes involving courses that are not part of any full-degree curriculum at UCT).
3.7 The IFD Section within IAPO

The IFD section within IAPO services approximately 3 500 to 4 500 IFD students each year (divided into undergraduate, postgraduate taught, postgraduate research and postdoctoral fellows). It also deals with a vast amount of enquiries from prospective and current IFD students, academics and administrative staff members. As mentioned earlier, the IFD team was initially composed of three staff members within general IAPO operations, but has since grown into a strategic stand-alone section with an IFD Manager who oversees all IFD activities.

3.7.1 Aims and objectives of the IFD section

The primary objective of the IFD section is to offer core strategic and operational services (such as immigration, medical insurance, general enquiries and advising) designed to facilitate and enhance the academic and social experience and integration of undergraduate and postgraduate IFD students. This is to ensure that IFD students feel part of the UCT community; thus meeting the strategic goals of I@H, creating a diverse and inclusive environment, and making UCT truly ‘Afropolitan’.19

Consequently, the IFD section’s main strategic aims are listed below:

- Lobbying government departments (e.g. Department of Home Affairs) regarding the impact of government policies and legislation on IFD students and proposing changes and interventions;¹
- Promoting I@H and supporting broader transformation efforts by hosting cultural events and encouraging students to join community outreach programmes;
- Representing the IFD student interests on UCT committees that formulate policies (such as Admissions, Housing, Funding) and other decision-making bodies.

Operationally, the IFD section offers a wide range of support services, advice and assistance to address issues affecting IFD students. These are listed in the table below.

¹ The IFD section plays an active role in lobbying the Department of Home Affairs to get restrictive immigration regulations changed.
Table 5: IFD Operations (Source: IAPO, 2010)

<table>
<thead>
<tr>
<th>AREA</th>
<th>KEY ACTIVITIES</th>
</tr>
</thead>
</table>
| Information         | • Acting as a **central point for IFD student enquiries** related to UCT admissions and administrative procedures, academic options, immigration issues, etc.  
                      • **Providing assistance and advice** to students and the UCT community in general regarding the renewal of **study permits and immigration regulations**.  
                      • **Producing information booklets** and maintaining other information resources for IFD students. |
| Programmes & events | • Organising and running **orientation programmes** for new IFD students, including full information on health insurance and immigration.  
                      • Organising events aimed at contributing to transformation at UCT and **celebrating the diversity** of the UCT student body. |
| Policy              | • **Contributing to the development of strategy and policy for international postgraduates at UCT**, including recruitment and the development of proposals and circulars on internationalisation matters affecting international postgraduate students. |
| Integration         | • **Liasing with student clubs and societies** to promote the integration of international students at UCT and enhance the student experience on campus.  
                      • **Promoting community service opportunities** to IFD students in collaboration with organisations such as Students’ Health and Welfare Centres Organisation (SHAWCO) and UCT’s HIV/Aids unit. |
| External            | • **Maintaining linkages with international donor organisations** such as USAID to facilitate placement of postgraduate students funded by those organisations.  
                      • **Regularly communicating with embassies, high commissions, the Department of Home Affairs** and other external constituents to keep abreast of developments in areas impacting on international students.  
                      • **Networking with colleagues in higher education institutions** within and outside South Africa on internationalisation matters.  
                      • **Participating in local and international conferences** such as the International Education Association of South Africa (IEASA) and the National Association of Student Development (NASDEV). |
| Emergency assistance| • **Providing a 24-hour emergency call service** for IFD students. |
3.8 Summary of Internationalisation, IFD Students and the IFD Unit at UCT

A summary of Chapter 3 is presented below:

- International demand for a place at UCT has grown in the last decade, with international enrolment of IFD students rising from 2,254 in 2001 to 4,750 in 2008, and leveling off at 3,658 by 2010, with students coming to UCT from over 100 countries.

- Overall IFD applicants have steadily increased over the last 10 years. However, the proportion of IFD students as part of the total UCT student body has decreased (from 23 percent in 2007 to 15 percent in 2010) due to tighter enrolment planning, in light of the growth in IFD and other international student numbers.

- In response to the growth in international partnerships and incoming international students, UCT launched a formal Internationalisation Policy in 2006.

- IAPO is tasked with leading and coordinating the development of internationalisation at UCT, and promoting the integration of diverse communities across the university, with the support of the DVC for Internationalisation, and the International Management Advisory Group (IMAG).

- The guiding principles in UCT’s Internationalisation Policy are related to the promotion of excellence and mutual benefit, a contribution to equity and institutional culture, increasing linkages with Africa, autonomy of international collaborations and partnerships in academic work and research, internationalised curriculum, and a controlled number of international students to ensure that services remain of a high quality.

- IFD students at UCT are predominantly from the rest of Africa (79 percent in 2010). In 2010, 57 percent were from SADC and 22 percent from other African countries.
IAPO is tasked with overall responsibility for providing non-academic services to IFD students. However, a range of executive and administrative bodies and offices also contribute (including the UCT Executive and IMAG making strategic contributions, the Admissions and Fees Office processing applications and fees, and the faculties conducting academic registration, teaching and research supervision).

The IFD Unit fulfills a major function of IAPO’s extensive internationally related services (including managing the SSA programme, African academic links, and all other international incoming and outgoing student mobility).

IAPO is tasked with providing key services of information, programmes and events, integration, and emergency assistance to IFD students, as well as contributing to IFD policy, and managing relations with external networks and stakeholders.

At the level of policy, IFD students at UCT are an important strategic element in UCT’s vision and internationalisation goal, with IAPO playing a major role in providing essential services.
4. Benchmarking IFD Students Internationally

This chapter assesses international case studies of universities that host large numbers of IFD students, to provide a benchmark for UCT’s enrollment of IFD students. The chapter will begin with a presentation of the international context of international student mobility, as well as policy relevant to international student mobility on the continent and in South Africa. This will be followed by a consideration of five international case studies, including ‘traditional’ and ‘non-traditional’ receiving institutions, both on and off the African continent.

4.1 Introduction to International Student Mobility

In the last decade, ‘internationalisation’ has come to the forefront of the strategic agenda at universities worldwide. This process has been characterised by a shift away from ‘a long list of inactive bilateral agreements’ to an emphasis on: a) more active participation in international and regional networks, b) increased student and staff mobility, c) collaborative research across borders, and d) the development of curriculum and degrees that incorporate international dimensions. The recruitment of international students in an effort to internationalise university classrooms and campuses, as well as generate additional income, has been central to many universities efforts to internationalise. Since 2000, there has been a dramatic growth in international student mobility. UNESCO’s 2010 Global Education Digest shows that in 2000, there were 1.8 million international students enrolled at tertiary institutions across the globe. This number rose to nearly 3 million by 2008, representing a 67 percent increase over eight years.

Certain nations have been the ‘traditional’ international student destinations (primarily the U.S., the U.K. and Australia). In the last ten years, this has shifted slightly, as many ‘non-traditional’ receiving institutions (particularly in the “global South”) have sought to increase international student recruitment, with the aim of internationalising students and staff, increasing academic quality, and strengthening

---

ii Knight’s (2003, updated from 1994) definition of ‘internationalisation,’ defined as “the process of integrating an international intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education,” is that adopted by UCT as well as other higher education institutions and networks internationally.

iii Derived from the concept of the ‘North-South divide,’ developed by German Chancellor Brandt in the 1980s to convey the socio-economic and political divide between wealthy, “developed” countries in the Northern hemisphere, and poorer, “developing” countries in the Southern hemisphere.
The more ‘traditional’ international student destinations such as the United Kingdom are beginning to feel the competition. However, internationally, record numbers of international students are being recorded in all regions, as internationalisation continues to be seen as a top priority in higher education.

4.2 IFD Policy and Students in Africa and South Africa

On the African continent, South Africa attracts more international students than any other country, both for short non-degree programmes and full-degree studies. As discussed above, low and middle income countries are beginning to offer competition to ‘traditional’ international student destinations. Literature around the internationalisation of higher education focuses on the experiences of the traditional receiving institutions in the wealthier, developed nations of the “global North,” and whilst research is beginning to emerge on Asian countries, there is little research or data available on international student mobility on the African continent. Academic journals concerned with higher education have been highlighting the need for further research into the internationalisation of African universities and this is beginning to emerge. The African case studies presented in this chapter are based upon this recent research.

Policy related to the internationalisation of higher education in Africa, and South Africa, has been shaped by several initiatives. Firstly, the Southern African Development Community (SADC) adopted a treaty in 1997 establishing cooperation amongst member states in education and training. Continentally, the New Partnership for African Development (NEPAD) which was adopted in 2001 by 15 of the 53 African Union states seeks to promote the socio-economic development and integration of Africa, and many of the principles laid out in its framework document have been translated into cooperation in education and increased student mobility across the continent.

In 2004, the Association of African Universities (AAU) met in Accra to discuss the Internationalisation of Higher Education in Africa, and the World Trade Organisation’s General Agreement on Trade in Services (GATS) which made education a tradable service. The Accra Declaration on GATS and the Internationalisation of Higher Education in Africa was issued, in collaboration with UNESCO and the Council on Higher Education of South Africa, and further promoted international student mobility across and beyond the borders of Africa (amongst other streams of internationalisation). These initiatives illustrate a
desire and drive to internationalise education on the continent. Coupled with institutional strategic drives at individual universities, there have been dramatic increases in student mobility on the continent, and into South Africa in particular.

In 2007, 51 717 international students in South Africa were from the rest of the African continent, making up 85 percent of the international student total. This is the defining feature of international student inflow into South African higher education; the majority of international students are from Africa (particularly SADC countries), with a minor stream from countries in the Northern hemisphere. With regard to full-degree studies, a higher proportion of students come from the rest of Africa to register for degree programmes, whereas the majority of students from the northern hemisphere come on exchanges or other shorter, non-degree programmes. This reflects a hierarchy of demand and resources. Students from the rest of Africa come to South Africa for full-degree studies due to South Africa’s stable political and economic environment, which has resulted in a diversity of high quality higher education institutions and disciplines. In comparison, many students from the Northern hemisphere come to South African universities on shorter term programmes, to gain exposure to global development challenges. International and regional socio-economic factors influence the influx of international students, as will be shown in the following case studies.

4.3 Case Study 1: Michigan State University

The first case study is Michigan State University, a partner university of UCT, which has one of the largest numbers of incoming international students in the United States. The U.S. currently receives more international students than any country in the world, receiving 671 616 in the 2008/2009 academic year (out of a global total of three million). Michigan State University (MSU) is at the forefront of international student recruitment, and, historically, has always placed emphasis on international education. MSU is one of the top ten public universities for international student recruitment in the U.S., as well as being one of the top three universities for study abroad programmes. Consequently, it is a valuable case study of a ‘traditional’ receiving institution. In addition to this, it has also adopted the strategy of ‘Internationalisation at Home,’ making it a particularly relevant case study for UCT.

iv See Chapter 3, section 3.3.2, for full discussion of the term, and relevance to UCT’s strategic agenda for internationalisation.
MSU began as the United States' first agricultural college in 1855, and grew to become one of the ‘Big Ten’ universities (a group of prominent mid-Western state universities known for high academic standards and athletic excellence). MSU has the largest land campus in the U.S., and is home to several nationally and internationally recognised academic and research programmes. The three main streams of the internationalisation drive at MSU fall under their 'global engagement' initiative, led by the International Studies and Programmes Office (ISPO). These are:

1) Research and development;
2) Study abroad;
3) Recruiting international students and scholars.

The following section will discuss how the third stream, that is, the recruiting of international students and scholars, fits into the broader strategic aim of internationalising the university and the student body in particular. An assessment of the content and success of this recruitment drive will then be presented.

### 4.3.1 Internationalising Student Life (ISL)

In 1990, MSU established the Internationalising Student Life (ISL) programme, which seeks to ‘prepare American students for the global era in which they live’. The primary aim of the ISL programme is to internationalise the domestic student experience by helping American students discover the meaning of globalisation as it relates to their individual lives and the world around them. This is through a changing curriculum, promoting opportunities for experiential learning (both inside and outside the classroom), and encouraging a range of social and civic activities. The broad objectives of the ISL programme are to allow students to:

- Learn about and develop an appreciation for cultures other than their own;
- Develop interpersonal communication skills for successful cross-cultural exchange;
- See how globalisation affects their lives.

The recruitment, enrolment and integration of significant numbers of international students were therefore critical to the success of the programme.

In 2005, MSU received funding through the Fund for the Enhancement of Academic Quality to redesign the ISL programme. This redesign involved the adoption of Internationalisation at Home as the primary strategy
for internationalising the MSU student experience (a similar strategy was adopted by UCT in 2006). Michigan, being a Midwestern state, is less internationalised than states on the two coasts of the U.S., and consequently professors from Michigan with international experience are keen to expose their students to the world outside of the U.S., and the ‘developing world’ context in particular.\(^{38}\) The aim of the I@H drive is to ensure ‘that no student will leave MSU without exposure to some level of international experience.’\(^{39}\) This involves a focus on domestic undergraduate students who have not been overseas, and in particular those that will not have the opportunity to study abroad. This parallels the focus of I@H at UCT, which also seeks to expose local students to international contexts, without their necessarily having to go overseas.

The main objectives of the I@H programme at MSU are:

1) To provide **opportunities to study, interact and participate in intercultural learning activities** for students who cannot/may not choose a study abroad experience.

2) To identify the variety of academic courses with international dimensions and work with teaching staff to **bring the expertise of international students and internationally experienced domestic students into the classroom**.

3) To contribute to **preparation and orientation of students going abroad** on international service learning and study abroad programmes.\(^{40}\)

These objectives illustrate a core goal of creating more opportunities for international and domestic students to interact with each other and appreciate the value of cross-cultural learning and experience.

I@H at MSU is implemented through two bodies: the Office for International Students and Scholars (OISS), and the Department for Student Life (DSL). The OISS provides international students with practical assistance in terms of visas and other orientation issues. The DSL is responsible for Internationalising Student Life, and consequently the practical implementation of I@H. Having a separate organisation being responsible for the social side of internationalisation ensures that not only is there policy in place for ISL and I@H, but that there are also concrete programmes, activities, events where international students and domestic students can meet, interact and learn from each other. The ISL website describes how this allows for ‘interruptions to our way of being,’ and ensures that lessons around cross-cultural interaction are learnt at an experiential level, so that ‘internationalisation’ means something to them personally in their daily lives.\(^{41}\)
In addition to these different offices and programmes that promote I@H, there is an additional factor that ensures the success of I@H at MSU. MSU has the largest residence hall system in the U.S., and consequently is able to accommodate the large numbers of international students. MSU has 24 undergraduate halls, each housing 1000 students, as well as one postgraduate hall and two postgraduate ‘apartment villages’ (which house 1800 students in total). International students apply to live in residences in the same way as other MSU students, and are fully integrated into the housing system, which greatly facilitates the social integration of international students into the wider MSU student body. This demonstrates the benefits of a university’s concerted effort to provide on-campus accommodation for international students.

4.3.2 MSU International Student Enrolment by Year and Region

Table 6 below shows MSU international student numbers, since 2005, with a regional breakdown. The success of the internationalisation drive at MSU is visible, with an overall increase in international student numbers of 31 percent since 2005. In 2009, MSU had a student body of approximately 47 300 students, and of this number, 5 056 were international students coming from over 130 countries, representing 10.8 percent of the student population. The table also shows how most international students to MSU come from Asia, with 3 908 out of a total of 5 056 in 2009. European students represent the next largest group, though at a tenth of the number (332), followed by students from the Middle East (288), Latin America (197), Africa (188), North America (124) and Oceania (19). This illustrates that the bulk of students are coming from countries in the “global South,” with students from Asia, Africa, Latin America and the Middle East making up 91 percent of the international student population. This makes a large contribution to exposing domestic students to international perspectives.

Table 6: MSU International Student Numbers (Source: MSU, 2010)

<table>
<thead>
<tr>
<th>Region</th>
<th>2005</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>5 Yr % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>182</td>
<td>182</td>
<td>173</td>
<td>188</td>
<td>17.0%</td>
</tr>
<tr>
<td>Asia</td>
<td>2656</td>
<td>2829</td>
<td>3168</td>
<td>3908</td>
<td>38.9%</td>
</tr>
<tr>
<td>Europe</td>
<td>308</td>
<td>319</td>
<td>398</td>
<td>332</td>
<td>17.5%</td>
</tr>
<tr>
<td>Latin America</td>
<td>233</td>
<td>236</td>
<td>213</td>
<td>197</td>
<td>-2.1%</td>
</tr>
<tr>
<td>Middle East</td>
<td>198</td>
<td>246</td>
<td>220</td>
<td>288</td>
<td>42.4%</td>
</tr>
<tr>
<td>Region</td>
<td>2005</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>5 Yr % Change</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>---------------</td>
</tr>
<tr>
<td>North America</td>
<td>176</td>
<td>163</td>
<td>146</td>
<td>124</td>
<td>-12.5%</td>
</tr>
<tr>
<td>Oceania</td>
<td>34</td>
<td>40</td>
<td>27</td>
<td>19</td>
<td>2.9%</td>
</tr>
<tr>
<td>Total</td>
<td>3787</td>
<td>4015</td>
<td>4345</td>
<td>5056</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

### 4.3.3 MSU International Student Enrolment by Level of Study and Faculty

At MSU, 77 percent of the student body is undergraduate, compared to 23 percent postgraduate.\(^4\) Table 7 illustrates the proportions of international students at each level, and how this has changed over time.

**Table 7: MSU International Student Enrolment Trends (Source: MSU, 2010)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Graduate Professors</th>
<th>Total Int’l</th>
<th>% of Total MSU Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>197</td>
<td>568</td>
<td>366</td>
<td>1</td>
<td>1132</td>
<td>2.7%</td>
</tr>
<tr>
<td>1980</td>
<td>302</td>
<td>559</td>
<td>541</td>
<td>4</td>
<td>1406</td>
<td>3.1%</td>
</tr>
<tr>
<td>1990</td>
<td>442</td>
<td>852</td>
<td>983</td>
<td>5</td>
<td>2282</td>
<td>5.3%</td>
</tr>
<tr>
<td>2000</td>
<td>906</td>
<td>889</td>
<td>1089</td>
<td>4</td>
<td>2888</td>
<td>6.7%</td>
</tr>
<tr>
<td>2005</td>
<td>1211</td>
<td>745</td>
<td>1328</td>
<td>9</td>
<td>3293</td>
<td>7.3%</td>
</tr>
<tr>
<td>2007</td>
<td>1629</td>
<td>888</td>
<td>1344</td>
<td>8</td>
<td>3869</td>
<td>8.4%</td>
</tr>
<tr>
<td>2008</td>
<td>2198</td>
<td>914</td>
<td>1386</td>
<td>11</td>
<td>4509</td>
<td>9.7%</td>
</tr>
<tr>
<td>2009</td>
<td>2636</td>
<td>951</td>
<td>1452</td>
<td>17</td>
<td>5056</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

From having 390 students in 1950, the total figure at MSU rose to 5 056 in 2009. The most significant rise in numbers was in the last decade, which follows international trends. However, the most dramatic increase in undergraduate student numbers was in the last five years, with a jump of approximately 500 students each year since 2005, illustrating the success of MSU’s I@H drive.

Table 7 also shows how the last decade has seen a shift in the proportions of international students who are studying for their Masters degrees and doctorates. Whilst the proportions were relatively balanced in 2000, with figures for undergraduate, Masters and PhD students all being around 900 to 1 000, undergraduate enrolments have nearly tripled (from 906 in 2000 to 2 636 in 2009) and doctoral enrolments
have increased by 50 percent (from 1 089 in 2000 to 1 452 in 2009). Masters enrolments have remained relatively stable in the last ten years, at around 900. The dramatic increase in international undergraduate enrolments not only shows MSU’s commitment to exposing its domestic undergraduate students to international perspectives, but also its success in recruiting large numbers of international students to take up their undergraduate studies in a foreign country. This makes the strategic goal of I@H a reality on campus.

Table 8 below shows the international student distribution across faculties at MSU. The table shows how MSU’s College of Business has had the highest growth in intake of international students, from 638 in 2005 to 1 148 international students in 2009. Natural Science is the next most popular faculty, with an increase of 18.5 percent over the same period, with a 2009 intake of 680. This is followed by the College of Engineering (636), the Agricultural College (481), and the College of Social Science (446).

<table>
<thead>
<tr>
<th>College</th>
<th>2005</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>5 Yr % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>311</td>
<td>393</td>
<td>417</td>
<td>481</td>
<td>54.7%</td>
</tr>
<tr>
<td>Arts &amp; Letters</td>
<td>418</td>
<td>452</td>
<td>345</td>
<td>346</td>
<td>-17.2%</td>
</tr>
<tr>
<td>Business</td>
<td>638</td>
<td>638</td>
<td>860</td>
<td>1148</td>
<td>79.9%</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>229</td>
<td>250</td>
<td>293</td>
<td>331</td>
<td>44.5%</td>
</tr>
<tr>
<td>Education</td>
<td>229</td>
<td>214</td>
<td>215</td>
<td>235</td>
<td>2.6%</td>
</tr>
<tr>
<td>Engineering</td>
<td>519</td>
<td>535</td>
<td>575</td>
<td>636</td>
<td>22.5%</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>85</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Human Medicine</td>
<td>34</td>
<td>29</td>
<td>31</td>
<td>30</td>
<td>-11.8%</td>
</tr>
<tr>
<td>James Madison</td>
<td>12</td>
<td>16</td>
<td>14</td>
<td>19</td>
<td>58.3%</td>
</tr>
<tr>
<td>Lifelong Education</td>
<td>380</td>
<td>407</td>
<td>364</td>
<td>375</td>
<td>-1.3%</td>
</tr>
</tbody>
</table>

*For full details on international student distribution across faculties at UCT, see Chapter 6, section 6.3.*
<table>
<thead>
<tr>
<th>College</th>
<th>2005</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>5 Yr % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyman Briggs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Music</td>
<td>-</td>
<td>-</td>
<td>123</td>
<td>123</td>
<td>-</td>
</tr>
<tr>
<td>Natural Science</td>
<td>574</td>
<td>587</td>
<td>602</td>
<td>680</td>
<td>18.5%</td>
</tr>
<tr>
<td>No Preference</td>
<td>47</td>
<td>24</td>
<td>29</td>
<td>22</td>
<td>-53.2%</td>
</tr>
<tr>
<td>Nursing</td>
<td>7</td>
<td>8</td>
<td>15</td>
<td>15</td>
<td>114.3%</td>
</tr>
<tr>
<td>Osteopathic Medicine</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>-14.3%</td>
</tr>
<tr>
<td>Social Science</td>
<td>249</td>
<td>408</td>
<td>406</td>
<td>446</td>
<td>79.1%</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>48</td>
<td>49</td>
<td>52</td>
<td>61</td>
<td>27.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3787</td>
<td>4015</td>
<td>4345</td>
<td>4962</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

### 4.3.4 Summary of International Students at MSU

Nationally and internationally, MSU has been at the forefront not only of sending students abroad, but of recruiting international full-degree students. Consequently, it serves as a model for 'receiving' institutions globally. The success of MSU’s I@H drive is illustrated in the fact that 2009 was the first year in which international undergraduates outnumbered international graduate students, contrasting the international trend of a top-heavy international student body. Undergraduate student populations are generally less internationalised, and so this is a significant achievement for MSU. Large numbers of international students, particularly from the global South, are integrated into the campus across faculties, and this in turn supports internationalisation of the research agenda. Outside of the classroom, integration is supported through activities and programmes run by the Department for Student Life and the integrated residences. MSU’s strategic policy of I@H has been realised through effective implementation at ‘ground level’, by ensuring that domestic students are given as much opportunity as possible to interact with international students.
This success has had knock-on effects, and reduced the burden of ‘hosting’ in a variety of ways. For example, due to the high reputation of international education at MSU, the university has seen a rise in the number of sponsored international students. In 2009, 450 international students at MSU were sponsored by their governments, the U.S. government, or other organisations. This has ensured that the university does not need to provide additional financial support to these international students. Financially, the benefits of the international student presence spread beyond the university, and one of the broader impacts of the large international student body at MSU is an estimated $150 million contribution to the local economy. These financial benefits aside, MSU has displayed clear and long-term commitment to transforming the student experience of ‘internationalisation,’ and it is through these efforts that it has become a leader in the field.

4.4 Case Study 2: University of Sydney

The University of Sydney is one of the top three universities in Australia, and a popular destination for international students. In 2010, the University of Sydney had an international student population of 10,832, coming from 134 countries. This represents 22 percent of a total student population of 49,000, which is slightly higher than the proportion of international students as at UCT. Located in Sydney, the university is situated in a cosmopolitan city of outstanding natural beauty, with a dynamic, global population. The university itself has a particularly diverse staff and student body. In addition to this, the University launched a strategic plan for 2011-2015 which placed great emphasis on internationalisation. Therefore, it is an institution that has many parallels with UCT, in terms of setting, context, and strategic focus.

4.4.1 Internationalisation Policy at the University of Sydney

Since 2006, there has been a 25 percent increase in international student numbers at the University of Sydney. It was in response to the high numbers and sustained growth of international student enrolment that the need for a greater and more coordinated focus on international activities became clear. The University of Sydney thus launched an Internationalisation Policy in May 2008. The policy is designed “to ensure that the University of Sydney’s learning, teaching and research activities and the student experience demonstrate international focus, international best practice and drive engagement.” The policy incorporates both internal processes and external relations. Internally, the policy relates to the development
of plans and coordination for internationalisation. Externally, key aspects of the policy are the engagement with international communities through international alliances and collaboration, the development of joint ventures and business development, and targeted international promotion and communication. Emphasis is placed on the fact that internationalisation is a process to be integrated into all areas of the university, and carried out by all members of the university (academic and general). The policy is reflected not only in university strategy, but in its leadership and management structures, and all aspects of teaching, learning and research at the university.51

A central focus of the university’s Strategic Plan for 2011 – 2015 is internationalisation, as shown in its statement of purpose:

We aim to create and sustain a university in which, for the benefit of both Australia and the wider world, the brightest researchers and the most promising students, whatever their social or cultural background, can thrive and realise their full potential.52

As an institution of higher education, the university aims to make a contribution not only nationally, but internationally. Specifically, Strategy Five is to ‘Expand and diversify opportunities for students to develop as global citizens’. Within this, there is an emphasis on building exchange opportunities, recruiting a diverse and talented pool of international students, and developing scholarships to attract the best PhD students from priority countries (in the Asia-Pacific region).

Finally, an additional factor driving forward internationalisation is financial. Due to a decline in government funding of universities in the recent past, internationalisation has become a key area of focus for higher education institutions in Australia.53 The University of Sydney, like many other universities in Australia, has had to restructure in response to the changing nature of higher education in the country, with international full-degree students becoming a valuable source of income.54

4.4.2 University of Sydney International Student Enrolment since 2006

Table 9 below shows the international student enrolments at the University of Sydney over the last five years, according to region.
As can be seen above, there has been a steady increase in international student numbers over the last five years. Since the introduction of the Internationalisation Policy in 2008, the University of Sydney has seen international full-degree student numbers grow, particularly from priority countries. Since 2008, overall international student numbers have risen by nearly a thousand students, from 9 917 to 10 832 in 2010. The table shows how international student numbers from the priority region of Asia-Pacific have steadily grown, with this group remaining the best represented (with 71.3 percent of international students coming from North and East Asia).

### 4.4.3 Beyond Policy

The University of Sydney has displayed commitment in supporting international students not only academically, but socially, and has a dedicated unit to facilitate integration into life in Australia and on campus. Whilst the International Student Office (ISO) primarily handles the academic and administration processes, the International Student Support Unit (ISSU) handles their practical and social orientation, as well as offering emotional support services. The ISSU provides a broad range of services and programmes that aim to help international students ‘develop successful strategies for coping with the challenges of living and studying in an unfamiliar culture, to achieve success in their studies and to make the experience of being an international student rewarding and enjoyable.’

This includes free and confidential counselling,
welfare advice, information, and assistance with accessing other support services, and resources on campus and in the community. These services are available to international students and their families.

Specific ISSU services include:

- Pre-arrival advice and information before international students leave their home countries;
- Logistical support, advice and information once they have arrived in Sydney;
- Individual counselling services with International Student Counsellors (qualified professionals with extensive experience in cross-cultural counselling);
- A programme of social trips and activities throughout the year;
- The ‘uni-mates’ programme which provides a weekly opportunity for ‘coffee and cake’ with Australian students;
- Psychological and logistical support regarding the process of returning home after graduation;
- Careers advice after graduation (including organising internships);
- Management of critical incidents involving international students (natural disaster, death, mental health issues, missing persons, etc.).

In addition to these services, a regular monthly newsletter keeps international students informed of the various social activities taking place, as well as important updates regarding services and seminars for international students. It also serves as a noticeboard for language support services, sports activities and other conversations around international student life at the University of Sydney.

Regarding accommodation, there is competition for places in campus accommodation, and consequently, the ISSU advises international students to apply early. However, Sydney University Village on campus does have an International House as well as residential colleges and a number of other facilities which are available to international students. Therefore, in addition to an International Student Office for academic issues and registration, the separate ISSU office provides an extensive array of services that support international students in the challenging process of entering, and being integrated into, a new environment.
4.4.4 Summary of Internationalisation at the University of Sydney

Over the last five years, the University of Sydney has seen international student demand grow, and each year international student numbers have increased from between 500 to 1000 students. The university has consequently developed a range of support services available to international students, ensuring that high quality service delivery is maintained. In 2009, despite the global economic crisis of 2008, the University of Sydney reported:

- Growth in international student fee income;
- Growth in international student enrolments, with students coming from a diverse range of countries;
- Increases in both outward and incoming student exchanges;
- Ongoing growth in Summer School enrolments and in CET (Centre for English Teaching) participation;
- Increases in international scholarships income.56

This reflects the University’s successes in terms of internationalising the student body, and financial support for international students. However, it is the services offered by the International Student Office and the International Student Support Unit that ensure that these statistics have meaning in the lives of the student body, by ensuring that international students are integrated into all realms of life (academic, social and community) at the university. The University of Sydney’s history of commitment to internationalisation and international engagement has resulted not only in widespread research collaboration with leading universities around the world, but also as a positive experience for international students welcomed into the university.

4.5 Case Study 3: National University of Malaysia

The last two decades have seen a significant growth in education as an export product in lower and middle-income countries, the ‘non-traditional’ destinations for international students.57 One country that has achieved sustained growth in attracting international students is Malaysia. Malaysia is one of South-East Asia’s most vibrant economies (the third largest in the region), as a result of decades of political stability and industrialisation.58 It has a multi-ethnic and multi-religious population, which has led to tensions that parallel those in South Africa today. In 1996, various higher education reforms were introduced to facilitate
the entry of international students into tertiary institutes. This has continued to the present day, changing the face of higher education in the country and dramatically increasing the intake of international students.

In 2002, Malaysia’s Ministry of Education introduced a range of policies and strategies into the higher education system to promote internationalisation, and make Malaysia a regional centre for excellence. This was with the aim of supporting the economic and technological development of the country, and the competitiveness of Malaysians in the international labour market. In addition to this, the Malaysian government introduced the aim of making all public universities autonomous, to achieve greater accountability and productivity in higher education. Consequently, the drive to internationalise has been rigorous. In 2009, the Ministry of Higher Education visited 22 countries in an aggressive promotional campaign, and various networking initiatives have also increased the visibility of Malaysia in international academic circles. Within five years, the numbers of international students in Malaysia has nearly doubled, from 27,872 in 2002, to 45,550 students in 2007. The University Kebangsaan Malaysia (National University of Malaysia, or UKM) has been at the centre of this growth.

4.5.1 Strategic Internationalisation at UKM

In response to the government drive to internationalise higher education in Malaysia, UKM introduced internationalisation as a core part of its Strategic Plan for 2006-2010. The main elements of this internationalisation drive are:

- To continue to grow international student numbers;
- To develop the infrastructure for international relations, including for international student affairs and alumni;
- To establish academic networking at national, regional and international levels;
- To develop networking focusing on teaching, research, consultancy and publication at regional and international level;
- To establish UKM research centres as referral centres at an international level.

The elements listed above illustrate that internationalisation at UKM is a relatively recent phenomenon, which requires the development of infrastructure, systems and services. UKM has shown commitment to this, and has ensured critical strategic development and staff training to support implementation through
participation in international networks. In particular, a collaborative project between the European Union (EU) and the Association of South East Asian Nations (ASEAN), in which UKM is involved, has ensured a knowledge exchange which has provided multi-level support and development for the Office of International Relations.  

Regarding the growth of international student numbers at UKM, the emphasis is at graduate level. In 2010, whilst there are only 180 international students at undergraduate level, there are 2 214 international graduate students (out of a total of 9 725 graduate students). This means that 30 percent of the postgraduate student body is already international, and UKM aims to grow this to 40 percent out of 15 000 graduate students by 2015.

4.5.2 International Students at UKM

The Office of International Relations is responsible for all internationally related activities at UKM, including:

- The strategic planning and execution of UKM’s internationalisation mission;
- Incoming and outgoing student, staff and visitor mobility;
- International enquiries;
- Relations with federal government, public agencies and private organisations (with regard to internationalisation).

In terms of the international student body it is servicing, the largest majority of students come from Indonesia, with students from the Middle East forming the next largest group. In total, 35 countries are represented at UKM. Engineering is the most popular faculty with international students, mainly from the Middle East and North African countries. The Office for International Relations also manages a joint degree programme with the Universitaet Duisburg-Essen in Germany, with a total of 70 degrees having being awarded to date. Whilst the number of international students at UKM is not as large as at UCT, the UKM case study provides a valuable case study due to some of the challenges that have arisen there.
4.5.3 Challenges to Internationalisation at UKM

There are a number of challenges that face international students studying at UKM, and these predominantly relate to racial dynamics, as well as accommodation issues. In terms of demographics, the Malaysian population is 60 percent Malay, 26 percent Chinese, 11 percent Bumiputra (indigenous), with a remaining proportion of the population being ethnically Indian, Thai or Khmer. Historically, the Malaysian Chinese dominated the economy and so, since 1971, affirmative action policies have been in place to ensure the participation of Malay and Bumiputra in the formal economy, politics and higher education. As in South Africa, this has both ameliorated the situation, and contributed to increased tensions in wider society. Whilst the situation has remained relatively peaceful, the different population groups do not generally mix, and discrimination is often claimed (by Malay, Chinese or Bumiputra groups, in response to each other). This is the context into which international students enter, generally unaware of the dynamics beforehand.

African students in particular have faced the greatest challenges. There have been repeated incidents of racial discrimination against ‘black’ African and African American individuals, involving unwarranted incarceration and maltreatment by immigration authorities, and, in the extreme, racist attacks resulting in the death of two students in 2009. Many Malaysian discussion forums and blogs on the internet debate both the risks of, and to, ‘Africans’ in Malaysia. This has resulted in fears on the part of African students thinking of studying in Malaysia, with many seeking the advice of students already studying in the country to find out whether it is safe or not for them to study in Malaysia.

UKM has responded to these tensions by sending out reassurances, and encouraging frank discussion amongst students around these issues. The Vice Chancellor has stressed that the university has a good mix of students that reflects the country’s racial diversity, and that it serves as a model for ethnic relations and unity. However, this does not protect students outside of the university, in their interactions with wider Malaysian society. Many international students suffer from culture shock. African students in particular are often treated with suspicion. International students have therefore collectively called for better briefing and orientation before arriving in Malaysia, and upon arrival. The students have suggested that this orientation be academic, cultural and practical, communicating critical information on the cultural complexity of Malaysia, and predominant social values. For many, the adjustment of living in a predominantly Muslim country has not been easy. Practical constraints have exacerbated the situation, with difficulties around
visa and accommodation arrangements. Fast and effective visa arrangements need to be facilitated. The Office for International Relations is aware of these issues, and UKM is currently constructing the Ibu Zain International Student House in to accommodate the growing numbers of international students.\textsuperscript{71} Despite the challenges described above, feedback from international students on the UKM website is overwhelmingly positive regarding their academic tuition.\textsuperscript{72}

4.5.4 Summary of Internationalisation at UKM

Many international students at UKM face challenges in terms of understanding the social dynamics related to ethnic diversity in the country, with some students facing severe discrimination. Whilst there are these challenges, many international students report that they have been impressed by the peaceful nature of Malaysian diversity. International students have stressed that more effective orientation and briefing would make a great difference to their experience, ensuring that they have adjusted to their cultural surroundings earlier in their time in Malaysia, leaving more time for effective study.\textsuperscript{73} Overall, UKM is currently aiming to grow the capacity of its Office of International Relations, so that it can effectively implement the university’s internationalisation strategy, and be equipped to deal with the range of issues that come with an international student presence.

4.6 Case Study 4: University of Ghana

Following Ghana’s independence in 1957, the University Act 79 of 1961, established the University of Ghana (UG) and explicitly recognised internationalisation as part of the mandate of public universities in Ghana. Tertiary education in Ghana has rapidly expanded since independence, particularly in the last decade, and total student enrolments nearly doubled between 1999 and 2006. In the academic year 1999-2000, there were 53,495 students, and this number rose to 118,239 by 2005-2006 (5 percent of whom are international students).\textsuperscript{74} The government is keen to encourage students from other countries to study in Ghana. IFD students, particularly from neighbouring countries, are attracted to the country due to the higher quality of its tertiary education services in comparison to other countries in the region, and the lower tuition fees in comparison to Europe and North America.\textsuperscript{75}
Internationalisation has been at the core of the university’s vision for itself since the 1990s. Today, the University of Ghana articulates its mission as “developing excellent human resources and capabilities to meet national development needs and global challenges through quality teaching, learning, research and knowledge dissemination.” Similar to UCT, UG runs one of the strongest study abroad programmes on the continent and is also a popular destination for IFD students, particularly from other countries in Africa. There has been sustained growth in international student figures at UG over the last decade. The graph on the next page shows the growth in international students from 1999/2000 to 2005/6, as well as a breakdown in terms of nationalities (U.S., Nigerian and other nationalities).

The graph above illustrates the rapid growth in international student numbers, particularly from Nigeria (UG is particularly popular with Nigerian students due to its proximity for travel home during vacations). The 2008/2009 academic year saw an enrollment of 1 045 international students from 46 countries, out of a total student population of 30 000.
4.6.1 Strategic Internationalisation at UG

The University of Ghana seeks to ensure that all members of its university community, at all levels and in all academic fields, ‘benefit from trans-cultural knowledge that may be applied to a range of critical issues.’ The University has over 300 partnership agreements with institutions around the world. These form part of an integrated university-wide strategic programme to ensure the application of ‘trans-cultural’ knowledge to the challenges facing the country as a whole. International cooperation is seen as a key element in solving national problems, as well as making the university a “world-class teaching and research institution.” An intake of international students into full-degree programmes, particularly postgraduate, is seen as vital to the generation of ‘trans-cultural knowledge,’ and the creation of an internationalised campus.

