VOLUME 2

Internationalising the Curriculum

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**Nelson Mandela
Metropolitan
University**

for tomorrow

Port Elizabeth & George

The first Colloquium in the Nelson Mandela Metropolitan University series set the agenda for the future colloquia. The purpose of the Colloquium series is to create a platform for NMMU staff to engage with Higher Education internationalisation experts form within South Africa, and internationally.

The first three Colloquia addressed the following topics:

❯ Developing Internationalisation Policies.

❯ Internationalisation of the Curriculum.

❯ The Characteristics of an Internationalised University.

The publication of the Colloquia papers and deliberations provide a wealth of information about internationalisation of higher education institutions. It brought together higher education practitioners from South Africa, other parts of Africa, as well as from Europe and the USA. The debates did not only contribute to the increase in knowledge about international higher education, but also highlighted the need for further debates about internationalisation. The conclusions from the third Colloquium clearly indicated that Internationalisation is more than an area of management, but it has now developed into a field of study critical to the future of the University of the 21st century.

It is envisaged that the future colloquia will continue with the debate. The future agenda still needs to include the following topics for debate:

❯ Internationalisation as a tool to support quality assurance of all activities of higher education institutions.

❯ The internationalisation models for different types of higher education institutions.

❯ The influence of higher education rankings on Internationalisation.

It is clear form the above that the debate has only started. Internationa-

lisation of a higher education institution is not a single event, but a systemic process. The discussions and evaluation of the process should, in the end, result in a common understanding of internationalisation.

The NMMU Colloquium series will continue to discuss internationalisation in all its facets, it will continue to contribute to the creation of new knowledge, and provide new management insights on the management of Internationalisation.

Gratitude:

We are grateful and proud to submit herewith the papers and responses of the second and third Colloquia on internationalisation in Higher Education held at the Nelson Mandela Metropolitan University.

We wish to acknowledge Mrs Elize Naude for her assistance with the 2005 Colloquium, and Mrs Jeanine Gouws for her editorial assistance, as well as the members of the Office for International Education for their assistance in making the Colloquia possible.

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By Dr ROLF STUMPF

It is a real privilege for me to welcome you all to this Colloquium on behalf of the NMMU, particularly all our guests from abroad, and our colleagues from other institutions in South Africa. It is marvellous to have you all here.

I was very pleased when I learnt that the debate and discussion today is going to focus on the characteristics of an internationalised university, and that there will be presentations on this issue from institutions representing developed, as well as developing countries. I feel this is particularly appropriate for South Africa at this point in time.

Firstly, in South Africa we do unfortunately still have elements, and I am very pleased to say only elements, of a dichotomous view of our society as being both a First World society, and a so-called Third World society. Some institutional structures align themselves with this view and position themselves as either representing a developed component, or a developing component. We use all sorts of jargon to hide this kind of dichotomous view that many still have as an aftermath of our Apartheid system. Some of our higher education institutions in South Africa have attempted to fully re-orientate themselves as part of a developing country. Others still seem to struggle with that, and seem not to have found their way through to a full re-orientation as part of, not a dichotomous state but, an integrated developing country such as South Africa.

This debate is taking place at the highest levels in our country. President Thabo Mbeki, for example, from time to time calls together all the Vice-Chancellors of the universities in South Africa to what he terms a presidential working group on higher education, and we have a two- or three-hour discussion with the President and members of his Cabinet on the issues facing higher education. This is a unique opportunity for any higher education environment to engage directly with the head of state on issues facing higher education. One of the crucial issues, which have been unfolding on our agenda for a while, is the identity of higher education institutions in a developmental state, and a developing country. At our next working group, we are presenting five responses to questions that the President has asked around the identity of higher education institutions in a developmental state, from a political point of view, as a developing country, and from a socio-economic point of view. Some have

advocated the view that part of this identity debate should be a strong emphasis on Africanisation, specifically regarding the curriculum. This has led to some fairly strong debate amongst some of the Vice-Chancellors, and in some institutions. Many of the scientists say there is no such thing as the Africanisation of the curriculum – physics is physics wherever you practice it, whether in the North Pole or Africa it does not matter, so there cannot be such a thing as the Africanisation of the curriculum when it comes to the hard sciences. From the softer sciences, many people argue that this argument is an oversimplification of the contextual environment in which all higher education systems and institutions function.

