



This Week

@FORT HARE

Vol 2, issue 8

Countdown to
Virtual Graduation

FRIDAY 29 MAY 2020

AUTUMN 2020 GRADUATION INSPIRATIONAL STORIES

Triumph over adversity

Sipho Sonnyboy Malinga: Love and care for his siblings

“When our parents died, as the eldest, I instantly stepped into the role. I vowed to create a better life for me and my siblings.”



Born in Mpumalanga, Mr Sipho Sonnyboy Malinga became disabled at age six after an unknown condition left his fingers and feet deformed.

Despite his disability, Malinga refused to be enrolled at a special needs school. After several applications, he was finally accepted into mainstream school at age 11. However, the excitement of entering school quickly evaporated when he lost his parents who passed on a few years apart while he was still in primary school. Later when Malinga's aunt and grandmother passed away, he assumed the responsibility of caring for his four younger siblings.

“When our parents died, as the eldest, I instantly stepped into the role. I vowed to create a better life for me and my siblings.” Over the years, Malinga provided for his siblings using his disability grant.

He matriculated at age 22 and in 2015 he secured a full bursary from the Mpumalanga Education Department to study for an education degree at the University of Fort Hare.

“I left my siblings with my disability grant card and got onto a bus to East London. It was a painful moment then, but today I can say it was the start towards a better future. Now I celebrate my graduation with them.”

To this day, Malinga refuses to allow his current circumstance to determine his future. He says he lives by his late mother's words: “Son, you must learn to be independent because you do not know how people will treat you when I am no longer with you.”

Malinga looks forward to a career as a Teacher.

by Aretha Linden

Phelisa Loleka: UFH Wheelchair Basketball Champion graduates in record time

Phelisa Loleka's motto is never to allow adversity to determine her destiny. After being diagnosed with foot gangrene at a young age and ultimately losing her legs, Ms Phelisa Loleka did not lose sight of her dream to become a social worker. Through sheer determination, Phelisa has obtained her Bachelor of Social Work degree in record time.

With the support of the UFH Disability Unit she obtained prosthetic limbs and from that moment onwards, nothing could stand in her way.

“I refused to let my physical limitation around campus stop me from obtaining my degree. This is a promise I made to myself. I was inspired by the support received from the entire university community”.

“Now I have achieved the goal I had set for myself and am now a Social Work graduate. I have always wanted to be a social worker because I wanted to help people. I specifically chose to study at the University of Fort Hare because of all the leaders that have been produced by this institution”, said Phelisa.

An avid basketball player, last year Phelisa was selected to be part of the Eastern Cape team that competed in the South African National Women's Wheelchair Basketball Vodacom Challenge. The competition was hosted by Wheelchair Basketball SA.

Her advice to anyone living with a disability is that “if you have a disability you should concentrate and master things. Your disability doesn't prevent you from doing well, and do not be disabled spiritually”.

As she exits Fort Hare, Phelisa looks forward to finding a job and being part of community-based project.

by Asaduma Baloyi



“if you have a disability you should concentrate and master things. Your disability doesn't prevent you from doing well, and do not be disabled spiritually”.

AUTUMN 2020 GRADUATION INSPIRATIONAL STORIES

Triumph over adversity

Mandy Singh: Dream realised three decades later

Ms Mandy Singh's dream to be a professional Nurse will finally become real when she is conferred a Bcur Degree in Nursing Science - almost 30 years after she first applied for a nursing training programme.

The 47-year-old single mother of two from Port Elizabeth will graduate top of her class. During the four-year programme she obtained distinctions in 35 modules and bagged 10 awards from the Nursing Science Faculty Awards.

Singh first pursued her dream of becoming a Nurse in 1993 when she applied for a nursing training programme at the Eastern College of Nursing, Charlotte Searle Campus in Port Elizabeth. Aged 20 at the time, her goal was to kick-start her career. However, her life took a detour, putting her dream on hold. She decided to start a family instead and had two children.

In 2015, with her children in their early teens, she revived her dream and got back on track. She applied to Life College of Nursing – East London Centre and was accepted for a one year programme. She finished the course with a distinction. Unfortunately, it only offered her a certificate leading to enrolment as a Nursing Auxiliary. Upon completing the programme, she secured a bursary to study at the University of Fort Hare.