4.6.2 The International Programmes Office at UG

The International Programmes Office (IPO) was therefore set up to coordinate all the university’s international programmes and students. The office promotes and coordinates all international programmes with partner institutions, and coordinates all external relations, including IFD and study abroad students, visiting scholars, Fulbright Scholars, staff on exchanges, external training programmes and research collaboration. In addition to these operations, the IPO:

- Processes all international student applications for admission, including full-degree and special admission students;
- Coordinates the accommodation of all international students in the university’s residential facilities;
- Coordinates and facilitates registration of all international students;
- Provides orientation activities for all international students;
- Manages the peer partner programme that matches each international student up with a local student;
- Makes arrangements for student cards;
- Arranges adequate guidance and counselling facilities for international students.
Similar to IAPO, the IPO is the first port of call for international students, and is intended to support their integration into campus life throughout their stay in Ghana.

4.6.3 International Student Enrolment at UG

Table 10 below shows the breakdown of international student enrolments at UG in the 2008/9 academic year by Student Type (in terms of level of study and new or continued registration). This table shows how international student enrolment is predominantly undergraduate (88 percent), with an equal divide between special admission (46.6 percent, predominantly study abroad) and between full-degree students (46.8 percent). Table 11 shows the breakdown in terms of region of origin in 2008/9.

<table>
<thead>
<tr>
<th>Student Type</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Continuing</td>
<td>192</td>
</tr>
<tr>
<td>Regular New Admissions</td>
<td>238</td>
</tr>
<tr>
<td>Special Admissions</td>
<td>487</td>
</tr>
<tr>
<td>Occasional Students</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Undergraduate Students</strong></td>
<td><strong>922</strong></td>
</tr>
<tr>
<td>Masters Students</td>
<td>50</td>
</tr>
<tr>
<td>PhD Students</td>
<td>10</td>
</tr>
<tr>
<td>Research Affiliates</td>
<td>2</td>
</tr>
<tr>
<td>Certificate in English Proficiency</td>
<td>61</td>
</tr>
<tr>
<td><strong>Total International Students Enrolled</strong></td>
<td><strong>1045</strong></td>
</tr>
</tbody>
</table>

Table 11: UG International Student Enrolment by Continent for 2008/9 (Source: UG, 2010)

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of international students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>534</td>
</tr>
<tr>
<td>Asia</td>
<td>29</td>
</tr>
<tr>
<td>Europe</td>
<td>47</td>
</tr>
<tr>
<td>North/South America</td>
<td>435</td>
</tr>
<tr>
<td>Middle East</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1045</strong></td>
</tr>
</tbody>
</table>
Table 11 above shows that 51 percent of international students come from the rest of the African continent, and 41.6 percent from North or South America. This supports literature on UG which describes how the majority of undergraduate IFD students are from Africa, and the bulk of special admissions students are study abroad Americans.\textsuperscript{83} Tables 12 and 13 below show the breakdown of international students according to level and programme of study, again indicating the high number of undergraduate IFD students and special admission students at UG. English proficiency courses also attract a fair number (61 students). Of international undergraduate enrolments, the majority are enrolled for Bachelors of Arts (186) or Bachelors of Science (202) degrees.

Table 12: International Students Enrolled by level of study, 2008/2009 (Source: UG, 2010)

<table>
<thead>
<tr>
<th>Level</th>
<th>No. Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>430</td>
</tr>
<tr>
<td>Masters</td>
<td>50</td>
</tr>
<tr>
<td>PhD</td>
<td>12</td>
</tr>
<tr>
<td>English Proficiency</td>
<td>61</td>
</tr>
<tr>
<td>Occasional Admission</td>
<td>5</td>
</tr>
<tr>
<td>Special Admission</td>
<td>487</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1045</strong></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Programme</th>
<th>No. Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>186</td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>202</td>
</tr>
<tr>
<td>Bachelor of Science (Administration)</td>
<td>37</td>
</tr>
<tr>
<td>Bachelor of Science (Medicine)</td>
<td>4</td>
</tr>
<tr>
<td>English Proficiency</td>
<td>61</td>
</tr>
<tr>
<td>Master of Law (LLM)</td>
<td>8</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>21</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>4</td>
</tr>
<tr>
<td>Programme</td>
<td>No. Registered</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Master of Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>1</td>
</tr>
<tr>
<td>Master of Philosophy</td>
<td>15</td>
</tr>
<tr>
<td>Occasional Admission</td>
<td>5</td>
</tr>
<tr>
<td>PhD (Doctorate)</td>
<td>10</td>
</tr>
<tr>
<td>Research Affiliates</td>
<td>2</td>
</tr>
<tr>
<td>Special Admission</td>
<td>487</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1045</strong></td>
</tr>
</tbody>
</table>

4.6.4 Cultural Complexities

There has been a noticeable impact on the UG campus as a result of the presence of international students. Firstly, there is the impact on local students from this influx of international students into their midst. Secondly, the impact on international students is mediated by their region of origin, and their knowledge of the context into which they are entering. The specific nature of the Ghanaian education system and the cultural context of Ghanaian society are critical factors in shaping the experience of all UG students, both local and international.

Ghana’s education system has suffered from a chronic lack of funding, a lack of resources, a lack of training and personal development for teaching staff, poor working and learning conditions, and low teacher morale. This has had two effects: firstly, research on study abroad at UG (presented in Mthente’s previous report on Semester Study Abroad at UCT) has shown tensions arising between Ghanaian and American students over their comparative wealth, the preferential treatment of the Americans, different perceptions of ‘Africa,’ and overall social segregation. These factors may be ameliorated by longer term study through a degree programme, but could still be relevant to other IFD students coming to study in Ghana from the “global North.”

The second aspect of the Ghanaian education system that affects all international students, particularly those in Ghana on a longer term basis and studying for full-degrees, is the fact that little attention has been paid to questions of diversity in the educational context. This offers pertinent insights for integration of
international students into the South African context. Post-colonial education in Africa has faced the challenge of navigating the terrain of ‘sameness’ and ‘difference,’ due to the inclusion of diverse ethnicities within many African national borders. Ghana has five major ethnic groups, as well as a majority Christian and minority Muslim population. Educational reforms in Ghana have ‘failed to critically address questions of difference in relation to class, gender, ethnic, religious, linguistic and cultural differences.’ In addition to this, the use of English as the medium of instruction has led to controversy, and represents a barrier that many Ghanaian students have to overcome. It is this context into which international students enter; a complex cultural environment for which they are not necessarily prepared.

### 4.6.5 Facing the Challenge

The University of Ghana’s leadership communicates openness around these issues. There is strategic emphasis on the need for diversification at all levels of the university. Whilst the Ghanaian schooling system still has a long way to go, the university encourages and embraces the challenging discussions brought on by perceptions of difference. The IPO runs the Peer Partner Programme to facilitate this process. The programme links each new international student to a Ghanaian student who will assist the new student in adjusting to life at UG. This includes practical assistance but also, most importantly, someone who can introduce them to the social context in which they will be studying. In response to the growing number of international students at the university, an International Students Hostel was built. However, what is unique about the hostel is that it does not only house international students. Ghanaian students, several to each floor, are integrated into the international student residences to ensure that local and international students interact and form friendships through living together.

### 4.6.6 Summary of International Students at the University of Ghana

The presence of international students at the University of Ghana has allowed for vital funds to be generated, which have in turn been fed back into the University to support its drive to internationalise. This has meant that the university can respond to the challenges presented by a increased intake of international students, by not only increasing the physical capacity of the university to accommodate these students, but also by offering support services to those students, such as international student counselors and peer partner programmes. The latter ensure that not only do international students feel welcomed, but
also that Ghanaian students become familiar with international students. This works to address some of the challenges to integration of local and international students.

### 4.7 Case Study 5: University of Witwatersrand (Wits)

The University of Witwatersrand (Wits) was selected as the South African case study due to the valuable insights found in recent research into Educational Leadership and Policy undertaken at Wits’ Faculty of Humanities regarding how students experience internationalisation on campus.91

#### 4.7.1 History of Internationalisation at Wits

The University of the Witwatersrand has a unique legacy, which has attracted international students to its campus since the end of apartheid. During apartheid, Wits managed to keep some international connections during the academic boycott because of its reputation for maintaining a consistent and firm stand against apartheid. The institution managed to operate as one of the ‘open universities’ of the apartheid era, by striving to ensure that a small number of black students were able to study at the university through inventing subject majors that were unavailable at their ‘homeland’ universities. Whilst the international academic boycott did succeed to a large extent in isolating Wits and other South African universities, the political legacy of Wits ensured that the 1990s saw a large influx of students from the rest of Africa and the world.

In response to this demand, the Wits International Office (WIO) was established, under a Vice-Chancellor who valued internationalisation and placed a strong emphasis on building relations with the rest of Africa. The WIO faced many challenges, primarily around promoting an understanding amongst academic and administrative staff as to what internationalisation meant, and how it needed to be facilitated. Since being established in the 1990s, the WIO has moved from being an under-staffed and over-stretched office with poor office administration to a ten-strong team with clear management structures.92 The WIO is now an ‘organised office with a fully-functional database of international students,’ and runs a range of programmes for international students.93
4.7.2 Internationalisation Policy at Wits

After the establishment of the WIO, Wits formally adopted an Internationalisation Policy in 1999, which was further updated in 2005. The initial 1999 policy sought to expand the academic and research reputation of Wits beyond South Africa’s borders, increase international student enrolments, diversify language and curriculum offerings, and promote international partnerships and networks at institutional, national and continental levels. Whilst vital in enabling an increase in the intake of international students, the policy failed to promote the outward mobility of South African staff and students and resulted in fragmented growth in international partnerships that lacked clear direction.

The revised 2005 Internationalisation Policy was intended to provide a ‘louder management voice’ to strategically direct internationalisation at Wits, ensuring that efforts were consolidated and coordinated. The 2005 policy was far more comprehensive and detailed, placing particular emphasis on the internationalisation of domestic students and staff, through both outward mobility and ‘Internationalisation at Home.’ The 2005 policy stipulated a range of structural arrangements to ensure effective implementation, which included attention to a) policies and processes, b) governance, management, and administration, c) strategic partnerships and collaboration. In addition to this, a Senate International Policy Committee (IPC) was established to oversee policy implementation. The WIO is tasked with the following:

- Facilitating the internationalisation strategy of the university;
- Attracting and recruiting international students and providing relevant services to them;
- Building and maintaining the University’s international partnerships and collaborations;
- Receiving international visitors and delegations.

The services which the WIO provides to international students include the following:

- Providing information on Wits and on studying (and living) in South Africa;
- Providing information and advice on obtaining a Matriculation Exemption;
- Advising international students on immigration issues, including procedure for application and renewal of study permits;
- Advising students on medical aid providers;
- Issuing advice and clearance for pre-registration;
- Orientating new students on campus and in the city.
The IPC is therefore the main governance structure, with the WIO managing and implementing the process (paralleling the Internationalisation Management Advisory Group and IAPO at UCT). According to research conducted on Educational Leadership and Policy at Wits, the 2005 policy represented a ‘deliberate institutional strategy aimed at all students and staff,’ and this has ensured that there is the ‘possibility of momentum growing behind the internationalisation process.’ Interestingly, there is the emphasis at this stage on possibility as opposed to achievement. As the next section will explore, there is still a leap to be made between university policy and vision, and the reality of a truly internationalised staff and student body.

4.7.3 International Students at Wits

Wits has seen international student enrolment grow steadily over the last decade. The table below illustrates this growth between 2000 and 2008.

Table 14: Total University Enrolments at Wits (Undergraduate and Postgraduate Students), 2000-2008 (Source: Academic and Information Systems Unit (AISU), University of Witwatersrand, 2010)

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Africa</td>
<td>17,680</td>
<td>18,947</td>
<td>20,916</td>
<td>22,769</td>
<td>23,822</td>
<td>21,888</td>
<td>22,113</td>
<td>22,585</td>
<td>23,377</td>
</tr>
<tr>
<td>SADC</td>
<td>577</td>
<td>632</td>
<td>750</td>
<td>901</td>
<td>1054</td>
<td>1649</td>
<td>1290</td>
<td>1462</td>
<td>670</td>
</tr>
<tr>
<td>Rest of Africa</td>
<td>294</td>
<td>351</td>
<td>431</td>
<td>499</td>
<td>591</td>
<td>592</td>
<td>586</td>
<td>647</td>
<td>656</td>
</tr>
<tr>
<td>Asia</td>
<td>256</td>
<td>24</td>
<td>211</td>
<td>181</td>
<td>163</td>
<td>170</td>
<td>175</td>
<td>192</td>
<td>190</td>
</tr>
<tr>
<td>Europe</td>
<td>272</td>
<td>237</td>
<td>212</td>
<td>204</td>
<td>226</td>
<td>193</td>
<td>204</td>
<td>299</td>
<td>249</td>
</tr>
<tr>
<td>North America</td>
<td>99</td>
<td>106</td>
<td>99</td>
<td>130</td>
<td>121</td>
<td>107</td>
<td>136</td>
<td>176</td>
<td>149</td>
</tr>
<tr>
<td>Rest of the World</td>
<td>23</td>
<td>29</td>
<td>31</td>
<td>32</td>
<td>36</td>
<td>37</td>
<td>32</td>
<td>39</td>
<td>985</td>
</tr>
<tr>
<td>Total International Students</td>
<td>1521</td>
<td>1600</td>
<td>1734</td>
<td>1947</td>
<td>2191</td>
<td>2748</td>
<td>2423</td>
<td>2815</td>
<td>2899</td>
</tr>
<tr>
<td>Total Enrolment</td>
<td>19,201</td>
<td>20,547</td>
<td>22,650</td>
<td>24,716</td>
<td>26,013</td>
<td>24,636</td>
<td>24,536</td>
<td>25,400</td>
<td>26,276</td>
</tr>
</tbody>
</table>
Overall, international student numbers nearly doubled in this period, from 1 521 in 2000 to 2 899 in 2008. This represents a proportional rise from 7.9 percent to 11 percent of the total student body. In 2008, 23.1 percent of international students were from SADC countries, and 22.6 percent from African countries outside SADC, meaning that students from the African continent make up nearly half (45.7 percent) of all international students, compared to a 13.7 percent from Europe and North America combined. The largest growth rates for the period were of students from the rest of Africa (123 percent growth rate), North America (51 percent) and SADC (16 percent).

4.7.4 Students’ Experiences of Internationalisation at Wits

Previous research conducted by Ojo in 2009 into international and local students’ perceptions and experiences of internationalisation at Wits provides valuable insight into the reality of internationalisation at a South African university. Through extensive interviews documenting students’ accounts of their experiences, it became evident that local and international students have a clear understanding of internationalisation in the official domain (in terms of its importance to university policy), and enjoy and appreciate the academic experiences generated by globally diverse perspectives in class. However, international students do not enjoy the university’s social spaces, with tension in their campus experience generated by a strong divide between non-South African and local students.

In terms of the ‘official domain,’ all students interviewed are aware of, understand the motivation for, and support the drive to internationalise Wits as an institution. African, European and South African students enjoy interacting academically, and believe that international perspectives in the classroom are a distinctive part of the Wits experience. International students saw their studies at Wits as vital to their ability to compete in a global workplace. However, outside the classroom, international students, whether from the Czech Republic or Lesotho, struggle to experience a sense of belonging, and find themselves somewhat isolated from the rest of the student body. Their levels of confidence and belonging appear to be affected by the level of study of the students. Postgraduate students appeared to more easily navigate the complex social terrain, leading the researcher to conclude that Wits is ‘more suited to postgraduate students with strong identities.’
The theme that emerged around internationalisation, as it pertains to daily life and social interactions, was that of ‘difference,’ framed in terms of whether or not a student is South African. This applies on and off campus, with feelings of exclusion being heightened outside the university space. The xenophobic attacks of 2008 took place during this research, and consequently influenced the lack of trust felt by some international students towards South Africans. According to Ojo, ‘Wits does not seem to be doing enough in the social domain to contain wider social pressures, hence the need for urgent interventions.’ The Wits website does not shield potential international students from the challenges they may face, as illustrated in the following student testimonial from their website:

The first semester was hard for me as it wasn’t easy to understand the professors. The 2nd semester has so far been easier because attending tutorials helps a lot…The students here are friendly and have been helpful in class. I was surprised and shocked at the level of racism at the university. I see a lot of students sitting in their racial groups… Even though I experienced three muggings, I would still like to come back to visit SA.

The quote illustrates some of the challenges faced by international students in coming to terms with South African society.

4.7.5 The Way Forward

Ojo’s research suggests that whilst the discourse of internationalisation is strong in the ‘official domain,’ there is not enough support and ‘mediation’ to ensure that this translates into the social domain. The WIO is already stretched to capacity, tasked with keeping policy on track, as well as dealing with a wide range of practical concerns. Providing students with beds, facilitating visa arrangements, and other administrative challenges consume a large amount of the office’s energies. I@H is recognised as a central tenet of Wits’ Internationalisation Policy, and yet the ‘content’ of this, and the meaning it can have in students’ lives, remains elusive. Before any ‘interventions’ could be implemented to facilitate interactions and integration, the appropriate content of such interventions would have to be established. In the words of one university administrator, ‘we need to make the culture of the university more international, but how do you do that other than bringing people here, I do not know!’ It is only very recently that research into the content and meaning of the internationalisation of South African higher education is emerging.
The research on student experiences of internationalisation at Wits had several implications, including the following:

- The need for a **strong voice for internationalisation** within university structures and leadership;
- The need for **attention to be paid to the social spaces** to ensure a healthy environment for dialogue between and enrichment of local and international students;
- The need for **support systems for international students** to facilitate their integration into university life;
- The need for **mentorship programmes** to maximise the benefits of having mature and highly skilled international postgraduate students on campus, who could help mentor local students.¹⁰¹

### 4.8 Summary of International and African Case Studies

The international case studies illustrate how internationalisation has come to the forefront of strategic agendas at universities across the globe, and also how increased international full-degree intake is becoming an increasingly important part of this internationalisation process. This reflects a desire not only to see academic collaboration at institutional and research levels, but also a desire to transform the student experience, for domestic and international students. The case study universities are paying more attention to the international student experience, providing support systems to facilitate their integration into campus life. This ensures that ‘internationalisation’ has meaning for all students in their daily lives, and contributes to making them into ‘global citizens.’¹⁰²

These international case studies also illustrate that in addition to the ‘traditional’ international student destinations, ‘non-traditional’ receiving institutions in low and middle income countries are also striving to internationalise their universities, and their student bodies in particular. Common challenges across all the case studies are around international student integration, yet the ‘traditional’ destinations are currently more equipped to deal with this. However, the Malaysian case study illustrates that more recent receiving institutions are beginning to become aware of the social challenges facing international students, and working to improve the situation.
The case studies of the University of Ghana and the University of the Witwatersrand represent two leading African universities that have experienced a growth in international student demand for non-traditional study destinations. They represent attractive degree destinations for students from the rest of Africa in particular. However, these case studies and that of the National University of Malaysia illustrate the challenges facing internationalisation of student bodies in a post-colonial context. The unique cultural complexities of each country and campus have led to a range of challenges regarding the integration of international students into a social world that they are unfamiliar with. The universities with a longer history of internationalisation and international student intake therefore offer important examples of how best to approach some of the challenges faced by newer receiving institutions.

When the case studies are compared to UCT, one finds that UCT’s numbers are significantly higher than other ‘non-traditional’ locations and only slightly lower than some of the more ‘traditional’ study locations like MSU. These numbers are summarised below (unfortunately 2010 figures were not available for all the case studies):

- **University of Cape Town**: 4 671 international students in 2010 (18.7 percent of the student body)
- **University of Michigan**: 5 056 international students in 2009 (10.8 percent of the student body)
- **University of Sydney**: 10 832 international students in 2010 (22 percent of the student body)
- **National University of Malaysia**: 2 394 international students in 2007 (percent of student body not available)
- **University of Ghana**: 1 045 international students in 2010 (3.5 percent of the student body)
- **University of Witswatersrand**: 2 899 international students in 2008 (11 percent of student body)

The central theme that emerged from the international case studies relates to the importance of how students (international and local) experience internationalisation. A primary aim of the universities discussed in the case studies is to transform the domestic and international student experience, thus ensuring that the potential benefits of the international student presence are maximised. This requires a strong vision and leadership combined with practical and innovative methods that enable students to connect over what they have in common, despite their differences in nationality.
4.9 Key Lessons from Case Studies

Below is a summary of key lessons from the case studies presented in this chapter in relation to UCT:

- The effective implementation of an internationalisation policy at a university requires strong leadership and clear structures for the governance, management, and administration of the programmes derived from the policy.

- Strategic funding is required for adequate overall programming, and for specific interventions facilitating the integration of international students into campus life.

- The consolidation and/or integration of IFD services, using the best model for the environment, is required to handle the following: a) the academic and administrative integration of international students into university systems and b) the practical and social integration of international students into university life, as illustrated by the Michigan State University and the University of Sydney case studies. This ensures that a single international unit is not overloaded and forced to neglect social integration initiatives.

- The practical and social orientation of students needs to tackle the social challenges to international student integration head on, with an overall tone of openness around some of the difficulties that might arise, as well as practical ways to overcome them. This includes honest and thorough briefing and orientation and the availability of support services for the duration of international students’ stay. Included in this can be peer partner programmes, international student counselling (or clear information regarding other psychological support services at the university), and frequent and regular programmes with local students.

- The concept of ‘Internationalisation at Home’ must be implemented in practical ways, thus transforming the possibility for an internationalised campus culture into a social reality. In addition to the above services, a programme such as MSU’s ‘Internationalising
Student Life’ can be effective due to its being led by and for domestic undergraduate students, who are the focus of many I@H initiatives.

- Accommodating international students in university residences can facilitate a high level of social integration, as can ensuring an appropriate mix of local students in any international student accommodation.

- The development, management and implementation of all of the above requires realistic assessment of the capacity of university departments, staff, resources and budgets, and must include attention to the conversations that need to happen along the way in order to facilitate the process.103
5. **Setting the Scene**

UCT attracts IFD students from over 100 countries, who come to UCT with a diverse range of educational and cultural backgrounds, life experiences, and perspectives, and become part of a predominantly South African student body. Chapters 3 and 4 described the context within which the strategic value of IFD students at UCT can be assessed. This chapter offers an introduction to the research data, including demographic profiles, perceptions and expectations of the respondents from the: a) Current IFD Survey, b) IFD Alumni Survey, and c) Local Student Survey. This will be followed by an exploration of current and former IFD students’ reasons for choosing UCT, and their expectations and concerns before arriving. Finally, the perceptions that local students hold about the number and diversity of IFD students will be assessed.

5.1 **Demographic Profile: Current IFD Survey**

As discussed in Chapter 2, the Current IFD Survey achieved a 99 percent confidence level through collecting over 611 responses from IFD students enrolled at UCT in 2010. The demographic data collected from these students was compared against the demographic statistics for all current IFD students (3,658 in total in 2010) on IAPO’s database.

5.1.1 Gender, age and regions of origin of current IFD students

The Current IFD Survey respondents had the following age and gender demographics:

- Current IFD students are 51.1 percent male and 48.9 percent female.
- In terms of age, 45.3 percent of current IFD students are aged between 17 and 23 years old, 24.8 percent between 24 and 29 years old, and 29.8 percent are over 29 years old.
- This age range fits in with their level of study (see section 5.1.4) since approximately half of current IFD students are undergraduate, and half are postgraduate.

---

VI IAPO has a detailed database of all current IFD students which includes information on their regions of origin, level of study, faculty, and year of registration. This database was provided to Mhente for the purposes of the IFD review.
Figure 2 below shows the regional breakdown of the Current IFD Survey respondents, compared to IAPO’s statistics on the total current IFD student population. The results are very similar, which further confirms the high level of representivity of the Current IFD Survey.

![Current IFD students by region](chart.png)

**Figure 2: Current IFD Students by Region (Source: Mthente/IAPO, 2010)**

Figure 2 above illustrates the following:

- The largest majority of current IFD students are from the SADC region, making up 58.5 percent of Current IFD Survey respondents.
- The second largest group is IFD students coming from African countries outside of the SADC region, making up 18.2 percent of the Current IFD Survey respondents.
- After SADC and the rest of Africa, current IFD students come from the following regions: Europe (8.9 percent), North America (7.9 percent), Asia (2.7 percent), the Middle East (1.2 percent), South America (0.7 percent) and Australia (0.5 percent).
5.1.2 Race/ethnicity of Current IFD Student Survey respondents

Figure 3 below shows the race/ethnicity of current IFD students. The majority of current IFD students identified themselves as ‘black’ (at 60.7 percent), followed by ‘white’ (19.6 percent) and ‘Asian/Indian’ (11.1 percent). A significant minority of 7.4 percent identified themselves as ‘other’ and 1.1 percent as ‘coloured’.

![Race/ethnicity of current IFD students]

Figure 3: Current IFD students by Race/Ethnicity (Source: Mthente, 2010)

5.1.3 Current IFD students’ family status

As can be seen in Figure 4 below, a majority of current IFD students (65.3 percent) are single, while 32.4 percent are either married or in a long term relationship. A significant minority of 17 percent have children. Of those who have children, one third keep their children in Cape Town with them full time.

![Current IFD students' family status]

Figure 4: Current IFD students' family status (Source: Mthente, 2010)
5.1.4 Level and faculty of study

Figure 5 below shows the relatively even divide between IFD students enrolled for undergraduate (47.4 percent) and postgraduate (52.6 percent) degree study.

![Figure 5: Current IFD students' degree status (Source: Mthente, 2010)](image)

Figures 6 and 7 provide further detail on the level of study and the home faculties of current IFD students.\(^7\)

![Figure 6: Current IFD students' level of study (Source: Mthente, 2010)](image)

\(^7\) Again, these reflect the patterns of the total current IFD student population, as documented in IAPO’s database.
Figures 6 and 7 illustrate that the Current IFD Survey had a good range of representation across all levels of study and faculties. With regard to the undergraduate breakdown, there is a slightly higher proportion of first years compared to second and third years, which reflects overall enrolment patterns at UCT.⁸ At postgraduate levels, there is good representation at Masters and PhD students, again in proportion to the overall current IFD postgraduate enrolment.¹⁰⁴ Similarly, the spread of respondents across faculties closely reflects the overall distribution of all current IFD students across faculties, with the exception of fractionally larger representation for Science.¹⁰⁵

5.2 Demographic Profile: IFD Alumni Survey

A total of 288 IFD alumni who graduated between 2006 and 2009 responded to the IFD Alumni Survey, which allows for a 95 percent confidence level. The IFD Alumni Survey respondents have the following characteristics, which mirrored the gender and race statistics of current IFD students:

- IFD alumni are 52.1 percent female and 47.9 percent male.
- IFD alumni are predominantly ‘black’ (60 percent), followed by ‘white’ (23.1 percent), ‘Asian/Indian’ (7.9 percent), ‘other’ (6.9 percent), and ‘coloured’ (2.1 percent).

⁸ As documented in the 2009 Faculties Report, issued by UCT’s Institutional Planning Department.
- IFD alumni, having graduated from UCT, are significantly older than current IFD students, with 50 percent being older than 29 years of age, 45 percent being between 24 and 29 years of age, and only 5 percent being under 23 years old.

Figures 8 and 9 illustrate the faculties and last levels of study of IFD alumni that responded to the survey.
Figure 8 above illustrates the range of faculties from which the IFD alumni respondents were drawn, which to a large extent parallels the distribution of IFD students across faculties (as documented in the 2009 Faculties Report, issued by UCT’s Institutional Planning Department), with the exception of higher responses from Law and Commerce graduates. Figure 9 shows a high degree of respondents were former Masters students (totaling 43.4 percent), followed by third or fourth year Bachelor degree holders (17.6 percent), Honours students (14.9 percent), students in ‘other’ IFD categories of study (12.2 percent), or PhD students (10.2 percent).

5.3 Demographic Profile: Local Student Survey

The Local Student Survey, conducted with 400 South African students at UCT, achieved a 95 percent confidence level. The demographics of the survey respondents were compared to statistics provided by UCT’s Institutional Planning Department to confirm the representivity of the Local Student Survey. Local students, as represented by the survey respondents, have the following characteristics:

- The gender divide of local student respondents was similar to that of current IFD students, with 55 percent female compared to 45 percent male respondents.
- Local students are concentrated in the 19 to 21 year old age range, which fits with the higher proportion of undergraduate compared to postgraduate enrolments in the university as a whole.

Figure 10 below illustrates the race breakdown of the Local Student Survey respondents.

![Race/ethnicity of local students](Source: Mthente, 2010)
Data from Figure 10, compared to UCT enrolment statistics, illustrates the following:

- The highest proportion of respondents in the Local Student Survey were ‘white’ (38 percent), followed by ‘black’ (28.8 percent), ‘coloured’ (23 percent), and ‘Asian/Indian’ (10.3 percent).
- In 2009, UCT’s total student body was 46.7 percent ‘white’, 26.2 percent ‘black’, 18.7 percent ‘coloured’ and 7 percent ‘Asian/Indian’.
- Therefore, the Local Student Survey had marginally higher representation for ‘black’, ‘coloured’ and ‘Indian’ population groups. However, overall the survey reflected similar proportions of population groups to the total local student body at UCT.

The statistics above point to a significant demographic difference between current IFD students and local students. Whilst current IFD students are predominantly ‘black’ (60.7 percent), only 28.8 percent of local students are ‘black’, and 38 percent of local students are ‘white’, compared to 19.6 percent of IFD students being ‘white’.

As can be seen in Figure 11 below, the majority of local respondents were undergraduate (91.3 percent), with 59.8 percent being in their first or second years at UCT. Therefore, the Local Student Survey had more undergraduate respondents and fewer postgraduate respondents, in comparison to the actual proportion of local undergraduates in the total student body (73 percent).

![Figure 11: Local Student Survey respondents' level of study (Source: Mthente, 2010)](image-url)
As can be seen in Figure 12, the largest proportion of local student respondents was from the Humanities (34 percent). However, there was representation across faculties, with between 10 and 20 percent of respondents coming from Commerce (20 percent), Health Sciences (14.3 percent), Science (11.3 percent) and Engineering (9.5 percent).

![Figure 12: Local Student Survey respondents by faculty (Source: Mthente, 2010)](chart)

The faculty breakdown illustrated above parallels the proportions of total student enrolments (local and international) across the faculties, with the exception of lower representation for Engineering, which actually has the third largest number of students at UCT.¹¹⁰

5.4 Why are IFD students coming to UCT?

This section explores current and past IFD students’ reasons for choosing UCT, and their expectations and concerns before arrival.

5.4.1 Who/what helped IFD students choose UCT

When asked who or what helped them choose UCT, the largest percentage of current IFD students responded that it was friends who had influenced their choice to study at UCT (37 percent), followed by the UCT website (31 percent). The UCT prospectus (19.3 percent) and the influence of parents (25.6 percent) were also determining factors in current IFD students’ decision to come to UCT. As can be seen in Figure
13 below, current and former IFD students responded with the same hierarchy of influences in making the decision to study at UCT.

As can be seen above, the top four influences on IFD students' choice to come to UCT, each averaging above 20 percent across both the Current IFD Survey and the IFD Alumni Survey, are as follows:

- Friends
- UCT website
- UCT prospectus
- Parents

The results underscore the importance of the UCT web and prospectus, as well as friends and parents, as the most important recruitment tools and means.
5.4.2 Reasons for choosing UCT

As can be seen in Figure 14 below, UCT’s reputation as an institution was identified as the main drawing card by 35.8 percent of current IFDs and 37.1 percent of IFD alumni. This underscores the importance of the UCT brand. This was followed by career options (16.7 and 9.1 percent respectively), course (13.5 and 12.6 percent respectively) and subject area (10.0 and 15.0 percent respectively). The factor of location followed, with the city and country in which UCT is located also being primary reasons for some IFD students.

![Figure 14: Past and present IFD students' primary reason for choosing UCT (Source: Mthente, 2010)](image)

As can be seen in the graph above, the primary reasons for choosing UCT were similar for both Current IFD students and IFD alumni. Interestingly, the top reason also parallels one of SSA students’ primary reasons for coming to UCT, which is UCT’s academic reputation.\(^\text{111}\)

Tables 15 and 16 below explore some of the other reasons that influenced IFD students’ choice of UCT. The reasons are listed in order of the highest percentage of responses for ‘very important.’ The highest percentage score for each factor is highlighted.
### Table 15: Current IFD students’ responses to reasons for choosing UCT (Source: Mthente, 2010)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very important</th>
<th>Important</th>
<th>Neutral</th>
<th>Not very important</th>
<th>Not important at all</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of teaching</td>
<td>70.8%</td>
<td>21.0%</td>
<td>5.9%</td>
<td>.5%</td>
<td>1.3%</td>
<td>.5%</td>
</tr>
<tr>
<td>UCT’s reputation/ranking</td>
<td>66.1%</td>
<td>31.5%</td>
<td>0.0%</td>
<td>1.3%</td>
<td>.8%</td>
<td>.3%</td>
</tr>
<tr>
<td>Research quality</td>
<td>54.2%</td>
<td>23.0%</td>
<td>16.3%</td>
<td>3.2%</td>
<td>2.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Work opportunities</td>
<td>49.3%</td>
<td>24.5%</td>
<td>17.6%</td>
<td>4.0%</td>
<td>4.1%</td>
<td>.5%</td>
</tr>
<tr>
<td>Safety</td>
<td>45.1%</td>
<td>29.9%</td>
<td>18.4%</td>
<td>2.9%</td>
<td>2.2%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Cost</td>
<td>42.4%</td>
<td>29.6%</td>
<td>17.7%</td>
<td>5.5%</td>
<td>2.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Location</td>
<td>38.0%</td>
<td>32.8%</td>
<td>19.7%</td>
<td>5.8%</td>
<td>3.3%</td>
<td>.3%</td>
</tr>
<tr>
<td>Accommodation</td>
<td>34.7%</td>
<td>23.6%</td>
<td>20.9%</td>
<td>6.6%</td>
<td>12.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td>IT Provision</td>
<td>32.8%</td>
<td>29.7%</td>
<td>23.8%</td>
<td>7.0%</td>
<td>6.2%</td>
<td>.5%</td>
</tr>
<tr>
<td>Language</td>
<td>30.1%</td>
<td>28.2%</td>
<td>25.4%</td>
<td>7.3%</td>
<td>8.6%</td>
<td>.3%</td>
</tr>
<tr>
<td>Scholarships/bursaries</td>
<td>27.6%</td>
<td>14.5%</td>
<td>21.5%</td>
<td>9.1%</td>
<td>23.7%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Social life/atmosphere</td>
<td>20.2%</td>
<td>34.4%</td>
<td>30.3%</td>
<td>9.0%</td>
<td>5.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Course length</td>
<td>17.4%</td>
<td>29.6%</td>
<td>29.6%</td>
<td>10.1%</td>
<td>12.5%</td>
<td>.8%</td>
</tr>
<tr>
<td>Friends/family studied at UCT</td>
<td>10.1%</td>
<td>14.6%</td>
<td>25.0%</td>
<td>13.3%</td>
<td>33.9%</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

### Table 16: IFD alumni responses for reasons for choosing UCT (Source: Mthente, 2010)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very important</th>
<th>Important</th>
<th>Neutral</th>
<th>Not very important</th>
<th>Not important at all</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of teaching</td>
<td>75.2%</td>
<td>17.3%</td>
<td>5.0%</td>
<td>.4%</td>
<td>1.4%</td>
<td>.7%</td>
</tr>
<tr>
<td>UCT’s reputation/ranking</td>
<td>71.6%</td>
<td>19.9%</td>
<td>6.0%</td>
<td>.4%</td>
<td>2.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Research quality</td>
<td>61.5%</td>
<td>21.6%</td>
<td>12.2%</td>
<td>1.1%</td>
<td>2.9%</td>
<td>.7%</td>
</tr>
<tr>
<td>Location</td>
<td>46.5%</td>
<td>26.9%</td>
<td>15.6%</td>
<td>5.5%</td>
<td>4.4%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Safety</td>
<td>46.2%</td>
<td>26.9%</td>
<td>18.5%</td>
<td>3.3%</td>
<td>4.4%</td>
<td>.7%</td>
</tr>
<tr>
<td>Work opportunities</td>
<td>45.7%</td>
<td>20.7%</td>
<td>17.0%</td>
<td>9.4%</td>
<td>5.8%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Cost</td>
<td>41.1%</td>
<td>30.2%</td>
<td>16.0%</td>
<td>7.6%</td>
<td>4.4%</td>
<td>.7%</td>
</tr>
<tr>
<td>Language</td>
<td>39.9%</td>
<td>28.6%</td>
<td>15.2%</td>
<td>7.2%</td>
<td>9.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>IT Provision</td>
<td>33.9%</td>
<td>32.9%</td>
<td>19.9%</td>
<td>5.4%</td>
<td>6.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Accommodation</td>
<td>28.1%</td>
<td>26.3%</td>
<td>22.3%</td>
<td>7.7%</td>
<td>14.6%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Social life/atmosphere</td>
<td>25.6%</td>
<td>32.1%</td>
<td>28.5%</td>
<td>6.5%</td>
<td>5.8%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Course length</td>
<td>24.5%</td>
<td>33.0%</td>
<td>28.2%</td>
<td>5.5%</td>
<td>8.4%</td>
<td>.4%</td>
</tr>
<tr>
<td>Scholarships/bursaries</td>
<td>24.0%</td>
<td>10.9%</td>
<td>22.9%</td>
<td>12.0%</td>
<td>26.9%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Friends/family studied at UCT</td>
<td>13.3%</td>
<td>18.5%</td>
<td>21.1%</td>
<td>12.6%</td>
<td>31.9%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>
The responses from current IFD students and IFD alumni shown in Tables 15 and 16 reflect a similar hierarchy of importance when it comes to other reasons for choosing UCT:

- A majority of current IFD students and IFD alumni reported that it was the quality of academic teaching and research, as well as UCT’s ranking and reputation that were ‘very important’ reasons for choosing UCT.
- The location, perceptions of safety, work opportunities and cost were also identified as being by many respondents as being ‘very important’ reasons for choosing UCT.
- Social life and course length both featured as ‘important’ reasons for choosing UCT.

In addition to the survey responses, the focus groups provided further qualitative detail on the main reasons for IFD students’ choosing UCT. All focus group participants were asked why they chose UCT, and the dominant response was that ‘it’s the best university in Africa.’¹¹² This was true for students from other African countries (SADC and non-SADC), as well as for students coming from outside of Africa. For many African students, UCT is a high quality institution that is more affordable than universities in the Northern hemisphere. Some focus group participants discussed how UCT’s excellent academic reputation, combined with its location in the beautiful city of Cape Town, meant that it was their first choice over and above other universities in the Western Cape region, as well as in the rest of the country.

The quantitative and qualitative data regarding reasons for choosing UCT also illustrate the high expectations that IFD students have of their time at UCT. Firstly, IFD students anticipate being provided with excellent academic services that will enable them to secure good employment opportunities in the future. Secondly, IFD students believe Cape Town will be a safe and affordable location for their studies, and look forward to a vibrant social life in a diverse community.