For me the crucial question is not so much the debate around Africanisation per se, or what an African university is, but rather, how this relates to the whole issue of a university being an internationalised university in Africa, and in a developing country such as South Africa.

> Are we then talking of two different things when we speak of Africanisation and of internationalisation?

> Or are these two linked to one another?

This issue was addressed last year in a paper by Prof Tebogo Moja (Moja, 2005) who advocated the view that Africanisation and internationalisation are two sides of the same coin.

> The question that I would then ask is whether the one side of the coin is smaller than the other side of the coin?

It is an issue which we have not interrogated and debated fully in South Africa, so I am very pleased that the whole issue of an internationalised institution in a developing country, and what the characteristics of such an institution are, is full square on the agenda today.

The outcome of today's discussions will be very useful feedback for the presidential working group and the five "think pieces" we are currently preparing.

The second reason today's topic is very appropriate is, apart from the

debates around identity, higher education in South Africa is going through a traumatic, in some cases at least, and turbulent time of restructuring and re-orientation, especially for those institutions going through mergers. There are also some who are not going through mergers, who have to align themselves to new visions and missions in view of the government gazette around the restructuring of higher education. Even those who are not involved directly by way of a government decree find themselves as part of their transformation, and part of their responsiveness approaches dealing with the whole issue of what, and how, they should approach the whole matter of internationalisation.

It is very easy to think that a couple of active agreements with other institutions in other countries and a couple of students, post-doctoral fellows, and staff exchanging backwards and forwards, represents internationalisation. I would like to argue that the mere existence of structures and exchange agreements, and the fact that we have students and staff exchanging, as important as that is, does not characterise us as an internationalised institution. My view of internationalisation is far more comprehensive than that. Internationalisation that does not influence the curriculum, the research agenda, and the way and manner in which an institution orientates itself towards the creation of new knowledge, in my view, cannot be true internationalisation. I would be very pleased to hear from this debate in a developing country, how internationalisation should influence the curriculum, given the competing demands of an immediate regional environment and a national environment in which we all function.

The reason for this is that, in South Africa today, all universities find them- selves having to respond to at least three different layers of development plans. The NMMU has to respond to the Nelson Mandela Bay Metro's growth and development plan for the next five years – we are part of all their structures and committees formed to drive this plan. Similarly, along with the three other Higher Education Institutions in the Eastern Cape, we are also part of the provincial Premier's growth and development plan for this province. On the third level, South Africa's Deputy-President is driv- ing an accelerated growth program coupled to a joint initiative around capacity development, and Higher Education South Africa is part of all the structures driving those projects. All higher education institutions are thus

faced with the challenge of responding to needs at the metropolitan or local level, provincial level and national level.

I would like to leave this challenge with you:

→ To what degree can an institution expend its energy and resources at three different levels within a national environment, and then at a macro-level within an international environment, and hope to be successful in doing all of that, whilst still pursuing its core academic functions of teaching and research?

I would like to conclude by wishing you all the best with this Colloquium. I am convinced that great value will come out of it, especially for South African institutions and, hopefully, for all our guests from other countries too.