Singh described juggling her books and raising two teenagers as a single mother as no easy feat.

"It took a lot of late nights, early mornings and even weekends. I was busy with assignments and presentations. We lived on fast foods. However, I knew it was only for a few years and that things would get better. My kids are my motivation. They are proud of me for getting back to my studies at such a late age."

Singh is currently doing her community service training at the paediatric and maternity wards at Frere Hospital in East London.

by Aretha Linden



Namhla-Zibuyayo Nomazizi Masala: Visually impaired but dedicated to her goal

Namhla-Zibuyayo Nomazizi Masala's disability has not stood in the way of her attaining a university degree. Instead, the 30-year mother of one pushed against visual impairment challenges and will be graduating with a Bachelor of Commerce degree.

Namhla's academic journey was that much harder because in 2016, whilst still pursuing her studies she became visually impaired. Despite the challenges, Namhla never gave up and had to adjust to a new normal. She says her academic journey was peppered with several obstacles and overall, the learning environment was not always conducive to a student living with her condition.

Notwithstanding her uphill battle, Namhla believes the positives always outweighed the negatives and is grateful to the UFH Disability Unit which supported her with much needed resources. These include a magnifying machine in the library, colour papers for assessments and colour handouts and practice papers, all this in an effort to minimize strain to her eyes.

Her 12 year old daughter and sister (the latter already a PhD graduate) are her source of inspiration.

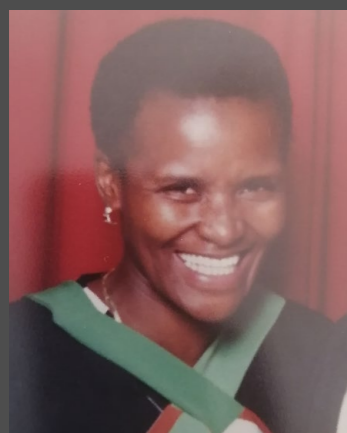


"This qualification means a lot to me. It's proof that I am a dedicated person and that I refuse to let my impairment dictate how I lead my life. My family is over the moon because there were many times when I wanted to change my degree because of my vision and the challenges presented by numerical modules. But they remained supportive and I would always push harder", she said.

Namhla has some words of wisdom to share.

"To people with disabilities, do not shy away from society. If we want an inclusive society, we should be present in society and be the change we want to see. We have an ability rather than a disability, so learn how to do things your way, and this may be different to how other people do things"

By Mawande Mrashula



Ntombomzi Mgoduka: Older and Wiser

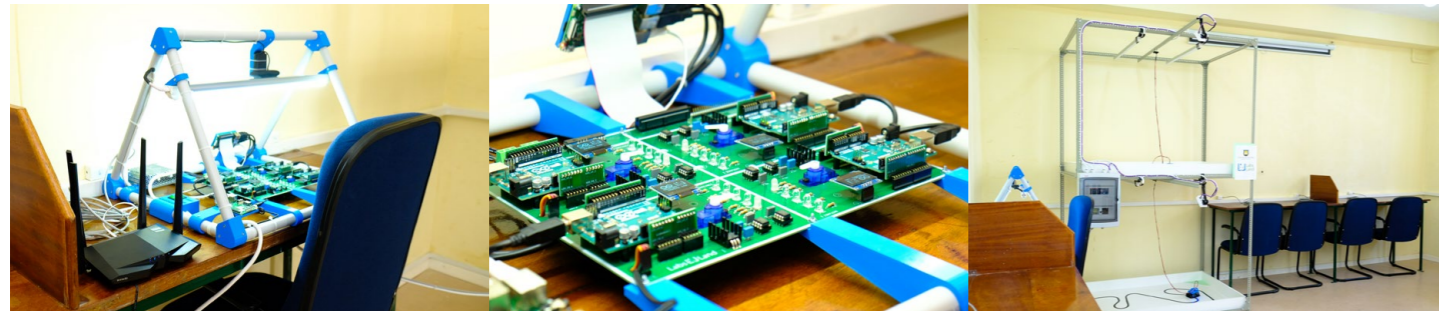
At age 63, Ms Ntombomzi Mgoduka is the oldest graduand this season. She will graduate with a Master's degree in Public Administration.