5.4.3 Concerns before coming to UCT

In addition to the draw factors of UCT, and the positive expectations associated with these, the Current IFD Survey and the IFD Alumni Survey explored IFD students’ concerns before coming to UCT. As can be seen in Figure 15 below, over 65 percent of respondents from both surveys were concerned for their safety before coming to study at UCT. This is despite the fact that safety also features as a factor influencing their decision to come to UCT (possibly implying that, even though they are concerned, they believe UCT will be
a relatively safe environment). The same applies to cost, which is the second greatest concern, as well as being a draw factor.

![Bar chart showing concerns of past and present IFD students before coming to UCT](chart)

**Figure 15: Past and present IFD students’ concerns before coming to UCT (Source: Mthente, 2010)**

To summarise the findings illustrated above, the four main concerns of past and present IFD students before coming to study at UCT were:

- Safety
- Cost
- Accommodation
- Discrimination

The focus group discussions supported this finding, with many students expressing how worried they and their families were about both crime and racism in South Africa. In comparison, SSA students also had concerns for their safety (64.4 percent). However, health was the second greatest concern for SSA
students (21.9 percent, compared to 11.5 for current IFD students), followed by cost (20 percent, compared to 53 percent for current IFD students).\footnote{113}

5.5 Local students' perceptions of IFD students

One of the main aims of the Local Student Survey was to find out how South Africa students perceive IFD students at UCT. The section below briefly explores their perceptions of IFD student numbers and regions of origin. Additional perceptions will be discussed in the chapters that follow.

5.5.1 Local students' perceptions of IFD student numbers

Local students were asked how many IFD students they think are at UCT, and the regions of origin of IFD students. As can be seen in Figure 16 below, the majority of the local UCT students that were surveyed underestimated the number of IFD students at UCT. Only 8.5 percent of the respondents identified the correct number of IFD students as being between 3 001 and 4 000.\footnote{9}

Figure 16: Local students’ perceptions of number of IFD students at UCT (Source: Mthente, 2010)

\footnote{9 The total number of IFD students in 2010 was 3 658.}
A few other observations can be made from the graph above:

- Significantly, 14 percent of the respondents most closely estimated that there are 4001 to 5000 IFD students, which is the correct range when one includes non-degree seekers and SSA students.
- There was also a significant proportion of local students who massively overestimated the number of IFD students, with 11.7 percent thinking that there are over 9 000 IFD students at UCT.
- On the whole though, the majority of local student respondents (55.9 percent) guessed well below the current total of 3 658 IFD students, perhaps suggesting a lack of awareness of the extent of the IFD student presence on campus.

5.5.2 Local students’ perceptions of IFD students’ regions of origin

Figure 17 below illustrates local students’ perceptions of the regions of origin of IFD students, compared to statistics from IAPO’s database that indicate IFD students’ actual regions of origin. As can be seen in the graph, local students have a fairly accurate picture of the regions of origin of IFD students, with a few exceptions. For example, the overestimation of North American students is probably as a result of local students considering SSA students (who are predominantly American) as part of the IFD student body.

![Figure 17: Perception of region of origin of IFD students (Source: Mthente, 2010)](chart)
5.6 Summary of Student Demographics, Perceptions and Expectations

A summary of Chapter 5 follows:

**Demographic profile of Current IFD Survey respondents:**

- There is a relatively even gender divide among current IFD students, and 45.3 percent are aged between 17 and 23 years old, 24.8 percent between 24 and 29 years old and 28.9 percent are over 29 years old.

- The current IFD student body is predominantly African (77 percent), with a high percentage of SADC students (57.3 percent), and a smaller percentage of African students from outside SADC (19.7 percent). European (8.9 percent) and North American (7.7 percent) students make up the next largest groups.

- The current IFD student body is predominantly ‘black’ (60.6 percent), followed by ‘white’ (19.4 percent) and ‘Asian/Indian’ (11.3 percent).

- A majority (65.3 percent) of current IFD students are single, 32.4 percent are married or in a long term relationship, and a significant minority of 17 percent have children. Of those with children, about one third keep the children with them in Cape Town.

- There is a relatively even divide between undergraduate and postgraduate IFD students, as well as good representation across the faculties. The highest representation was from the Humanities (24.8 percent), followed by 11 to 21 percent from Engineering, Science, Commerce, and Health Sciences, and lower percentages from the Graduate School of Business (5.4 percent) and Law (3.7 percent).

**Demographic profile of IFD Alumni Survey respondents:**

- IFD alumni gender and race statistics mirrored those of current IFD alumni. IFD alumni were predominantly ‘black’ (60 percent), followed by ‘white’ (23.1 percent), ‘Asian/Indian’ (7.9 percent), ‘other’ (6.9 percent), and ‘coloured’ (2.1 percent).
- Having already graduated from UCT, IFD alumni were significantly older than current IFD students (with 50 percent being older than 29 years of age, and 45 percent being between 24 and 29 years old).

- IFD alumni came from a wide range of faculties, with the highest representation from the Humanities (25.3 percent), followed by 10 to 16 percent from Commerce, Law, Engineering, Science and Health Sciences, as well as the GSB (5.7 percent).

Demographic profile of Local Student Survey respondents:
- There was a relatively even gender divide (with slightly higher female representation), with most local students being between 19 and 21 years old (predominantly undergraduates).

- Local students were ‘white’ (38 percent), followed by ‘black’ (28.8 percent), ‘coloured’ (23 percent), and ‘Asian/Indian’ (10.3 percent) students. The local student population has higher proportions of ‘white’ students, and lower proportions of ‘black’ students, than the current IFD population.

- The largest proportion of local student respondents was from the Humanities (34 percent), followed by Commerce (20 percent), Health Sciences (14.3 percent), Science (11.3 percent) and Engineering (9.5 percent).

IFD students’ reasons for choosing UCT and concerns before arrival:
- The UCT recruitment tools of the website and prospectus, and the influence of family and friends, initially attract IFD students to UCT.

- UCT’s reputation as an institution with high quality teaching and research, as well as the variety of courses and subject areas, are the main reasons IFD students’ choose UCT. Added to this is the lower cost of UCT in comparison to universities in the Northern hemisphere, the relative safety and beauty of Cape Town, and the hope of better work prospects after graduating with a UCT degree.

- IFD students’ main concerns before arrival relate to safety, cost, accommodation and discrimination, even though safety and cost are also major draw factors.
Local students’ perceptions of and interactions with the IFD programme:

- Whilst many local students underestimate the number of IFD students at UCT, they have a good sense of the regions of origin of IFD students, believing the majority to be from SADC, 16.5 percent from the rest of Africa, and smaller percentages from North America and Europe.

- Local students overestimate the American IFD population, potentially due to the inclusion of SSA students into their estimation.
6. Academic Impact of IFD Students at UCT

As discussed in the previous chapter, many IFD students are attracted by UCT’s reputation as an academic institution and have high expectations of the programmes offered by UCT. Apart from the individual benefits, the enrollment of IFD students from around the world into UCT’s faculties and classrooms serves to transform the learning environment as a whole, and enhances the academic experience of South African students through the interactions they have. This chapter assesses the impact of IFD students on the IFD students themselves, their South African peers, and faculties and professors.

6.1 Academic Impact of UCT on IFD Students

There are a range of factors that influence IFD students’ academic experience of UCT, including UCT’s academic services and faculties, interactions with South African students, relations with teaching staff, and the overall impact of UCT on IFD students’ learning. The following analysis will focus on data from the Current IFD Survey, but data from the IFD Alumni Survey will be included for comparison where relevant.

6.1.1 Impact of UCT’s academic services and facilities on IFD students

Table 17 below gives a sense of how current IFD students perceive the specific academic services offered by UCT (which are listed in order of the highest scores for ‘excellent’).

<table>
<thead>
<tr>
<th>Educational Service</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very poor</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library resources</td>
<td>42.8%</td>
<td>42.1%</td>
<td>9.9%</td>
<td>1.6%</td>
<td>0.8%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Technology</td>
<td>32.8%</td>
<td>45.5%</td>
<td>14.3%</td>
<td>4.5%</td>
<td>1.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Lecturing/teaching style</td>
<td>24.7%</td>
<td>52.0%</td>
<td>15.9%</td>
<td>2.4%</td>
<td>0.2%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Lecture halls</td>
<td>23.8%</td>
<td>46.7%</td>
<td>20.6%</td>
<td>3.7%</td>
<td>1.0%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Supervision</td>
<td>19.6%</td>
<td>40.8%</td>
<td>24.1%</td>
<td>6.1%</td>
<td>1.1%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Learning support</td>
<td>19.0%</td>
<td>34.0%</td>
<td>17.6%</td>
<td>2.7%</td>
<td>0.8%</td>
<td>25.8%</td>
</tr>
<tr>
<td>Classroom engagement</td>
<td>16.2%</td>
<td>42.1%</td>
<td>25.1%</td>
<td>5.0%</td>
<td>1.6%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Tutors</td>
<td>12.6%</td>
<td>40.6%</td>
<td>22.2%</td>
<td>4.5%</td>
<td>1.1%</td>
<td>19.0%</td>
</tr>
</tbody>
</table>
As range of observations can be made from Table 17 above:

- **Library resources and technology** at UCT were rated ‘good’ or ‘excellent’ by a large majority of current IFD students (84.9 percent for library resources and 78.3 percent for technology).
- Three quarters of current IFD students (76.7 percent) rated **lecturing or teaching style** as ‘good’ or ‘excellent’, with only 15.9 percent rating it ‘average’, and a negligible 2.6 percent rating it ‘poor’ or ‘very poor’.
- **Supervision, learning support, classroom engagement and tutors** all scored a total of between 53 to 60 percent for ‘good’ and ‘excellent’, with the remaining percentages being largely in the ratings of ‘average’ or ‘don’t know’, as opposed to ‘poor’ or ‘very poor’.

Similarly, it was academic services and facilities that were rated the most highly in the IFD Alumni Survey, where over 90 percent of respondents reported being ‘satisfied’ or ‘very satisfied’ with the quality of teaching at UCT, 94 percent of respondents rated the libraries as ‘good’ or ‘excellent’, and 84 percent of respondents rated the technology at UCT as ‘good’ or ‘excellent’.

Consequently, the academic environment and educational services delivered by UCT have a positive impact on current IFD students and alumni, who both reported the benefits of studying in an institution that fostered an engaging learning environment, with excellent library and technological resources and facilities.

### 6.1.2 Impact of learning alongside South African students

A critical element that influences UCT’s academic impact on IFD students is how they experience learning alongside their South African peers. As highlighted in Chapters 3 and 4, this also has an impact on Internationalisation at Home. Figures 18 and 19 below show the extent to which current IFD students feel comfortable around, and working with, South African students.
As illustrated in Figure 18, a majority of current IFD students (71.4 percent) do not feel less confident around South Africans, compared to a small minority 8.5 percent that do. Equally, Figure 19 shows that over half of current IFD students (54.9 percent) do not find it hard to work on group projects with South African students. However, 15 percent of IFD students indicated that they find it hard to work on group projects with South Africans. Qualitative feedback from the focus groups and surveys supported these findings, with the majority of IFD students commenting that they find it easy to interact with South Africans in class, and a minority reporting some difficulties (due to perceptions of hostility, which will be explored in
the next chapter assessing social integration). This is a concern to watch out for in disciplines that incorporate a lot of group work.

6.1.3 Impact of interaction with teaching staff

The interaction between teaching staff and students has an extensive impact upon the learning process. As can be seen in Figure 20 below, 65.9 percent of current IFD students and 78 percent of IFD alumni are ‘satisfied’ or ‘very satisfied’ with the attitude of professors and lecturers towards IFD students. Only a minority of 8.1 percent and 6.8 percent respectively are ‘unsatisfied’ or ‘very unsatisfied.’ Therefore, the majority of IFD students and alumni are positively impacted by the collegial relations shown by teaching staff at UCT.

Figure 20: Past and present IFD students’ feedback on the attitude of professors towards international students
(Source: Mthente, 2010)

The collegiality between teachers and students at UCT, at an undergraduate but more predominantly at a postgraduate level, was commented upon in several focus groups and seems to engender positively among mature students. In the words of one African postgraduate student:
There is usually a gap between professors and students which is mostly formal, but here it is very casual, and professors and students are like colleagues. Back home there’s a gap, here there is no gap.\textsuperscript{114}

Several other African, European and American postgraduates in different focus groups also commented on the ease of interactions between them and their professors, which was different to the academic culture in their home countries. However, the qualitative data from surveys and focus groups also revealed some issues that could be causing the dissatisfaction noted by a small number of students in Figure 20 above. Firstly, 32 IFD students (from the focus groups and surveys) reported having experienced direct discrimination from teaching staff. Secondly, several IFD students at both undergraduate and postgraduate levels commented on a general unavailability of lecturers and supervisors for consultation.

In all but one of the seven focus groups with postgraduate participants, IFD postgraduates reported struggling to either organise a supervisor or get appointments with their supervisor, with some reporting that they felt they were ‘left to do their own thing.’\textsuperscript{115} This is in contrast to their experiences at universities in, for example, Germany, India, Saudi Arabia and Sweden. Just over half of the IFD postgraduates in the focus groups (12 out of 22) reported that they had expected far more interaction with their supervisors, and were disappointed and dissatisfied with the levels of supervision, which negatively impacted upon their studies.\textsuperscript{116} Some of the Research Masters students in particular felt that they lacked adequate academic support.

\textbf{6.1.4 Factors affecting the academic experience of IFD postgraduates}

Despite the generally positive ratings for UCT’s academic services and facilities, half of the IFD postgraduates in the focus groups (12 out of a total of 22) expressed a range of other challenges and concerns that they felt affected them as a group. Although expressed by only a minority of students in this study, their concerns are important as UCT strives for excellence in its postgraduate programmes.

In addition to insufficient support from supervisors, other issues raised related to the content of their programmes not being as advertised, specific departments being disorganised, funding support being insufficient, inadequate support from the faculty, and the expectation that they would teach far more students than was manageable. In addition to these concerns, six PhD candidates and postdoctoral fellows
from the focus groups expressed concerns regarding the quality of education at UCT, specifically the fact that some Honours students are being taught by Masters students, and some Masters students are being taught by PhD students (as opposed to professors doing all the teaching).

In one focus group with IFD Masters students, PhD candidates, and post-doctoral fellows, there was extreme frustration that the image projected of UCT and the programmes they enrolled for did not match the reality they experienced. The following excerpt illustrates some of these issues, and is taken from a conversation between three postdoctoral fellows and two Masters students in different departments, coming from India, Saudi Arabia, and Columbia:

A: In this country if you are not South African you are a super-nobody, it’s like ‘who are you?’ but then we do more work than anybody. In my department I’m scheduled to work more hours than anybody else, told to do this and this and this. I get a different workload than South Africans and there is nothing I can do about it.

B: They abuse you as a foreigner. They want you to finish the work, giving you more duties, etc. I came to learn. I’m not allowed to ask anything.

C: I simply say no.

D: I think they’re not getting the proper funds [so they’re overburdened]. Any student coming to UCT when they first start should decide the scope of their project, and decide ‘I’m not going to do this, this and this’

A: Yes, there needs to be a contract and agreement.

C: This can be decided in an interview, where you decide with your supervisor ‘yes, I will do this, this and this,’ not a mixed vegetable curry where you’re doing everything.

E: A signed contract with specific exams. I wasn’t aware of the different requirements before I came and no one informed me of them. If you start here, you don’t finish. The agreement would help quicken things.

A: Things are initially advertised as programmes with a certain structure, and this is what you expect, a certain academic environment with the programme as advertised. But they are not following guidelines and supporting you academically, and you find the time you spend here is longer and longer. It is in their interest that we spend a longer time here, as we’re paying tuition fees, so they keep failing us.

B: They told me to my face - ‘You people are bringing valuable money into the system so we need to keep you here for longer!’
A: We are doing work here, serving the population, covering a shortage in their services, and yet they give us this feeling!\textsuperscript{118}

Six IFD postgraduates across the focus groups reported that they would not encourage other students from their home countries to apply to UCT, and that they felt these issues jeopardised the international reputation of UCT. In particular, IFD postgraduates from schools or universities in Europe, the Americas, Asia and the Middle East had more complaints than those from other universities in Africa.\textsuperscript{119} In contrast, postgraduate and undergraduate IFD students transferring from African universities were overwhelmingly positive regarding the high quality of academics and educational facilities at UCT, which far exceed those available at their respective universities, largely because of a lack of resources in their home countries. Thus, perceptions of UCT's academic adequacy appear relative depending on country of origin and previous educational experiences.

6.1.5 Impact of overall learning experience

Despite some of the academic challenges mentioned above, 75.8 percent of current IFD students agreed (41.9 percent) and strongly agreed (33.9 percent) that they have learned a great deal in their classes at UCT. Similarly, 63.4 percent of SSA students reported the same in the previous study.\textsuperscript{120} Only a minority of current IFD students (4.9 percent) felt that they have not learnt a 'great deal' in their classes.

\begin{figure}
\centering
\includegraphics[width=\textwidth]{chart.png}
\caption{Current IFD students' response to 'I have learned a great deal in my classes'}
\end{figure}

\textsuperscript{118} Mthente, Research and Consulting Services (Pty) Ltd, February 2011

\textsuperscript{119} In contrast, postgraduate and undergraduate IFD students transferring from African universities were overwhelmingly positive regarding the high quality of academics and educational facilities at UCT, which far exceed those available at their respective universities, largely because of a lack of resources in their home countries. Thus, perceptions of UCT's academic adequacy appear relative depending on country of origin and previous educational experiences.

\textsuperscript{120} Despite some of the academic challenges mentioned above, 75.8 percent of current IFD students agreed (41.9 percent) and strongly agreed (33.9 percent) that they have learned a great deal in their classes at UCT. Similarly, 63.4 percent of SSA students reported the same in the previous study.
The qualitative findings from the focus groups and surveys provide insights into why a minority of IFD students do not feel that they are getting the most out of the learning experience at UCT. Several IFD students expressed frustration at the lack of patience or willingness to understand their accents, the lack of English language support, and a lack of lecture notes (which would help them to catch what they missed in class). The following quotes illustrate these frustrations:

You’re looked down upon if you can’t speak English… I found it difficult to understand the lecturers because they spoke quickly and I also had a difficult time being understood because of my accent and my English was not that good.¹²¹

There’s a problem with the stereotypes of lecturers – that if you can’t speak English that means you’re not educated. If you’re not South African or not white, it doesn’t mean you’re less of an academic.¹²²

My supervisor was from Romania and he also had a communication problem so consultations were a nightmare for me - it got to a point where we had to write notes to each other because we couldn’t understand what each other was saying. In the end my supervisor was very motivating, because he kept telling me that I can do it, and in the end I found it pleasant.¹²³

The teaching staff and senior UCT stakeholders that were interviewed expressed an awareness of these issues, particularly those related to non-English speaking IFD students. The latter quote illustrates the value of empathy on the part of teaching staff in dealing with the challenges that IFD students face.

Whilst several students noted the value of the language and writing labs that are available for English language support, the challenge of a lack of support around complex academic terminology was raised in the focus groups by several IFD students in Medicine and Law. Some of the IFD students commented that there must also be many South African students facing the same problems. In this regard, several black African Law students said they need the same level of academic support that is offered through extended programmes for disadvantaged, predominantly black, South Africans.¹²⁴

Another challenge raised by a handful of IFD students was that of the dominance of the ‘Western’ model at UCT, and a lack of ‘international’ material in courses and in modes of thinking. One South Korean student felt that there was an unwillingness to consider or respect different perspectives, with ideas from other backgrounds being dismissed.¹²⁵ Another student from Belgium commented as follows:
Of the students attending the classes in International Law, you find that they are diverse, but the representation of that diversity is not very visible in the subject matter of the course.126

These comments, along with those made by some African IFD students, reflect frustration on the part of some IFD students that the UCT curriculum focuses mainly on South African perspectives and has limited international or African perspectives. Thus, although current IFD students are generally positive about UCT’s academic services and facilities, their interaction with local students and professors and the overall learning experience, there are a number of ways that UCT can increase the positive academic impact it has on IFD students.

6.2 Academic Impact of IFD Students on South African Students

The analysis of the academic impact of the IFD programme on local students is based upon data from the Local Student Survey. As illustrated in Figure 22 below, a large majority of local students (76.8 percent) have been in class with IFD students.

Figure 22: Local students who have attended classes with IFD students (Source: Mthente, 2010)

In the stakeholder interviews, professors were nearly exclusively positive about the impact of IFD students on South African students in the classroom. This is in contrast to the review of the SSA programme at UCT (conducted by Mthente in early 2010), where professors expressed widespread concerns around the dominance of predominantly American SSA students.127 In contrast, professors commented on the diversity
of perspectives that IFD students bring to the classroom. As stated by the Head of the Department of Medicine, “They enrich the classroom experience by bringing a fresh perspective from other parts of Africa.” Similarly, several other professors commented that the intake of IFD students from the rest of Africa helps South African students locate themselves as part of the continent.

Some of the professors that were interviewed also commented that IFD students seem to work harder than South African students for a range of reasons, such as different educational and cultural backgrounds, as well as the pressure of paying higher fees. Some professors expressed concern that this could intimidate local students. However, the majority of professors felt that having IFD students, particularly from the rest of Africa, as a positive example in class would spur local students into achieving better results.

6.2.1 Local students’ perceptions of IFD students

Figures 23 to 28 below explore local students’ responses to the issues described above, allowing for an understanding of the perceptions that local students hold as a result of their classroom interactions with IFD students. These perceptions include whether local students feel IFD students work harder than them, make the class more competitive, understand the local context, talk too much, dominate time with professors or behave respectfully in class.

![Figure 23: Local students’ perceptions of IFD students’ work ethic (Source: Mthente, 2010)](image)
Figure 24: Local students' perceptions of IFD student competitiveness (Source: Mthente, 2010)

Figure 25: Local students' perceptions of IFD students' knowledge of South Africa (Source: Mthente, 2010)

Figure 26: Local students' perceptions of IFD students' vocal presence in classroom (Source: Mthente, 2010)
Figures 23 to 28 above show that local students have the following perceptions of IFD students in the classroom:

- When asked about **the work ethic of IFD students** in comparison to South African students, as many as 40.4 percent of local students believe that IFD students work harder than local students. A smaller percentage (17.3 percent) disagreed, and just over a third (37.5 percent) chose to remain neutral on this issue.

- A large proportion of local students agreed (33.9 percent) or strongly agreed (12.1 percent) that **IFD students make the class more competitive**. Only 17.6 percent felt that IFD students do not make the class more competitive.
Almost half of the local student respondents (45.9 percent) agreed or strongly agreed that IFD students understand the local context, while 15.7 percent disagreed and 35.5 percent remained neutral.

Just over half of the local student respondents (54.3 percent) felt that IFD students don’t talk too much in class, compared to only 15.7 percent who felt that IFD students talk too much in class.

Slightly more than half of local student respondents (51.1 percent) felt that IFD students do not dominate time with professors, while only 10.4 percent felt that they do dominate time with professors.

The majority of local student respondents (78.9 percent) believe that IFD students behave respectfully in class. Only 0.7 percent feel that IFD students behave disrespectfully in class.

The generally positive perceptions summarised above suggest that IFD students are having a positive impact in their classrooms and on the South African students in their classes.

6.2.2 Comparison of IFD students’ and local students’ learning styles

As part of the Internationalisation at Home strategy, it is hoped that IFD students will positively impact upon local students through bringing their different approaches to learning into the classroom. Differences in learning styles also require that professors adapt to the varying needs within their classrooms. Figures 29 to 32 below illustrate some of the differences that exist among students from various regions of the world, compared to South African students. The graphs are followed by a summary of the key findings.
Figure 29: IFD and local students' attitudes to independent research (Source: Mthente, 2010)

Figure 30: IFD and local students' questioning of course lecturers (Source: Mthente, 2010)
Figure 31: IFD and local students' belief in academic staff (Source: Mthente, 2010)

Figure 32: IFD and local students' attitudes to interruptions in class (Source: Mthente, 2010)
The following summary presents key differences in terms of the learning styles of South African students and students from other parts of the world, as shown in the four graphs above:

- Regarding **independent study**, 73.1 percent of South African students reported that they like studying on their own. The figures for North and South America were far higher, from 89 to 100 percent, and lower for students from the Middle East and Asia, from 50 percent to 62.5 percent.

- Regarding **actions taken when having difficulty understanding course material**, only 60.3 percent of South Africans said that they would ask their lecturers. In nearly all other regions, the percentage was significantly higher, ranging from 89 to 100 percent for the Americas and Australia, 81.1 percent for Europe, 73.3 percent for the rest of Africa and a more similar 66.5 percent for students from SADC countries and Asia. The percentage was far less for students from the Middle East, at only 28.6 percent.

- Regarding the **belief that academic staff know best**, more South African students were in agreement (43.3 percent) than students from other regions, who were more likely to disagree with this statement, with the exception of students from Asia and South America. A third to two thirds of students from other regions actively disagreed with this statement, in comparison to only 21.5 percent of South African students.

- Regarding their feelings about **students interrupting with questions during lectures**, 51.8 percent of South Africans don’t mind interruptions for questions in class. The results were even higher for all other regions, ranging from 63 to 75 percent of respondents agreeing that they don’t mind interruptions for questions. This indicates a preference for an interactive style of teaching and learning. However, a significant minority of students from the Middle East, Europe and Asia said that they don’t like interruptions during lectures.

These findings confirm that IFD students do bring different learning styles into UCT’s classrooms, from their respective regions, and suggests that professors need to cater for a range of approaches in order to facilitate the learning of all their students.

**6.2.3 Impact of IFD students on classroom dynamics**

Figures 33 and 34 below illustrate how local students feel IFD students have changed the overall dynamics in the classroom, and whether or not they like IFD students in their classes. As can be seen in Figure 33,
45.3 percent of the local student respondents felt that classroom dynamics have been positively (37.5 percent) or very positively (7.8 percent) affected by IFD students. Only 0.6 percent felt that the classroom dynamics had been ‘negatively’ and ‘very negatively’ affected. Figure 34 illustrates that 73.8 percent of local students reported that they ‘like’ or ‘strongly like’ having IFD students in their classes. As can be seen in both graphs, less than a quarter of local respondents remained neutral.

Figure 33: Local students’ responses on impact on classroom dynamics (Source: Mthente, 2010)

Figure 34: Local students overall response to the presence of IFD students in class (Source: Mthente, 2010)
Figures 33 and 34 collectively reflect a positive attitude towards, and a positive impact derived from, the presence of IFD students in the classroom. The open-ended responses from the Local Student Survey relating to academic impact of IFD students were also overwhelmingly positive, as shown in the following quotes (which represent feelings repeated many times in the 400 qualitative responses):

- “It’s great to have diversity in the classrooms.”
- “I prefer having them because they bring different perspectives and experiences.”
- “They bring different dynamics in terms of culture and points of view.”

A small minority of local students commented that IFD students fail to understand the local context, and that they see IFD students as taking the place of South African students. This could account for the small percentages of negative responses regarding local students’ perceptions of IFD students.

6.2.4 Overall impact of IFD students on local students’ learning process

Figures 35 to 39 below illustrate local students’ feelings about the impact of IFD students on their personal learning, including confidence levels, work ethic, and overall learning process. The graphs are followed by a summary of the key findings.

![Figure 35: IFD students’ impact on local students' work ethic (Source: Mthente, 2010)](image-url)
Figure 36: IFD student impact on local students' confidence levels (Source: Mthente, 2010)

Figure 37: Local students' level of comfort around IFD students (Source: Mthente, 2010)

Figure 38: IFD student disruption to local students' learning process (Source: Mthente, 2010)
The key findings from Figures 35 to 39, illustrating the impact of IFD students on the personal learning experiences of local students, are summarised below:

- 90.9 percent of local students feel comfortable around IFD students, and 87.9 percent do not feel IFD students disrupt their learning process. Only 3.6 percent feel their learning process is disrupted by the presence of IFD students.
- Over half of local students say they have learnt a lot from IFD students’ contributions in class.
- A significant proportion of local students reported being inspired to work harder by IFD students (45.1 percent), and nearly a third reported feeling more confident after interacting with IFD students.

These findings indicate that on the whole, the majority of local students feel that IFD students do not impact negatively upon their learning in the classroom, with up to half reporting that their learning process benefits from the presence of IFD students. Together, Figures 35 to 39 indicate that IFD students have a largely positive impact on the learning process of local students at UCT. These results are similar to those from the SSA study, where a large majority of local students (93.5 percent) said that SSA students did not disrupt their learning process, but that they were a positive influence in class.
6.3 Academic Impact of IFD Students on Faculties and Professors

The 3 000 to 4 000 IFD students registered in degree programmes each year are spread across UCT’s faculties in different proportions, and these proportions, as well as the undergraduate and postgraduate breakdown, in many ways determines the impact that they have on each faculty. This section assesses the academic impact of the IFD student presence on professors, and faculties as a whole.

6.3.1 The impact of IFD students on faculties

Table 18 below reflects the distribution of international students (IFD and non-degree seekers) across faculties and gives a sense of the different proportions in each faculty. This data was provided by the Institutional Planning Department at UCT, as part of their contribution to the annual Faculty’s Reports for 2009. The faculties with the highest proportions of international students are highlighted.

Table 18: International students per faculty in 2009 (Source: UCT’s Institutional Planning Department, 2009)

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>INTERNATIONAL UNDERGRADUATES</th>
<th>INTERNATIONAL POSTGRADUATES</th>
<th>PROPORTION OF FACULTY ENROLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce</td>
<td>11%</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Graduate School of Business</td>
<td>12%</td>
<td>26%</td>
<td>22%</td>
</tr>
<tr>
<td>Engineering and Built Environment</td>
<td>19%</td>
<td>25%</td>
<td>21%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>5%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>Humanities</td>
<td>21%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Law</td>
<td>17%</td>
<td>33%</td>
<td>25%</td>
</tr>
<tr>
<td>Science</td>
<td>16%</td>
<td>29%</td>
<td>20%</td>
</tr>
<tr>
<td>Percentage of UCT student body</td>
<td>16% of undergraduates</td>
<td>23% of postgraduates</td>
<td>18% of total student body</td>
</tr>
</tbody>
</table>

Table 18 illustrates the high proportion of international students in the Faculties of Law, Humanities and the Graduate School of Business (GSB), as well as in Science and Engineering. In particular, international students in the Faculty of Law and at the GSB make up more than a quarter of postgraduate enrolments, which accounts for the higher proportions of international students in these faculties as a whole. As a result, they have a significant impact, as illustrated in the following comments by a professor at the GSB:
International students are usually a huge bonus to and in the MBA class. They tend to be highly committed to learning in the South African environment. I have really only come across one international student who failed to live up to the expectations on the MBA in the 10 years I have been at the GSB. Most international students enrich the learning environment. They tend to have a better appreciation of what academia is about than many South African students and they are usually highly engaged... I appreciate having students from non-South African backgrounds in the class as it allows me to bring my global experiences into the classroom.\textsuperscript{131}

Other faculties with international students making up more than a quarter of postgraduates are the Faculty of Science and the Faculty of Engineering and Built Environment (EBE). IFD students therefore represent a high proportion of postgraduate enrolments, totalling up to a quarter or a third of the postgraduate enrollment in five of UCT's seven faculties. The faculties with lower proportions of international students overall are Commerce (13 percent) and Health Sciences (11 percent), though these still maintain over 15 percent in terms of international postgraduate numbers.

In assessing the academic impact on faculties, it is again useful to compare the impact of IFD students to the impact of SSA enrollment. Many professors in the SSA review reported that there were too many SSA students in their faculties or classes.\textsuperscript{132} In contrast, no professors that were interviewed for the IFD review said that there is an imbalance in terms of IFD and South African student numbers in their classes.

The undergraduate/postgraduate distinction is also critical when considering the impact of IFD students on faculties. The DVC for Internationalisation and the Director of the Institutional Planning Department both said that in most faculties there is no further undergraduate capacity for IFD students, due to the need provide space for South African students, and the fact that professors are already fully stretched in their teaching capacity. Notwithstanding challenges in teaching capacity, there is a strong institutional desire to grow IFD numbers at a postgraduate level, with the presence of IFD graduates helping to sustain interest in certain courses and make contributions to UCT's research agenda. To illustrate this, the Deputy Dean for Internationalisation in the Law Faculty said that IFD postgraduates are critical for the continuation of several courses which are heavily undersubscribed by South African students.\textsuperscript{133} Similarly, the Director of the Centre for African Studies said that postgraduates in his department are predominantly IFD students. Feedback from professors in the faculties of Commerce, Health Sciences, Humanities, Law, Science, and the GSB all highlight the positive impact of IFD students particularly at a postgraduate level.\textsuperscript{134} This has an impact upon the curricula offered, and the research produced, by these faculties, which will be discussed in sections 6.3.3 and 6.3.4.
6.3.2 The impact of IFD students on professors

Nearly all the professors that were interviewed commented on the positive impact of IFD students on their lives as teachers. Professors across faculties spoke enthusiastically about IFD students' work ethic, as summarised in the following quotes:

- “They are dedicated, committed, and hardworking.” [Deputy Dean of Science] 135
- “The commitment to work and eagerness to learn is almost universal.” [Head of Department of Medicine] 136
- “I have noticed through performance that students from certain African countries seem to be stronger and better prepared for study.” [Professor in Private Law] 137

Professors discussed how this makes for fulfilling teaching relationships. A professor in the Law Faculty commented that there is a difference between how much an undergraduate and a postgraduate IFD student can bring to the classroom, due to the nature of teaching at the different levels.138 Professors teaching IFD postgraduates, in particular, identified them as highly committed and motivated students. However, some professors noted that some IFD students struggle with the English language, particularly those from francophone Africa. These students need extra English language support, particularly for dissertation writing.139

6.3.3 The impact of IFD students on the curriculum

Several professors reported that the desire and/or need to attract IFD students into faculties, and their presence within classes particularly at a postgraduate level, have the positive impact of diversifying and internationalising the curriculum. Professors from Law, Science and the GSB noted how having hardworking and competitive international students in class challenges professors to deliver engaging and relevant material that is international in outlook.140 In particular, professors from Humanities, Law and the GSB faculties, with the highest proportion of IFD students, commented upon how the presence of IFD students encourages them to develop courses that have regional and continental relevance, which is invaluable to other international students and South African students who may have little knowledge about the rest of Africa.141
The Faculty of Law in particular has been transformed by IFD students, as it is the faculty with the highest proportion of IFD students (comprising 33 percent of their postgraduate enrollment in 2009). A professor in Environmental Law noted that:

Having African students in the class is a very positive thing. They bring in African experiences, and you hear about African problems. What I try to do in terms of teaching is try to contextualise my material into an African perspective. It brings a different perspective than to teaching German or British students, it lessens the Western perspective and brings in a different angle. I’m confident it makes [students] do more.\(^{142}\)

A professor in Public Law stated that IFD students “open up comparative debates and insert South Africa into international developments.”\(^{143}\) In contrast, a Belgian Law student commented that the classes were diverse yet this was not reflected in the course content; however, the following quote illustrates that the Faculty of Law is attempting to keep up with the demands of its IFD students. According to the Deputy Dean with the portfolio for internationalisation:

[The presence of IFD students] has transformed what we teach - international commercial labour law, regional integration, African law, human rights law, international trade – all of these have been developed in response to demand from international students for these areas. The mainstay of all courses is international students. It enriches us having them here, the different perspectives they bring. ...We’re not changing fast enough in response to the demand! We need to push for [the development of] courses that are more relevant.\(^{144}\)

This quote highlights how an intake of IFD students, particularly at the postgraduate level, does indeed encourage course conveners and professors to keep up with international developments in their field. However, changes to the curriculum are not always supported within certain faculties, and this has led to tensions in some departments, as the drive to internationalise the curriculum or develop an African focus has been met with resistance by some.\(^{145}\)

6.3.4 The impact of IFD students on UCT’s research agenda

IFD students have a big role to play in UCT’s research profile and output. This is particularly evident in faculties that have a high number of IFD postgraduates. The Deputy Dean quoted above noted that IFD students in the Faculty of Law have dramatically changed the scale and nature of the faculty’s research output, commenting that “you have to look at what we’re publishing to appreciate the impact [of IFD
postgraduates]...PhDs have gone from being only 11 some years ago to 73 today.” Overall, the professors interviewed, across faculties, expressed the value of having IFD postgraduates within their faculties, who contribute greatly to producing a broader range of research, with an increased concentration on Africa. It is thus clear that if the number of IFD students at a postgraduate level were to decrease, it would have a negative impact on UCT’s research output.
### 6.4 Summary of the Impact of IFD Students on Academics at UCT

The key findings discussed in Chapter 6 are summarised below:

<table>
<thead>
<tr>
<th>Academic impact on IFD students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Overall, the findings underscore the benefit of Internationalisation at Home, i.e. taking full advantage of the presence of IFD students to enrich teaching and learning experiences, to embrace diversity on campus and to enhance and sustain research outputs.</td>
</tr>
<tr>
<td>• The majority of current IFD students rated UCT's libraries, technology, lecturing styles, and lecture halls very positively (70 to 85 percent response for ‘excellent’ and ‘good’), and supervision, learning support, classroom engagement and tutors positively (over 50 percent response for ‘excellent’ and ‘good’), with 75.9 percent of IFD students reporting high levels of satisfaction with the learning in UCT’s classrooms.</td>
</tr>
<tr>
<td>• The majority of current IFD students reported being comfortable around South African students, with 71.4 percent reporting that their confidence is not negatively affected as a result of being around local students. Similarly, 54.9 percent of current IFD students do not find it hard to work on group projects with local students. Only 15 percent reported that they do find it difficult to work in groups with local students.</td>
</tr>
<tr>
<td>• Regarding relations with teaching staff, 65.9 percent of current IFD students were satisfied or very satisfied with the attitudes of staff/professors towards international students. However, over half of the IFD postgraduates in the focus groups (12 out of 22) expressed frustration around insufficient academic support from supervisors and/or departments.</td>
</tr>
</tbody>
</table>
| • In the qualitative data, some IFD students pointed out the challenges they experience with the English language, and the ‘Eurocentric’ perspectives prevalent at UCT. A minority of IFD students reported a lack of respect, understanding and/or empathy on the part of some professors and departments towards IFD students. Direct discrimination was reported by 32
IFD students in the focus groups and survey, which was seen to have a negative impact on their levels of motivation and satisfaction with UCT.

**Academic impact on local students:**

- A majority of local students (76.8 percent) reported to have shared classes with IFD students. Of these students, 78.9 percent felt that IFD students behave respectfully in class (with over half saying that they don’t think IFD students talk too much or dominate time with professors). Similarly, 52.4 percent reported that they have learnt a lot from the contributions of IFD students in the classroom.

- The different region-based learning styles of IFD students have the potential to positively impacted upon local students by encouraging local students to debate more, interrupt with questions when they don’t understand, and study independently.