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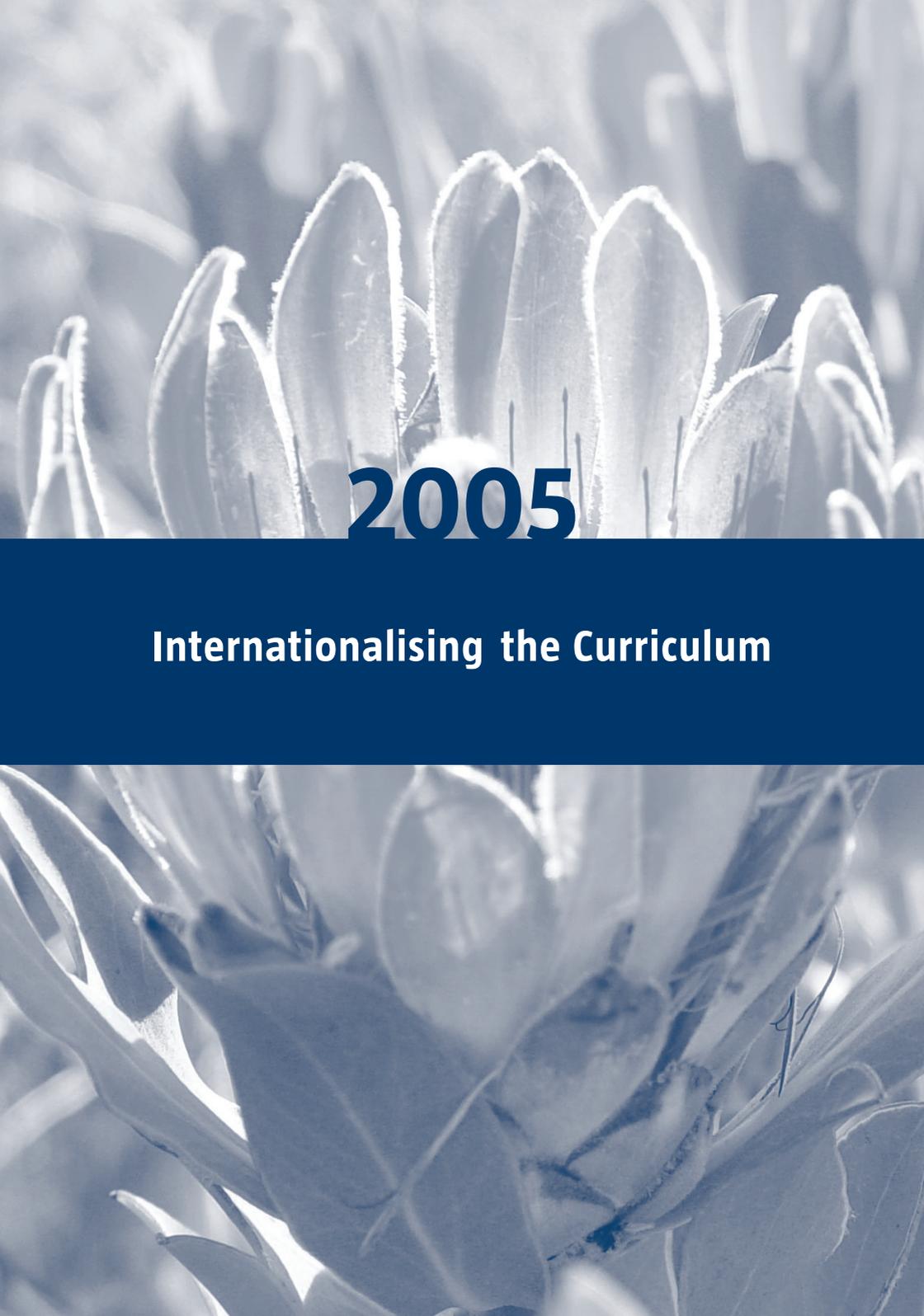
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Internationalising the Curriculum

CONTENT

SESSION 1: INTERNATIONALISING OF THE CURRICULUM

By DR NICO JOOSTE

THE INTERNATIONALISING OF A SOUTH AFRICAN UNIVERSITY CURRICULUM: SEARCHING FOR THE "SOUL OF THE CITY INTELLECT".

❯   "The curriculum is the battleground on which society debates education".[1]

The curriculum over the years has been a reflection of society. We can cite a number of societal influences on the South African university curriculum. To understand the current debate in South African Higher Education, we need to do much more in studying and debating the curriculum. Two examples where the curriculum was a reflection of the South African society were found at the University of Potchefstroom for CHE, and the University of the Western Cape, in the mid 1970's. Potchefstroom had a compulsory philosophy course called "Inter-fakultêre Wysbegeerte", and the University of the Western Cape introduced a compulsory community research project that was based on the collection of oral evidence linked to forced removals, and the resistance to Apartheid.