Mgoduka is a teacher by profession and has worked for the provincial Department of Education for almost 40 years. As a teacher, Mgoduka said she was concerned by the province's dwindling matric pass rate. This influenced her MA dissertation which delves into the underlying factors that contribute towards the poor performance of Grade 12 learners in the Butterworth district.

She can barely contain her excitement for this year's virtual graduation ceremony and describes her journey as "challenging, yet rewarding."

"Along the way, I experienced a lot of life-changing challenges – including the death of my child. I was devastated. However, the assistance I received from the university lecturers was incredibly helpful. I am excited about the upcoming graduation," she said.

by Aretha Linden



ALBERT WESSELS TRUST Donates R1.8m to Support UFH Online Instrumentation Project

FOSST Director, Mr Phumezo Kwinana is a man on a mission. He has vowed to leave no stone unturned in his quest to ensure the UFH online instrumentation project is 100% ready to provide laboratory services remotely. We are pleased to report that his hard work has already begun yielding positive results.

This week the Forté School of Science and Technology (FOSST) Discovery Centre received good news of a once-off donation of R1 885 000 from the Albert Wessels Trust. The funding will contribute towards the enhancement of its Remote and Virtual Education Laboratory (ReVEL) facility.

Confirmation of the windfall came after an article about the ReVEL facility's readiness to support high school and university students with Physics laboratory work remotely, during and post lockdown, was published in *ThisWeek@FortHare*.

In the funding approval letter the Trust's chairperson, Elizanne Wessels, states "This donation is to assist the Centre in setting up an online instrumentation of your rural based science schools." The letter is addressed to the applicant, Mr Phumezo Kwinana FOSST Director and founder of the UFH ReVEL facility.

Launched in October last year, the ReVEL is a first of its kind virtual lab in South Africa. It was jointly sponsored by the Armaments Corporation of South Africa (Armcor), Albert Wessels Trust and

TOYOTA. Specialists from Labsland deployed the technology.

The technology attached to the university's Physics Department offers several benefits. Using coding and robotics, it enables students and researchers to interact with peers from over 20 universities around the world on experimentations in Science, Technology, Engineering, and Mathematics (STEM) field. It also allows learners from local rural schools to perform all syllabus-based experiments.

Currently, a team of Scientists and Technologist from the FOSST Discovery Centre is working on a project to ensure physics experiments are accessible online for learners and university students during the Covid-19 lockdown period.

Mr Kwinana said the donation came at a time when it was needed the most.

"It has come at a crucial time to help rescue the 2020 academic year for STEM related fields - a time when the country needs online solutions to step up and continue offering quality education to learners and students."

"The investment by Albert Wessels Trust will certainly change the education equation for the better", said Mr Kwinana.



ADAPTABILITY AND ACCESSIBILITY - A holistic approach to education during the Covid-19 pandemic

Unpublished Opinion Piece by Phila-sande Mkuzo, UFH Alumna. She writes in her personal capacity.

The delivery and access to Basic Education has presented itself as a dynamic and alive topic, now more than ever.

The right to access equal and quality education vs the right to health and safety –how do we strike a balance between these two fundamental rights?

As an Education Lawyer working for a public interest law clinic, I assist in a variety of education related matters. A major part of the work involves engaging schools and education district offices on behalf of clients. There is great reliance is on meetings, calls, emails and letters for the purposes of these engagements.

The pandemic has put pressure on systems that were already strained. The lockdown measures have meant tools down – almost literally. For the past two months most government institutions have been non-operational due to no staff, while others have been operating on skeleton staff.

To assist in contextualising the pandemic and its effects is the use of the most common focus area – School Admission Matters. Clients approach us as early as January or February seeking legal assistance with getting their child admitted into a school, after struggling to secure placement for their child. In a system which takes even up to six months addressing issues of this nature. We now find ourselves having lost nearly two months due to the lockdown and nearing mid-year with unplaced learners.

Without doubt Covid-19 has hit like a whirlwind and has presented all relevant stakeholders with challenges that have far reaching consequences, conflict of rights and questions that no one has answers to.