- Nearly half of the local students reported that IFD students make the classroom more competitive (46 percent), positively impact on classroom dynamics (45.3 percent), and inspire them to work harder (45.1 percent).

- A large majority of local students (90.9 percent) feel comfortable around IFD students, with 87.9 percent reporting that their presence does not disturb their learning process (compared to only 3.6 percent who responded that IFD students do disrupt their learning process). A majority of 73.8 percent of local students like having IFD students in the classroom.

**Academic impact on faculties and professors:**

- The faculties of Law, Humanities, and the Graduate School of Business have the highest proportions of IFD students, at 25 percent, 22 percent and 22 percent respectively in 2009. Most faculties have reached capacity for IFD students at an undergraduate level, though the enrollment of more IFD postgraduates is widely encouraged.

- IFD postgraduates have a very positive impact on faculties. In five out of UCT’s seven faculties, IFD students comprise between a quarter and a third of postgraduate students.
This has a positive impact on the learning and teaching environment, as the majority of professors that were interviewed commented on the degree of self motivation and rigour of IFD postgraduate students.

- Postgraduate IFD students provide momentum in the push towards the internationalisation of course curricula and research in the faculties with the highest proportions of IFD students (the Faculty of Law and the GSB in particular).
7. Social Impact of IFD Students at UCT

The presence of over 3 000 IFD students from more than 100 countries is a striking feature of the UCT campus. The desktop research, discussed in Chapter 4, has shown that UCT is among the few higher education institutions globally that has such a large IFD student enrollment. It certainly has the highest IFD student enrollment in Africa. Keeping these statistics in mind, this chapter examines the extensive range of social impacts of IFD students at UCT. It first assesses the perceptions that local and IFD students hold about each other, and the social impact of IFD students on the campus as a whole, and on surrounding communities. The extent to which friendships form between IFD and local students, and the impact of these friendships, are then analysed. This is followed by the challenges IFD students face in terms of settling in, issues of discrimination and xenophobia on campus and the impact of crime. Finally, students’ responses to the issue of social integration will be explored.

7.1 Social Interactions and Perceptions of IFD Students

The presence of a large number of international students creates a diverse environment where I@H can be promoted. For this to happen, attempts are made by IAPO and UCT to facilitate not only academic integration, but also social integration. The degree of interaction and the perceptions that local students have of IFD students, as well as how IFD students experience local students’ attitudes towards international students, are indications of whether these initiatives are having a positive impact.

7.1.1 Local students’ interactions with IFD students

As can be seen in Figure 40 below, a high percentage of local students (82 percent) have interacted with IFD students inside and outside the classroom.
Figure 40: Local Student Survey respondents’ interaction with IFD students (Source: Mthente, 2010)

Figure 41 below shows how and/or where local students usually meet IFD students. A majority of local students (74.7 percent) meet IFD students through taking the same academic course. Over a quarter of local students meet IFD students through mutual friends (26.5 percent), followed by living in shared accommodation or residences (18.6 percent). UCT and IAPO orientation activities featured as the meeting place for a small minority of students (7.9 percent and 1.2 percent respectively).

Figure 41: Where/how local students met IFD students (Source: Mthente, 2010)
The results above suggest that the best place for socio-cultural integration is through informal meetings. This explains why there are still widespread perceptions of limited social integration, to be discussed in this chapter, since the most significant time local and IFD students spend together appears to be in class.

### 7.1.2 Local students’ perceptions of IFD students

Figures 42 to 47 below explore local students’ perceptions of IFD students’ social behavior and attitudes towards South Africans and South Africa. These perceptions frame local students’ interactions with IFD students, and any potential for friendship.

![Figure 42: Local students' perceptions of IFD students' work ethic (Source: Mthente, 2010)](chart1)

![Figure 43: Local students' perceptions of IFD students' party mentality (Source: Mthente, 2010)](chart2)
Figure 44: Local students' perceptions of IFD students' socialising preferences (Source: Mthente, 2010)

Figure 45: Local students' perceptions of IFD engagement with South Africans (Source: Mthente, 2010)

Figure 46: Local students' perceptions of IFD students’ willingness to know South Africa (Source: Mthente, 2010)
The graphs above offer insights into the perceptions that local students have of the IFD students in their midst, which can be summarised as follows:

- An overwhelming majority of local students (80.1 percent) endorse the fact that IFD students are **here to study**.
- Less than one third of local students feel that IFD students are **here to party**.
- Whilst 54.5 percent of local students disagreed that IFD students **only socialise with each other**, almost one third felt that they do only socialise with each other.
- More than two thirds of local students agreed or strongly agreed that IFD students **engage easily with South African students**, compared to only 8.3 percent who disagreed.
- A total of 85.3 percent of local students also agreed that IFD students **make an effort to get to know Cape Town and South Africa**, with only 3.1 percent disagreeing.
- A total of 43.3 percent of local students felt that IFD students are **sensitive to cultural differences**, while 18.1 percent disagreed.

Taken together, these responses illustrate that, on the whole, the majority of South African students do not have a negative view of IFD students. The majority of local students believe that IFD students are here to study, engage easily with South Africans, and make an effort to get to know Cape Town and South Africa. However, nearly a fifth of South African students do not find IFD students to be sensitive to cultural differences, and over a quarter of local students feel that IFD students only socialise with each other.
7.1.3 IFD students’ experience of local students’ attitudes

The data explored above indicates that most local students feel positively towards IFD students. In order to assess the validity of this claim, it is necessary to look at whether IFD students have a positive experience of local students' attitudes towards them. Figure 48 below shows that many past and present IFD students are satisfied by the reception of local students.

As can be seen above, 61.6 percent of IFD alumni were satisfied or very satisfied with the attitudes of local students towards international students, while just under half of current IFD students (47.1 percent) felt the same. However, 32.3 percent of current IFD students remained neutral, compared to 21.4 percent of IFD alumni. Only 15.4 percent of current IFD students and 13.2 percent of IFD alumni were unsatisfied or very unsatisfied with local attitudes towards them. These results indicate that current IFD students are slightly less satisfied than IFD alumni in this regard.
7.2 The Impact of IFD Students on Campus Culture and Surrounding Communities

The section below explores the impact of IFD students on UCT's social activities, on learning outside the classroom and on the surrounding communities.

7.2.1 IFD students’ social activities on campus

IFD students are encouraged to become fully involved in the full range of activities at UCT. As can be seen in Figure 49 below, about half of current IFD students participate in student societies, almost a third participate in community outreach work, a fourth participate in sports teams and a fifth participate in residence life. Only 12.9 percent of current IFD students indicated that they participate in IAPO events and activities, while this percentage was significantly higher among IFD alumni. A small percentage of current IFD students and IFD alumni have participated in student politics.

![Bar Chart: Past and present IFD students' experiences outside the classroom](chart.png)

Figure 49: IFD students' participation in extra-curricular activities (Source: Mthente, 2010)

These participation levels indicate the positive impact that IFD students can have on different aspects of social life at UCT. These extra-curricular activities represent areas that provide opportunities for social
engagement, interaction and integration for those who participate in them. This is further illustrated in Figure 50 below where IFD students report that they learned a great deal outside the classroom. It is in these activities that socio-cultural, intellectual and economic barriers play less of a role in inhibiting interaction.

7.2.2 Internationalising campus culture

Whilst 75.9 percent of current IFD students said that they had learnt a great deal in the classroom (see Figure 21 in Chapter 6), Figure 50 below shows how a similar but slightly higher proportion of current IFD students (78 percent) felt they learnt a great deal outside the classroom.

![Figure 50: Current IFD students' learning outside the classroom (Source: Mthente, 2010)](chart)

Many IFD students in the focus groups and surveys said that their extensive learning outside the classroom was due to UCT’s diversity. Similarly, when local students were asked a general question about the impact of the presence of IFD students, many referred to the rich diversity they bring to the campus. As can be seen in Figure 51 below, an overwhelming majority of local students (92.8 percent) feel it is a good idea to have students from around the world at UCT.
Figure 51: Local students’ appreciation of IFD students from across the world (Source: Mthente, 2010)

Figure 52 below further confirms that many local students appreciate the IFD student presence on campus.

As illustrated above, the majority of local students either really appreciate the presence of IFD students at UCT (43 percent), or feel that they make a huge contribution to UCT (20 percent), or wish that there were more international students at UCT (11 percent). A significant proportion of 24 percent of local students feel that it doesn’t matter whether IFD students are at UCT or not, but only a small minority (less than 1 percent) feel that IFD students drain UCT resources or cause trouble.
As can be seen in Figure 53 below, 78.6 percent of local students feel IFD students make a valuable contribution to student life at UCT.

![Figure 53: Value of IFD programme to student life at UCT (Source: Mthente, 2010)](image)

These findings were confirmed by comments made by IFD students, local students, professors and other UCT stakeholders regarding the intercultural value of having IFD students at UCT. According to many IFD survey respondents, meeting people from different cultures has meant a lot to them. Similarly, many local students showed a deep appreciation for the rich diversity that IFD students bring, and remarked upon the ‘culturally enriching’ benefits of ‘learning about where they come from,’ and ‘getting ideas from outside of South Africa.’ Hence the diversity and learning is mutually appreciated by both IFD and local students.

When the Dean of Commerce was asked about the impact of IFD students on South African students, he responded:

South African students (like others) can be parochial in their beliefs and norms, and the presence of substantial numbers of international students is the best antidote to this. I expect that the influence outside the classroom is more important in this respect.

Exposure to individuals from around the world who make an effort to get to know South Africa and South Africans has the effect of challenging the ideas many South African students have about other countries and societies in the world. Social interaction creates a platform for challenging negative stereotypes and attitudes, and assuaging the general fears, concerns and insecurities held by a minority of local students towards international students and foreigners.
7.2.3 The impact of IFD students on surrounding communities

In addition to socially impacting on UCT, IFD students have an impact on the communities surrounding UCT, as well as wider Cape Town communities. This is primarily through community-orientated activities. Feedback from UCT stakeholders indicates that IFD students have a very positive impact on Cape Town communities through their participation in outreach initiatives (31.3 percent of current IFD students and 37.6 percent of IFD alumni are/were engaged in community outreach in their time at UCT – see Figure 49 in section 7.2.1). The Director of SHAWCO (Student Health and Welfare Centres Organisation) at UCT reported that the contribution of international students is invaluable to SHAWCO’s work in surrounding disadvantaged communities.

In addition to community outreach, IFD students engage in a range of other activities during their spare time, which illustrate their engagement with the surrounding community (see Figure 54 below).

![Figure 54: Spare time activities of Current IFD students (Source: Mthente, 2010)](chart.png)

A high percentage of current IFD students study in their spare time, as well as watch movies. However, 33 to 38 percent of current IFD students also reported that they spend their spare time eating out at
restaurants and shopping, with a further quarter visiting tourist attractions and 14.5 percent travelling outside of Cape Town. Religious activities and sporting events are undertaken by 28 to 31 percent of IFD students. These activities internationalise life in the surrounding communities that absorb IFD students, as well as having other socio-economic implications. As found in Mthente’s review of the SSA programme, all international students (SSA and IFD) bring a rich diversity to the residential communities around UCT.\textsuperscript{152} However, whilst there have been challenges around the integration of SSA students in surrounding communities, IFD students tend to ‘fit in’ with more ease, due to their being made up of a different demographic, and studying here for a longer period of time.\textsuperscript{153} SSA students, on the other hand, are only at UCT for one semester, which is often not long enough for comprehensive integration to take place.

### 7.3 Friendships between IFD and South African Students

For the vision of Internationalisation at Home to flourish, local and IFD students not only need to be sharing ideas and experiences in class, but also need to be forming friendships outside of class. This section explores the extent of friendships between IFD and local students, and the nature and impact of these friendships.

#### 7.3.1 Extent of friendships

A large majority of local students (81.5 percent) reported that they are friends with IFD students, as shown in Figure 55 below. Encouragingly, of the local student minority who do not have IFD students as friends, 83.8 percent said they would like to have friendships with IFD students in the future.\textsuperscript{154}

![Local student friendships with IFD students](image)

**Figure 55: Local and IFD student friendships (Source: Mthente, 2010)**
Similarly, a large majority of current IFD students (87.2 percent) and IFD alumni (92.3 percent) reported that they have made friends with local students, as shown in Figure 56 below.

10.3.2 Nature of friendships

Figures 57 and 58 below show how local students describe their friendships with IFD students, and vice versa. The graphs are followed by a summary of the key findings.
Figures 57 and 58 demonstrate that:

- The majority of local and IFD students' friendships involve spending time together socially (for 53.4% of local students and 56.8% percent of current IFD students).
- Nearly half of local students and IFD students also have friendships that are ‘just acquaintances’ (44.1 percent of local students and 49.8 percent of current IFD students).
- A total of 43.9 percent of current IFD students enjoy close friendships with local students, compared to the 30.9 percent of local students who reported having IFD students as close friends.
- A total of 10.9 percent of current IFD students and 4.9 percent of local students are involved in boyfriend/girlfriend relationships with someone from a different country than their own.

Overall, this illustrates a high level of interaction and friendship between local and IFD students, with a majority reporting that these friendships go beyond being ‘just acquaintances’, and involve spending time together socially (including a significant proportion of close friendships).
7.3.3 Impact of friendships

Figures 59 and 60 below give a sense of the impact of these friendships on both local and IFD students. The graphs are again followed by a brief summary of the main findings.

![How local students feel about their friendships with IFD students](image)

**Figure 59: How local students feel about their friendships with IFD students (Source: Mthente, 2010)**
Figures 59 and 60 illustrate the following:

- In terms of **long-term impact**, a high majority of local students (91.1 percent) and current IFD students (92.1 percent) hope to keep in touch after UCT, with 80.7 percent of local students hoping to visit IFD students in their home countries. Similarly, 66 percent of local students and 77.1 percent of IFD students hope that the friendships will be for life.

- In terms of **intercultural learning**, a large majority of local students (82 percent) and current IFD students (83.2 percent) report that they have learnt about a different culture through these friendships, and that their views of each others' countries and peoples have changed (78.6 percent of local students and 71.2 percent of current IFD students).

- Significantly, 53.8 percent of local students also felt that these friendships have changed how they see South Africa. In addition, 24.8 percent of local students and 40.9 percent of current IFD students have learnt a new language through these friendships.

- In terms of **personal impact**, friendships with IFD students have encouraged 58.7 percent of local students to study abroad, and changed how local students see themselves (34.9 percent) and their hopes and plans for the futures (30.4 percent). In comparison, friendships
with local students have impacted on how 53.5 percent of current IFD students see themselves, and changed over a third of their plans for the future (38.7 percent).

These results indicate a depth to the friendships that are forming, with a positive impact on personal development, and a desire for the connections to remain between students after their life at UCT. The interpersonal and intercultural value that IFD students bring to the UCT community is evident. The results from the Local Student Survey show how friendships with IFD students make local students reassess not only their perceptions of other countries, but also their relationship to South Africa. This has a positive impact of helping them become internationalised in their outlook and advance towards becoming global citizens, broadening what they imagine possible for themselves and their futures, which is a key aim of internationalisation.

7.4 Personal Impact of UCT on IFD Students

The qualitative data from the Current IFD Survey and the IFD Alumni Survey provided further insights into the personal impact that being at UCT has on IFD student’s lives in terms of their personal growth. Challenges related to homesickness, loneliness, confusion and depression were countered by many positive experiences such as friendships, increased confidence and a sense of finding their place in the world.

As can be seen in Figure 61 below an overwhelming majority of current IFD students and IFD alumni (between 82 to 95 percent) reported the following personal benefits of studying at UCT:

- Gaining new friends;
- Learning to appreciate diversity;
- Gaining new skills relevant to their future careers;
- Enhancing interest in their field of study;
- Positively impacting upon their world-views;
- Increasing self-confidence.
IFD alumni as a whole responded slightly more positively than current IFD students, possibly illustrating the benefit of hindsight. As can be seen in Figure 62 below, IFD alumni expressed high levels of satisfaction (86.4 percent) regarding the opportunities available at UCT for personal development, with 48.1 percent being ‘very satisfied’ and 38.3 percent being ‘satisfied’. Only 2.3 percent of respondents reported being dissatisfied.

Figure 62: The impact of UCT on personal development of IFD alumni (Source: Mthente, 2010)
The high value of being at UCT was further articulated by one IFD student in the Current IFD Survey who stated: “UCT has given me a chance to be all rounded and ready for the world. Through presentations and participation in societies, I am more confident as a person, and will carry that for life.”

7.5 Making Sense of South Africa

Whilst an overwhelming majority of IFD students do manage to make friends with local students, and report extensive intercultural benefits from their time at UCT, a number of challenges were reported by IFD students in relation to settling into life at UCT and in South Africa in general. For many IFD students, the first few days and weeks are a very challenging period, and they struggle to adjust to the new social and cultural environment.

7.5.1 Settling in

Taking into account that many local students coming from other provinces in South Africa are also unfamiliar with UCT and Cape Town when they first arrive, the qualitative data from the two IFD surveys and the focus groups indicated that many IFD students struggle to settle in and make friends with South African students when they first arrive. Half of the current IFD students in the focus groups (23 out of 46) reported problems, as did respondents across the Current IFD Survey and the IFD Alumni Survey. The following quote illustrates one such experience:

I think my worst experience has been trying to connect to local students and being faced with rejection. However, it is only fair to say there are some local students who make an effort to be accommodating, but there are few of them.

In the focus groups, some IFD students commented upon how, before arriving at UCT, most had expected to make friends easily, with the exception of a few SADC students who had heard through word-of-mouth that fellow countrymen/women have struggled to make South African friends at UCT. Even several IFD students who went to high school in South Africa commented that the specific dynamics at UCT and in Cape Town made it harder to make South African friends at UCT than at high school.
In particular, the racial dynamic is an added challenge for many IFD students who have never been in the same class with white students. For example, the following quote from a Motswana student makes reference to some of the specific reasons why IFD students initially find it hard to make friends with local students:

I’m from Botswana which is a somewhat neo-colonised country as when we grew up we were exposed to the South African lifestyle on TV. Then I came to UCT, and it was a huge cultural shock because of the white and black [dynamics] and I found that South Africans were reluctant to speak to internationals. The fact that Tswana is also a spoken language eased the tension because I could communicate with it. I also found it difficult to interact with white students at the university.\textsuperscript{157}

The quote above illustrates how IFD students suffer from ‘culture shock’ when they arrive at UCT because they have little understanding or prior experience of the formerly racially divided South African society.

\section{Impact of South African racial dynamics}

The initial problems around integrating with South African students are part of the broader challenge experienced by nearly all IFD students – that of understanding the complicated social, and racial, dynamics of the country they have chosen to study and live in. The quotes below illustrate how the racial dynamics at UCT impact upon some IFD students:

- “Students are clustered in racial groups on campus – everyone observing each other and waiting for each other to make a move…. Whereas with international students there’s a spontaneous feeling of belonging."\textsuperscript{158}

- “South Africans don’t exactly embrace populations from other countries. Us international students, feel we don’t belong …South Africans have a strong pride in themselves as South Africans, so it’s hard for some to accept other cultures, ‘cos maybe they’ve never known anything else”.\textsuperscript{159}

- “South Africa is just a country still divided by race and black international students just need to be aware of this. Unfortunately I was not ready for the racial tension.”\textsuperscript{160}

- “South Africans are so racist, but I don’t think they realise it. I come from a place where people are treated as people and colour is not such a huge issue…as a result of being here I have found that I have become a little racist myself.”\textsuperscript{161}

- “Foreigners are outsiders here. Black South Africans haven’t welcomed me here because I don’t speak their language.”\textsuperscript{162}
These and other comments from the two IFD surveys and the focus groups indicated that many IFD students were unprepared and shocked at the levels of racial tension they found at UCT. This includes the experience of several black African IFD students who were ‘rejected’ on account of their not speaking ‘black’ South African languages. The complex racial dynamics of South African society negatively impact upon many IFD students, generating feelings of alienation and confusion as they struggle to find their place in the wider student body. The specific issues of discrimination and xenophobia are explored in Section 7.7.

Three groups of IFD students appear to have more success in connecting with South African students:

- Firstly, IFD students in UCT residences found it easier to make friends as the familiarity of living together led to connection and intimacy. This was discussed by eight IFD students in the focus groups.
- Secondly, in one focus group a current IFD student discussed how in his department (Architecture) local students were assigned as mentors and guides to orientate IFD students, which resulted in “a huge social barrier being broken down.”
- Finally, a higher level of study with the consequent drop in class sizes also encourages the formation of friendships (in the words of one IFD Law postgraduate, it “gets to a point where you’re forced to interact.”)

It is worth noting that a minority of IFD students in the focus groups felt that the struggle to make South African friends had nothing to do with a national culture, but more to do with the different personalities involved, which would apply anywhere in the world.

7.6 The Impact of Crime on IFD students

A major theme that emerged in the surveys and focus groups was the problem of crime. Whilst 60 percent of IFD alumni respondents reported feeling safe and secure while at UCT, 17 percent were unsatisfied with security on campus, and 23 percent were neutral. In IFD students’ responses to their ‘worst experiences at UCT,’ both current IFD students and IFD alumni cited muggings and robberies most commonly, along with witnessing stabbings, experiencing rape or attempted rape, and in a few cases the murders of friends or professors. The quotes below are examples of IFD students’ responses to the question – What has been your worst experience at UCT?
• “Getting mugged in the first week of my first year.”
• “Girlfriend being attacked and almost raped. Housemate tied up and held at gunpoint.”
• “Being robbed at gunpoint and being raped in the process.”
• “Had our digs broken into in 2006 while I was sleeping in my room – the biggest reason I left SA after my studies.”
• “Having a fellow medical student gunned down in front of my flat in Mowbray last year.”
• “I was attacked in the street while coming from UCT and they took my money.”
• “I was mugged five times in Rondebosch.”
• “I was staying in Woolsack and everything in my room was stolen (passport, foreign currency, bedding, laptops, even perfumes)...I told my warden, called CPS, no one knew what to do, they were looking at me like idiots and one asked me “what do you want us to do?” Then later I found out the gate wasn’t working, the cameras weren’t working, there were outsiders who had access to the entrance chip and during the same week five other rooms were robbed. ‘Til today I never got a follow-up report from UCT or the police, which is seriously pathetic for the amount we pay, you guys can’t even put the minimum security.”
• “One night I was studying in my flat and I heard gunshots and when I rushed outside, other students and I saw a taxi driver gunned down still lying at his steering wheel.”
• “Witnessing a lady’s arm lacerated seconds after she was robbed on a bright Sunday morning.”

These quotes illustrate the prevalence of crime on campus, in spaces around campus, and in many of the residential communities that IFD and other UCT students live (Observatory, Mowbray, and Rondebosch, specifically).

Similar responses arose in the focus groups. Whilst a minority of IFD students reported being relieved that crime wasn’t as bad as they had anticipated, more IFD students reported having been mugged or robbed whilst at UCT. Several focus group participants said that the worst time for them was when they first arrived and felt particularly vulnerable and exposed, unaware of when and where they should or should not go out. For example, one Nigerian undergraduate went for a walk to orientate herself on her first Sunday in the country, and was mugged crossing a sports field in Claremont. An Indian postdoctoral fellow had a similar experience on his first walk to UCT from his residence. Once they have settled in, some IFD students still feel targeted and very vulnerable to crime as many said they “stand out” because of their appearance,
speaking different languages or having a different accent. It is thus evident that crime is having a negative impact on the experiences of many IFD students. Several IFD students reported knowing other IFD students who have abandoned their studies because of incidents involving crime.

7.7 Experiences of Discrimination and Xenophobia

Racism and xenophobia emerged as a theme in both the Current IFD Survey and the IFD Alumni Survey, in qualitative responses related to IFD students’ worst experiences whilst at UCT both on and off campus. This section assesses quantitative and qualitative data from these two IFD surveys, the Local Student Survey, and the focus groups, in order to get a sense of the extent of the problem.

7.7.1 IFD students’ experiences of discrimination and xenophobia at UCT

IFD students and alumni were asked whether or not they have experienced discrimination or xenophobia at UCT. As can be seen in Figure 63 below, an average of 80 percent of past and present IFD students reported that they have not experienced xenophobia or discrimination at UCT. However, an average of 20 percent have, which amounts to one in five IFD students.

![Figure 63: Past and present IFD students' experiences of discrimination or xenophobia at UCT (Source: Mthente, 2010)](image)

The focus group discussions indicated that those who have experienced discrimination or xenophobia are either unwilling to report their experiences, or were unsure where they could report such issues, and were not aware of the Discrimination and Harassment Office at UCT.
To further understand these experiences, IFD students were asked where these events took place, with the option for multiple responses. Figure 64 below illustrates their responses.

Figure 64: Where xenophobic/discriminatory incidents took place (Source: Mthente, 2010)

Figure 64 above shows that xenophobic and discriminatory incidents happen across a range of UCT spaces. Of the respondents in the two surveys who had negative experiences, 44.9 percent of current IFD students and 53.6 percent of IFD alumni had experiences on the street or walkways of UCT, and 39 percent of current IFD students and 37.5 percent of IFD alumni had experiences in the classroom. Approximately one fifth of respondents who had xenophobic or discriminatory experiences reported that they took place in residence halls, administration offices and other spaces at UCT, whilst the Jammie shuttle and the sports field were reported in approximately 10 and 5 percent of cases.

These results indicate that UCT is far from free of the problems of discrimination and xenophobia that are experienced in South African society at large. When local students were asked if they had witnessed discrimination or xenophobia directed towards international students at UCT, 9.3 percent reported that they had.
10.7.2 Discrimination in class or from teaching staff

Whilst the surveys generated largely positive data regarding IFD student satisfaction with the attitudes of teaching staff, specific discrimination and overt racism against IFD students was reported in the surveys and focus groups. A total of 32 IFD students across the two IFD surveys and the focus groups cited specific instances of direct racial or xenophobic discrimination from lecturers (including both white and black South African lecturers). This was against non-white IFD students at UCT, predominantly from the rest of Africa, yet also including some students from India and other Asian countries. This ranged from Zimbabwean IFD students feeling that their home country was consistently used as a negative example in class exercises, to explicitly negative comments directed at individuals related to their race or stereotypes about their country of origin, to general feelings of exclusion from class discussions or consultations with professors.

A few examples of discrimination reported in the focus groups follow below:

- One Swazi Law student felt that her lecturer wouldn’t have told her to ‘get out whilst you still can’ if she had been a white South African student.\(^\text{165}\)
- Another Swazi student described how in class, “People are not so well informed about Swaziland and they have this perception that everyone from Swaziland is HIV positive or wants to marry the king.” Consequently, when she was late for class the lecturer asked in public “if I’d been getting tested [for HIV].”\(^\text{166}\)
- One Zimbabwean student noted how her black South African lecturer gave preference to South African students over international students, particularly during consultation hours when she felt ignored, and she challenged him on this.\(^\text{167}\) The lecturer described her behavior as ‘pathetic,’ and has since given her the nickname of ‘the creature,’ referring to her in lectures with this name, a behavior she identifies as ‘xenophobic.’ In discussions with other Zimbabwean students she discovered that they have received similar discriminatory treatment from this same lecturer. One Zimbabwean student discussed how he would often wait to see his lecturer during consultation times, who would admit white South African students as soon as they arrived, ignoring him and other black students.

The above quotes suggest that it is mostly SADC students, more familiar to South Africans, who are the target of most stereotyping. Whilst they may seem relatively subtle, these jibes were reported to have a
demoralising impact on students, with students reporting that they just keep quiet in classes with these lecturers.

There were references to similar issues across the Current IFD Survey and the IFD Alumni Survey. The quotes that follow are a sample of some of the qualitative answers to the question – What has been your worst experience at UCT?

- “I felt discriminated against as a foreign African student.”
- “Being in the faculty for four years and being constantly aware of my race.”
- “Being the only black student in class was somehow scary, but with time it passed.”
- “Being ostracised by black South African students and being thought of lowly by some lecturers and South African students just because one is from another African country.”
- “Being discriminated against by staff and other students in my faculty.”
- “Racism by some white lecturers.”
- “Xenophobic treatment from fellow students.”
- “When I was told to go back to my country.”
- “Discrimination and xenophobia from students and even some lecturers.”
- “When a certain lecturer expressly stated that he never thought I would pursue a 9 [high mark] on my recommendation form for my scholarship. I really felt judged by that white lecturer.”
- “UCT’s arrogant stance and treatment of students who come from other African universities… it is sickening. Just because UCT is ranked one of the top 100 in the world, does not justify the perpetuation of discriminatory treatments.”

The prevalence of qualitative responses like those above indicates that the problems are experienced in a wide variety of spaces and faculties within UCT.

The power that teaching staff have over students extends beyond the classroom or students’ grades, but also relates to questions of research agendas and resources. In one focus group, a Middle Eastern PhD student described how the head of his department “closed certain avenues [for research] preferring her agenda, and ignoring mine.”168 This particular IFD student has had extensive international academic experience, and was highly dissatisfied with the nepotism in his department. In a different focus group,
another PhD student from a different Middle Eastern country described how race and nationality affected resource allocation in her department. Collectively, the quotes from the two IFD surveys and focus groups indicate that IFD students at UCT are exposed to both the racial discrimination that dominates South African society, but also a specific form of discrimination related to their not being South Africans. Black African IFD students consequently reported the highest levels of discrimination compared to their peers from other regions of the world.

7.7.3 Discrimination from local students

Whilst the majority of respondents to the Local Student Survey were positive in their qualitative responses about IFD students, a significant minority expressed negative perceptions about IFD students, and negative feelings towards the IFD student presence on campus. Some of the common themes that emerged were that some local students feel that IFD students distance themselves from South Africans and/or don’t want to engage with South Africans, and that the IFD students take the place of South African students at UCT and there are too many of them.

The following quotes offer a summary of these sentiments, in the words of respondents from the Local Student Survey:

- “Some of them think they are better than South Africans.”
- “They should learn more about the cultures and values of South Africans.”
- “There should be more integration, they should move out of their zones.”
- “They should interact more with South African students.”
- “Their presence displaces other SA students that could fill the positions.”
- “There should only be places for local students.”

As with teaching staff, some IFD students reported that stereotypes of their home country or region were used in personal jibes by local students, or with reference to ‘stealing’ South African resources, from jobs to ‘husbands.’ However, it is important to stress that these sentiments formed a relatively small proportion of the qualitative responses in the Local Student Survey. By far, the large majority of South African respondents to the survey felt that the presence of IFD students greatly benefited their time at UCT, and they were keen to meet more of them (as previously shown in Sections 7.2 and 7.3).
In the Local Student Survey, some South African students expressed concern for IFD students, regarding fears of maltreatment and xenophobia and a lack of openness on the part of local students (as well as concern around language difficulties, the high cost of international fees, a need for better support and orientation for IFD students). The issue of ‘sameness’ arose in several of the qualitative responses, with students making comments such as “they are good people and they are just like us” and “they are just the same as South African students.” It appeared there was a need on the part of some respondents to emphasise that they welcomed foreign students, particularly foreign African students, and that they felt uncomfortable with some of the sentiments that other South African students have towards foreign students. Some students expressed a desire that there be activities organised outside of class to provide opportunities to meet IFD students socially, so that “we can know more about them.”

All of these quotes, the negative, the positive and the ambiguous, illustrate the awareness of a divide on campus between IFD and South African students, despite the friendships and engagement described earlier in the chapter.

### 7.7.4 IFD students’ experiences of discrimination and xenophobia off-campus

The xenophobic violence of 2008 was cited in the two IFD surveys as a critical moment for several IFD students, with some feeling extremely let down by the UCT authorities, and others appreciating the assistance and support they received from specific individuals or departments at UCT (including IAPO). One IFD alumnus spoke of ‘Africa Day’ in 2008, which took place at the height of the xenophobic violence, as one of his best experiences at UCT, where “at least people faked to like us black Africans from other African countries.” He describes how “I was ironically given a fire extinguisher as an award for a best-dressed person during the commemoration celebrations” (with reference to the “infamous” burning of a Mozambiquan immigrant). This apparently did not cause him offence, but instead he described how “I still keep that fire extinguisher in my car,” indicating that the individuals that gave it to him were close enough friends where they could joke about such dire circumstances. However, for most IFD students, the threat or reality of xenophobia adds a great deal of stress to their experience of South Africa, and UCT.

One IFD student in the Current IFD Survey said that his/her worst experience while at UCT was “the fear of being attacked especially when trying to get to the campus [shuttle] transport,” and another student responded “encountering violence by locals in the taxi.” This sentiment was echoed by five African IFD students in the focus groups. In one of the focus groups, an IFD undergraduate from Kenya spoke of the
attitude that is displayed when black South Africans realise that she is a foreign African, when she can’t speak their language:

There are times I want to hide, like when I’m in town or on a taxi and someone speaks to me and then they realise I don’t speak Xhosa – they look at you differently and you’re thinking ‘should I be scared?’ You feel much more vulnerable and aware they can do something to you. It makes me feel scared, I’m scared, and as a girl you can’t fight. I’ve been in situations where I’ve been told ‘why don’t you go back to your own country?’

Whilst only one IFD student reported having been physically threatened, foreign African IFD students, including particularly from West and East Africa, live with the fear of such situations arising.

7.8 Local and IFD Students’ Responses Social Integration Challenges

Sections 7.2 and 7.3 showed the positive impact of IFD students on campus culture, and the intercultural benefits of the extensive friendships between IFD and local students. However, 27 out of 46 of the focus group participants, as well as IFD and local students in the qualitative responses across the three surveys, commented on a perceived social divide between IFD and local students. Figures 65 to 67 below illustrate the extent to which local students are aware of, and wish to see more change, with regard to social integration on campus.

![Figure 65: Local students' response to the integration of IFD students (Source: Mthente, 2010)]
Figures 65 to 67 illustrate a desire on the part of local students to see a broader range of international students coming to UCT (82 percent), a feeling that there needs to be better integration with IFD students (77 percent), and a feeling that local students need to be better informed about IFD students (81 percent). Similarly, when asked how they would change IAPO operations, 17 IFD students in the focus groups, 12 in the Current IFD Survey, and 17 in the IFD Alumni Survey indicated that they would like to see programmes or initiatives facilitating interaction between local and international students at UCT.
These findings indicate that despite the interaction that takes place in classrooms and extra-curricular activities, the perception lingers that there is little social integration. A further perception exists that integration is imposed on people and not largely an intrinsic desire by each individual to take advantage of the opportunities for integration that are provided. This is particularly the case among students who complain about a lack of integration but do not participate in scheduled events or activities and thus end up feeling alienated and lonely.
7.9 Summary of the Social Impact of IFD Students at UCT

A summary of Chapter 7 is outlined below:

A summary of the social perceptions around IFD students is presented below:

- A majority of local students have a positive perception of IFD students, with 85.3 percent agreeing that IFD students make an effort to get to know Cape Town and South Africa, and 68.5 percent agreeing that IFD students engage easily with South African students.

- A total of 43.3 percent of local students felt that IFD students are sensitive to cultural differences, while a smaller proportion of 18.1 percent disagreed.

- Whilst 54.5 percent of local students do not think that IFD students only socialise with each other, over a quarter of local students (28.6 percent) hold the perception that IFD students only socialise with each other.

- A total of 61.6 percent of IFD alumni were ‘satisfied’ or ‘very satisfied’ with the attitudes of local students towards international students, and just under half (47.1 percent) of current IFD students felt the same. A minority of 15.4 percent of current IFD students felt dissatisfied with local students’ attitudes towards them.

A summary of the impact on campus culture and surrounding communities is presented below:

- Over 50 percent of current IFD students are involved in UCT student societies, 31.1 percent in community outreach work, 14.8 percent in sports, and 19.8 percent in residence structures. This participation fosters the internationalisation of campus and community life.

- A total of 74 percent of local students appreciate the presence of IFD students on campus, feel they make a huge contribution to life at UCT, and wish there were more IFD students at UCT.
The intercultural impact of IFD students was noted by local and IFD students and other UCT stakeholders as being of immense value to the UCT community, a great step towards changing attitudes on campus.

IFD students add an international dimension to surrounding communities such as churches, sports, shops, restaurants, and residential communities.

A summary of IFD and local student friendships is presented below:

- A large majority of 81.5 percent of local students are friends with IFD students. Similarly, large majorities of current IFD students (87.2 percent) and IFD alumni (92.3 percent) have made friends with local students.

- Whilst nearly half of local students and IFD students have friendships that are ‘just acquaintances’ (44.1 percent of local students and 49.8 percent of current IFD students), the majority of local and IFD student have friendships that involve spending time together socially (for 53.4 of local students and 56.8 percent of current IFD students).

- A total of 43.9 percent of current IFD students said they enjoy close friendships with local students, compared to the 30.9 percent of local students who reported having IFD students as close friends.

A summary of the impact of IFD and local student friendships is presented below:

- Regarding long-term impact, 91.1 percent of local students and 92.1 percent of current IFD students hope to keep in touch after UCT, and 80.7 percent of local students hope to visit IFD students in their home countries. Similarly, 66 percent of local students and 77.1 percent of IFD students hope that the friendships will be for life.

- Regarding intercultural learning, 82 percent of local students and 83.2 percent of current IFD students report that they have learnt about a different culture through these friendships, 78.6 percent of local students and 71.2 percent of current IFD students report that their views of
each others’ countries and peoples have changed, and 24.8 percent of local students and 40.9 percent of current IFD students have learnt a new language through these friendships.

- Significantly, 53.8 percent of local students feel that their friendships with IFD students have transformed how they see South Africa.

- Regarding personal impact, friendships between IFD students and South African students have encouraged 58.7 percent of local students to study abroad, and changed how local students see themselves (34.9 percent) and their hopes and plans for the futures (30.4 percent). In comparison, friendships with local students have impacted upon how 53.5 percent of current IFD students see themselves, and changed their plans for the future among 38.7 percent of current IFD students.

A summary of the challenges facing IFD students is outlined below:

- Half of the IFD students in the focus groups, as well as respondents to the two IFD surveys, reported struggling to settle into life at UCT due to perceptions of a lack of openness from South African students, and difficulties understanding the racial dynamics of South African society. Students in residence, in smaller postgraduate classes, and in faculties which had organised local student mentors had more success at integration.

- Crime emerged as a critical concern for many IFD students, with extensive reports of muggings, and some reports of sexual violence, witnessing of physical violence during muggings, and the murder of friends.

- One in five IFD students and alumni has experienced discrimination or xenophobia at UCT, with nearly half of the incidents happening on the street or walkways at UCT, and 37 to 39 percent in class.

- In total, 32 IFD students across the two IFD surveys and focus groups cited instances of direct discrimination from lecturers, due to their race or country of origin, which affects black African international students in particular.
Despite the high level of friendship that were reported, local and IFD students perceive a social divide between them on campus. Consequently, 77 to 82 percent of local students feel that local students should be better informed about international students, that there needs to be better integration with international students, and that there should be a broader range of international students coming to UCT.
8. Economic and Financial Impact of IFD Students

Non-SADC IFD students at UCT pay tuition fees, as well as the International Term Fee (ITF) of R27 500 per year. This has a significant financial impact on their lives and represents a large financial contribution to UCT’s fee income. They also contribute to residence fees, including accommodations costs paid to private landlords. Thus, the total direct and indirect economic and financial contribution that IFD students make is not insignificant for UCT and the surrounding community.