This paper will not attempt to trace the historical path of the South African university curriculum, but will attempt to link the external challenges that are facing South African Higher Education, with the curriculum. Especially focusing on not whether the curriculum should be internationalised, but how it should be internationalised. It is necessary to note from the literature, that little formal discussion of the curriculum takes place, except under the greatest duress. It is known that curriculum development is not at all popular amongst academics.

When the internationalisation of the curriculum is placed on the agenda of a higher education institution, we are suggesting that the curriculum should be changed. It should not be seen as of lesser importance, than when the broader society, from politicians to business leaders, or trade unionist, are calling higher education systems and institutions to account for the perceived failures of the curriculum.

❯   What do we mean if we ask for the internationalisation of the curriculum?

→ Does it mean changing what is offered, what is studied or, what outcomes are measured against?

→ **Higher Education literature indicates that it will take a long time to agree on what is meant by the curriculum, and how it should be changed. Consensus, however, exists that it does not mean:**

- that everyone must agree on the specific skills to be transferred

- that all curricula should be the same for all universities and,

- that it is only a set of course offerings written down in the course catalogue.

→ **To focus the discussion around the internationalisation of the curriculum, it is appropriate to analyse the factors that influence the curriculum more closely. These influences are normally divided into three categories namely:**

- External influences

- Organisational influences

- Internal influences.

→ **External influences.**

For present-day higher education, external influences play a dominant role in determining the nature of the curriculum. Higher Education of the 21st century is challenged by a variety of external factors from within the society that it functions in: it is not only challenged by Governments and broader society to demonstrate its relevance, but also by the ever-increasing globalisation of knowledge. Higher education is thus challenged to re-think the nature of its enterprise with increasing demands on its overall capacity. A challenge that is specifically added to the education mission of African Higher Education, is that our students be skilled to be not only global citizens but also able to play a leading role in the development and shaping of societies in the 21st century.

> **The knowledge society and its demands.**

The demand of a changing external environment that is shaping higher education of the future, clearly marks the introduction of a transitional phase for higher education globally. This has been the focus of higher education debates the past decade, and will probably be the focus of similar debates for another decade. It needs to be noted that these debates, on the focus and shape of global higher education, are not only institutionally focused, but are systemic, and are in many instances driven by a systemic focus. Institutions have no option but to respond if they want to remain an integral part of the global higher education network. This debate is in many cases triggered by prominent scholars such as James Dunderstadt, President of Michigan University[2]. Dunderstadt has no doubt that the most critical challenge facing higher education institutions "is not whether they will be transformed, but rather how…. and by whom. If the university is capable of transforming itself to respond to the needs of a culture of learning, then what is currently perceived as the challenge of change may, in fact, become the opportunity for a renaissance in higher education".[3]

One of the most important, and most demanding challenges influencing the connection and participation of both higher education systems and institutions in this new knowledge society, is the nature of its effective connection to it. To be part of the higher education network society differs from the nature of higher education linkages and partnerships that formed the backbone of international relations, which characterised higher education international activities since the 1950s. Developing this new paradigm requires new thinking about institutional international engagement in the network society. It cannot be business as usual and be viewed, and managed, as an informal activity that is practised amongst friends. Being an active player within the new higher education society demands new rules.

> The knowledge society demands that the curriculum of the University of the 21st Century should develop its students and graduates to:

- Learn to tolerate more ambiguity and,

- To take more risks.

This may mean that we will be less comfortable in our scholarly neighbourhoods and, may have to relax the relatively stable professional shelves that we have preserved for so long. Most of the first-world university systems see international education as one of the characteristics identifying a modern university. As such, international education is frequently confronting the rest of the university with questions related to the nature of knowledge itself. International educators are asking the question whether, unlike Gibbons who focus mainly on the university as a site for the production and transmission of knowledge, the main concern of university education should not be just a place where students are educated. The question should be asked if knowledge is not a mixture of theory and practice, ideas and data, combining cognitive and non-cognitive elements in novel and creative ways.[4]

It is thus important that higher education practitioners begin to debate holistically the characteristics of an internationalised higher education with specific reference to the curriculum.[5] The curriculum is the soul of the university, how it defines itself in the face of society. An internationalised curriculum is one of the responses of the University of the 21st Century to the challenges of the globalised world.