Timing and adaptability are everything!

While the Department of Basic Education has plans in place and continues to consult for more innovative ways to ensure the continuation of curriculum delivery, it is paramount that its plans take a holistic approach. In its plans it should consider re-imagining the accessibility of its services and the capacitation of its district offices to enable better functionality during this period. District offices are designed to be foot soldiers that service the general public. This functionality and mandate ought to be preserved.



Phila-sande Mkuzo

Pila-sande Mkuzo, born in East London is currently a Candidate Attorney and Bertha Justice Fellow at the Equal Education Law Centre. She completed her Bachelor of Laws degree at the University of Fort Hare in 2017. She is a Canon Collins Leigh-Day Scholarship alumna and the recipient of the Dean of Research Exceptional Achievement Award.

Pila-sande has been active in social justice work, including forming part of the steering committee of the East London #TheTotalShutdown and the HIV Policy Conference. As a student, she served as the Secretary of the Indlovukazi Women Empowerment Society and she is currently the chairperson of Passionate Unlimited Peers in Action (PUPA) based in the Eastern Cape. She has also served under the Eastern Cape Aids Council Women's Sector and the NACOSA Provincial Advisory Committee

** The views, thoughts, and opinions expressed in the text belong solely to the author, and not necessarily to the author's employer, organization, committee or other group or individual.*



University of Fort Hare
Together in Excellence



Happy Africa Day

“ I am not African because I was born in Africa
but because Africa was born in me ” - Kwame Nkrumah

Africa Day message 25 MAY 2020

On 25 May 1963, the leaders from 30 of the then 32 independent African Countries met in Addis Ababa, Ethiopia, hosted by Emperor Haile Selassie, and made history with the foundation of the Organisation of Africa Unity (OAU) the precursor to the African Union (AU). Africa Day (formerly known as African freedom day and African liberation day) is the annual commemoration of the foundation of the African Union on the 25 May. The day is intended to celebrate and acknowledge the successes of the organization of African Union from its creation on the 25 May 1963 in the fight against colonialism and apartheid, as well as the progress that Africa has made, while reflecting upon the common challenges that the continent face in a global environment.

Africa day celebration is an opportunity to celebrate African diversity and success, and to highlight the cultural and economic potential that exist on the African continent. Africa is an amazing continent that is unique among the seven continents. It is rich in cultural heritage and diversity, a wealth of natural resources, offers breathtaking tourist attractions, and contains some of the most intricate political systems.

Africa day continues to be celebrated by all its 55 member states both in Africa and around the world, mostly on 25 May although in some cases these periods of celebrations can be stretched out over a period of days or weeks. The day symbolizes the determination of the people of Africa to free themselves from foreign domination and exploitation.

For us at the university of Fort Hare, the celebration of Africa day is important and central to our past, present and future endeavours and existence as we strive for academic excellence. In the 1960's various African National Congress and Pan Africanist Congress aligned organisations emerged and were quickly suppressed. Subsequently, Fort Hare became a stronghold of the Black Consciousness oriented South African Students Organisation. The values and traditions of Fort Hare were embattled after 1960. The apartheid state made a determined attack upon the institution and did immense damage. However, some continuities of its unique and proud historical traditions of non-racism, critical debate and aspiration towards educational excellence were never eliminated and these are now being nurtured and developed.

The tradition of excellence survived at UFH, firstly amongst the students and also among a small but growing number of

progressive academics. It survived in the creation of a new Pan-Africanism and internationalism, with students from most African countries and beyond, and staff from all over Africa and the world flocking to its doors. Many came because they knew of Fort Hare's historical reputation and wanted to contribute to its newfound opportunities towards renaissance. It survives in the remarkable archival records at Fort Hare, made up of the papers of the ANC and other liberation movements in exile.

Throughout its history, the university of Fort Hare has always maintained its status as the greatest centre of black higher education in Southern, Western and Eastern Africa. The university boost amongst its alumni six African heads of states and many prominent African Executives, Diplomats, Academic and personalities. No wonder others are of the assertion that if it were not because of Fort Hare, Africa would not have been liberated.