This chapter presents the financial impact of IFD enrollment for IFD students and their families and UCT as a whole. The chapter also includes an analysis of IFD student employment whilst at UCT, and an assessment of the economic contribution of IFD students to surrounding communities and businesses.

8.1 Financial Impact on IFD Students

This section looks at how IFD students fund their studies and living expenses, the challenges they face in meeting these costs and how this impacts their lives.

8.1.1 How IFD students fund their studies

Finances affect IFD students at UCT differently, depending on the fee bracket they fall into and their own personal financial situation. Tuition fees range from R30 000 to R 50 000 per year, on top of which all non-SADC international students pay the ITF of R27 500 per year. SADC students currently pay the same tuition fees as local students, and do not pay the ITF. For IFD students from outside SADC that pay full international fees, the cost of study (tuition fees and ITF) amounts to a minimum of approximately R57 500 per year, for a minimum of three years, before living expenses. This reaches a minimum of R172 500 for a three year undergraduate programme from the faculties with the lowest tuition fees. This total excludes accommodation and other living expenses.

In terms of the cost of tuition fees, 44 percent of IFD alumni were satisfied with the affordability of tuition fees, compared to 23 percent who were unsatisfied, and 31 percent who remained neutral. There were
higher levels of dissatisfaction with the ITF, with 33 percent of IFD alumni reporting being unsatisfied, compared to 28 percent who felt it was reasonable.\textsuperscript{177}

Figure 68 below gives an indication of how past and present IFD students fund the total cost of their tuition and ITF fees. The graph does not include the ITF waiver, which is another source of assistance for postgraduate IFD students.

Figure 68: Past and present IFD students' sources of funding for studies at UCT (Source: Mthente, 2010)

Figure 68 shows that, by far, the largest source of funding is IFD students' own families that pay for their studies at UCT (53.6 percent of current IFD students and 47 percent of IFD alumni). Non-UCT scholarships, sponsors, loans and other sources make up 10 to 20 percent of funding, and between 8 and 9 percent of IFD students receive the International Student Scholarship from UCT through the Postgraduate Funding Office.
8.1.2 Funding assistance and challenges for IFD students

At present, there is currently no UCT funding available for undergraduate IFD students. At a postgraduate level, there are a limited number of scholarships available from the IFD student’s faculty, which involves a waiving of their ITF on application to the Dean. Over the past four years, ITF waivers have steadily increased from R6.4 million in 2006 to R9.8 million in 2009.178

As indicated in the previous section, IFD postgraduates are also eligible for international student scholarships from the PGFO. These scholarships do not provide full funding but contribute a substantial amount towards the total fees for those who are awarded the scholarship. As can be seen in the table below, the PGFO awarded a total of R19.2 million to IFD students in 2007 through Refugee Scholarships, International Scholarships, Departmental Awards and NRF and MRC funding. This amount increased to R34.3 million in 2010.

Table 19: International student scholarships awarded by the PGFO in 2007 (Source: PGFO, 2010)

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of accepted awards</th>
<th>Honours</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
<td>39</td>
<td>383</td>
<td>349</td>
<td>771</td>
</tr>
<tr>
<td></td>
<td>Value of accepted awards</td>
<td>R953,565</td>
<td>R15,480,020</td>
<td>R17,860,981</td>
<td>R34,294,566</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td>55</td>
<td>401</td>
<td>319</td>
<td>775</td>
</tr>
<tr>
<td></td>
<td>Value of accepted awards</td>
<td>R1,192,328</td>
<td>R15,004,850</td>
<td>R14,751,417</td>
<td>R30,948,596</td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td>39</td>
<td>320</td>
<td>290</td>
<td>649</td>
</tr>
<tr>
<td></td>
<td>Value of accepted awards</td>
<td>R807,391</td>
<td>R10,685,656</td>
<td>R11,837,057</td>
<td>R23,330,105</td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td>45</td>
<td>287</td>
<td>320</td>
<td>652</td>
</tr>
<tr>
<td></td>
<td>Value of accepted awards</td>
<td>R754,188</td>
<td>R7,933,625</td>
<td>R10,561,170</td>
<td>R19,248,983</td>
</tr>
</tbody>
</table>

These figures represent substantial assistance from UCT for many postgraduate IFD students, yet a significant number of other IFD students are unable to get enough support to cover the cost of their studies. As can be seen in Figure 69 below, 27 percent of IFD alumni rated funding at UCT positively (good or
excellent), while only 16.9 percent of current IFD students (many of whom are still undergraduate students) rated UCT’s funding positively. Similarly, a third of current IFD students (33.8 percent) rated UCT’s funding as poor or very poor, compared to 16.9 percent of IFD alumni.

![Past and present IFD students' ratings for funding assistance at UCT](chart.png)

Figure 69: Past and present IFD students' ratings for funding at UCT (Source: Mthente, 2010)

The qualitative feedback from the Current IFD Survey, the IFD Alumni Survey, the focus groups, and stakeholder interviews indicated that some IFD students (whether supported by their families or other means) struggle to meet the costs of their studies and living expenses. Across the two IFD surveys, 27 IFD students stated that funding challenges or crises had been their worst experience while at UCT, with a handful of students speaking of their struggle to meet even the most basic living costs, such as money to buy food (“at times I slept hungry or ate stale food”).

These IFD student responses were corroborated in the interviews with Deans, Deputy Deans, Heads of Department and professors from faculties and departments as diverse as Economics, Human Genetics, Chemistry, Health Sciences, Medicine, and Law. These academic stakeholders expressed great concern at the lack of funding for some of the African IFD postgraduate students in their faculties, who appear to be the worst affected. A Deputy Dean of Science spoke of how he is “constantly having to try to find extra bits
of money just to help sustain a hand-to-mouth existence,” and in particular, “funding of postgraduates is a huge problem – I speak mainly of African students. They end up existing on a pittance.”

A key issue in this regard is that many IFD postgraduates find that the scholarships or bursaries they receive, from within or outside of UCT, appear to be enough for their time here before they arrive. However, once they have begun their studies, they find the high cost of the fees and living in Cape Town rapidly diminishes their funds. Masters students, PhD candidates and post-doctoral fellows that have been invited to either come to or apply to UCT, and in some cases are supported through UCT scholarships, have been shocked at the size of their bursaries or salaries, having anticipated being able to meet the costs of their time at UCT. Some recipients of UCT scholarships and bursaries are surprised that they have to use these funds to pay for the ITF and their tuition costs, which they thought would be waived as part of their having received these awards. In the words of one IFD student:

UCT is giving me the scholarship and then taking it back – not only do I have to pay for tuition fees from the scholarship but the international term fee and medical aid…I don’t know what the point of the scholarship is, and it’s not fair as other students on the scholarship can use the money for living expenses!

When asked if these issues had been clear at the beginning, all respondents in a focus group comprised of Masters students and postdoctoral fellows replied that they were not warned of the range of fees they would have to pay, even though all fee information is in the UCT fee booklet and on the web. One post-doctoral fellow in this focus group commented:

Post-doc salaries in Europe are 250 percent what they are at UCT, so why should we come here? And stay here? And they don’t increase the salaries at all, it just stays the same over the years – how can this be? I was asked to come here and my salary is simply not enough.

Although these concerns point towards a lack of clarity regarding the costs that those on UCT scholarships still have to meet, UCT stakeholders noted that it is the student’s responsibility to find out how much it will cost them to study at UCT before arrival, whether they have been offered a scholarship or not. This will avoid students having a shock when they arrive. Similarly, living costs apply to all students whether or not they are on scholarships.

---

10 Any student coming to study at UCT is informed via the offer letter or via the fee booklet.
Other issues raised by professors and IFD students related to concerns and complaints that the ITF is considered too high, particularly for African students from outside of the SADC region. Non-SADC students also feel that having to pay all fees upfront before they are allowed to register is a particularly heavy burden for them to meet (whereas SADC students, who pay the same as local students, are able to stagger their payments). Undergraduate IFD students also expressed dissatisfaction that there is no funding available to them. All financial aid at UCT and much of South Africa’s corporate sponsorships are not extended to them. However, as noted by stakeholders, many South African students also experience the same fee constraints and have to pursue other sources, such as government financial aid, other types of sponsorships and parental sacrifices.

8.1.3 How IFD students pay for accommodation and living expenses

In addition to the cost of the degree itself, there are the additional costs of accommodation and other living expenses. The IFD Alumni Survey showed that 50 percent of IFD alumni were satisfied that the cost of living expenses in Cape Town was reasonable, compared to 20 percent who were unsatisfied, finding the cost of living too high.

Figure 70 below indicates how IFD students meet their living costs whilst at UCT.
Again, for over half of past and present IFD students it is their families that meet the cost of their living expenses (57 percent of current IFD respondents and 51.6 percent of alumni respondents). A further 23.2 percent of current students and 29.8 percent of IFD alumni have living costs met through a bursary, followed by employment (17.2 percent of current IFD students and 25.6 percent of alumni), through savings (17.2 percent and 24.2 percent respectively), and loans (7.4 percent and 8 percent respectively).

8.1.4 IFD students’ employment while at UCT

As can be seen in Figure 71 below, IFD alumni and current IFD students differed in their responses regarding whether they earned an income while studying at UCT. Whilst IFD alumni were evenly divided between those that earned an income and those that did not, nearly three quarters of current IFD students reported that they are not currently earning an income while studying. This may be because a large proportion of the current IFD respondents are first and second years, who might find that they are forced to supplement their incomes in later years. In addition, opportunities such as tutoring are largely available to students in their senior years.

![Percentage of past and present IFD students' that earned an income while at UCT](image)

**Figure 71: Percentage of past and present IFD students that earned an income while at UCT (Source: Mthente, 2010)**

Of those past and present students who have worked while studying, the majority found part-time at UCT (as IFD students are limited to 20 hours of work per week by their study permits).
As can be seen in Figure 72 above, half of the alumni respondents worked part-time at UCT whilst studying here, in comparison to 32.9 percent of current IFD students. A further 21.8 percent of IFD alumni and 12.3 percent of current IFD students work part-time outside of UCT. One in ten IFD students work/worked full-time outside of UCT whilst studying at UCT. These are likely to be those IFD students who study/studied part time (e.g. MBA, PhD, Masters) and were able to arrange work permits.

8.2 Financial Benefits of IFD Enrollment for UCT

UCT’s Vice Chancellor sees IFD enrollment as an important “income-generating stream” for UCT.\textsuperscript{183} This section assesses the impact of IFD students on UCT’s income, by faculty and for the university overall.

8.2.1 Financial impact of IFD students on faculties

There is a substantial financial benefit to the faculties receiving IFD students, particularly those welcoming large numbers of IFD students. The table below shows each faculty’s income from the ITF, which faculties get allocated in addition to the standard tuition fees paid by each IFD student. From this total, IAPO takes an administration fee (retainer), which is also included in the table below. The net income to faculties is the ITF total minus the IAPO retainer.
Table 20: Financial income to faculties from the ITF in Rand (Source: IAPO Finance Manager, 2010)

<table>
<thead>
<tr>
<th>YEAR and FEE</th>
<th>COM</th>
<th>ENG</th>
<th>LAW</th>
<th>MED</th>
<th>SCI</th>
<th>HUM</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITF to faculty</td>
<td>3,384,500</td>
<td>4,221,250</td>
<td>891,500</td>
<td>2,494,000</td>
<td>4,458,750</td>
<td>7,304,500</td>
<td><strong>22,754,500</strong></td>
</tr>
<tr>
<td>IAPO Retainer</td>
<td>332,500</td>
<td>412,500</td>
<td>160,000</td>
<td>185,000</td>
<td>422,500</td>
<td>725,000</td>
<td><strong>2,237,500</strong></td>
</tr>
<tr>
<td>2009:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITF to faculty</td>
<td>3,149,500</td>
<td>3,908,250</td>
<td>1,085,500</td>
<td>3,150,750</td>
<td>4,933,500</td>
<td>7,346,000</td>
<td><strong>23,573,500</strong></td>
</tr>
<tr>
<td>IAPO Retainer</td>
<td>335,000</td>
<td>370,000</td>
<td>135,000</td>
<td>170,000</td>
<td>382,500</td>
<td>672,500</td>
<td><strong>2,065,000</strong></td>
</tr>
<tr>
<td>2008:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITF to faculty</td>
<td>2,629,500</td>
<td>2,802,000</td>
<td>1,016,500</td>
<td>2,403,670</td>
<td>3,772,500</td>
<td>6,062,500</td>
<td><strong>18,686,670</strong></td>
</tr>
<tr>
<td>IAPO Retainer</td>
<td>320,000</td>
<td>353,750</td>
<td>220,000</td>
<td>242,000</td>
<td>428,750</td>
<td>805,000</td>
<td><strong>2,369,500</strong></td>
</tr>
<tr>
<td>2007:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITF to faculty</td>
<td>2,448,000</td>
<td>3,102,000</td>
<td>1,189,000</td>
<td>2,162,650</td>
<td>3,613,500</td>
<td>5,338,650</td>
<td><strong>17,853,800</strong></td>
</tr>
<tr>
<td>IAPO Retainer</td>
<td>437,500</td>
<td>402,500</td>
<td>285,000</td>
<td>237,500</td>
<td>412,500</td>
<td>692,500</td>
<td><strong>2,467,500</strong></td>
</tr>
<tr>
<td>2006:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITF to faculty</td>
<td>2,383,776</td>
<td>2,749,650</td>
<td>1,404,277</td>
<td>1,856,250</td>
<td>3,567,492</td>
<td>5,991,765</td>
<td><strong>17,953,210</strong></td>
</tr>
<tr>
<td>IAPO Retainer</td>
<td>402,500</td>
<td>325,000</td>
<td>291,250</td>
<td>143,750</td>
<td>422,500</td>
<td>682,500</td>
<td><strong>2,267,500</strong></td>
</tr>
</tbody>
</table>

Table 20 above illustrates how the ITF income to the faculties as a whole has increased by nearly R5 million in the last five years, from R17 953 210 in 2006 to R22 754 500 in 2010 (representing a 27 percent increase over five years).

The faculty receiving the most ITF income from IFD students is the Humanities, which in 2010 earned over R6.5 million in ITF income. In 2010, Humanities is followed by the Faculties of Science (R4 million), Engineering (R3.8 million), Commerce (R3 million), Medicine (R2.3 million), and Law (R731 500). These totals are in addition to tuition fee income per student. In total, the ITF has contributed an average of R20.2 million to the faculties as a whole each year. The ITF contribution represents an invaluable financial contribution to the faculties, which in some cases is “vital” to the financial health of the faculty (in the words of the Deputy Dean of Law, a faculty receiving high numbers of IFD students) and their ability to provide certain courses.\(^{184}\)
8.2.2 Financial value to UCT as a whole

In 2010, the total income to UCT from the ITF alone (excluding tuition and residence fees) was R22.8 million (see Table 20 above). Tables 21 and 22 below illustrate the total income from tuition fees (before waivers are deducted), and an estimation of the total income from residence fees. It is important to stress that the residence fee income is a rough estimation, as there are 34 residences to choose from with varying rates (further differentiated by catering or self-catering options), and not all students make use of UCT accommodation. However, it serves as an effective guide to estimate the scale of the financial contribution.

Table 21: IFD tuition fee income (Source: IAPO Finance Manager, 2010)

<table>
<thead>
<tr>
<th>Fee Category</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of IFD Students</td>
<td>714</td>
<td>829</td>
<td>955</td>
<td>834</td>
<td>990</td>
<td>4322</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>17,964,432</td>
<td>17,912,050</td>
<td>16,759,368</td>
<td>27,317,493</td>
<td>28,397,263</td>
<td>108,350,606</td>
</tr>
</tbody>
</table>

Table 22: IFD residence fee income (Source: IAPO Finance Manager, 2010)

<table>
<thead>
<tr>
<th>Fee category/ factor in calculation</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average rate of UCT residence fees</td>
<td>18,000</td>
<td>19,296</td>
<td>21,515</td>
<td>23,043</td>
<td>23,780</td>
<td>-</td>
</tr>
<tr>
<td>% of IFD student uptake of UCT accommodation</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>-</td>
</tr>
<tr>
<td>Consumer price index</td>
<td>4.6%</td>
<td>7.2%</td>
<td>11.5%</td>
<td>7.1%</td>
<td>3.2%</td>
<td>-</td>
</tr>
<tr>
<td>Residence Fees</td>
<td>8,996,400</td>
<td>11,197,469</td>
<td>14,382,804</td>
<td>13,452,274</td>
<td>16,479,520</td>
<td>64,508,468</td>
</tr>
</tbody>
</table>

Table 21 shows that there has been a steady increase in the tuition fee income each year, from R17.9 million in 2006 to R28.4 million in 2010, which some fluctuations. Once waivers are deducted, the total IFD fee income to UCT over the last five years amounts to a financial contribution of more than R36 million.185

Residence fees make a significant contribution, which has steadily increased over the last five years from an estimated total of nearly R9 million in 2006 to nearly R16.5 million in 2010. An estimation of the total contribution of IFD residence fees over the last five years is approximately R64.5 million. The Manager of the Fees Office at UCT stated that UCT’s total income for tuition and residence fees for 2010 was
R787.818 million. In 2010, IFD students contributed R52.9 million (in ITF, tuition and residence fees) which represents a contribution of 6.7 percent of the total tuition and residence fee income for this year.

To get a sense of the scale of this contribution in the broader picture of UCT’s finances, financial information for the year of 2009, provided by the Manager of the Fees Office, is summarised below:

- In 2009, IFD students made total contribution of R49 million, broken down into an ITF contribution of R23.6 million and the IFD tuition and residence fee income of R25.5 million.
- The IFD contribution in 2009 represented 6.4 percent of UCT’s total tuition and residence fee income (which was a total of R755.138 million).
- In 2009, tuition and other fee income made up 24 percent of UCT’s gross income in 2009, which totaled R2.7 billion (with the other key income streams being state subsidies and grants, and contract research revenue). Therefore, the IFD contribution represented 6.4 percent of UCT’s tuition and other fee income, and 1.53 percent of UCT’s total income.

Whilst the IFD income is not a large percentage of UCT’s total income, it represents a steady, straightforward, and reliable income source for UCT. A decrease in the number of international students would significantly impact the fee income that UCT is able to generate, whereas an increase in numbers will result in an increase in the fee income.

### 8.3 Economic Impact of IFD Students on Surrounding Communities

In addition to the financial benefit to UCT, IFD students make a significant economic contribution to the communities surrounding UCT. In addition to the rent they pay to local landlords, the full range of social activities engaged in by IFD students amounts to a significant contribution to local businesses. As shown in the previous chapter, approximately one third of IFD students regularly shop and eat out at restaurants in their spare time, and a quarter visit tourist attractions and nightclubs. Shops, restaurants, supermarkets, nightclubs, travel agents, taxis, buses and other services and local businesses benefit from IFD income.

Figure 73 below gives an indication of the monthly expenditure of current IFD students, excluding rent.
As can be seen in Figure 73, over half of current IFD students (55 percent) spend up to R2000 per month and 44 percent spend over R2000 per month. As this total is excluding rent, this spending is assumed to be for food, books, social activities, insurance, transport, and other living expenses. Further analysis of the data from the Current IFD Survey suggests that the average spending of current IFD students is R2925 per month, excluding rent. Taking a period of one year at UCT, minus one month away during the mid-term vacation, this amounts to an average annual expenditure of R32 175 per IFD student, excluding rent. Given that there are currently 3 658 IFD students at UCT, this amounts to an estimated annual contribution of over R117.7 million to shops and services in UCT’s surrounding communities, which represents a significant financial contribution to the local economy. Without IFD students, the local economy would be substantially negatively impacted.
8.4 Summary of the Economic and Financial Impact of IFD Students

A summary of Chapter 8 is presented below:

The financial impact on IFD students is summarised below:

- Over half (53.6 percent) of current IFD students’ families pay for their studies at UCT. Other sources of funding are non-UCT scholarships (for 14.3 percent of current IFD students), loans (10.4 percent), sponsors (9.5 percent), and UCT’s International Student Scholarship fund (8.3 percent).

- Assistance to postgraduate IFD students has increased significantly in the past few years. The PGFO awarded a total of R19.2 million to IFD students in 2007 through Refugee Scholarships, International Scholarships, Departmental Awards and NRF and MRC funding. This amount increased to R34.3 million in 2010.

- However, in part due to the fact that UCT does not offer funding to undergraduate IFD students and only limited funding for postgraduate IFD students, only 16.9 percent of current IFD students rated UCT’s funding positively, while 27 percent of IFD alumni rated funding at UCT positively (good or excellent).

- Many IFD students from countries in the global South, and particularly IFD students from the rest of Africa, reported that they struggle to meet the costs of their studies, with a small minority struggling to meet even the most basic cost of food.

- Although ITF waivers have been steadily increasing, the limited availability of funding, particularly for postgraduate African IFD students, is a cause for concern for IFD students and professors alike, with 27 IFD students in the two IFD surveys reporting finding the financial burdens of studying at UCT overwhelming.

- Over half IFD students’ families meet the cost of their living expenses (57 percent of current IFD students). A further 23.2 percent of current IFD students have living costs met through a
bursary, followed by 17.2 percent through jobs, 17.2 percent through savings and 9 percent through loans.

- Half of IFD alumni worked part-time at UCT whilst studying here, in comparison to 32.9 percent of current IFD students. A further 21.8 percent of IFD alumni and 12.3 percent of current IFD students work/worked part-time outside of UCT. One in ten IFD students work/worked full-time outside of UCT whilst studying at UCT.

The financial/economic impact on UCT and surrounding communities is summarised below:

- IFD students make a valuable financial contribution to individual faculties and the university as a whole, and contributed a total of R52.9 million to UCT’s fee income in 2010 (representing 6.7 percent of the total tuition and residence fee income for 2010). In 2010, the breakdown was as follows: R13.6 million in tuition fees (after waivers were deducted), R16.5 million in residence fees, and R22.8 million in ITF contribution.

- The faculties receive tuition fees from each IFD student, as well as the ITF contribution. In 2010, the ITF was distributed as follows: R2.2 million to IAPO, with a faculty breakdown of R6.5 million to the Humanities, R4 million to Science, R3.8 million to Engineering, R3 million to Commerce, R2.3 million to Medicine, and R731 500 to Law.

- In addition to this, surrounding communities and businesses receive vital income from the presence of IFD students, representing an average of R117.7 million each year, excluding rent.
International full degree students form an integral part of several of UCT’s strategic goals, as explored in Chapter 3. IFD students, the majority of whom are from the African continent, contribute to the achievement of Goal One (‘Internationalising UCT via an Afropolitan niche’), which includes the strengthening UCT’s research profile, enhancing graduate attributes and internationalising the student experience. They also contribute to Goal Two, which describes the transformation of UCT towards non-racialism, through an institutional culture that promotes diversity, inclusiveness, and the recognition of African voices. In addition to these goals, there is an institutional drive to develop more partnerships with other universities in the Southern Hemisphere.\textsuperscript{186}

This chapter assesses the extent to which international students are helping UCT to achieve these goals in a strategic sense. The assessment is derived from a review of the interview data with UCT stakeholders including the UCT Executive, Deans of Faculties, Heads of Departments, and a range of professors from across the faculties (as well as incorporating the voices of students interviewed in focus groups).

9.1 Impact of IFD Students on UCT’s Research Profile and Curriculum

The assessment in Chapter 6 illustrated the impact of international students in the diversification of course curricula, as well as in sustaining the research agenda at UCT. This section further discusses this impact from a strategic perspective.

9.1.1 Internationalising course curricula and research agenda

Of the total number of international students at UCT, 47 percent are postgraduate, namely, 1 700 postgraduates in 2010.\textsuperscript{187} Chapter 6 showed how this makes a significant contribution to internationalising postgraduate classes, curricula and research agendas of the faculties that have the highest proportions of IFD students. The Dean of the Law faculty and the Director of the GSB, as well as other professors in Law and Humanities, commented upon the positive influences of IFD students on their curricula and research output.\textsuperscript{188} As a research university, postgraduate IFD students contribute significantly to UCT’s ability to sustain its research profile.\textsuperscript{189} The DVC for Internationalisation and the Director of the Institutional Planning
Department at UCT both stressed that UCT seeks to grow the postgraduate student body for this reason. Feedback from Deans and professors across UCT indicated that IFD students from the rest of Africa are amongst their best scholars, working in various research groups and centres of excellence where they produce top-quality research for which UCT is renowned. This has the advantage of promoting ‘African voices’ in research, which UCT is keen to champion.

9.1.2 Limitations to IFD impact on curricula and research agenda

However, there are a number of limitations that influence the extent to which IFD students contribute to this strategic goal. Firstly, the capacity within departments to supervise IFD postgraduates is stretched, because many of them have to juggle their teaching obligations with their research time and interests. In some cases, supervisors spend a lot of time helping their students to get assistance with writing up their research, particularly those who are English second language users. This leads to longer completion times of thesis-writing for some students. The DVC for Internationalisation stated that:

There is a conflict between our mission to bring in postgraduate students and convince people to supervise them. This is much more of an issue in the written research areas, when second language challenges kick in.\(^\text{190}\)

Secondly, there can be resistance to curricula changes from both staff and students, despite evidence from other universities (like the London School of Economics where the DVC served as Professor of Development Studies) that the presence of international students in courses helps change teaching methods and curricula to the benefit of all students (local and international). In contrast, there is the perception, particularly in faculties with high proportions of IFD students, such as the Humanities and Law, that changing the curricula to meet IFD demand can alienate South African students.\(^\text{191}\) The Director of the GSB reported on such resistance from faculty members whenever the GSB has attempted to introduce changes.\(^\text{192}\) Both the Vice Chancellor and DVC for Internationalisation pointed out that curriculum changes can’t be enforced.

One of the approaches that UCT is currently experimenting with is the introduction of a voluntary global citizenship and social justice leadership course through which global issues and content is being

\(^\text{11}\) The same challenge can also be true for South African students who are English second language users.
incorporated. Courses that adopt these broader perspectives tend to attract many IFD students. This will hopefully attract other students as well. Furthermore, a number of faculties (as shown in the faculty handbooks) offer courses that specifically focus on issues pertinent to SADC and Africa at large. These courses are offered at undergraduate, as well as postgraduate, level.

Thirdly, the greatest challenge for IFD postgraduates, particularly from the rest of Africa, relates to problems of securing adequate funding for their postgraduate studies. As discussed in Chapter 8, IFD students, professors and Deans across faculties mentioned the financial challenges facing some IFD postgraduates, particularly those from other parts of Africa. Some professors have responded by seeking out whatever funding they can from their research grants and making these available to their students. However, there remains a crisis of funding for these students, which limits the extent to which the full benefits of their presence at UCT can be reaped, particularly with regard to ‘African voices’ in research. IAPO’s Director pointed out that in the last decade UCT has secured a number of scholarships and put in some of its own funds to support IFD postgraduate students.

9.2 Role of IFD Students in Promoting Graduate Attributes

UCT’s strategic Goal One relates to enhancing graduate attributes. IFD students make several critical contributions towards this goal. As Chapter 7 has shown, interactions with IFD students: a) increases local students’ exposure to and knowledge of the African continent and beyond; b) makes it possible for local students to gain a sense of the international perspectives that are essential for global citizenship; and c) encourages local students to think more critically about global issues. These collectively impact on their world view as they get a better understanding of the interconnectedness of the world around them.

9.3 Impact of IFD Students on the Afropolitan Agenda

9.3.1 IFD students’ contribution to Afropolitanism

Afropolitanism is central to UCT’s strategic vision, and many stakeholders emphasised the central role that IFD students play in promoting the Afropolitan vision of UCT. The DVC for Internationalisation stressed the
particular importance of having IFD students from the rest of Africa at UCT. This not only supports the Afropolitan agenda, and UCT’s standing in Africa, but also impacts upon the international standing of UCT. In the words of UCT’s Manager for Student Governance:

If we’re serious about being an Afropolitan university, IFD students offer the university community an opportunity to challenge the status quo and mind sets that are limited by geographical boundaries. This is critical to becoming an international university.195

Part of being an Afropolitan university means becoming a centre of innovation and excellence with regard to the study of the continent, of global development challenges, and of issues related to emerging markets. The Director of the GSB reiterated that UCT’s definition of ‘Afropolitan’ should involve an understanding of how South African academia can contribute to society, the country, and the continent.196 UCT therefore needs to generate high levels of Africa-focused research and this can be facilitated by entering into partnerships and research collaborations with other universities on the continent. The stakeholder interviews indicated that, due to the high enrolments of IFD students in UCT faculties, curriculum innovations should make it possible to achieve the Afropolitan ideas that UCT strives for.

In addition to the academic impact, the presence of IFD students from SADC and the rest of Africa (79 percent of IFD students in total) has a transforming social impact on the student body, making it into one which is more ‘Afropolitan’. One postdoctoral fellow from Gabon commented upon how he felt that “South Africa is the new Carthage [ancient North African intellectual and cultural centre], and that is why the brightest scholars from Africa are coming here.”197 One important element of this is that the African IFD student presence challenges South African students’ stereotypes about Africa.198 Having IFD students from the rest of Africa at UCT has the effect of making South African students more aware of their position on the continent, and encourages debate amongst all students about their sense of belonging to the continent, and what it means to be African.199

Many IFD students from both the Northern and Southern hemispheres are drawn to UCT by the opportunity to study issues related to Africa at the “best university in Africa.”200 A professor of Environmental Law said that having IFD students in his classes had increased his involvement in African affairs and prompted interactions with different African partners and organisations.201 Some professors, through having IFD students in their classes, have been inspired to connect with academics and networks in IFD students’ home countries and institutions. The IFD student presence has increased overall involvement in a range of
academic networks on the continent.\textsuperscript{202} This applies across faculties, with Deans and professors from Science through to Humanities, Law, and the Graduate School of Business stressing how vital IFD postgraduate students are to their becoming more connected to the continent.\textsuperscript{203} The IFD students who graduate and go on to careers in academia often continue their relationships with their UCT faculties, which can create an organic continental network.\textsuperscript{204}

9.3.2 Challenges to the Afropolitan agenda

Despite the achievements and opportunities mentioned above, several challenges exist in promoting the Afropolitan agenda. Some UCT stakeholders and professors said that “UCT is nowhere close to being African,” with Afropolitanism representing a “brand” without much meaning.\textsuperscript{205} This was evidenced by a resistance towards and a failure to transform curriculum and research within some departments. The second issue that was raised by many UCT stakeholders and the survey data was the challenge of reports of discrimination against some IFD students. Professors commented on the negative impact of this on the Afropolitan agenda, with some professors stating that failure to embrace Afropolitanism has the potential to damage UCT’s global profile as an institution that does not care about the development of the continent in which it is located.

Also discussed in Section 8.1 and raised again with reference to the Afropolitan agenda, was the issue of inadequate levels of financial support for IFD students from the rest of Africa. Again, the fees paid by African IFD students are deemed by some professors and Deans to be too high. Whereas the GSB charges one fee for local and international MBA students, the rest of the university charges all non-SADC students an international term fee, which is over and above the tuition fee. While many African IFD students can afford to pay full fees, professors and Deans are aware that many can’t meet the costs without significant financial support, especially at postgraduate level. Many stakeholders believe that the Afropolitan ideal will only become a reality if adequate funding is extended to all African students.

The converse view, raised by a few stakeholders, is that almost all universities worldwide charge differential fees depending on whether one is a local student, out-of-state or an international student. Fees make up a significant portion of university income. Universities worldwide are in competition for international students because they bring in much needed income. In Australia, the U.S. and the U.K., international students bring
in billions of dollars to universities and the country. Comparatively, it is relatively cheaper for African students to study in South Africa than to go to universities abroad, given the prevailing currency values. UCT’s fees are competitive and consistent with the quality of education that it provides. In the 2011 rankings by the Financial Times of London, the GSB has not only climbed 29 places to get to number 60 in world rankings but it is also ranked as offering an MBA with the best value for money in the world. The Vice Chancellor’s viewpoint on this issue is illustrated by the following quote:

Many IFDs are African, and think they can’t afford the fees. We can certainly make some exceptions, but IFDs are an income-generating stream, and they are handsomely profitable. But they do exclude South African students, and put such pressure on places. The only way to justify IFDs is if they bring in money and that the money cross-subsidises South Africans for financial aid. This is a moral dilemma. I think we need to re-orientate IFDs to be 1) income-generating and 2) more diverse….I think we need to increase fees and see what the market would bear. What would happen if we put up the fees? We are far cheaper than global competitors in the north. And SADC should be paying.206

This quote illustrates tensions, highlighted by several senior stakeholders, regarding the choice between offering study places to IFD students or local students, the value of the IFD fee income, and the ‘moral dilemma’ of charging students from poorer countries fees that are lower than Europe, but higher than the rest of the continent.

It is important to note that SADC students are significantly subsidised because, as part of the SADC protocol agreed in 1997, they pay the same local fees as South African students. Any fee concessions for IFD students must be seen against the reality that the majority of South African students come from all over the country and from equally poor communities. They also experience hardships funding their education at UCT. In acknowledgement of the financial hardships faced by many international students, UCT has a policy that allows the international portion of the fees to be waived provided the applicants meet certain eligibility criteria, including merit and need based. The waiver increased from R6.4 million in 2007 to R9.8 million in 2010. Only Masters and doctoral students are eligible for these waivers as this is the target group of students for enrolment into graduate programmes.

Taking all these factors into consideration, UCT looks at any potential fee increases very carefully so that it does not negatively impact on the strategic objective of increasing the enrolment of IFD students from
diverse countries and backgrounds, particularly graduate students and those from the Southern hemisphere.

9.4  Impact of IFD Students on UCT’s Transformation Agenda

9.4.1  Contributing to a culture of inclusion and non-racialism

The presence of IFD students brings students who have not been raised in South Africa into the social and cultural context of UCT, exposing South African students and staff to different ways of being and interacting with each other that “transcend the idea of race.”12 IAPO believes that IFD students contribute to transformation in that many of these students come from cultures where there is no history of legislated segregation between the different races. Races mix freely in a way that South Africans did not until apartheid was dismantled in 1994. Consequently they do not have the same ‘hang-ups’ about racial difference and privilege as many South African students and staff do.207 The Deputy Registrar commented that:

The African and SADC full-degree students provide a very important role model for South Africans, the South Africans who have come up through segregated schools – and think only white kids are smart – for them it is quite an eye-opener, to see white kids being beaten by the kids from Zimbabwe. This different point of view can break South African stereotypes.208

Chapter 7 provided an in-depth analysis of how coming into contact with IFD students has a major impact on how South African students see their own country, shifting their perspectives and values in relation to diversity. Consequently, IFD students have a significant impact on UCT’s transformation agenda, through promoting an acceptance of diversity and difference.

9.4.2  Internationalisation in tension with transformation

Several UCT stakeholders and professors mentioned a potentially negative impact and tension between growing the number of IFD students and pursuing the transformation agenda at UCT. According to the Director of UCT’s Institutional Planning Department, UCT has reached capacity regarding undergraduate enrolment, and any increase in IFD students at this level could negatively impact upon the enrolment of

---

12 Directly quoted from UCT’s Strategic Goal Two, related to the promotion of diversity and non-racialism.
local students. In particular, local students from disadvantaged backgrounds (who might not necessarily have the required grade eligibility) might be excluded if there is further expansion of the IFD enrolment at an undergraduate level, as this would reduce the overall availability of spaces for local students. This view was corroborated by the Vice Chancellor and Deputy Vice Chancellor for Internationalisation in terms of aiming to balance the enrolment between undergraduate and postgraduate but also between local and international student enrolment. Strategically, the only sector where UCT desires growth in IFD enrollment is at the postgraduate level as this aligns with UCT’s research agenda.

To illustrate further whether UCT’s internationalisation and Afropolitan agendas impact negatively on the transformation agenda, the Director of the Admissions Office summarised the situation as follows:

On the one hand, UCT is a traditional university attracting the academic elite from around the world, and on the other hand, UCT is a public university and part of its role is to be a catalyst for social change and the promotion of access.

This tension was identified by a number of stakeholders interviewed. For example, the Director of the GSB commented on the conflict “between external quality and positive discrimination.” In September 2010, UCT’s improved position in The Times Higher Education world university rankings was revealed. UCT jumped 21 spots to number 107 in the world, with no other universities from the continent in the top 200. The Vice Chancellor’s response to this in the Mail and Guardian made reference to a theme that emerged in discussions with Deans, professors, and senior stakeholders at UCT, regarding the risk of rankings shifting an institution’s core priorities away from social responsiveness. The Vice Chancellor stressed that there is a danger to ranking systems that can have the effect of encouraging universities (particularly in the developing world) to focus on these rankings rather than doing ‘what’s right for the local setting.’ In other words, a university needs to be responsive to the needs of its immediate environment as far as educational provision is concerned. A pre-occupation with rankings can make universities divert resources and spending away from social responsiveness issues that are critical to broader development efforts. Yet, according to the Director of Institutional Planning, this is a tension that is difficult to avoid as UCT seeks to balance and fulfill all of its strategic objectives.
9.5 **Impact of IFD Students on Internationalisation at Home**

9.5.1 **Challenges and opportunities for Internationalisation at Home**

As discussed in Chapter 7, the Local Student Survey showed that local students, as well as UCT staff, are positively impacted by exposure to IFD students and the diversity of perspectives that they bring. A large proportion of the qualitative feedback from local students regarding the impact of IFD students on campus related to the social impact in terms of making South African students look at Africa and the world through a “fresh set of eyes” (in the words of one local student).\(^{212}\) In other words, IFD students help open up a ‘different world’ for local students.

However, Chapter 7 also showed how both local and IFD students still feel that there is an overall lack of integration between the two groups, with local students wanting to know more about IFD students, and IFD students feeling frustrated that they aren’t being supported in their attempts to connect with local students. The learning should ideally be taken as a two-way process. Most international students are fascinated by South Africa’s political history on which local students can shed light. Conversely, many South African students tend to be ignorant about issues affecting other African countries. By bringing the ‘world to UCT’, IFD students help the local UCT community to understand the world beyond South African borders, whether socially, economically, politically and historically.