> Broader Societal and Political influences on the curriculum.

South African Higher Education and its curriculum has recently been directly challenged by Government, through the position paper developed by the President, the Minister of Public Enterprises and the Minister of Science and Technology.

› **They address the question of the curriculum directly when they state that:**

"Curricula are designed to ensure that knowledge is conveyed in a systemic and planned way so as to impart an amalgam of knowledge and skills that are determined to be appropriate and necessary to the society and the time".[6]

Curricula demands are closer defined in this paper when it states that the task of higher education is to produce students who will be trainable in the workplace. It challenges higher education to determine the skill sets and disciplines that are being drawn on most heavily by the society and the economy at any point in time. The real challenge to the academe is clearly put when they say that the academic staff has to be deeply embedded within society and the economy so that they can understand the surroundings of society and the economy.[7]

The relevancy of the curricula of South African universities has also been clearly challenged by the World Bank in their publication: *Higher Education in Developing Countries*: *Peril and Promise*. They conclude their discussion in this publication by stating that sustainable development will only be achieved if the educational approach of developing countries pays specific attention to its own needs. It is however clear that all countries should have a common goal to practice a broad, flexible, interactive education that addresses the whole human being. They clearly advocate a liberal education curriculum when they motivate their recommendations by stating that it normally helps society look at social and ethical questions raised, by new development policies and projects, ensuring that a country's long-term interests are given priority over short-term gains.

These external influences demand from the university to be an active player in its society, thus urging it to be fully engaged. Only if it is fully engaged can it have an effective and relevant curriculum. The external influences discussed above can be defined as general influences that can be interpreted uniquely by individual institutions. Other external influences that do not allow such interpretation are from professional bodies and accrediting agencies. To date these influences come mainly from professional bodies such as the Engineering Council of South Africa, or

the Medical and Dental Council. The development of accrediting agencies and quality assurance bodies, like the HEQC, could in future play a more substantial role in the developing of curricula.

> Organisational influences.

These influences refer to influences from within the institution. The first of these are driven by the institutional mission, vision and values. It is accepted that they should be reflected in the curriculum. Financial stability and governance arrangements also influence the curriculum. Higher Education institutions do not pay enough attention to this, and it is only when curricula reviews are done institutionally that these influences are clearly identified. For South African Higher Education, the focus on full-time equivalent income generation or the so called FTE war – has and is having, a serious influence on the curriculum. Courses with a general and formative value, as demanded by the knowledge society, are excluded from curricula so that the maximum FTE's are generated within a particular program. Although accepted as of an organisational nature, the influence of the market economy, and linking the institution to this, and thus becoming more and more commercialised also has a direct influence on the curriculum through the way the university operates. The commercialisation of Higher Education is thoroughly discussed by Bok in his latest publication.[9]

> Internal influences.

When all is said and done in discussing the curriculum, it is clear that it is mostly influenced by factors referred to as internal influences. The major influence on the curriculum are the academic staff. It does not only include the level of subject specialisation of the academic staff members, or their attitude towards discipline based curricula, but also the background of the academic and other staff, as well as their educational beliefs. Internal influences also refer to student characteristics and goals. The educational levels of students entering the university and their developmental needs have become a major factor in South African curriculum design. These influences vary in intensity and are strongly influenced by the institutional curriculum writing process.