The celebration of Africa day could feature activities such as cultural parade, debate and panel discussion, arts, music, dance and fashion exhibition and Africa day official reception. **The focus of this year celebration is: "Silencing the Guns: Creating Conducive conditions for Africa's Development"**. It is important that every African individual, organization and institution takes this theme and brings it to life in their context. Let us all make an effort to educate our students, colleagues and neighbours on what Agenda 2063 is all about.

This year we celebrate Africa Day when the world is battling the Covid-19 Pandemic. Most countries in Africa and the world at large are in some form or levels of national lockdown as we attempt to contain the spread of the Corona virus. The presence of Covid-19 implies that Africa day is being celebrated differently this year. As we celebrate this historic and very important day virtually, let us observe the national lockdown regulations so that we can continue to contain the spread of the virus and in the process save the lives of our people.

Happy Africa Day.



by Dr Hlulani Mabasa
Director: Office of International Affairs

Ignore African ideas at your own peril

Source: Daily Dispatch, published on 23 May 2020
by Willie Tafadzwa Chinyamurindi, Associate Professor at the University of Fort Hare
[Click here to view original article](#)

“Africans themselves need a re-think of their worth. We need a radical, total mind-shift embracing the reality that something good can come out of Africa”

In that epic memorable song, Scatterlings of Africa, Johnny Clegg and Juluka present this notion of the “African idea” whose aim is to “make the future clear.”

Given the current challenges imposed by the COVID-19 pandemic, it is really tough to see beyond the horizon. All we have for now in the present, a hazy picture making the drive towards the solution seemingly difficult. Needed to fuel us to this re-imagined future are ideas.

This brings us back to the importance of the African idea.

Others would posit the African idea to be this ephemeral feel good explanation of being an African. This myopia often traps our sense of identity as Africans. We are often comfortable when our relevance to the broader context of things is reduced to aesthetics manifest in the sights and sounds of our beautiful continent.

Yes we should celebrate such appraisals of the sights and sounds around us. But our guided sanguinity and patriotism of being Africans may need to be bounded and even challenged. Let’s move from just the material celebration of the sights and sounds littered on our beautiful continent, to positioning the role that African ideas can play especially concerning global challenges such as the COVID-19 pandemic. We are more than just the Victoria Falls or the big five game animals, we are also about ideas.



Prof Willie Chinyamurindi

The type of ideas that proffer not only localized solutions but have the potential to penetrate and have global resonance. African ideas through platforms such as M-PESA, born and being used widely in Kenya but also inspiring innovations in the Middle East. African ideas that embrace sustainability such as those of SoleRebels founded by Bethlehem Tilahun Alemu from Ethiopia. Making stylish shoes out of old tyres, popular in Addis Ababa but also having stores in Germany, Greece, Spain, Switzerland, Taiwan and the United States. African ideas coming out of the Free State to build South Africa’s first commercial liquid natural gas plant. The aim being to produce 90% less greenhouse gas emissions and contribute towards reducing climate change. Enroute to achieving these organisational goals, is the desire to benefit and create opportunities for local communities. In the process, the profit motive of serving a burgeoning international market for natural gas.

Africans themselves need a re-think of their worth. Needed is a radical total mind-shift embracing that something good can come out of Africa. The precursor to the ideas we will generate must be a self-love and positioning of worth amongst Africans. This means getting rid of the cancerous pseudo-comfortabilities we get trapped in. It also means pushing the importance of ideas generated from the small town of Alice in the Raymond Mhlaba Local Municipality to equate these to be also conversant with ideas in the Borough of Milton Keynes

in England. We need to prioritize African ideas as equally relevant and important to the wider global discourses.

This can only happen when Africans destroy on the anvil tired clichés that make us comfortable to be passive contributors and eager adopters of the other. Africans through their ideas should not wallow in the predicament of the present but frame a path (big or small) that paves a way as Johnny Clegg and Juluka idealize “to make the future clear.”

African ideas should not just be localized in their reach but also bring global solutions. Our ideas should have agency, voice and relevance. Agency allowing us as Africans the freedom and propensity to be able to decide and take control of our destiny. Voice giving us as Africans, the platform to express and articulate the agency found in our ideas. Finally, the need for relevance in our ideas to the many African and global challenges before us.