According to the stakeholders that were interviewed, there is a need to take advantage of the diversity of students from over 100 countries who can potentially enrich the lives of many South African students who may never travel abroad themselves while studying. This is the essence of I@H at UCT.\(^{213}\) UCT is aware of the ‘silent divide’ between international and local students, and the fact that there is a “need to think about continuous, ongoing activities and engagement” in order to make Internationalisation at Home a reality.\(^{214}\) In addition to perceptions of ‘Afropolitanism’ being at surface-level only, many stakeholders and IFD students’ hold the perception that UCT is not “truly internationalised.”\(^{215}\) Some deans and professors feel that the drive to internationalise requires more rigorous engagement by staff in their faculties, in terms of academic content and international dialogue. Some focus group participants discussed how they were disappointed that, while UCT *looks* international, they do not experience a sense of belonging as
international students, nor the intellectual cosmopolitanism they expected of a globally competitive institution.\textsuperscript{216}

These challenges parallel the experience of IFD students at the University of the Witwatersrand, as explored in research by Ojo (2009), discussed in Chapter 4. Wits has a similar structure for internationalisation as UCT, with a senior executive body driving the internationalisation policy of the institution, and an international office implementing the agreed mandate through the administration and orientation of international students into university life and provision of a range of services. At both universities, the international offices are stretched to capacity as they experience growth in the number of IFD’s annually. While the GSB has been ranked 7\textsuperscript{th} in the world in terms of the international experience students get when they study there, the rest of the university may still be lagging behind in providing a rich international experience to IFD students. South African universities face the particular challenge of making strategy practical in addressing issues of integration, language, racism and crime, which South African society at large also needs to address as the immigrant population expands.

\subsection*{9.5.2 Promoting I@H}

Although, many universities, including UCT, have not progressed much in terms of I@H, some universities are beginning to set up structures to focus on this. In Chapter 4, the case study on the University of Michigan State University (MSU) is an example of a university with a highly successful I@H programme, which focuses on domestic undergraduates. At MSU, an international office deals with the academic and administrative needs of international students, whilst the Department for Student Life directs the social integration of international students into campus life. The University of Sydney has a similar division of labour. Having a structure in place to exclusively focus on the social integration needs of the international student body leads to the success of both these universities in having ‘truly internationalised’ campuses.\textsuperscript{217}

The target ‘market’ of I@H is often undergraduate populations, as they make up the bulk of student bodies and have a more effective role in determining campus culture. However, it should be noted that each university may adopt a centralised or de-centralised model to assist them in achieving comprehensive
internationalisation. This depends on the individual internationalisation policies, capacity and resources as well as the number of international students that need to be served. As IFD numbers increase, UCT will need to explore and experiment with models utilised at similar universities. Social integration of local and international students should clearly become a key objective for IAPO. Currently, there are limited formal programmes and initiatives supporting I@H policy at UCT, at undergraduate or postgraduate level. In order for I@H to have meaning in the lives of local or IFD students at UCT, the social element of internationalisation needs to be addressed in concrete ways.

13 A centralised model would refer to a model where one office handles all services, whereas in a decentralised model the services and functions are distributed to various departments and units across the institution.
9.6 Summary of the Strategic Impact of IFD Students at UCT

A summary of Chapter 9 is presented below:

- The research has shown that IFD students have a huge role to play in influencing curricula innovation so that the content reflects the needs and knowledge demands of students from the rest of Africa. UCT currently offers a number of undergraduate and postgraduate courses with a specific focus on SADC and the rest of Africa. There also exist many research collaborations between UCT academics and their counterparts at other African universities, which promote African scholarship and knowledge. Strategically, this has a large impact on UCT’s profile as an international university.

- The research has also shown that IFD students have a definite role to play in the achievement of UCT’s goal of becoming an Afropolitan university. IFD students from around the world create a demand for African-focused programmes and courses, particularly African IFD students at a postgraduate level. They also help sustain UCT’s research agenda and networking with the rest of the continent. Currently, 30 percent of all doctoral students at UCT are international.

- However, the impact of IFD students on academic internationalisation and on the Afropolitan agenda is curtailed by resistance within some faculties to respond positively to curricula innovation, discrimination against IFD students, and the lack of adequate funding options for IFD postgraduates (which also limits the potential of increasing intake from the rest of the “global South”).

- Whilst IFD students do struggle to integrate into the South African student body, the IFD students positively impact the campus culture by giving South African students a fulfilling experience of diversity, which contributes towards the broader goal of transformation at UCT.
- There are potential tensions between the internationalisation and transformation objectives related to competition for undergraduate places at UCT.

- IFD students are making positive contributions towards the strategic goal of ‘Internationalisation at Home,’ through exposing South African students and staff to international perspectives. In particular, local students’ attitudes and personal development are being positively impacted by friendships with IFD students, influencing their world views.

- The divisions between local and IFD students are limiting the realisation of the strategic vision of I@H, which suffers from a lack of sufficient programmes and activities to promote I@H. The positive impacts outlined above illustrate how IFD students add immense strategic value to UCT. Effective I@H, on the other hand, remains unquantifiable.
10. IFD Students’ Perceptions of IAPO’s Services

The previous four chapters have identified the positive academic, social, financial and strategic impact of IFD enrollment at UCT for IFD students themselves, UCT students and staff, and the surrounding community. With the aim of identifying ways to increase this value further, the next two chapters present an assessment of IFD student satisfaction levels with IAPO’s services and UCT’s services. The discussion will focus on data from the Current IFD Survey. However, where relevant, data from the IFD Alumni Survey will be presented to reflect IFD students’ experiences from the past (2006 to 2009).

As discussed in Chapter 3, IAPO is the first port of call for IFD students, as well as all other international students at UCT. As such, one of IAPO’s functions is to orientate IFD students both before and upon arrival at UCT. It also offers access to non-academic administrative services, information, and advice on all issues related to IFD students’ status as international students at UCT.

10.1 Orientation and Pre-Registration

Pre-arrival, orientation, pre-registration and registration can be times of stress for IFD students, as they attempt to find their place in the UCT environment. However, these can also be exciting times as students tour the campus, prepare for courses and make new friends. IAPO has full responsibility for international students pre-registration. In addition, IAPO co-ordinates a non-academic orientation programme comprising of international student specific issues. Faculties (and some departments) at UCT coordinate an academic orientation programmes for all students including international students. International students in residences also participate in UCT’s residences orientation programmes. All programmes are centrally co-ordinated by UCT’s Student Orientation and Advocacy Centre and developed in line with UCT’s Orientation policy. Academic registration of international students is then handled by the faculties.

10.1.1 IAPO’s IFD orientation programme

IAPO’s IFD orientation programme runs at the beginning of February each year and receives over 300 new students each year. The students participate in a 5-day orientation programme comprising of information sessions on South Africa in context, cultural integration, safety and security, immigration matters,
international student’s pre-registration and various UCT student support services. The programme also offers a welcome reception hosted by UCT’s DVC for Internationalisation and a tour around the Cape Peninsula. Students are further provided with an orientation pack comprising of all of IAPO’s IFD student brochures, a campus safety brochure, SRC brochures and other information from UCT’s Students Orientation and Advocacy Office.

In addition to IAPO’s IFD orientation programme held in February, the IFD section Manager participates in postgraduate faculty/departmental orientation programmes to provide postgraduate students with information on IAPO and international student related matters. IAPO does not hold separate IFD undergraduate and postgraduate student programmes as the information provided during the main one in February is relevant to both categories of students. UCT’s faculties and departmental orientation programmes cater for the differences between these categories of students at an academic level.

As can be seen in Figure 74 below, 56.4 percent of current IFD students rated IAPO’s orientation programme as ‘good’ or ‘excellent’, and only 9.3 percent as ‘poor’ or ‘very poor’.

![Past and present IFD students' rating of IAPO's Orientation programme](image)

**Figure 74: Past and present IFD students' experience of orientation (Source: Mthente, 2010)**
The overall ratings for orientation from the Current IFD Survey and the IFD Alumni Survey were remarkably similar, with averages across the two surveys of 20 percent for ‘excellent’, 38 percent for ‘good’, 20 percent for ‘average’, 6 percent for ‘poor’, 3 percent for ‘very poor’, and 14 percent for ‘don’t know’.

This similarity could suggest that perceptions of orientation have remained the same since 2006, as the IFD Alumni Survey includes IFD graduates from 2006 to 2009. These results also reflect similar proportions to SSA student responses for the SSA student survey completed in 2010, which were 18 percent for ‘excellent’, 44 percent for ‘good’, 13 percent for ‘average’, 7 percent for ‘poor’.218

As can be seen in Figure 75 below, 49.8 percent of current IFD students rated their interaction with orientation leaders as ‘good’ (33.4 percent) or ‘excellent’ (16.4 percent). A further 22.2 percent responded ‘average’, 12.1 percent ‘poor’ or ‘very poor’, and 15.9 percent ‘don’t know’.

SSA students rated their interaction with orientation leaders significantly better, with 37.5 percent responding that their interaction was ‘excellent’, and 30.6 percent rating it as ‘good’; this makes for a total of 68 percent of SSA students reporting a positive interaction with orientation leaders, in comparison to 49.8 percent of current IFD students.
Figures 74 and 75 above illustrate that between 50 and 58 percent of IFD students and alumni had a positive experience of the orientation programme and its leaders, whilst 20 to 23 percent rated the experience as 'average', 10 percent had a negative orientation experience, and 14 to 16 percent 'didn’t know'.

The feedback from the focus groups, the Current IFD Survey and the IFD Alumni Survey indicated that whilst many IFD students and alumni appreciated the orientation programme, a minority reported that they had not received any information regarding IAPO or orientation. This, or the lack of attendance at orientation sessions, could account for the survey respondents who selected ‘don’t know’ to questions about orientation.

Currently, IAPO provides information about orientation to students before they arrive and faculties post information introducing IFD students to IAPO once they have been accepted for study, along with other relevant information. The fact that this is failing to reach some IFD students suggests a communication breakdown, which is the responsibility of both the prospective student, as well as UCT.

10.1.2 Pre-registration

In addition to orientation, pre-registration is a critical part of the IFD student induction process. The Immigration Act requires all institutions of higher learning in South Africa to report accurately and keep a record of international students registered for studies at their institution. UCT is therefore obliged to comply with government regulations and ensure that international students are in possession of valid documents for registration at UCT (i.e. a valid study permit – valid for studies at UCT, proof of payment of fees and medical insurance). All full time undergraduate, full time postgraduate, occasional, semester study abroad, modular, and affiliated students, and postdoctoral fellows are required to pre-register with IAPO before their registration at UCT. A student who meets all pre-registration requirements is then cleared for faculty registration.
Information regarding pre-registration requirements and procedures is available on IAPO’s website and communicated to students via Vula. New IFD students are provided with pre-registration information in their pre-arrival packs sent to them in the year preceding registration at UCT.

As can be seen in Figure 76 below, 43.9 percent of current IFD students rated the process of pre-registration positively (‘excellent’ or ‘good’), 27.5 percent as ‘average’, and 24.3 percent negatively (‘poor’ or ‘very poor’). Slightly more IFD alumni (49.4 percent) rated pre-registration positively.

![Past and present IFD students' rating of pre-registration with IAPO](image)

Figure 76: Past and present IFD students’ experience of pre-registration (Source: Mthente, 2010)

In the qualitative data from the focus groups, as well as open-ended responses in the IFD surveys, feedback about the pre-registration process helps explain some of the reasons why almost a quarter of current IFD students rated the process negatively in the survey. Although IAPO clearly outlines requirements for pre-registration in its orientation booklet, some students feel unclear regarding requirements for pre-registration, particularly fees payment, and frustrated that the process has to be manually administered (as opposed to through an online system, or through integration into PeopleSoft). The manual administration of the process means that students spend time running between IAPO, faculties and offices (and standing in queues each time), and several reported being given different and contradictory information. Regarding fees, some IFD students were unaware that they had to pay the full total of their fees before they would be allowed to register, even though this information is provided by
IAPO and UCT. Consequently, they had to source the full amount at short notice and had their registration delayed (thus paying late registration penalties).

10.1.3 Additional factors that influence IFD student perceptions of orientation and pre-registration

On arrival, some IFD students are given additional support and orientation by individual supervisors, faculty support systems, or scholarship/fellowship programmers (such as AIMS and USHEPiA). This support appears to have a positive effect on their perceptions of orientation and pre-registration. In the focus groups, several postgraduate students said they were met at the airport by their supervisors or AIMS and USHEPiA representatives, and undergraduate students from Botswana had the support of the Botswana Society at UCT, who met them at the airport and organised initial accommodation. Similarly, some faculty administrators assist postgraduate IFD students in organising accommodation and medical insurance.

However, according to the focus groups, some students feel less supported upon arrival, particularly those who have limited experience with ‘bureaucracy’, who are less confident or do not speak English as a first language. Similarly, there were several IFD students in the Current IFD Survey who reported that their first days at UCT were the worst part of their experience at the university, with one student quoting his worst experience as being “My first day here when I was all alone and had no idea what was going on. I cried myself to sleep.”

IAPO is aware of the challenges many IFD students face and how difficult the transition to a new country and university can be. In addition to the other services it offers, IAPO hopes that the relocation of its offices to more central and larger premises on UCT’s Middle Campus at the start of 2011 will increase IAPO’s visibility and address some of the physical capacity issues. However, IAPO’s Director also noted that the administrative overload of manually registering three to four thousand students cannot be avoided as critical documentation around fees payment, study permits and medical aid has to be individually verified by a member of staff before entering the data into the electronic student system. This verification is also important to prevent fraudulent documents from being passed through undetected.
10.2 IAPO Events

In addition to orientation activities, IAPO organises other events throughout the year aimed at promoting integration between international and local students. Events such as the Rwanda Genocide Commemoration, Africa Day, the World at UCT and Africa Universities Day are held each year. IAPO also provides funds to student societies throughout the year to host integration events.

As discussed in Chapter 7, 32.9 percent of IFD alumni reported that they have attended IAPO events, while only 12.9 percent of current IFD students indicated that they have attended IAPO events. These participation levels should be kept in mind when reflecting on the ratings below and suggest that more IFD students could take advantage of the opportunities that are provided.

As can be seen in Figure 77 below, current IFD students and IFD alumni differed in their satisfaction with IAPO events. Whilst 36.2 percent of alumni rated IAPO events positively (‘satisfied’ or ‘very satisfied’), only 24.8 percent of current IFD students did so. Similarly, only 7.2 percent of alumni rated IAPO events negatively, compared to 12.8 percent of current IFD students.

Figure 77: Past and present IFD students’ experience of IAPO events (Source: Mthente, 2010)
As can be seen above, 32 to 34 percent of respondents in both surveys remained neutral. These responses, along with the relatively high percentage of ‘don’t know’ responses, are likely due to the fact that many past and present IFD students have not participated in IAPO events.

The qualitative responses in the focus groups and IFD surveys provide further insights into why some students are not satisfied with the events provided by IAPO. Some feel that IAPO needs to be more visible, through more information, better communication, and more strategic events and programmes to bring IFD students together, and to integrate local students with IFD students. A few students said they had not heard from IAPO since registration, and felt that there is a lack of follow-through in terms of support after the initial ‘rush’ of orientation. From IAPO’s perspective, IFD students also need to take ownership in terms of seeking out information on the opportunities provided.

10.3 IAPO Support and Advice

In addition to the practical processes of orientation and pre-registration, IAPO handles numerous enquiries from IFD students, UCT staff and external stakeholders on a range of issues related to all aspects of life at UCT and the unique needs of IFD students. All sections within IAPO deal with a diverse array of enquiries year round. The IFD section, in particular, spends a significant amount of time attending to enquires from both prospective and registered IFD students relating to:

- UCT application and admission procedures.
- Processes for study permit renewals and immigration matters in general.
- Work opportunities for international students in order to fund studies.
- UCT policies relating to withdrawal of registration.
- Pre-registration requirements.
- Requests for letters: (i) confirming registration; (ii) to assist with applying for visa to travel abroad to undertake research; (iii) to enable opening a bank account; (iv) permission to work, etc.
- Funding options at UCT.
- Issues with medical aid providers.
- Accommodation.
- International student statistics.
- Emergency matters related to arrest, death, or accidents where IFD students are involved.
In addition to e-mail, fax, and telephonic enquiries, a large amount of time is spent on face to face consultations. The IFD section also fields several enquiries from (or consults with) the following stakeholders on a regular basis:

- UCT academics, faculty office and departmental administrators on IFD student issues.
- Visiting parents wanting information on study options at UCT for their children.
- Colleagues from external organisations such as the Department of Home Affairs, Embassy officials and funding organisations.

When asked for their perceptions of IAPO’s support and advice, nearly half of IFD students and alumni rated IAPO support and advice positively, with a quarter rating it as average, 16 to 17 percent rating it poorly, and a further 5 to 10 percent reporting they ‘don’t know’ (see Figure 78 below).

![Past and present IFD students' rating for IAPO support and advice](image-url)

*Figure 78: Past and present IFD students' ratings for IAPO support and advice (Source: Mthente, 2010)*
While the majority of IFD students appreciate IAPO’s support and advice, the qualitative responses from the two IFD surveys and the focus groups suggest a few reasons why some IFD students are not satisfied, as illustrated in the quotes below:

- “Get friendlier and more respectful secretaries who are patient.”
- “It seemed like they were doing you a favour to answer your questions.”
- “I would suggest that the individuals there be more approachable, as sometimes they came across as though they were not really willing to assist.”
- “Sometimes staff needs to be more emotionally sensitive to students coming from difficult countries.”

The recurring issues raised by the minority of unsatisfied students relate to poor response to emails, a lack of approachability and empathy from certain staff members, and students feeling that their requests or concerns were ‘brushed off’. Similarly, some professors commented on how they did not receive encouraging responses when they contacted IAPO about IFD student matters. However, this could be attributed to capacity overload for IAPO staff, as reported by several staff members within IAPO.

### 10.4 Study Permits and the Department of Home Affairs

Current IFD students and IFD alumni were asked to rate their experience with the South African Department of Home Affairs. As much as possible, IAPO assists students with their study permits. Although Home Affairs is ultimately responsible for this service, negative experiences and delays are often projected back on UCT and IAPO, as will be discussed shortly in relation to the qualitative findings.

As can be seen in Figure 79 below, only 15.8 percent of current IFD students and 17 percent of IFD alumni rated their experience with Home Affairs as good or excellent. A much higher percentage (31.7 percent and 36.3 percent respectively) rated their experience with Home Affairs as poor or very poor.
The issue of study permits and dealing with Home Affairs arose across the interviews with UCT and IAPO stakeholders, professors, and IFD students. All expressed a common feeling that the current processing of study permits (and renewals) is excessively time-consuming, frustrating, and lacking transparency. Some current IFD students reported waiting for days in queues at Home Affairs, waiting for months for responses to their applications (which in some cases means they cannot register in the next year), and having officials attempt to bribe them.

Up until mid-2010, the normal duration for processing a study permit at Home Affairs was four to six weeks. Since then, the procedures for processing study permit applications have changed and the applications which were previously processed by the Department’s regional offices are now processed by the Home Affairs head office in Pretoria. As a result, the turnaround time for processing a study permit application has increased to 12 weeks and more in many cases.

Whilst IAPO cannot take responsibility for the processing of visa and study permit applications, some students feel that IAPO does not provide enough information, the information they do receive lacks consistency and several have felt misinformed at various points. However, this can be primarily attributed to
the differing requirements of different Home Affairs officials and offices, which are inconsistent in their processing of study permit renewals, and an overall inefficiency in the Department of Home Affairs.

Differences in interpretation of immigration legislation and procedural inconsistencies at both Home Affairs offices and South African embassies present an immense challenge for IAPO and other international offices countrywide in ensuring that both students and staff at institutions are provided with accurate and up-to-date information on immigration regulations. Whilst IAPO regularly updates the UCT community regarding changes in regulations as it obtains the information, many changes remain unannounced by Home Affairs until institutions query procedures. To counter this problem, IAPO hosts meetings (including frequent e-mail communication) with Home Affairs officials as a means of keeping abreast with immigration requirements for international students. However, communication of changes in regulations by Home Affairs is highly inconsistent and many times not forthcoming.

IAPO’s challenges in dealing with study permit applications are also partly attributed to the exponential growth in international student numbers at the UCT. UCT currently attracts almost twice as many international students as it did 10 years ago. This growth has inevitably made the task of renewing study permit applications monumental. Furthermore, while international student numbers have continued to grow, the capacity within IAPO has not grown proportionately. IAPO processes over 2,000 study permit renewals each year, yet has only two staff members providing assistance with immigration matters on a full time basis.

Some IFD students have made requests for IAPO and the UCT Executive to lobby for an agreement with the Department of Home Affairs for the mass processing of study permits, as is the case at Stellenbosch University. IAPO has communicated these issues to UCT’s faculties and the university Senate, as well as joining with the UCT Executive in lobbying the Minister of Home Affairs to improve the situation.\textsuperscript{227} However, due to conditions beyond their control, the situation has yet to improve.

The Department of Home Affairs, Cape Town offices, underwent renovations in 2010, leading to a large backlog of applications. Consequently, at the time of the survey, IAPO was making use of temporary authorisation from Home Affairs for pre-registration.\textsuperscript{228} This situation is set to worsen in 2011, as all study permit renewals will only be processed in Pretoria, with a turnaround time of up to five months.\textsuperscript{229} According
to IAPO, this will have a severe impact on all IFD students since IFD students can only renew study permits once they have permission to enroll the following year, which is only received in October or November. Consequently, without special exemptions from Home Affairs, they will be unable to register in the following year. IAPO is further concerned that this will discourage postgraduates and postdoctoral fellows from coming to UCT, when these students are the mainstay of a research university like UCT.230

10.5 Challenges for IFD Postgraduates

In reviewing satisfaction levels with IAPO’s services, the qualitative data (to be discussed shortly) suggested that there are several challenges and concerns that are unique to IFD postgraduate students. The research team thus returned to the quantitative data and compared satisfaction levels between current postgraduate and undergraduate IFD students for orientation, pre-registration, IAPO events and IAPO support and advice. The results are illustrated in Figures 80 to 83 below, which are followed by a short summary of the key findings.

![Comparison of postgrad and undergrad current IFD students' ratings for orientation](source: Mthente, 2010)

Figure 80: Comparison of postgrad and undergrad current IFD students’ ratings for orientation (Source: Mthente, 2010)
Figure 81: Comparison of postgrad and undergrad current IFD students' ratings for pre-registration (Source: Mthente, 2010)

Figure 82: Comparison of postgrad and undergrad current IFD students' ratings for IAPO events (Source: Mthente, 2010)
The main findings from Figures 80 to 83 can be summarised as follows:

- Significantly more current undergraduate IFD students rated orientation positively (65.2 percent) than current postgraduate IFD students (48.2 percent). Similarly, more than twice as many postgraduates (21.0 percent) responded ‘don’t know’ compared to undergraduates (7.4 percent).
- In terms of pre-registration, more current postgraduate IFD students rated the process positively (47.5 percent) than current undergraduate IFD students (39 percent).
- Slightly more current undergraduate IFD students rated IAPO’s events positively (27.6 percent) than current postgraduate IFD students (22.2 percent) and significantly more postgraduates responded ‘don’t know’ (39.4 percent) than undergraduates (19.7 percent).
- Slightly more current postgraduate IFD students rated IAPO’s support and advice positively (47.5 percent) than current undergraduate IFD students (42.3 percent).

These results suggest that the biggest area of difference between postgraduate and undergraduate IFD students’ satisfaction levels is with orientation. This was confirmed in the focus groups where some of the IFD postgraduates (10 out of 22 participants) felt that there is a lack of IAPO services catering to their specific needs, such as an orientation programme designed specifically for postgraduate students, clear
information regarding requirements for registration and information on the range of services on offer at UCT for postgraduates. Some IFD postgraduate students felt that the current orientation programme is more geared towards undergraduate and SSA students, as illustrated in the quote below:

It seems as though IAPO offers a lot for undergraduate international students and students who are completing their year abroad at UCT. However, my experience (and that of my classmates) is that IAPO completely ignores international postgraduate full time students… This is simply unfair. I am very disappointed with what IAPO has to offer international postgraduate full time students.

The students who raised concerns in the focus groups suggested that the situation could be improved if IAPO tailored more of its events specifically for postgraduate students, including their own orientation programme. Such a programme has been motivated for by IAPO, DSA and PGFO but has not yet received financial support since faculties claim that this is under their respective control. However, IAPO does provide other resources for international postgraduate students, including an Orientation Information for IFD Students booklet, an Application Guidelines for International Postgraduate Student’s Handbook and an IFD Services Brochure.

In addition, there is one group of postgraduate IFD students who, in effect, have their own orientation programme, and they consequently reported high levels of satisfaction with their UCT and IAPO experience. This is the USHEPiA fellows who receive support through a dedicated USHEPiA office within IAPO, which organises collection from the airport, orientation, accommodation, financial administration, and informal mentoring through previous fellows. The USHEPiA programme, much like the SSA programme is a centralised programme. One USHEPiA fellow commented as follows:

When I came, I found decent people and I was oriented and shown everything, so whatever I needed was provided for so it was a pleasant experience. So as far as USHEPiA is concerned, they have a built-in mechanism where their system pretty much takes care of itself i.e. they collect you from the airport, take you to All Africa House with other USHEPiA fellows already there, and they do provide orientation.

The positive experience of the USHEPiA fellows points to some of the critical support services (airport transfers, temporary accommodation, mentors, etc.) that other IFD students are hoping for. However, as pointed out by USHEPiA’s Programme Manager, the IFD section within IAPO is under-resourced, with four staff to deal with 3 000 to 4 000 students each year, in comparison to under 15 USHEPiA fellows per year.
10.6 Understanding IAPO’s Role

The surveys, interviews and focus groups revealed that some misperceptions exist about IAPO’s role in supporting and advising IFD students. For example, in outlining how IFD students are administratively processed at UCT, the Deputy Registrar stated the following:

IFD students are much more in the process as normal students than SSAs, who are totally different. IFD students belong to the faculty in which they are registered, are subject to all the rules of the faculty. Their link with IAPO is for pre-registration only, after that they are fully the responsibility of the faculty.

While correctly highlighting the fact that academic advising is the role of the faculties and not IAPO, the Deputy Registrar’s comment fails to capture the range of services that IAPO provides to IFD students. The needs of IFD students are handled by the Department of Student Affairs as for all other students, but specialist advice and services are provided by IAPO year-round.

Yet some IFD students, particularly those from SADC, said that because they are treated like local students, they do not see themselves as ‘international students’. Thus, they are not aware that IAPO is also for them. This perception was shared by some non-SADC African IFD students who felt that IAPO is more focused on services for SSA students, as also illustrated in a comment made by UCT’s Student Governance Manager:

There is also a misconception about IAPO. It is known for SSA students only. There is a lack of clarity on their role… These services should be clarified and promoted.

This misperception may leave some IFD students with a negative impression of both IAPO and UCT, despite the support, events and information that IAPO offers. According to IAPO’s Director, IAPO is very aware of the need for more services for international students and is constantly putting these issues on the table. Similarly, the IFD Section Manager expressed a desire to explore various means of communication, since many IFD students appear to not be aware or to not seek out all the information that is available in handbooks, pamphlets and on the web.

Some of the Faculty Deans, Deputy Deans, professors and other faculty staff that were interviewed expressed the perception that UCT lacks non-academic services for IFD students, which suggests
misperceptions of IAPO’s role or a lack of awareness of the services offered. As a result, several departmental and faculty stakeholders noted that their faculties were providing orientation, housing, financial, language, visa and other support services to IFD students. For example, the Faculty of Health Sciences offers assistance to postgraduate students, through research groupings, in finding accommodation, opportunities for part-time employment, and opportunities for social interactions. Some faculties seem keen to take up this role, whilst others were frustrated that their IFD students seem to receive little or no help from IAPO. Again, this could be as a result of a lack of awareness of IAPO’s services, challenges with capacity within IAPO or the fact that IAPO is located on a separate campus from some faculties.
10.7 Summary of IFD Perceptions of IAPO’s Service Delivery

A summary of Chapter 10 is outlined below:

- IAPO’s orientation programme was rated positively (‘good’ or ‘excellent’) by 56.4 percent of current IFD students, average by 19.5 percent, and poorly by 7 percent. Interaction with orientation leaders was rated positively by 49.8 percent of current IFD students, average by 22.2 percent, and poorly by 12.1 percent.

- Pre-registration was rated positively by 43.9 percent of current IFD students, average by 27.5 percent, and poorly by 24.3 percent. Some IFD students reported frustration with the manual administration of this process, and the need to move back and forth between IAPO, faculties and UCT offices to secure all the relevant documentation.

- IAPO events were rated positively by 24.8 percent of current IFD students, and poorly by 12.8 percent, with a total of 62.5 percent selecting ‘neutral’ or ‘don’t know’. This suggests that many current IFD students may either be unaware of or do not attend IAPO events.

- Regarding IAPO’s support and advising services, 45.3 percent of current IFD students responded that it was ‘good’ or ‘excellent’, 27.7 percent felt it was ‘average’, and 17.3 percent felt it was ‘poor’. Of those who felt negatively, some IFD students felt they need more support from IAPO throughout the year and that IAPO’s frontline staff could be more approachable and empathetic.

- Some postgraduate IFD students would like to see a postgraduate orientation programme and other support services specifically for them, to help them integrate into UCT administrative systems and meet other postgraduate students more effectively.

- The issue of support for study permit applications, and the facilitation of a better processing system, emerged as a critical priority for IFD students, with many having negative
experiences of long and labourious study permit renewal processes. IAPO is aware of these challenges, and consistently makes efforts to facilitate improvements.

- The existence of misperceptions around IAPO’s role and the wide range of services it offers suggests the need for greater awareness among students and UCT stakeholders.
11. IFD Students’ Perceptions of UCT Services

In addition to IAPO services, IFD students come into contact with a range of other UCT structures and services in their time at UCT. This chapter assesses how IFD students rate other processes and services at UCT, including application and admissions, fees administration, faculty registration and administration, accommodation, and other UCT services. As discussed in the previous chapter, some confusion exists about the division of responsibility between IAPO and other UCT offices. This division also depends on the type of international student (i.e. IFD versus SSA). The table below summarises the range of services offered and the party responsible for each.

Table 23: UCT Services for International Students (Source: IAPO, 2010)

<table>
<thead>
<tr>
<th>Services required</th>
<th>Provided to IFD students by:</th>
<th>Provided to SSA students by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>Faculties, admissions</td>
<td>IAPO</td>
</tr>
<tr>
<td>Admission</td>
<td>Faculties</td>
<td>IAPO</td>
</tr>
<tr>
<td>Study permit advice / info</td>
<td>IAPO</td>
<td>IAPO</td>
</tr>
<tr>
<td>Study permit issue</td>
<td>Home Affairs / consulates</td>
<td>Home Affairs / consulates</td>
</tr>
<tr>
<td>Housing applications</td>
<td>Student housing</td>
<td>IAPO</td>
</tr>
<tr>
<td>Housing provision</td>
<td>Student housing / self</td>
<td>IAPO / self</td>
</tr>
<tr>
<td>Pre-departure info about UCT and Cape Town</td>
<td>IAPO, faculties</td>
<td>IAPO</td>
</tr>
<tr>
<td>Arranges collection from airport on arrival</td>
<td>Self</td>
<td>IAPO</td>
</tr>
<tr>
<td>Vacation accommodation provided</td>
<td>By self arrangement</td>
<td>IAPO</td>
</tr>
<tr>
<td>International student orientation provided</td>
<td>IAPO</td>
<td>IAPO</td>
</tr>
<tr>
<td>Academic orientation provided</td>
<td>Faculties, SOAC</td>
<td>Embedded in IAPO orientation</td>
</tr>
<tr>
<td>Orientation to UCT and Cape Town</td>
<td>IAPO, SOAC</td>
<td>IAPO</td>
</tr>
<tr>
<td>Academic advice</td>
<td>Faculties</td>
<td>IAPO academic advisor; Faculties</td>
</tr>
<tr>
<td>Registration</td>
<td>Faculties</td>
<td>Faculties</td>
</tr>
<tr>
<td>Fees collection</td>
<td>Fees office &amp; IAPO</td>
<td>IAPO</td>
</tr>
<tr>
<td>Changes to curriculum</td>
<td>Faculties</td>
<td>Faculties</td>
</tr>
<tr>
<td>Student counseling</td>
<td>DSA, IAPO</td>
<td>DSA, IAPO</td>
</tr>
<tr>
<td>Student health issues</td>
<td>DSA, IAPO</td>
<td>DSA, IAPO</td>
</tr>
<tr>
<td>Career guidance</td>
<td>CDP</td>
<td>CDP</td>
</tr>
<tr>
<td>Safety issues – emergency response</td>
<td>DSA, IAPO, CPS</td>
<td>DSA, IAPO, CPS</td>
</tr>
<tr>
<td>CPS patrolling student houses</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Study permit renewals</td>
<td>IAPO</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Transcript issued</td>
<td>Records</td>
<td>Records, IAPO</td>
</tr>
</tbody>
</table>

14 Certain questions were only asked to current IFD students, and thus, comparisons will only be made to the IFD Alumni Survey data when possible.
11.1 Application, Admission and Payment of Fees

The following section discusses perceptions of UCT’s application and admissions process, as well as the payment of fees and interactions with the fees office.

11.1.1 Perceptions of UCT’s application and admission process

There are several administrative stages from the time an IFD student decides he/she wants to study at UCT to the day that student is registered. As can be seen in Figure 84 below, just under half of current IFD students are satisfied with the timeline from the application stage to receiving an academic offer, with 45 percent rating the timeline as ‘good’ or ‘excellent’. A further 27.3 percent found the timeline to be ‘average.’ Nearly a quarter rated the timeline ‘poor’ or ‘very poor’.

Figure 84: Current IFD students' experience of the timeline from submission of application to offer to study (Source: Mthente, 2010)

As can be seen in Figure 85 below, communication during the application process was rated slightly more positively than the application timeline. Nearly half of the current IFD students (49.4 percent) rated the communication positively. However, as with the previous graph regarding timelines, over a quarter rated the communication poorly.
Figure 85: Current IFD students’ rating of communication during application process (Source: Mthente, 2010)

Figure 86 below shows how current IFD students rated the provision of information before arriving at UCT. Whilst 46.8 percent rated the pre-arrival provision of information positively, 29.4 percent of the respondents rated this poorly.

In summary, Figures 84 to 86 reveal that whilst 45 to 49 percent of current IFD students feel that the information, communication, and timeline for application and admission at UCT are well administered, 24 to 29 percent are not satisfied with these processes.
11.1.2 Perceptions of fees payment and administration

Figure 87 below compares current IFD students’ ratings for the process of paying fees with IFD alumni ratings. While 50.9 percent of current IFD students rated the fees payment process positively (‘good’ or ‘excellent’), 27.3 percent rated it as average and 16.5 percent rated it poorly. Slightly more IFD alumni (57.8 percent) rated the process positively than current IFD students.

![Past and present IFD students' rating of the process of paying fees](chart)

Figure 87: Past and present IFD students' rating of fees payment (Source: Mthente, 2010)

As can be seen in Figure 88 below, fewer past and present IFD students rated the Fees Office positively, than the process of paying fees. In total, 43.9 percent of current IFD students rated the Fees Office positively, 31.4 percent rated it as average and 14.2 percent rated it poorly.
The qualitative data from the focus groups suggests a range of reasons for those students that are unsatisfied with the fees payment process and the Fees Office:

- Despite the fact that information is available online and in their offer letter, some IFD students said they suffer from a lack of clarity around fees, both before their arrival at UCT, and during the pre-registration process.
- Some IFD students on external scholarships and bursaries said they were not aware that proof of support is not a sufficient criteria for fees clearance.
- Some IFD students on UCT scholarships or bursaries said that they were unaware that they would have to pay full tuition fees and the international term fee from their scholarship money (instead they think that the fees will be waived and the scholarship is to pay for living expenses).
- Some IFD students mentioned both delays in fees processing, or being ‘double charged’ for fees.

### 11.1.3 Additional perceptions of UCT’s application processes

While they were a minority voice compared to the generally positive ratings described above, over 40 respondents in the Current IFD Survey reported that interactions with UCT administration as their worst
experience at UCT. Some current IFD students reported repeatedly having to contact UCT during the application process, and not receiving answers, submitting application materials which were then lost by UCT, receiving no information from UCT prior to arrival (with information packs reaching their home addresses after they have arrived), and having to initiate contact with UCT during the application and admission process.

According to Director of the Admissions Office, all offers for a place at UCT immediately reflect on the online application system, to which all applicants have access PINs (Personal Identification Numbers). However, the Director acknowledged that due to the tight timeframes between UCT offering IFD students a place, and the start of the semester, not all IFD students receive hard copies of their information packs in time (posted by the faculties). This lack of pre-arrival information negatively affects some IFD students, resulting in delayed applications for residences and other essential services, delayed registration, and some IFD students either not knowing about IAPO’s services in general, or missing out on IAPO’s orientation programme.

11.2 Faculty Registration and Support

After orientation and pre-registration, administrative responsibility for IFD students is handed over to the faculties, beginning with registration. As can be seen in Figure 89 below, registration with the faculties was rated quite positively by both current IFD students and IFD alumni. On average across both surveys, 61 percent of the respondents rated their registration with the faculties as ‘good’ or ‘excellent’. Just over a quarter of respondents rated registration as ‘average’, and only 12 percent as ‘poor’ or ‘very poor’.
Figure 89: Past and present IFD students' rating of registration with faculties (Source: Mthente, 2010)

The focus groups provided reasons as to why some IFD students rated registration negatively. Firstly, some of the focus group participants said they had experienced miscommunication between IAPO and the faculties around whether they had been cleared through pre-registration (with clearance failing to reflect on the system)\(^{242}\). Secondly, some of the focus group participants were concerned over the limited availability of supervisors for signatures, which affects all UCT postgraduate students. Finally, a minority of students felt generally frustrated and unclear about the entire registration process, as illustrated in the quote below:

The registration process is a joke. It takes days. There is no step by step list of what is needed. A total fiasco. Stressful, enraging, and a total waste of time.\(^{243}\)

This sentiment was reflected in the qualitative data from the Current IFD Survey, the IFD Alumni Survey and the focus groups, with some IFD students reporting that the registration period was their most stressful time at UCT.

Qualitative data from the stakeholder interviews and focus groups with current IFD students indicated that some IFD students from non-English speaking countries struggled with feeling alienated in the UCT environment, sometimes during interactions with administrative staff. The DVC for Internationalisation
commented how “there’s general intolerance to anyone with an accent.”244 The IFD section Manager within IAPO noted how:

People want to pass them along if they’re international students, especially if they don’t speak English that well. Faculties aren’t patient. And I know faculties are busy but it’s their job as advisors to help these students. So it’s not resistance, but impatience, not wanting to spend the time to help the students.245

However, after the initial registration period, IFD students rated their faculty administrators well. In the Current IFD survey, 61.8 percent of respondents rated their faculty administrators as ‘excellent’ or ‘good’, and in the Alumni survey this rose to 72.7 percent (see Figure 90 below)

![Figure 90: Past and present IFD students' ratings for faculty administrators (Source: Mthente, 2010)](image)

### 11.3 Student Accommodation

IFD students face the same challenges as all other students at UCT with regard to accommodation. Affordable, safe accommodation is in short supply at UCT. According to the Executive Director of the Department of Student Affairs, UCT residences receive approximately 16 000 applications for 5 600 beds each year, with the trend escalating by two to three thousand each year.246 IFD applications for UCT
accommodation are handled by UCT’s Student Housing office. To assist IFD students with finding off-campus housing, IAPO also employs a full-time housing officer who is responsible for meeting with potential landlords and agents to develop a database of housing opportunities to which IFD students can be referred.