INTERNATIONALISATION AND THE CURRICULUM

➤ An internationalised curriculum can be defined as:

A curriculum with an international orientation in content, aimed at preparing students for performing (professional/socially) in an international and multicultural context, and designed for domestic and/or foreign students.[10]

➤ General consensus exists amongst international educators that for a university to lay claim to being an internationalised enterprise, the following learning activities should be practised:

- International Studies

- Area Studies

- Foreign Languages

- International dimensions of the academic disciplines

- Study abroad and exchange programs

- Inter-university agreements

- International organisation, administration, policy, governance and financing.[11]

➤ An internationalised curriculum should then include the following elements to assist in achieving the goal of an internationalised institution:

- Curricula in which the traditional area/original subject is broadened by an internationally comparative approach

- Curricula leading to internationally recognised professional qualifications

- Curricula with an international subject

- Curricula in foreign languages or linguistics that explicitly address cross-communication issues, and provide training and inter-cultural skills

- Curricula recognising study abroad activities away from campus

- Curricula recognising on-campus international activities.

An element of an internationalised curriculum that was not traditionally recognised as part of the curriculum, but is today of critical importance to the curriculum, are the study abroad practises, whether at home or away from the campus.[12] The mobility of students, linked to the learning domain defined as study abroad and student exchange programs, is one of the critical success factors responsible for the internationalisation of Higher Education and the curriculum. This is driven by the philosophy that a world-class education is practiced within the paradigm that students should be educated 'out in the world', as well as on the home campus.

› **The above should be seen within the definition of internationalisation of higher education that is generally defined as:**

"an acute awareness of different nations in the world and the active, willing movement across national boundaries in processes of exchange. Internationalization is intensified by globalisation, but respects and supports the idea of nationalities and the sovereignty of nation-states."[13]

Internationalisation entails a complex process of an institution's engagement with international academic activities for cultural, political and economic reasons. Internationalisation does not only apply to the physical mobility (incoming and outgoing exchange) of students and staff members, but also to curriculum changes (use of international examples/ case studies, changes to methods and modes of teaching), which allow the local and global knowledge frontiers to be interconnected.[14]

Internationalisation of a higher education institution for the elite systems of the world, namely the US, European, UK and Australian systems, focuses

mainly on student mobility to practice the notion of education 'out in the world'. Combined, more than 500,000 students from the above systems, practise some form of study abroad activity annually. Unless substantial funding is made available from sources outside the university, such as the Erasmus program in Europe, this form of internationalisation would not be possible for South Africa or any other country from the developing world. Due to the cost related to study abroad programs, it is thus mainly a developed world activity. It needs to be noted that this activity must not be confused with the movement of students to participate as full-time degree seeking students.

The question needs to be asked what alternative is there for Higher Education institutions from systems in the developing world? If it is a given that the internationalisation of a university cannot be treated as a 'nice to have' activity, then innovation opportunities should be created that will have the same effect on the teaching and learning outcomes.

The notion of internationalisation at home is practised to complement the study abroad activities on some of the South African campuses. In this regard, internationalisation at home can be defined as the activity of introducing international and global thinking in curricular and co-curricular activities that assist the local students to develop the necessary competencies to be effectively connected to the local and global knowledge, and professional societies. This is critical to provide the South African student with the skills to operate effectively in the 21st century.

How would a South African university practice the systemic internationalisation of the campus? It firstly requires a paradigm shift that will ensure that internationalisation is seen to be one of the critically important activities on campus, which should be linked to all other activities. To fund any activity related to internationalisation is not the priority of any South African university from a funding point of view. Universities need to generate new money to pay for these activities. They also need to be innovative to implement new programs related to any of the learning domains identified above. It is thus imperative for South African universities to subscribe to the notion of internationalisation of the campus, and to create 'study abroad at home' opportunities.

This is at present not more than just a noble idea, which has not been implemented on any South African university campus, on a campus wide scale. The small scale activities that are currently being implemented on South African campuses have not been evaluated in relation to its outcomes, and the change in student learning behaviour has not been seen as best practice.

CONCLUSION

The internationalisation of the South African Higher Education curriculum is still in its infancy. It is not an exercise that can be postponed for much longer. It is clear from the above discussion that we need to be innovative to develop a curriculum that does not only comply with the minimum requirements of an internationalised curriculum, but one that will also satisfy the diversity of stakeholders.