Through our ideas, we have vestibules that bear testimony that we can be equally good. We will not be afraid to share our ideas at the expense of ridicule, at least we have shared something. We will not be reduced to be a continent that is continually in struggle but one with plenteous opportunity. The epithets of tribe, gender and race that we are often characterized to be about must fall. Ignore African ideas at your own peril!

Willie Tafadzwa Chinyamurindi is an Associate Professor at the University of Fort Hare with a keen interest in human capital development and a member of the South African Young Academy of Science. He writes in his personal capacity.



A statue of first chair of the Organisation of African Unity Haile Selassie is unveiled at the AU headquarters in Addis Ababa, Ethiopia in February 2019. Image: GETTY IMAGES/ ANADOLU AGENCY/ MINASSE WONDIMO

UTILISING 5G NETWORKS TO COMBAT THE CORONAVIRUS

Part 1



Unpublished Opinion Piece
by Mr Ayanda Madyibi,
UFH PhD Candidate

What is 5G?

5G is the 5th generation of mobile networks, a significant evolution of today's mobile networks. Historically, 1G was mainly about cellular phones which enabled the world to communicate using only voice. Thereafter came the 2G which added text message into voice communication. Followed by 3G which combined voice, text, videos, internet surfing into one communication device. This was then followed by 4G / LTE which is a faster version of 3G allowing users to download videos and movies. Ultimately the 5G which is said to be going to be much faster than 4G we are currently using, connecting millions of devices from smart cars, drones, smart homes, e-learning, e-farming, robotics and e-everything. For example, to download a 2-hour movie with 3G you would spend about 26 hours, 6 minutes with 4G and, 3 and half seconds with 5G.

5G has been designed to meet the very large growth in data and connectivity of today's modern society, the internet of things with billions of connected devices, and tomorrow's innovations. 5G will initially operate in conjunction with existing 4G networks before evolving to fully standalone networks in subsequent releases and coverage expansions. In addition to delivering faster connections and greater capacity, a very important advantage of 5G is the fast response time referred to as *latency*.

Latency is the time taken for devices to respond to each other over the wireless network. 3G networks had a typical response time of 100 milliseconds, 4G is around 30 milliseconds and 5G will be as low as 1 millisecond. This is virtually instantaneous opening up a new world of connected applications.

What will 5G enable?

There are three major categories of a use case for 5G:

- 1) **Massive machine to machine communications** – also called the Internet of Things (IoT) that involves connecting billions of devices without human intervention at a scale not seen before. This has the potential to revolutionise modern industrial processes and applications including agriculture, manufacturing and business communications.
- 2) **Ultra-reliable low latency communications** – mission-critical including real-time control of devices, industrial robotics, vehicle to vehicle communications and safety systems, autonomous driving and safer transport networks. Low latency communications also open up a new world where remote medical care, procedures and treatment are all possible.
- 3) **Enhanced mobile broadband** – providing significantly faster data speeds and greater capacity keeping the world connected. New applications will include fixed wireless internet access for homes, outdoor broadcast applications without the need for broadcast vans, and greater connectivity for people on the move.

For communities, 5G will enable the connection of billions of devices for our smart cities, smart schools and smart homes, smart and safer vehicles, enhance health care and education, and provide a safer and more efficient place to live.

For businesses and industry, 5G and IoT will provide a wealth of data allowing them to gain insights into their operations like never before. Businesses will operate and make key decisions driven by data, innovate in agriculture, smart farms and manufacturing, paving the way for cost savings, better customer experience and long term growth.

New and Emerging technologies such as virtual and augmented reality will be accessible by everyone. Virtual reality (VR) provides connected experiences that were not possible before. With 5G and VR you will be able to travel to your favourite city, watch a live football match with the feeling of being at the ground, or even be able to inspect real estate and walk through a new home all from the comfort of your couch.

5G will keep us connected in tomorrow's smart cities, smart homes and smart schools, and enable opportunities that we haven't even thought of yet.

How Does 5G Work?

A mobile network has two main components, the '**Radio Access Network**' and the '**Core Network**'.