As can be seen in Figure 91 below, just over a third of current IFD students (36.4 percent) feel positively about UCT’s support services related to accommodation. Slightly more IFD alumni (46.1 percent) rated these services positively.

As can be seen in Figure 92 below, 36.1 percent of IFD alumni lived in UCT residences during their time at UCT, and 31.3 percent of the current IFD students surveyed are currently living in UCT residence. In total, the percentage of IFD students and alumni who lived or are living off-campus comes to an average of 66 percent. Of current IFD students, 31.5 percent live in a house with students from their own country or a mix of countries, 9 percent live in a house with local students, 15.5 percent in a house or flat alone, and a minority in a hotel or backpackers.
For the 66 percent of IFD students who live off campus, the need to organise their accommodation independently emerged as a major challenge in the interviews with IAPO staff, professors, and in the focus groups.\textsuperscript{247} Since many IFD students have never lived in South Africa before, finding off-campus accommodation can be quite a challenge. This means that, as a group, they face greater challenges in terms of being unfamiliar with the environment into which they are entering and the relative costs of accommodation.\textsuperscript{248} However, as noted by the Director of the Admissions Office, this is an issue which also affects historically disadvantaged South African students coming from other provinces.

Whilst UCT clearly warns students that many will fail to find accommodation in residences, information on alternatives is lacking, according to some IFD students. Some were concerned about the Off-Campus Accommodation Bureau, which has a website advertising private rental accommodation. They said they were charged excessive rentals by landlords found through this off-campus listing, with many additional costs for water, electricity, heating, cleaning being added to their rental after having been told it was included. For example, a young Nigerian undergraduate describes her experience below:
I found accommodation online through the UCT website and had terrible problems – thank God I was living with other UCT students. It was through a landlady to whom I was paying R3500 for a small room in a shared house – it was expensive and very hard for my family to afford but we didn’t have any other choice, we were desperate. Some days the electricity would go off, then we found out that even though we’d been paying this woman money, she been subletting the place to us and wasn’t actually paying the owner rent. She had been overcharging us and she still owes me the R7000 deposit - which I will never see.249

Younger and/or more inexperienced IFD students, particularly first-year undergraduates, are in a particularly vulnerable position. One Zimbabwean student described how she had been in insecure accommodation when she first arrived that had risked her safety:

People take advantage of students who are international, because you get to the airport and you don’t even know where you are going, and then you get charged a ridiculous cab fee and you can’t say no, so I think IAPO should have support measures in terms of transportation, lodging and just general advice on how to deal with those first few days.250

The comments above confirm the importance of IAPO’s recent employment of a housing officer, who will seek to help students address these concerns. The previous quote also highlights IFD students’ transportation needs upon arrival. The fact that IFD students arrive in Cape Town by air, road and train is a huge logistical hurdle in providing pick-ups, but IAPO could provide more information on what students should expect in terms of transport when they arrive. The findings also suggest the need for other housing alternatives, such as an on-campus “international house”, an approach used at some of the other universities discussed in the case studies in Chapter 4.

11.4 Transport and Student Wellness

Current IFD students and IFD alumni also provided feedback on other services provided by UCT, such as transport to and from campus (Jammie shuttles) and student wellness services. As can be seen in Figure 93 below, UCT’s transport service was rated very positively by both current IFD students and IFD alumni (74.4 percent and 73 percent respectively).

Figure 94 below shows that student wellness received slightly fewer positive ratings from current IFD students and IFD alumni (41.3 percent and 47.7 percent respectively) than transport. However, it is notable
that much higher percentages of respondents indicated ‘don’t know’ for student wellness, suggesting that about a fourth of current IFD students and IFD alumni may not have used or been aware of the student wellness services available at UCT.

Figure 93: Past and present IFD students' ratings for UCT's transport services (Source: Mthente, 2010)

Figure 94: Past and present IFD students' ratings for UCT's student wellness services (Source: Mthente, 2010)
Interestingly, alumni repeatedly rate UCT services more highly than current students. This either indicates that UCT service delivery has been declining over the last few years, or that with time away, frustrations with UCT service delivery are reduced as they are put into context in the wider world.

### 11.5 General Perceptions of UCT’s Administration

As can be seen in Figure 95 below, the majority of past and present IFD students (an average of 66 percent across both surveys) feel that they are treated the same as local students, with 12 percent feeling that they get less attention, and 7 percent feeling they get more attention.

![Past and present IFD students' impression of how they are treated at UCT](image)

**Figure 95: Past and present IFD students' perceptions of treatment relative to local students (Source: Mthente, 2010)**

Despite the generally positive ratings expressed in the survey, 20 out of 46 of the IFD students in the focus groups were concerned that the administrative processes at UCT lack clarity, transparency and efficiency. There were high levels of satisfaction with the academic services they receive, yet there was a feeling across the focus groups that IFD students are not getting the administrative services they would expect for the fees they are paying, which leads them to feel they are being taken advantage of. This is reflected in the following student’s comments:
UCT neglects its international students. There’s O week [orientation] which is exciting, but that’s it, for the first year only! After that they forget about you… UCT is more focused on its research ranking, and wants to be in a more recognised position… they forget about welfare, people are just not happy.\

In the focus groups, eight IFD postgraduates coming from institutions in other countries felt that the image projected by UCT is one of an internationally competitive university, which is what attracted them to UCT. However, the administrative hurdles that they encountered once they arrived had been a shock.
11.6 Summary of IFD Student Experience of UCT Services

A summary of Chapter 11 is presented below:

- Nearly half of current IFD students (47 percent) are satisfied with the information, communication and timeline of the application and admission processes. However, over one quarter (27 percent) rated these processes poorly.

- Fees administration was rated positively (‘excellent’ or ‘good’) by 51 percent of current IFD students, average by 27 percent, and poorly by 17 percent. Qualitative responses indicated a lack of clarity as to the range of fees that IFD students must pay, challenges around paying the year’s fees upfront before registration, and the late reflection of fees on the system after payment, all of which can hold up registration.

- Faculty administration was rated positively by the majority of current IFD students (68 percent), with many faculties offering additional support to IFD students. However, the manual administration of the registration process was a concern among some students.

- Finding affordable and secure accommodation emerged as a major challenge for many IFD students who fail to secure on-campus accommodation. Students reported that some landlords, even those listed on UCT’s off-campus accommodation listing, take advantage of IFD students who are not familiar with the local environment and are more vulnerable having just arrived in the country.

- IFD students reported high levels of satisfaction with UCT’s transport services, as well as good ratings for UCT’s student wellness services, although many others do not appear to have used or be fully aware of the student wellness services.

- While the majority of IFD students feel that they are treated the same as local students, over half of IFD students in the focus groups reported dissatisfaction with their experience of UCT
administration in general, and the levels of support they receive as a population with specific needs.

- Although the sample in the focus groups was small, UCT needs to pay attention to the concerns raised by those interviewed regarding accommodation, funding and administration and needs to explore ways of addressing these concerns.
12. IFD Student Futures: CDP, Graduation and Alumni Employment

Many IFD students come to UCT because of its academic reputation, and with this comes the hope, for many, that having graduated from UCT they will have more opportunities available to them in their future careers. In addition to the general administrative services that UCT offers IFD students, there is the Career Development Programme (CDP), which can impact upon the futures of IFD students. What follows is an assessment of how IFD students use UCT’s CDP services, what they expect from CDP, a breakdown of graduate throughput across faculties, and how IFD alumni have fared in terms of employment.

12.1 IFD Student Experience of UCT’s Career Development Programme

As can be seen in Figure 96 below, the majority (71.6 percent) of current IFD students are aware of the CDP service.

![Current IFD students' awareness of the Career Development Programme at UCT](image)

Figure 96: Current IFD students' awareness of UCT's Career Development Programme (Source: Mthente, 2010)

As illustrated in Figure 97 below, there is a relatively even divide between IFD students that use/used CDP services and those that don’t/didn’t, with slightly more IFD students using CDP services than not.
Figure 97: Past and present IFD students' use of CDP services (Source: Mthente, 2010)

Figure 98 below shows IFD students' responses when they were asked what they expected of CDP services.

Figure 98: Past and present IFD students' expectations of CDP services (Source: Mthente, 2010)
Figure 98 above shows that an overwhelming majority of IFD students and alumni expect the primary function of CDP services to be that of offering information, support and advice on career related matters, (86 to 95 percent of respondents across both IFD surveys). This was followed by over three quarters of respondents in both surveys expecting the opportunity to meet employers, the provision of some form of training, and the opportunity to network with alumni. This was followed by over two thirds expecting work experience. Expectations of securing employment through CDP were lower, at 50 percent of IFD alumni and 58 percent of current IFD students expecting to secure part-time work, and to 28 of IFD alumni and 43 percent of current IFD students expecting to secure full-time work.

Figure 99 below provides a breakdown of the CDP services that IFD students and alumni have used.

Figure 99: Past and present IFD students' use of the range of CDP services (Source: Mthente, 2010)

Figure 99 above shows how IFD alumni have used more of CDP’s services than current IFD students, which is to be expected given that most of them will have sought employment during their final year/s at
UCT, or after graduating. In contrast, most of the current IFD respondents are in their first or second years at UCT. This graph is useful for the detail it provides regarding which services have been the most utilised, as summarised below:

- The most utilised services, used by 75 to 90 percent of alumni and 55 to 60 percent of current IFD students, are the information centre, website, and Graduate Recruitment Programme handbooks.
- These services are followed by CDP pamphlets, fairs, talks and magazines, as well as the Graduate Recruitment Programme, which is used by 60 to 70 percent of alumni and 30 to 55 percent of current IFD students.
- Interviews with careers counsellors, mock interviews and pre-admissions counselling services were used by up to a third of IFD alumni, and up to 19 percent of current IFD students.

In Figure 100 below, IFD alumni rated how helpful they found the CDP services to be, with regard to information, advice, preparation for recruitment and actual access to job opportunities.

![IFD alumni's ratings for the helpfulness of CDP services at UCT](image)

**Figure 100**: Helpfulness of CDP services according to IFD alumni (Source: Mthente, 2010)

CDP information and preparation for recruitment were the most highly rated services, each being rated ‘helpful’ or ‘very helpful’ by a majority of alumni respondents, 68.7 percent and 53.9 percent respectively.
This was followed by advice (47.5 percent rated it positively) and job opportunities (43.4 percent rated this positively). This is consistent with IFD students’ expectations of CDP services, which are high for information and preparation, and lower for job opportunities. However, the fact that over a quarter of alumni respondents reported that they found CDP services related to job opportunities as ‘unhelpful’ and ‘very unhelpful’ indicates that there is dissatisfaction about the quality of this service. This may also be linked to the fact that some students only seek out these services in their final years of study, which does not always provide ample time for the full utilisation of the services on offer.

When IFD alumni were asked about opportunities for work experience or work placements in the IFD Alumni Survey, more than one third reported being dissatisfied, while 30 percent were satisfied and 35 percent remained neutral. This is corroborated with comments made by the Acting Director of the CDP office, who stated that she was “concerned that international students are getting more and more frustrated,” as she further explained in the following quote:

> During Graduate Recruitment, they [IFD students] ask employers quite aggressively – ‘do you hire international students?’ I’ve seen them being dismissive of the CDP. If we as a university are taking international student fees, then we need to do better. The CDP has been given awards for being the best career development programme, but we’re failing our international students. We need to be more proactive.\textsuperscript{253}

The Director went on to discuss how the CDP would like to increase its engagement with governments and employers in IFD students’ home countries, to establish the skills requirements of those countries and thus ensure that IFD students are not graduating with degrees that cannot guarantee employment.

Whilst CDP services as a whole scored relatively well in the quantitative findings, some IFD students are frustrated by specific issues, which were reported in the qualitative responses to the Current IFD Survey, the IFD Alumni Survey, and the focus groups. Firstly, some IFD students undertaking degree studies for a specific professional qualification, such as those seeking to practice Law, Chartered Accountancy, or specific Business courses, felt they were not clearly informed before they began that they will not be able to complete their articles or internships with South African companies, resulting in them being forced to leave UCT with a degree, but without qualifying for employment in their home countries through lack of professional training. Secondly, some IFD students feel overlooked in terms of graduate recruitment fairs, where South African companies are only looking for South African graduates, and where there are few
international recruiters who could potentially employ graduates in their home countries. Many suggested that the CDP provide additional support in terms of networks with alumni in their home countries, which was also reflected in the quantitative data.

### 12.2 IFD Graduate Throughput

This section offers an analysis of the faculties from which IFD students are graduating, the degrees with which they are graduating, and the regional breakdown within each faculty. As can be seen in Figure 101 below, the proportion of IFD students awarded undergraduate degrees decreased between 2006 and 2009, from 41.2 percent in 2006 to 35 percent in 2009. The number of IFD Masters degree graduates has remained relatively stable, while there have been increases in the number of Honours (an increase of 3.1 percent) and Doctoral IFD degrees (an increase of 1.4 percent) awarded.

![Figure 101: IFD graduates (2006-2009) by level of degree (Source: UCT's Institutional Planning Department, 2010)](image-url)
As illustrated in Figure 102 below, the Humanities faculty has the highest proportion of IFD graduates, although this has undergone a slight decrease, from 28 percent in 2006 to 26.4 percent in 2009. Commerce has the next largest proportion of IFD graduates, which has increased over the same period from 21.3 percent to 25.1 percent. The Engineering and Built Environment (EBE) Faculty and the Faculty of Science have both seen marginal increases, taking them to 17.9 and 15.3 percent IFD enrolment respectively. The Faculty of Law has seen a significant decrease, from 12.2 percent in 2006 to 5.9 percent in 2009.

In terms of UCT’s capacity and strategic planning, it is possible to sustain enrollment in some faculties at between 20 and 30 percent and at below 15 percent in other faculties. These are significant percentages when seen in terms of the total UCT student population.

Figure 102: IFD graduates (2006-2009) by faculty (Source: UCT’s Institutional Planning Department, 2010)
Figure 103 below presents the proportion of IFD graduates by region. The data is limited in that there were a high percentage of ‘unknowns’ for 2008 and 2009. Overall, SADC has the highest percentage of graduates, averaging around 66.4 percent for 2006 and 2007. Countries from other parts of Africa had a consistent percentage of 13.4 percent for 2006 and 2007. Graduates from Europe averaged around 12.1 percent for 2006 and 2007 and graduates from North America averaged around 4.5 percent for the same time period. These figures are consistent with regional enrollment patterns.
Figures 104 to 109 below provide more details on the regional breakdown of IFD graduates in each faculty between 2006 and 2009. Across the faculty graphs, the following observations can be made:

- The high number of IFD students in 2008 and 2009 documented as being from ‘unknown’ countries indicates a lack of sufficient information on IFD student enrolment in each faculty during these years.
- The data does show that the highest proportions of SADC graduates are from the Commerce and EBE faculties (between 77 and 79 percent in 2007) followed by Humanities, Science and Medicine (between 62 and 65 percent in 2007).
- Science and Medicine have the highest proportions of IFD graduates from the rest of Africa (from 16 to 22 percent in 2006 and 2007).
- European graduates are most highly represented in Law, at 36.6 percent in 2006 and 28.8 percent in 2007. In the Humanities, Commerce and EBE, European graduates made up 8 to 15 percent of graduates in 2007.
- North American graduates are most highly represented in the Humanities and Medicine, at between 7 to 10 percent in 2007 and 2008.

![Figure 104: Commerce IFD graduates by region (2006-2009)](Source: UCT’s Institutional Planning Department, 2010)
Figure 105: Engineering IFD graduates (2006-2009) by region (Source: UCT’s Institutional Planning Department, 2010)

Figure 106: Humanities IFD graduates (2006-2009) by region (Source: UCT’s Institutional Planning Department, 2010)
Figure 107: Law IFD graduates (2006-2009) by region (Source: UCT’s Institutional Planning Department, 2010)

Figure 108: Medicine IFD graduates (2006-2009) by region (Source: UCT’s Institutional Planning Department, 2010)
The graphs above illustrate the importance of up-to-date throughput data in order to track whether there has been a decline in certain faculties. However, it is possible to identify the most untapped regions across the faculties, which are consistently South America, the Middle East, Australia and Asia.

12.3 IFD Alumni Employment

Current IFD students spoke of their high expectations regarding the impact of a UCT degree on their future careers, with 73.8 percent stating that work opportunities were an important reason for their having chosen UCT. To see how previous IFD students have fared in this regard, this section assesses the activities and current employment of IFD alumni who graduated from UCT between 2006 and 2009.

12.3.1 Alumni activities immediately after leaving UCT

As can be seen in Figure 110 below, nearly half of the IFD alumni respondents were engaged in employment in their home countries within six months of leaving UCT, with a total of 61.4 percent working
in their home countries, in another country, or for themselves. In terms of the IFD graduates who stayed in South Africa, 15.5 percent found employment, 5.9 percent continued studies at UCT, 5.2 percent chose to study at another South African institution, and 3.1 percent sought to immigrate or seek permanent residence. In total, 76.9 percent of IFD alumni were working six months after leaving UCT, and 20.5 percent were undertaking further studies.

![IFD Alumni activity six months after leaving UCT](image)

**Figure 110: IFD Alumni activity six months after leaving UCT (Source: Mthente, 2010)**

### 12.3.2 Current employment of IFD alumni

Figure 111 below shows how IFD alumni are currently faring in terms of employment. Nearly 65 percent of IFD alumni have found employment in full-time paid work, with a further 6.8 percent being employed part-time. A total of 5.8 percent are self-employed, partly self-employed, or owners/partners in a company and 5.1 percent are studying further. Among those who responded to the survey, there is a minority of IFD alumni (6.4 percent) who are unemployed and seeking employment.
In terms of their sectors of work, Figure 112 below shows the following:

- Education and research take up the largest proportion of IFD graduates, at 27.9 percent.
- This is followed by banking/finance/insurance, at 9.3 percent.
- Social services or NGO work, law and legal services and medicine/healthcare each employ 8.3 percent of IFD alumni.
- This is followed closely by engineering/construction and management services/consultancy, both at just over 7 percent.
- A small minority of IFD graduates, at approximately 1 percent each, work in environment/conservation, agriculture/horticulture, media and art and design.
These results indicate that IFD graduates are employed across a broad range of sectors, with employers in the education sector hiring the highest number of graduates, followed by employers in the banking, law and medical professions or social/NGO work. When compared to the throughput data in the previous section, the employment trends appear to line up with the faculties producing high numbers of graduates. For example, Humanities had the highest proportion of graduates for the 2006 to 2009 time period and this could be linked to the high percentage of IFD alumni in education and research fields. Similarly, the Commerce faculty had the second highest proportion of graduates and many IFD alumni have found employment in the banking/finance/insurance sectors.

Figure 113 below shows that sources of employment are quite widespread. The most common methods for securing employment among the IFD alumni respondents were through personal contacts (26.6 percent) or previous employers (18.6 percent). These methods were followed by responding to employment advertisements, engaging in internships and using employers’ websites. Recruitment websites, agencies, and the UCT career service accounted for 3 to 4 percent of jobs found. These results indicate that personal relationships and prior employment are critical routes of entry into employment.
Figure 113: How IFD alumni secured current employment (Source: Mthente, 2010)

Figure 114 below gives an indication of the average monthly income of IFD alumni who responded to the survey.

Figure 114: Current income of IFD alumni (Source: Mthente, 2010)
As can be seen in Figure 114 above, the two main income brackets within which IFD graduates fall, are between R5000 and R10 000, and over R25 000, per month. The top salary ranges generally compare well with market related pay in all sectors of the jobs market.
12.4 Summary of IFD Student Futures: CDP and Alumni Employment

A summary of Chapter 12 is presented below:

A summary of IFD students and alumni use of CDP services:

- The majority of current IFD students are aware of UCT’s CDP services and just over half of them use CDP.

- Over 86 percent of current IFD students expect the CDP to provide information and support services. Approximately 75 percent expect opportunities to meet employers and network with alumni, and training and work experience.

- Over half of current IFD students and between 69 and 90 percent of IFD alumni used the CDP’s information services (information centre, website, handbook and pamphlets). Careers fairs, talks and magazines were the next most utilised tools (between 40 and 52 percent of current IFD students and 61 and 69 percent of IFD alumni). The least utilised services were ‘face-to-face’ guidance sessions and mock interviews, used by under 18 percent of current IFD students and 33 percent of IFD alumni.

- In terms of helpfulness, information services scored the most highly amongst IFD alumni (68.7 percent felt they were helpful), followed by preparation for recruitment (53.9 percent), advice (47.5 percent) and job opportunities (43.4 percent). CDP helpfulness in terms of ‘job opportunities’ was seen as ‘unhelpful’ or ‘very unhelpful’ by 26.2 percent of IFD alumni.

- The Graduate Recruitment Programme has been used by 61 percent of alumni, and 29 percent of current IFD students, with both groups commenting on a lack of international recruiters through this programme.

- IFD students have high expectations of CDP services at UCT, and whilst many are satisfied with information and advice, the lack of concrete networking and recruitment opportunities frustrates many IFD students. One IFD group that is severely affected in this regard are IFD students who
need work experience or training with South African companies as part of their professional qualification requirement.

A summary of IFD graduate throughput data for 2006 to 2009:

- In terms of the distribution of IFD graduates across the faculties, the proportion of IFD graduates awarded undergraduate degrees has been decreasing, from 41.2 percent in 2006 to 35 percent in 2009. The number of IFD Masters degree graduates has remained relatively stable, though there have been slight increases in the number of Honours and Doctoral IFD degrees awarded (between 1 and 3 percent increase).

- The Humanities has the highest proportion of IFD graduates (between 24 and 29 percent) followed by Commerce (between 21 and 25 percent), EBE (between 15 and 18 percent) and Science (14 to 17 percent). These proportions have remained relatively steady, aside from significant increases in the IFD graduates in Commerce, and a decline in IFD graduates from Law (from 12 to 6 percent between 2006 and 2009).

- Finally, the highest proportions of SADC IFD graduates are from the Commerce and EBE faculties (between 77 and 79 percent in 2007), followed by Humanities, Science and Medicine (from 16 to 22 percent in 2006 and 2007). The highest proportions of IFD graduates from the rest of Africa are in Science and Medicine (16 to 22 percent). The highest proportions of European graduates are in Law (29 to 37 percent), and the highest proportions of North American graduates are from Humanities and Medicine (7 to 10 percent).

A summary of IFD alumni employment:

- In terms of how IFD students fair after graduation, the graphs related to employment collectively show that the overwhelming majority of 97.4 percent of IFD graduates are either employed (76.9 percent) or engaged in further study (20.5 percent) within six months of leaving UCT, in a broad range of sectors, with 69.2 percent earning from R5000 to over R25 000 a month. However, 6.4 percent are unemployed and seeking further employment.
The fact that such a large majority is in employment or further study indicates that the UCT degrees conferred onto IFD graduates are of high value in their futures after UCT.
13. **Addressing Challenges and Increasing the Impact**

Before drawing conclusions and recommendations from the findings discussed in this report, the following chapter presents an overview of the impact and value of IFD students at UCT and discusses feedback from the stakeholders that were interviewed in terms of how challenges are currently being addressed or should be addressed for the future.

### 13.1 Summary of Impact and Value of IFD Programme

As shown in Chapters 6 through 9, IFD students have an extensive impact at all levels of life at UCT. Table 24 below offers a summary of the impact and value of IFD students at UCT.

<table>
<thead>
<tr>
<th>POSITIVE IMPACT</th>
<th>NEGATIVE IMPACT</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>On IFD students:</strong></td>
<td><strong>On IFD students:</strong></td>
<td><strong>For IFD students:</strong></td>
</tr>
<tr>
<td>● Reported high quality teaching and educational services</td>
<td>● Instances of poor levels of supervision reported</td>
<td>● The quality of education at UCT, including excellent teaching, technology and library facilities</td>
</tr>
<tr>
<td>● 76 percent reported learning a great deal in classes</td>
<td>● Discrimination by teaching staff</td>
<td>● The intellectual atmosphere of the campus</td>
</tr>
<tr>
<td><strong>On local students:</strong></td>
<td><strong>On local students:</strong></td>
<td><strong>For local students:</strong></td>
</tr>
<tr>
<td>● Learning process of 88 percent of local students not negatively impacted by IFDs</td>
<td>● Only 4 percent reported negative impact on learning process</td>
<td>● IFDs different learning styles</td>
</tr>
<tr>
<td>● 52 percent local students reported learning a lot from IFD contributions</td>
<td></td>
<td>● Value of diversity of perspectives</td>
</tr>
<tr>
<td>● One third reported being inspired to work harder or be more confident after exposure to IFDs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● IFD students encourage more critical engagement in class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 24: Summary of impact and value of IFD students (Source: Mthente, 2010)
<table>
<thead>
<tr>
<th>POSITIVE IMPACT</th>
<th>NEGATIVE IMPACT</th>
<th>VALUE</th>
</tr>
</thead>
</table>
| **On Faculties:**  
- Professors enjoy teaching IFDs  
- Diversity and internationalisation of curriculum and research agenda is promoted  | **On Faculties:**  
- Faculties need to provide additional language support  | **For Faculties:**  
- High quality of IFD educational backgrounds and work ethic  
- Value of internationalised curriculum and research agenda with focus on Africa  |
| **SOCIAL**  
- Positive impact on IFDs' worldview and personal development  
- Some successful integration of IFDs in UCT residences, in smaller classes, and through local mentors  
- Extensive positive impacts on local students in terms of developing cultural understandings not only of other countries, but in putting South Africa in perspective  
- IFD participation internationalises UCT sports, UCT societies, community outreach, and surrounding communities  | **For Faculties:**  
- Hard for IFDs to settle in due to lack of welcome and racial dynamics of UCT and South African society  
- One in five IFDs experienced discrimination or xenophobia at UCT  
- High levels of crime affecting IFDs  
- IFD presence threatens a minority of local students who feel UCT is for South Africans only  | **Changing attitudes of local students towards outside world, particularly Africa**  
**Immense intercultural value for all students**  
**Interpersonal value through friendships**  
**Personal development**  
**Internationalising campus and communities**  |
| **FINANCIAL**  
- In 2010, R20.5 million in ITF to faculties, in addition to tuition fees (in order of financial benefit: Humanities, Science, Engineering, Commerce, Medicine, Law)  
- In 2010, IFD tuition and residence fee contribution to UCT was 52.9 million  
- Surrounding communities receive annual income of R117.7 million from IFD student spending  | **For Faculties:**  
- IFD families bear most of the burden of tuition fees and living expenses (averaging a minimum of R172 500 in tuition for a 3 year undergraduate degree)  
- IFDs seek part-time employment to meet costs  
- Postgraduate IFDs from rest of Africa struggle to find funding  | **IFD fee income invaluable to some faculties**  
**IFD income important independent income stream for UCT as a whole**  |
| **STRATEGIC**  
- Positive impact to transform students and academics in terms of 'Afropolitanism'  
- Internationalises research profile  
- Internationalises and improves standard of graduates  
- Core impact on I@H agenda  
- Positive impact on transformation agenda through exposing local students to diversity and breaking down racial stereotypes  | **For Faculties:**  
- Local and IFD students attempts to interact not supported through strategic programming, preventing realisation of I@H as tension not being tackled and dissipated  
- Potential to exclude local students from disadvantaged backgrounds  
- Does not contribute to transformation statistics  | **IFD programme invaluable to UCT’s becoming an Afropolitan university**  
**IFD programme contributes to the excellence of research profile and UCT’s graduate attributes**  
**Significant value in terms of promoting UCT’s transformation objectives**  
**IFD programme of utmost value in achieving I@H**  |
Table 24 above illustrates the far-reaching impact and implications of IFD students at UCT. Overall, the academic impact is the most rigorous, extensive and valuable, with all parties reporting positive impacts (qualified by some IFD students’ negative experiences). Socially, the positive impact is countered by some negative impacts in terms of the lack of integration of IFD students into the wider South African student body. Financially, while UCT is reaping large benefits from the IFD income, the cost of studying at UCT is a financial burden for IFD students and their families. With the cost of higher education worldwide, exacerbated by the recession, many students, not just IFD students are experiencing severe financial hardship as they pursue higher education qualifications.

13.2 Views on the Future Enrolment Target for IFD Students

The IFD review was undertaken as a way of taking stock of the value and impact of IFD students at UCT. This is particularly important as the number of IFD students has been steadily growing and some decisions need to be made by the institution regarding future growth, services and how to deal with challenges raised throughout this report. Some of the considerations raised during the interviews include the following:

- The current proportion of IFD students and other short-term study international students is seen as “healthy and good for UCT’s ranking,” and “it would be problematic if there were fewer.” More IFD students from the rest of Africa would benefit the Afropolitan agenda but this “would be at the expense of local students and so a balance needs to be struck.”
- No further growth of IFD students at undergraduate level is desired, due to the need for places for South African students. Recruitment efforts focus on postgraduate IFD students. Among postgraduates, the key market is at Honours and Masters level due to limitations in capacity to supervise PhD candidates.
- Recruitment of more IFD postgraduate students from the global South will continue as these are good for research and diversity.

13.3 Addressing Service Delivery and Capacity Challenges

Despite generally positive ratings, Chapters 10 and 11 discussed the fact that some IFD students feel that service delivery from IAPO, and UCT as a whole, could be improved. IAPO’s Director holds the view that
the perceived poor levels of service delivery may be either a function of the increased numbers of IFD students for which IAPO has responsibility, or the lack of initiative on the part of some IFD students to seek out the information that they need, which is available through the brochures that IAPO produces, the IAPO homepage and IAPO’s walk-in service.

All IFD students are introduced to IAPO at the beginning of their stay at UCT during the pre-registration and orientation period. Indeed, the majority do access the services and information sources that are provided. Thus, IFD students who express dissatisfaction with IAPO services are often among those who fail to differentiate between services that are provided by IAPO and those that ought to be provided by other stakeholders. For example, while IAPO starts sending out notices to IFD students to renew their study permits in September with monthly reminders, the office still deals with requests from students for letters to take to the Department of Home Affairs (DHA) to renew their study permits right up to December 31st. Since IAPO does not renew permits, it is incumbent on the students to see to it that they do so as early as possible, especially given the delays at the DHA.254

IAPO does its best to lobby the Department of Home Affairs and have successfully influenced a number of interventions by the DHA. These include the investigation into the fraudulent overcharging of Zimbabwean students who apply for permits and repatriation fees, the concession to register students who have applied for permits but are waiting for these to be issued, the concession to endorse staff members work permits with a study permit to enable academics who wish to study part time to do so, and others. These are breakthroughs that are not always visible to IFD students.

Despite the ongoing commitment described above, the ability of IAPO to offer the full range of services to over 4 000 IFD will remain a challenge due to limited staff capacity. Since SADC students do not pay an administrative levy, yet constitute the majority of the IFD population, this results in limited capacity to service them and resources to cover the operational costs. Unless the IAPO retainer charged on international term fees (currently at R2,500 per student) is increased and a levy for SADC student introduced, IAPO will remain under-funded and under-resourced in its efforts to provide the full range of services for IFD students.
According to IAPO’s Director, efforts will also need to be made to document the use of services by IFD students, whether these are offered by IAPO or other stakeholders such as the Department of Student Affairs and faculties. This will assist in pinpointing specific areas where there are shortfalls in service delivery so that these can be rectified.

13.4 IFD Student Engagement and Dialogue with IAPO and UCT

An issue raised by a range of stakeholders, including the SRC Vice President, with responsibility for relations with international students, and the Manager for Student Governance within the DSA, was the need for an IFD student voice on campus in student leadership structures. In order to address this, IAPO supported the launch of the International Students Forum (ISF) by the Student Representative Council (SRC) in 2008. However, the ISF does not regularly convene, and did not meet at all in 2009. This suggests that there could be a significant amount of apathy or lack of awareness among IFD students in using such mechanisms to voice their concerns. According to the SRC Vice President, “All IFDs are invited to contribute to the forum. It’s difficult to get students to come though. They think it’s for the heads of the international student organisations and societies.”

Only in crisis situations do IFD students mobilise around an issue. For example, in 2008, IFD students, with help from the SRC and IAPO mobilised in support of Zimbabwean students to secure a concession from UCT that allowed them to pay their fees over a longer period of time. Similar mobilisation took place when the xenophobic attacks took place in 2008. The SRC pointed out that whilst certain groups of IFD students, particularly national societies, do organise representation as specific groups, IFD students as a whole lack a voice on campus or a presence in student governance. Thus:

There needs to be more advocacy and lobbying. It’s really important for IFD students to alert the SRC on what they want. Otherwise there’s not enough pressure from the student governance side, and we do want to be as effective as we can in addressing IFDs needs. As it is, through the SRC we have ensured that the fees do not go up in this next academic year. I think the problem is that there is a lot of student apathy and it’s really difficult to engage with them. The SRC can lobby, but we need to know where the focus areas need to be.”

The lack of student engagement is complicated by other factors. While IAPO provides detailed information for IFD students during pre-registration and orientation, it does not seem to reach some IFD students.
Information is also sent to students before they arrive at UCT as part of the information pack provided by faculties to successful applicants. However, these packs sometimes do not reach IFD students in time before they leave for UCT. Some IFD students find it difficult to navigate the UCT website to locate information relevant to them. This means that information on IAPO and orientation is not clearly accessible. Others do not easily associate IAPO (International Academic Programmes Office) with ‘International Office’. The Director of the Admissions Office lamented student apathy and the challenges of engagement in the following quote:

One of the problems that the university faces is that there are so many things that the university needs to inform students about. There is this saying that if you want to hide something far away, then you have to put in on a notice board. We always battle with how to tell people about something. We put up the posters, we send the emails, we put it up on the website, and we send text messages to everyone and we only have a 50 percent response rate for something this important, like the closing date for financial aid.

However, whilst students might not be as engaged as they could be, the other factors listed mentioned above show that there are many layers blocking easy and obvious access to critical information.

13.5 Translating Strategy into Practice

Aware of the challenges of translating strategy or intention into practice, particularly in terms of UCT’s strategic objectives of Afropolitanism and Internationalisation, the stakeholders that were interviewed put forward several suggestions to address some of the issues raised in this study.

13.5.1 Supporting I@H

To fully realise the potential of Internationalisation at Home, stakeholders suggested that I@H initiatives need the full support of the university, UCT policies need to take IFD students into account, and targeted funding needs to be allocated to I@H programmes and activities.

- More support and resources for I@H

The Deputy Dean for Internationalisation in the Faculty of Law commented that:

In terms of resources and facilities to support IFD students, the university is not coming to the party. They should be much better supported. It is really off-putting to
prospective applicants. There is a strategy to recruit them but once here, they are not supported.  

Similarly, a Deputy Dean in the Science Faculty commented that:  

The intention is there. But I don’t see how we can latch onto the vision for internationalisation without putting in resources. When the IFD students first get here the issue of support becomes quite significant – although they try to be as self-sufficient as possible.

- **Policies that support IFD students**  
According to the IFD Manager at IAPO, “UCT’s policy documents do recognise the value of international students,” but “some policies don't entirely work for international students.” For example, the student housing policy states that students in 1st and 2nd tier residences can stay no longer than 72 hours after their last scheduled examination at the end of the semester. Some IFD students can’t get bookings for bus tickets and flights within the 72-hour period. As a result, they must source and spend money on alternative accommodation.

- **Targeted funding**  
IAPO’s Finance Manager stressed the need for targeted funding to promote I@H activities and programmes. The following quote illustrates this point, and highlights how value can be added to IAPO service delivery through I@H interventions:  

I think we’re doing an excellent job, going the extra mile - they get great assistance regarding visa applications, study permits, housing quotes, medical aid, and counselling. But I feel when the IFDs arrive, South African students should be included in the orientation, to give them a sense of what happens, and to try to understand what international students go through, then they might be more accepting. It is a question of affordability for orientation, and we don’t want to burden the students with these costs – rather make a case for separate funding. So regarding I@H, it’s a question of how to sustain that through making more funds available.

13.5.2 **Communicating the value of IFD students**

The Director of the GSB commented that IFD students “add huge value to the student and staff experience,” and “their presence is a vote of confidence in UCT.” However, to what extent is this value being communicated to the wider UCT community?
Some professors felt there is a lack of understanding of the value of IFD students for UCT, as shown in the following quote:

It can often come down to bean counting, linked to the international standing of the university. You’re being noticed if you attract a lot of international students. It’s easy to attract African students, but how are we helping them to settle down and integrate at UCT?266

The value of the IFD student presence thus needs to be communicated not only to UCT’s students, but to administrative and academic staff on campus, to improve the experience of IFD students, who face challenges in their reception by some members of the UCT community. In the words of the Executive Director of the Department of Student Affairs:

I imagine many IFDs probably feel marginalised, like visitors to the campus, not fully accepted. IAPO and international students make efforts, but no one beyond that, not departments and faculties - it’s not happening at an institutional level. If internationalisation is to be achieved, it has to start at home, with I@H as a concept that is more utilised. There needs to be greater effort in terms of creating an internationalised institutional culture. We should be affirming them – allowing them to share their experiences, talk about home countries, so that others can gain respect for them. We need to be concerned about the face and personality of the institution, going beyond the ‘100 countries’ brag.267

This quote illustrates that I@H relates not only to UCT’s students, but also to UCT staff, and affects the broader institutional culture. The Vice Chancellor agreed with “the need to find ways of validating the IFD student presence.”268 One of the strategies IAPO is exploring is a ‘tracking mechanism’ that could show the value of IFD alumni in promoting UCT as an institution. Other ideas include marketing campaigns involving posters about prominent IFD alumni, details of home countries, and snapshots about what they are doing now. This acknowledgement would give substance to the experience of IFD students who get an education at UCT and then add value back in their home countries.

13.5.3 Addressing discrimination and xenophobia

The IFD Undergraduate Student Officer at IAPO noted that “the climate at UCT can be very hostile. There is animosity between different groups.”269 The data presented in this report has shown that one in five IFD students has had an experience of discrimination or xenophobia at UCT, which is cause for great concern. Sharing this concern, but noting that discrimination and xenophobia may unfortunately “always be there,” the DVC for Internationalisation stated that:
UCT takes a tough stance on this issue and does not condone it. Appropriate measures are taken against individuals who do this, provided UCT is made aware of such incidents.²⁷⁰ This comment, and feedback from the student focus groups, suggests that it is also up to IFD students to report instances of discrimination and to familiarise themselves with the relevant structures to address these issues.

### 13.5.4 Impact on recruitment

Comments by disappointed or disaffected IFD students, particularly at a postgraduate level, could have a negative impact on the international reputation of UCT if a lack of support services continues to negatively impact upon their experience at UCT, even if these are in the minority. However, at the moment, most past and present IFD students appear willing to give a positive recommendation to prospective students (see Figure 115).