The Radio Access Network - consists of various types of facilities including small cells, towers, masts and dedicated in-building and home systems that connect mobile users and wireless devices to the main core network. Small cells will be a major feature of 5G networks particularly at the new millimetre wave (mmWave) frequencies where the connection range is very short. To provide a continuous connection, small cells will be distributed in clusters depending on where users require a connection which will complement the macro network that provides wide-area coverage.

Remember 5G and other mobile networks only operate below the Ultraviolet zone as shown in *figure 1* below.

5G Macro Cells will use MIMO (multiple inputs, multiple outputs) antennas that have multiple elements or connections to send and receive more data simultaneously. The benefit

to users is that more people can simultaneously connect to the network and maintain high throughput. Where MIMO antennas use very large numbers of antenna elements they are often referred to as 'massive MIMO', however, the physical size is similar to existing 3G and 4G base station antennas.

The Core Network - is the mobile exchange and data network that manages all of the mobile voice, data and internet connections. For 5G, the 'core network' is being redesigned to better integrate with the internet and cloud-based services and also includes distributed servers across the network improving response times (reducing latency).

Many of the advanced features of 5G including network function virtualization and network slicing for different applications and services, will be managed in the core. The following illustration shows examples of local cloud servers providing faster content to users (movie streaming) and low latency applications for vehicle collision avoidance systems.

Part 2 of this article will focus on (1) Opportunities to Combat COVID-19 (2) 5G and COVID19 Conspiracy (3) 5G Status in South Africa (4) Why 5G is a Game-Changer?

Endnote: Mr Ayanda Madyibi is currently a PhD (Information Systems) candidate with the University of Fort Hare focusing on e-government and the Fourth Industrial Revolution (4IR) Emerging Technologies.

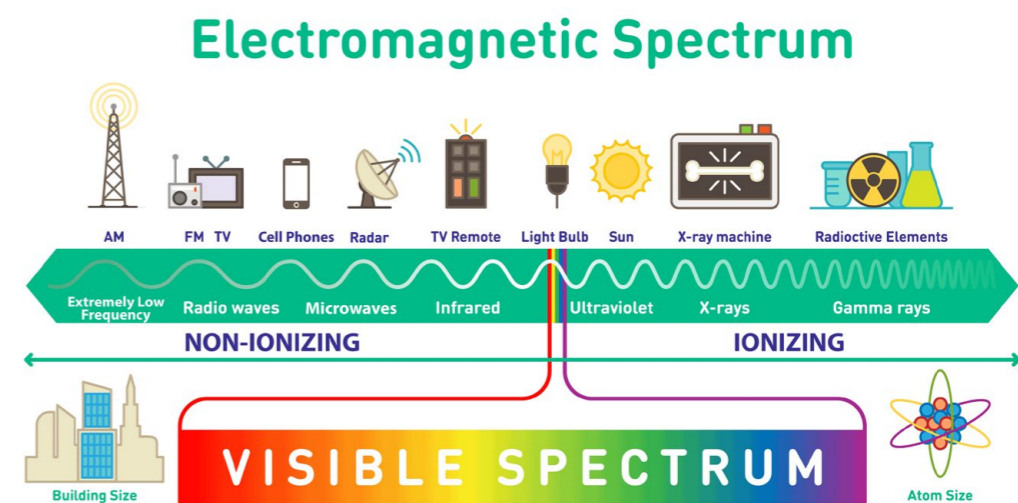


Figure 1.



University of Fort Hare
Together in Excellence

ThisWeek@FortHare your weekly newsletter

EDITORIAL TEAM

Editor-in-Chief: Tandi Mapukata

Writers: Aretha Linden, Mawande Mrashula & Asaduma Baloyi

Graphic Designer: Alida Mundell

Photography & Videography: Tim Wilson & TK Matokazi

Creative Specialist: Tim Wilson

Marketing Advisor: Khotso Moabi

Social Media Specialist: Velani Mbiza Gola

FOR COMMENTS, IDEAS AND STORY LEADS:

Tandi Mapukata | tmapukata@ufh.ac.za

Aretha Linden | alinden@ufh.ac.za

Submission deadline 5pm Tuesdays