![IFD students' willingness to recommend UCT](image)

**Figure 115: IFD students' willingness to recommend UCT (Source: Mthente, 2010)**

Figure 115 shows that 61.6 percent of IFD alumni would be willing to actively recommend UCT to others, and a further 31.3 percent would recommend UCT if asked (with a total of 93 percent therefore being willing to recommend UCT). This indicates that even though there is some dissatisfaction with different realms of
service delivery from IAPO and UCT, and around discrimination at UCT, most IFD students and alumni would recommend UCT.
13.6 Summary of Stakeholder Views on Key Challenges and Opportunities

A summary of Chapter 13 is presented below:

- The UCT Executive, Deans, and professors that were interviewed all acknowledge that IFD student numbers have reached capacity at undergraduate level. However, further expansion at postgraduate level, and the inclusion of more IFD from other regions of the world, would continue to make valuable contributions to academic life and research at UCT.

- There is a need for improved IFD service delivery, to ensure that IFD students feel supported by IAPO and UCT as an institution. Issues of capacity and resources need to be addressed.

- There are challenges around IFD student engagement in student leadership structures which provide opportunities for integration. Apathy among some IFD students, coupled IAPO and UCT’s challenges in communicating with IFD students, make it difficult to serve them adequately.

- IAPO and other UCT stakeholders remarked upon a need for sustained programming that supports the promotion of I@H at UCT. In particular, the value of IFD students at UCT needs to be communicated to the wider student body, administrative and academic staff.

- Discrimination and hostility towards IFD students should be investigated and dealt with. IFD students also need to familiarise themselves with the structures that are in place to deal with such issues.

- Negative perceptions about services and other aspects of UCT life do not appear to have a negative impact on IFD students and alumni’s willingness to recommend UCT to others, with a total of 93 percent of IFD alumni reporting that they would be willing to recommend UCT.

- Internationalisation is a key strategic drive of nearly all universities in a globalised world but it is a process, not a destination. The findings collectively point to the need for UCT to take responsibility
to deliver an efficient service to IFD students from arrival to the time that they leave UCT. The key lessons from more established IFD programmes indicate that it is possible to address and achieve results in the ‘social domain, through thorough, sustained, well-funded initiatives.
14. Conclusions

The number of IFD students at UCT has steadily grown in size over the last decade. IAPO commissioned this review in order to take stock of how IFD students fit into the overall strategy of UCT’s internationalisation policy and strategic goals. This chapter presents conclusions on the key elements of the impact and value of IFD students and examines the critical challenges that need to be addressed.

14.1 Academic Impact and Value

14.1.1 The IFD programme attracts a diverse range of students, predominantly from SADC and the rest of Africa, who come to UCT on the basis of its academic reputation.

IFD students are drawn to UCT on the basis of its being “the best university in Africa,” and due to the quality of academic teaching and research, its location, perceptions of relative safety, and the work opportunities that could result from having a UCT degree. Bringing further diversity to an already diverse campus, IFD students are predominantly ‘black’ (61 percent), followed by ‘white’ (20 percent), ‘Asian/Indian’ (11 percent), other (7 percent) and ‘coloured’ (1 percent). In terms of nationality, 57 percent of IFD students are from SADC, 20 percent from other non-SADC African countries, 9 percent from Europe, 8 percent from North America, with small representation from Asia, the Middle East, South America and Australia. IFD students are spread across UCT’s faculties, and evenly divided between undergraduate and postgraduate study.

14.1.2 IFD students benefit from the high quality of UCT’s academic services and educational facilities, whilst also having a positive impact on the learning process of South African students.

The majority of IFD students (76 percent) report high levels of learning in the classroom, and rate UCT’s library, technology, and other educational services well. A minority of IFD students struggle to feel comfortable next to their South African classmates, whilst 90 percent of local students report that IFD students do not disrupt their learning process. In fact, a majority of local students reported learning a lot from the contribution of IFD students in class, with nearly half being inspired to work harder.
14.1.3 Faculties and professors reported the value of IFD students in internationalising classrooms, course curricula and research.

IFD students expect courses and curricula which incorporate international dimensions in both content and methodology, and some professors are keen to cater to this demand, particularly in terms of a focus on Africa. Having African IFD students in class encourages the incorporation of African perspectives into teaching and discussion. Similarly, the wide breadth of the countries of origin of IFD postgraduates, and their broad range of research interests and connections with home institutions, facilitates faculty connections with a range of continental and international institutions and networks. However, these efforts rely on the initiative of individual professors, and so the potential for change is not always followed through.

14.1.4 Some IFD postgraduate students reported dissatisfaction with the lack of transparency, poor communication and excessive workloads in their departments.

Some IFD postgraduates, having come to UCT from other institutions, feel that the image projected of UCT does not match up to the reality in their departments. Half of the IFD postgraduates in the focus groups (12 out of 22) raised concerns about a range of issues, including the unavailability of supervisors, a lack of professionalism and the need for quality control and feedback mechanisms within some departments and faculties. This, however, represents a small percentage out of the entire group of respondents in this study. Overall, current IFD students rated faculty administration and their interactions with professors positively.

14.2 Social Impact and Value

14.2.1 IFD students add an immense intercultural value to students and campus culture at UCT.

The presence of large numbers of IFD students from over 100 different countries has the effect of changing attitudes and breaking down stereotypes of “foreigners” that are held by local students and staff members, with local and IFD students marveling at the diversity on campus. This has great social and personal value to all students, and UCT as a whole.
14.2.2 The majority of local students have a positive perception of IFD students, though a minority feels that IFD students only socialise with each other.

The Local Student Survey showed that 85.3 percent of local students feel that IFD students make an effort to get to know South Africa, 68.5 percent feel IFD students engage easily with local students, and 54.5 percent feel IFD students don’t only socialise with each other. However, almost a third (28.6 percent) of local students feel that IFD students only socialise with each other. This suggests that further integration should be encouraged.

14.2.3 An overwhelming majority of local students (81.5 percent) and IFD students (87.2 percent) have friendships with each other over the course of their careers at UCT, which has positive impacts on interpersonal and personal learning and development.

IFD students reported high levels of friendship with local students, with over half spending time socially with each other, and with 43.9 percent of IFD students enjoying close friendships with local students. Both groups reported high levels of learning through these friendships, including a reassessment of their own cultural values (with 53.8 percent of local students saying it has changed how they see South Africa), and a general broadening of personal horizons.

14.2.4 Despite the friendships and positive perceptions described above, many IFD students struggle to settle in and adjust to South Africa’s social dynamics when they first arrive.

Only 47.1 percent of current IFD students were satisfied with local students’ attitudes towards them, and half of the focus group participants (23 out of 46) reported that they struggled to settle in, and understand South African social dynamics, when they first arrived at UCT. The focus group discussions showed how some IFD students find it hard to get their bearings in the new and unfamiliar social context.

14.2.5 Some IFD students are negatively impacted by discrimination from teaching staff and students at UCT, and struggle with racial tensions on campus.
Some IFD students struggle to understand the unfamiliar social environment into which they are entering and South Africa’s racial dynamics in particular. This is exacerbated by the fact that one in five IFD students has experienced discrimination or xenophobia at UCT, with 32 IFD students across the surveys and focus groups sharing personal stories of offensive treatment from teaching staff. This primarily affects IFD students from the rest of Africa, followed by the Middle East and Asia.

14.2.6 Despite some of the social challenges they experience, IFD students report high levels of personal development through their studies at UCT, and also a positive impact on employment after they have left UCT (with half having sought the support of UCT’s Career Development Programme).

IFD students are positively impacted by their time at UCT, which gives them a range of opportunities to develop as individuals, including gaining critical skills for success in their careers. Half of IFD students use UCT's CDP services, with the information and preparation for recruitment services being the most useful services. However, 35 percent of IFD alumni found the provision of opportunities for work placement or work experience to be inadequate, due to the lack of available opportunities specifically for IFD students. This negatively impacts upon those requiring professional experience to complete their degree programmes, and reflects a broader need for IFD graduates to be supported through career development opportunities with international recruiters, including networking opportunities in their home countries.

14.3 Financial and Strategic Impact and Value

14.3.1 IFD students bring financial benefit to UCT and surrounding communities.

IFD students contributed R52.9 million to UCT in 2010 (through the International Term Fee, tuition and residence fees). The ITF alone averages R20 million a year, which is distributed to the home faculties of IFD students. The faculties with the highest proportions of IFD students are the Humanities and Law faculties and the Graduate School of Business (22 to 25 percent IFD students), followed by the Engineering and Science faculties. The IFD student presence also has an economic impact on surrounding communities and businesses, which make an estimated R117.7 million each year from IFD students.
14.3.2 IFD students are of strategic value to internationalisation at UCT, by providing an intake of high quality students from a diverse range of backgrounds and perspectives.

IFD students make invaluable contributions to the internationalisation of UCT through their enrolment into the various faculties and courses. This promotes the internationalisation of UCT classrooms, curricula and research. They make a critical contribution to UCT’s intellectual and cultural environment as a whole.

14.3.3 IFD students are central to the realisation of UCT’s strategic goal to become an Afropolitan hub on the continent, and are contributing to the success of this goal.

In being predominantly African, the IFD student body contributes to generating a sense of Afropolitanism in class and on campus. IFD postgraduates in particular are engaged in Africa-focused research at UCT, and make it possible for UCT to be connected to institutions and networks across the continent.

14.3.4 Whilst the IFD programme is the vehicle for UCT’s strategic vision of ‘Internationalisation at Home’, the limited programming and support for the integration of IFD and local students affects the extent to which this vision is being realised.

The success of the internationalised Afropolitan vision is limited by the lack of integration of IFD students into the wider student body. However, some evidence of I@H is seen when students mix as they participate in clubs and societies, the residences and in class. UCT handbooks also show evidence of the internationalisation of the curriculum through courses and research that have a SADC or an Africa focus. Still, UCT could take greater advantage of such a large number of IFD students to promote ‘Internationalisation at Home’ programmes. Currently, such programmes only take place in pockets.

14.3.5 There is a tension between UCT’s internationalisation and transformation objectives, with conflict emerging between UCT’s desire to attract an international academic elite, whilst being cognisant of the need to be socially responsive.

UCT is attracting large numbers of high quality IFD students, which some stakeholders fear will have a negative academic impact on local students by limiting the spaces available for South Africans. The way in
which the objectives of internationalisation and transformation are currently understood amongst UCT staff and students is setting up a tension, which is having a negative impact on some IFD students who are at the receiving end of hostile behaviour. This could be addressed by greater understanding and dialogue on how the two objectives can complement each other.

14.4 Operational Considerations

14.4.1 The mixed ratings from IFD students regarding IAPO’s services suggest that many appreciate the orientation, pre-registration, events, support and advice provided by IAPO, while some feel that there is room for improvement.

Over half of current IFD students (56.4 percent) rated IAPO’s orientation positively (‘good’ or ‘excellent’) and 43.9 percent rated pre-registration positively. Of those who were less positive, some IFD students said they find pre-registration extremely frustrating because of all the requirements that they have to meet, even though these are dictated by South African legislation, not UCT. Similarly, the lack of awareness or lack of participation in follow-up events and other programmes throughout the year means that only a quarter of current IFD students are satisfied with IAPO’s term time events. In addition to this, some of the front office administrative staff are seen as impatient and lacking empathy. However, IFD students are generally satisfied with IAPO’s service delivery.

14.4.2 IAPO and the IFD team are tasked with an extensive range of responsibilities and do not have sufficient capacity and resources to meet the full range of IFD students’ demands.

In addition to its role of promoting and facilitating internationalisation at UCT, including developing international and African links, partnerships and networks, IAPO manages a range of other programmes (e.g. the SSA programme, the USHEPiA and Eric Abrahams Academic Visitorship programmes) as well as servicing, billing and processing international student fees. All these require extensive administration and resources since the needs are as diverse as the number of IFD students. Generally, dissatisfaction with services arises because IFD students do not distinguish between services that are offered by IAPO from those that are offered by other stakeholders, such as the Department of Student Affairs, and faculties. Students often fail to take responsibility and initiative to find information which is readily available.
14.4.3 IFD postgraduates in particular feel a lack of service delivery catering to their needs.

IFD postgraduates, in particular, feel that their specific needs are not being met, with IAPO’s services such as orientation seen as primarily catering to the needs of IFD undergraduates. Many IFD postgraduates feel isolated within UCT following a lack of orientation and opportunities to meet other IFD and local postgraduates. Some also raised concerns about the services provided by their faculties, such as the availability of supervisors. These perceptions were expressed by a small percentage of students, yet worth mentioning because of the value that postgraduate IFD students bring to UCT.

14.4.4 UCT’s libraries, technology and transport services were rated positively by the majority of IFD students, and up to half of current IFD students are satisfied with UCT’s administrative systems.

UCT’s academic services such as libraries and technology facilities were well-rated by current IFD students, as were its transport services (Jammie shuttles). The application and admissions processes were satisfactory for just under a half of IFD students, with a quarter feeling these processes are poorly managed. Faculty administration was more positively rated, in contrast to the feeling among many IFD students that UCT’s administration is cumbersome and bureaucratic.

14.4.5 IFD students are a particularly vulnerable population upon arrival in South Africa, being unfamiliar with the local environment, which results in difficulty in finding housing, and exposure to high levels of crime.

IFD students, many arriving in South Africa for the first time, are vulnerable to exploitation and crime, particularly in their first few weeks and months. The majority of IFD students struggle to find safe and affordable housing, with some staying in either expensive or insecure temporary accommodation at the beginning of their time at UCT (which has negative impacts on their studies). There are limited support services in this regard, though hopefully the introduction of a housing officer within IAPO to assist with identifying accommodation will address this. This vulnerability also applies to local students from other parts of South Africa who have never been to Cape Town.
14.4.6 Some African IFD postgraduates are struggling not only to meet the cost of their tuition fees, but also to meet the cost of basic living expenses.

Funding support for IFD students is seen to be inadequate, even though UCT offers many dedicated scholarships to postgraduate IFD students and waives almost R10 million in international term fees for meritorious and needy students. Still, many IFD students struggle to make ends meet. The lack of funding, particularly for undergraduate students, is exacerbated by the worldwide recession where students and parents are finding the cost of higher education for their children to be out of reach.

14.4.7 The inefficiency of the Department of Home Affairs results in IFD students waiting for weeks or months for study permit renewals.

Study permit and visa issues represent a major challenge for IFD students, IAPO and UCT as a whole. Inefficiency and corruption mean that IFD students can wait months for renewals to be processed, inhibiting their return in the following year. With the centralisation of study permit processing now being located only in Pretoria and not at provincial offices, worse delays are expected. IFD students will need to act quickly to renew their permits each year in order to avoid being inconvenienced. With these delays, UCT could lose international students and postdoctoral fellows who wish to study and do research at UCT.

14.5 Strategic Development

14.5.1 It is not UCT’s intention to grow the number of IFD students at undergraduate level, due to capacity issues, but, being a research-led university, would like to recruit more IFD students at postgraduate level.

Strategically growing the IFD student presence at postgraduate level, particularly with students from the “global South”, will contribute the most value to UCT with respect to its research mission and its Afropolitan agenda. However, based on the findings in the case studies, undergraduate IFD students also play a critical role in exposing their fellow South African undergraduate students to internationalisation, even though their numbers have to be capped.
14.5.2 Strategically, UCT has developed a strong vision for internationalisation, and the role of IFD students within this.

IFD students are instrumental to the realisation of UCT’s vision for internationalisation, and related strategic goals. IFD students make invaluable contributions to the Afropolitan agenda, internationalisation of the classrooms, UCT’s research profile and the promotion of graduate attributes. The vehicle for the realisation of Internationalisation at Home lies in UCT’s ability to utilise the presence of IFD students in all aspects of UCT life.

14.5.3 Whilst the academic impact of IFD students is more easily recognised and acknowledged, this is not so with the social integration aspect of internationalisation.

There is a sense amongst teaching staff and other UCT stakeholders, as well as IFD students, that internationalisation at UCT is only at surface-level. The social divisions on campus could be contributing to this feeling. In order for UCT’s vision for internationalisation to flourish, and for I@H to be visible in the lives of the UCT student body, the social issues need to be addressed.
15. Recommendations

UCT has a strong and cohesive strategic vision for the role of IFD students in internationalisation and research at UCT today, and in the future. Recommendations developed from the key lessons discussed in Chapter 4, and in relation to the needs identified in the impact and value assessment of Chapters 6 through to 13, are presented below.

15.1 Internationalisation in the Social Domain

15.1.1 Translate the vision of ‘Internationalisation at Home’ into concrete initiatives and programming for IFD and local students.

In order to make I@H an even greater social reality in the lives of UCT’s students, the UCT Executive and IAPO need to collaborate in developing a strategic initiative for I@H to facilitate and support the integration of IFD and local students, and deepen the culture of diversity on campus to include international students. While IAPO is already doing this to a certain extent through events and programming, I@H initiatives should include a systematic exploration of the extent to which UCT incorporates the international dimensions into its curricula and other learning environments.

15.1.2 Ensure that I@H programmes are realistic and deliverable, through the provision of structural capacity in IAPO and innovative programming that utilises available resources elsewhere to facilitate integration of IFD and local students.

The case studies described in Chapter 4 suggest the need for a division between academic and administrative support for IFD students. (e.g. Michigan State University and the University of Sydney). Many universities struggle with international office capacity issues, but if UCT seeks to maintain its place as a leading example on the continent, then it needs to invest in building organisational capacity. Other lessons from the case studies highlight the need for social issues to be addressed systematically. This requires initiatives which are well-thought out and in tune with the needs and sensibilities of local and IFD students. These initiatives do not need to be expensive, and the criteria for success is in their ability to
provide informal social spaces in which IFD and local students can interact on the basis of their common interests.

MSU and the University of Sydney both illustrated the success of regular, sustained and intuitive programmes, which do not emphasise differences between IFD and local students, but instead simply provide the opportunity to interact. For example, the ‘uni-mates’ programme at the University of Sydney involves weekly ‘coffee and cake,’ creating a non-threatening space for all students, and supported by other social trips and activities throughout the year. This offers IFD students who are struggling with feelings of isolation to feel they have a social safety-net, as well as simply providing an opportunity for IFD students to meet local students, and vice versa.

15.1.3 Communicate the role and value of IFD students at UCT to staff, students, and all relevant stakeholders to improve levels of awareness and support, and limit hostility towards IFD students.

The discrimination and hostility which some IFD students experience at UCT could stem from a lack of awareness of the number and needs of IFD students. The role and value of IFD students needs to be communicated or ‘marketed’ to local staff and students in order to dispel misperceptions and encourage greater acceptance. Similarly, IAPO needs to communicate to IFD students the value that UCT places on them and the significant financial assistance that is currently provided to IFD postgraduates.

15.2 Improving Academic Value

15.2.1 Add value to the academic contributions of IFD students by deepening the international and African focus in course programming and networking.

Deans and course conveners need to be supported in pushing forward with incorporating international and African dimensions into the curricula. This will further develop the internationalisation of academic life at UCT and expose both local and international students to a broader range of ideas and opportunities.
15.2.2 Monitor the quality control mechanisms in place, specifically for postgraduate IFD students, to ensure that UCT departments and faculties are delivering the excellent academic services expected.

Because IFD students feel they lack representation as a group and can feel alienated in their departments due to overt or subtle hostility, there needs to be mechanisms for the communication of inadequate or unprofessional academic services. Even if they are a minority voice, the frustration of IFD postgraduate students needs to be heard and addressed where necessary.

15.2.3 Ensure that IFD students feel safe in reporting instances of discrimination or xenophobia, and that teaching staff in particular are held accountable for their actions.

A safe, well-advertised and accessible reporting mechanism needs to be developed to ensure that IFD students do not accept negative treatment, and feel empowered to report it. Many IFD students are not aware of the Discrimination and Harassment Office at UCT (DISCHO), or the newly instituted office of the Ombud (instituted as a safeguard against abuse, bias and other improper treatment within the university). Communicating the availability of these services and ensuring that IFD students suffer no repercussions from reporting these issues could help to improve the situation. However, both these offices would need to ensure that they were aware of the specific needs and challenges facing IFD students, and have the capacity to offer effective support.

15.3 Operational Recommendations

15.3.1 Build on current operational strategies and increase capacity to ensure the effective delivery of both administrative and social support.

Different universities have different models of structuring their international offices and certain functions fall under the responsibility of other units. Regardless of the model chosen, all units that provide student services need to work in partnerships to ensure that the full range of services are provided and that students know where to access these. At UCT, this means that all UCT departments offering student services need to work in close collaboration with IAPO. This includes paying attention to the needs of sub-
groups within the IFD student population, such as postgraduate students and students with families and children.

15.3.2 Develop a specific orientation programme catering to the needs of IFD postgraduate students or relook at ways that the current orientation programme can cater for these needs.

Some IFD postgraduates raised concerns over the lack of postgraduate orientation and other support catering to their needs. The provision of these support services could greatly enhance their experience of UCT, and reduce the challenge of isolation that many face (particularly as Research Masters students).

15.3.3 Integrate South African students into IFD orientation or adopt a peer partner approach.

While some students and stakeholders suggested the integration of South African students into IFD orientation, to be born in mind is the effectiveness of orienting groups that are too large as to be unwieldy. Peer partner programmes (used by several of universities featured in the case studies) may offer better alternatives as these happen throughout the year and offer one effective initiative that can form part of the broader programme of ‘Internationalisation at Home.’

15.3.4 Assist students and parents in finding information and add additional information to the pre-arrival information booklets that focuses more on the social environment of South Africa, including practical advice on crime, transport and race relations.

Despite the wide range of material that is provided in pamphlets, booklets and on the web, some IFD students and their parents still appear to have trouble finding or interpreting this information. Many IFD students are also painfully unprepared for the social challenges that face them at UCT. The sensitive communication of potential challenges, which avoids scaring IFD students whilst at the same time providing them with valuable information, could improve the social experience of IFD students. This information would need to address the unfamiliar racial dynamics IFD students might face (without reinforcing stereotypes or being prescriptive), and raise practical awareness around crime.
In addition to the pre-arrival information it already provides, IAPO should also seek creative ways to provide assistance through information. For example, although it cannot pick up all IFD students on arrival, it could provide more information as to where students should go and what they should expect when they arrive in Cape Town for the first time by air, road or train.

15.3.5 Ensure that IFD students are clearly informed about the structures in place to support their psychological needs and deal with any complaints.

IFD students need to be better informed about the social support services available to them through DISCHO, IAPO and the Department of Student Affairs (including counseling through student wellness).

15.3.6 Continue to motivate for an International Student House, which would both prioritise the allocation of residence places for IFD students, and provide a hub for social activities.

Several of the case studies discussed in this review make provision for international students in campus residences. An International Student House could become a facility where social integration can take place through programmes that could run there, while at the same time addressing housing needs.

15.3.7 Develop a database of affordable and secure housing in surrounding communities, with guidelines for IFD students that inform them as to what they can expect and demand of local housing providers.

Whilst IAPO now has a student housing officer developing a housing database for the surrounding area, it is necessary to ensure that this database does not fall into the same problems as the off-campus accommodation listings, where some IFD students report that they are charged exorbitant rents.

15.3.8 Develop a funding database and other opportunities for financial support for IFD postgraduates, particularly from the rest of Africa.
The Postgraduate Funding Office (PGFO) and IAPO need to collaborate to ensure that IFD postgraduates are aware of all the funding opportunities that may be available to them, whilst also lobbying with the faculties for better support of the IFD postgraduates that are so critical to UCT’s research outputs.

15.3.9 Continue to address the challenges of study permit renewals, a process which is severely hampering IAPO’s efforts to support IFD students.

IAPO needs to continue to work in collaboration with the International Education Association of South Africa (IEASA) to lobby the DHA to ensure that issues around the issuing and renewal of study permits is expedited. It also needs to stress to IFD students the importance of applying early for study permits and renewals.

15.3.10 Address wider operational issues within UCT, including service delivery in Admissions and Fees.

UCT could improve the performance of administrative processes to ensure that UCT meets the high standards which IFD students expect of an internationally recognised institution. For example, whilst PeopleSoft (the computer system for UCT student administration) is in place, few but significant errors around the inputting of student data do occur. These can be addressed through training and capacity building among administrators. Administrators could also be encouraged to show sensitivity and patience towards IFD students, particularly those who struggle with English as a second language.

15.3.11 Improve access to international recruiters and IFD alumni networking opportunities to ensure the career development aspirations of IFD alumni are met.

While IFD students do value the information and advice of the UCT careers office, IFD students could benefit from more services that cater to them as a group, including greater access to networks and job opportunities. The Career Development Programme needs to be supported (strategically and financially) in developing relationships with employers and networks with IFD alumni, to ensure that there are organisations, companies and individuals that are able and willing to recruit or support IFD students in finding work, both in South Africa and internationally.
<table>
<thead>
<tr>
<th>AREA</th>
<th>RECOMMENDATION</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy</strong></td>
<td>• Translate the vision of ‘Internationalisation at Home’ into concrete programming for IFD and local students that are realistic and deliverable, through structural development of international office and innovative programming that utilises available resources.</td>
<td>UCT and IAPO Executive</td>
</tr>
<tr>
<td></td>
<td>• Communicate the role and value of the IFD programme at UCT to staff, students, and all relevant stakeholders at UCT to improve levels of awareness and support, and limit hostility towards IFD students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Build capacity and resources within IAPO and other supporting offices to ensure excellent service delivery.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue to lobby the Department of Home Affairs and senior government to ensure that UCT and higher education as a whole does not suffer from the anticipated study permit renewal crisis next year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue to motivate for an International Student House, which would both ensure an allocation of residence places to IFD students, and provide a hub for social activities.</td>
<td></td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td>• Add value to the academic contributions of the IFD programme by deepening the international and African focus in course programming and networking.</td>
<td>UCT Executive, Faculties and IAPO</td>
</tr>
<tr>
<td></td>
<td>• Develop a quality control mechanism, specifically for IFD students with an emphasis on postgraduates, to ensure that UCT departments and faculties are delivering the excellent academic services they expect.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ensure that IFD students feel safe in reporting instances of discrimination or xenophobia, and that teaching staff in particular are held accountable for their actions.</td>
<td></td>
</tr>
<tr>
<td><strong>General Operations</strong></td>
<td>• Implement an effective operational strategy to ensure the delivery of both administrative and social support to IFD students.</td>
<td>IAPO, Faculties, Fees Office</td>
</tr>
<tr>
<td></td>
<td>• Ensure that every IFD student is aware of IAPO’s existence and reassess the communication of critical arrival, orientation and fees information for IFD students.</td>
<td></td>
</tr>
<tr>
<td>AREA</td>
<td>RECOMMENDATION</td>
<td>IMPLEMENTATION</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Address wider operational issues within UCT, including service delivery in faculties (regarding the provision of pre-arrival information) and Fees Office</td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>• Develop a specific orientation programme catering to the needs of IFD postgraduate students.</td>
<td>IAPO</td>
</tr>
<tr>
<td></td>
<td>• Integrate South African students into IFD orientation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop a section in the Orientation Information booklet or in the Orientation Programme that sensitively addresses the challenges IFD students may face in terms of the social environment of South Africa, including practical advice on crime.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ensure that IFD students are clearly informed about the structures in place to support their psychological needs and deal with any complaints.</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>• Develop a database of affordable and secure housing in surrounding communities, with guidelines for IFD students that inform them as to what they can expect and demand of local housing providers.</td>
<td>IAPO in collaboration with Off-Campus Accommodation Bureau</td>
</tr>
<tr>
<td>Funding</td>
<td>• Develop a funding database and other opportunities for financial support for IFD postgraduates, particularly from the rest of Africa.</td>
<td>IAPO in collaboration with PGFO and faculties</td>
</tr>
<tr>
<td>Study Permits</td>
<td>• Address study permit renewals, a process which is severely hampering IAPO’s efforts to support IFD students.</td>
<td>IAPO and UCT Executive</td>
</tr>
<tr>
<td>Careers</td>
<td>• Improve access to international recruiters and IFD alumni networking opportunities to ensure the career development needs of IFD alumni are met</td>
<td>UCT Executive and CDP</td>
</tr>
</tbody>
</table>
References


Google search for ‘Racism against Africans in Malaysia’ Available from [http://www.google.co.uk/search?hl=en&q=racism+Africans+malaysia&meta](http://www.google.co.uk/search?hl=en&q=racism+Africans+malaysia&meta) [5 October 2010]


IAPO Director, IAPO Stakeholder perspectives on the IFD programme. [Personal interview, 8 September, 2010]. Cape Town. (Unpublished).


Jones M, 2010, “UCT is Ranked Top University in Africa”, Cape Times, September 17


Ojo E.O, 2009, “Internationalisation of Higher Education at the University of Witwatersrand: A Phenomenographic Study of Students’ Perspectives”, Masters Dissertation, University of Witwatersrand, Johannesburg


Mthente Research and Consulting Services, 2010, “Impact and Value of the Semester Study Abroad Programme at UCT”, Mthente Research and Consulting Services, Cape Town


Michigan State University, http://www.msu.edu/ [30 September 2010]


Professor 1, Professors’ perspectives on the IFD programme. [Personal interview, 16 September, 2010]. Cape Town. (Unpublished).


Professor 8, Professors’ perspectives on the IFD programme. [Personal interview, 18 October, 2010]. Cape Town. (Unpublished).


University of Cape Town, 2009, The Strategic Plan for the University of Cape Town (2010-2014), Version Senate 09, University of Cape Town, Cape Town

University of Cape Town, University of Cape Town Internationalisation Policy, Available from http://www.uct.ac.za/about/iapo/internat/ [7 February 2010]


University of Witwatersrand, 2009, Undergraduate Enrolment Statistics, *Academic and Information Systems Unit (AISU)*

University of Witwatersrand, 2010, International Student Testimonials, Available from [http://web.wits.ac.za/Prospective/International/StudentTestimonials/Inbound.htm](http://web.wits.ac.za/Prospective/International/StudentTestimonials/Inbound.htm) [28 October 2010]
Endnotes

1 Ojo, 2009
2 Ibid.
3 McLellan, 2009
4 UCT Admissions Report, 2010
5 Kaunda, 2006
6 West, 2010
7 Mthente Research and Consulting Services, 2010
8 IAPO, 2008
9 Knight J, 1994, quoted in IAPO, 2006, p. 18
10 UCT Internationalisation Policy, 2006
11 Ibid.
12 Nhalpo, 2006
13 UCT Strategic Plan, 2009
14 Nhalpo, 2006
15 Ojo, 2009
16 Ibid.
17 Jones, 2010
18 Director of Institutional Planning Department, UCT, 2010
19 IAPO, 2006
20 Knight, 2005
21 Knight, 2008
22 UNESCO Institute for Statistics, 2010
23 Ibid.
24 Knight, 2008
25 International Association of Universities, 2005
26 Baker, 2010
27 UNESCO Institute for Statistics, 2010
28 McLellan, 2009
29 Welch, 2004
30 Ibid.
31 McLellan, 2009
32 McLellan, 2009
33 Ojo, 2009
34 Ojo, 2009
36 Michigan State University, 2010
37 Internationalising Student Life, Michigan State University, 2010
38 Mthente Research and Consulting Services, 2010
39 Ibid., p. 11
40 Michigan State University, 2010
41 Internationalising Student Life, Michigan State University, 2010
42 Ibid.
45 Michigan State University, 2010
46 Ibid.
47 University of Sydney, 2010
48 Ibid.
49 University of Sydney Policy, 2008
50 Ibid., p. 1.
51 University of Sydney, 2008
52 University of Sydney, 2010
53 Ibid.
54 Ivanov, 2008
55 International Student Support Unit, University of Sydney, 2010
56 Knight, 2008
57 BBC, 2010
58 Azman and Aziz, 2006
59 Sirat, 2008
60 Azman and Aziz, 2006
61 UKM Office of International Relations, 2010
62 Nasir, 2010
63 BBC, 2010
64 Kent, 2010
65 Google search for 'Racism against Africans in Malaysia,' 2010
66 Study Malaysia Forum, 2010
67 UKM news articles, May – July 2010
68 Nasir, 2010
69 Salman, 2010
70 Salman, 2010
71 UKM news articles, May – July 2010
72 Salman, 2010
73 Effah and Senadza, 2008
74 Ibid.
75 University of Ghana, 2010
76 Effah and Senadza, 2008
77 University of Ghana, 2010
78 Ibid.
79 Ibid.
80 Ibid.
81 Ibid.
82 Ibid.
83 Landau and Chioni Moore, 2001
84 Dei, 2005
85 Mthente Research and Consulting Services, 2010
86 Ibid.
87 Landau and Chioni Moore, 2001
88 Landau and Chioni Moore, 2001
89 Dei, 2005
90 Landau and Chioni Moore, 2001
91 Ojo, 2009
92 Ibid.
93 Ibid.
94 Ibid.
95 Ojo, 2009
96 Ibid., p.123.
97 Ibid., p.114.
98 University of Witwatersrand, 2010
99 Ojo, 2009
100 Ibid., p.66.
101 Ibid., p. 128-9.
102 University of Sydney, 2010
103 Olsen et al., 2006.
104 Ibid.
105 Ibid.
106 Institutional Planning Department, University of Cape Town, 2009
107 Ibid.
108 Ibid.
109 Ibid.
110 Ibid.
111 Mthente Research and Consulting Services, 2010
112 Focus Groups, University of Cape Town, 2010
113 Ibid.
114 Focus Group 9, University of Cape Town, 2010
115 Focus Group 7, University of Cape Town, 2010
116 Focus Group 8, University of Cape Town, 2010
117 Ibid.
118 Ibid.
119 Focus Group 3, 7 and 9, University of Cape Town, 2010
120 Mthente Research and Consulting Services, 2010
121 Focus Group 7, University of Cape Town, 2010
122 Focus Group 3, University of Cape Town, 2010
123 Focus Group 7, University of Cape Town, 2010
124 Focus Group 5, University of Cape Town, 2010
125 Focus Group 3, University of Cape Town, 2010
126 Focus Group 1, University of Cape Town, 2010
127 Ibid.
128 UCT Stakeholder Interview, University of Cape Town, 2010
129 UCT Stakeholder Interview 3 and UCT Professor Interview 3, University of Cape Town, 2010
130 UCT Professor Interview 3, University of Cape Town, 2010
131 UCT Professor Email Interview, University of Cape Town, 2011
132 Mthente Research and Consulting Services, 2010
133 UCT Professor Interview 3, University of Cape Town, 2010
134 UCT Stakeholder Email Interview 7 and 8, UCT Professor Interview 1,5,6 and 8, University of Cape Town, 2010
135 UCT Stakeholder Email Interview 5, University of Cape Town, 2010
136 UCT Stakeholder Email Interview 4, University of Cape Town, 2010
137 UCT Stakeholder Email Interview 7, University of Cape Town, 2010
138 UCT Stakeholder Email Interview 7, University of Cape Town, 2010
139 UCT Stakeholder Email Interview 6 and 7, and UCT Stakeholder Interview 2, University of Cape Town, 2010
140 UCT Professor Interview 1, 3, 4, University of Cape Town, 2010
141 Ibid.
142 Ibid.
143 UCT Stakeholder Email Interview 6, University of Cape Town, 2010
144 UCT Professor Interview 2, University of Cape Town, 2010
145 UCT Professor Interview 4, University of Cape Town, 2010
146 UCT Professor Interview 2, University of Cape Town, 2010
147 Current IFD Survey and IFD Alumni Survey, University of Cape Town, 2010
148 Local Student Survey, University of Cape Town, 2010
149 UCT Stakeholder Email Interview 8, University of Cape Town, 2010
150 IFD Alumni Survey, University of Cape Town, 2010
151 Mthente Research and Consulting Services, 2010
152 Ibid.
153 Ibid.
154 Local Student Survey, University of Cape Town, 2010
155 Current IFD Survey, University of Cape Town, 2010
156 Current IFD Survey, University of Cape Town, 2010
157 Focus Group 4, University of Cape Town, 2010
158 Focus Group 4, University of Cape Town, 2010
159 Focus Group 2, University of Cape Town, 2010
160 IFD Alumni Survey, University of Cape Town, 2010
161 Current IFD Survey, University of Cape Town, 2010
162 Focus Group 8, University of Cape Town, 2010
163 Focus Group 6, University of Cape Town, 2010
219 Focus Groups, University of Cape Town, 2010
220 Current IFD Survey, University of Cape Town, 2010
221 IAPO Director, University of Cape Town, 2010
222 Ibid.
223 Current IFD Survey, University of Cape Town, 2010
224 IAPO IFD Manager and IFD Undergraduate Officer, University of Cape Town, 2010
225 IAPO Director, IFD Manager and IFD Undergraduate Officer, University of Cape Town, 2010
226 Current IFD Survey, IFD Alumni Survey and IAPO Director, University of Cape Town, 2010
227 IAPO Director, University of Cape Town, 2010
228 Ibid.
229 Ibid.
230 Ibid.
231 Ibid.
232 Current IFD Survey, University of Cape Town, 2010
233 Focus Group 9, University of Cape Town, 2010
234 Ibid.
235 UCT Stakeholder Interview 8, University of Cape Town, 2010
236 IAPO IFD Manager and IFD Undergraduate Officer, University of Cape Town, 2010
237 Current IFD Survey, University of Cape Town, 2010
238 UCT Stakeholder Interview 3, University of Cape Town, 2010
239 IAPO Director, University of Cape Town, 2010
240 IAPO IFD Manager, University of Cape Town, 2010
241 UCT Stakeholder Email Interview 5, University of Cape Town, 2010
242 Current IFD Survey, University of Cape Town, 2010
243 Current IFD Survey, University of Cape Town, 2010
244 UCT Stakeholder Interview 2, University of Cape Town, 2010
245 IAPO IFD Manager, University of Cape Town, 2010
246 UCT Stakeholder Interview 5, University of Cape Town, 2010
247 Focus Group 8, University of Cape Town, 2010
248 IAPO IFD Manager and IFD Undergraduate Officer, University of Cape Town, 2010
249 Ibid.
250 Focus Group 5, University of Cape Town, 2010
251 Focus Group 4, University of Cape Town, 2010
252 Focus Group 1 and 8, University of Cape Town, 2010
253 CDP Director, University of Cape Town, 2010
254 IAPO Director, University of Cape Town, 2010
255 UCT Stakeholder Interview 6, University of Cape Town, 2010
256 Ibid.
257 UCT Stakeholder Interview 9, University of Cape Town, 2010
258 Ibid.
259 Ibid.
260 UCT Professor Interview 2, University of Cape Town, 2010
261 UCT Deputy Dean, University of Cape Town, 2010
262 IAPO IFD Manager, University of Cape Town, 2010
263 IAPO Finance Manager, University of Cape Town, 2010
264 IAPO Finance Manager, University of Cape Town, 2010
265 UCT Stakeholder Email Interview 1, University of Cape Town, 2010
266 UCT Professor Interview 1, University of Cape Town, 2010
267 UCT Stakeholders, University of Cape Town, 2010
268 Vice Chancellor, University of Cape Town, 2010
269 IAPO IFD Undergraduate Officer, University of Cape Town, 2010
270 UCT Stakeholder, University of Cape Town, 2010