Some of the best practises that are currently exercised should be included in the development of a typical South African version of an internationalised curriculum. The refining of the study abroad at home concept, linked to credit accumulation for the activities, would most probably be one of the surest ways to introduce internationalisation to a campus. Universities can however not escape the external demands on the curriculum. The over professionalisation of our curricula is not only a matter of concern for international educators, but also for business and political leaders. That professional education is now part of the modern university cannot be debated, universities should however allow some flexibility in all curricula to allow for some form of general education. This should include courses from learning activities such as international or global studies, area studies and languages. Universities are already including courses that are demanded by society in all their programs, computer literacy is one such a learning domain already accommodated in all programs. Consensus should be reached on what would be the tolerable general content of any curriculum. Macquarie University in Sydney, Australia, has developed, through innovative thinking, an excellent model on how the choice to participate in an internationalised curriculum was transferred to the student. This experiment showed that students vote, through their choices of courses and modules, when allowed.

The development of new curricula for most of the South African universities, especially for the newly created ones like the NMMU, creates the unique opportunity to develop the curriculum in such a way that it responds to the developmental needs of the country, as well as that of the global village.

➢ **I would like to conclude this paper on the curriculum by again quoting from the Presidential paper on Higher Education. They conclude the paper by making the following statement:**

"However, no amount of curricula change will be of any benefit if the educators are not equipped to transmit the required knowledge."[15]

This outcry from the Presidency underlines the fact that 'the city of intellect' is different from the traditional university that existed for centuries. It is a new social organisation of knowledge. It requires a differently equipped cadre of knowledge workers than those who are currently based in universities. The new cadre must consist of problem identifiers, problem-solvers and problem-brokers.[16]

We educators will only equip ourselves through colloquia like this where we can debate, influence and educate ourselves. The domain of education is ours, not that of politicians or business leaders, we should listen to them and change where necessary, and then demonstrate that we are worthy in occupying the higher education domain.

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INTERNATIONALISING THE CURRICULUM

By Prof NTHABISENG OGUDE

We are well aware that it is no longer enough to produce the traditional graduate; we have to produce a global graduate. We are conscious of the emphasis on the key transferable skills: information management, communication skills and interpersonal skills that employers are looking for. At the same time, we are very wary that higher education's role should not be reduced to that of responding to labour market needs. We want higher education to play a broader role, and that broader role is what internationalising the curriculum is all about – producing globally competitive graduates, and generating new knowledge.

The curriculum has to incorporate ethical issues of the global community for universities to lay claim to being a modern university, and as a matter of fact, calling itself a university at all. Internationalisation of the curriculum is fundamental and integral to restructuring of the curriculum. I will discuss how we can have a responsive curriculum that will suit our local needs, and internationalise the institution at the same time.

➤ Is there curriculum renaissance in South African Higher Education?

    Are there opportunities to do this, or are we at a stage where there is an acknowledgement for higher education to improve the
➤ curriculum in line with local and global needs?

    Is there external impetus, or are we at a stage where we realise that we have no other option but to produce graduates with the above mentioned attributes and skills, which will ensure that they are globally competitive. If we are indeed aware of the external impetus, and we are at a stage where we want to react quite slowly to change, do we have systemic and enduring strategies for curriculum reform that can be deeply embedded within our changing curriculum processes, regardless of disciplinary differences?

I think there have been a number of initiatives, in universities, but I think what Dr Jooste is talking about is:

➤ do we have processes that can go beyond our previous efforts?

If indeed we, those that are in management, are aware of the strategies we want to implement, what are some of the impediments standing in the way, and how do we ensure that the developed curriculum does actually bring about change?

It is one thing to develop a curriculum, but it is quite another thing for change to occur - not just in the classroom, but for those people to be transformed even outside the classroom. I am referring to internal factors. These are the three issues Dr Jooste suggested in his paper, as being critical. I am going to discuss how I think we could address the above mentioned issues.

I think if anybody doubts that there is any external pressure on institutions to develop their curriculums, I would like to say that it is much greater than you think. Dr Jooste refers to the Presidential paper, and I think it is very clear from that paper that the government's national strategy places higher education right at the heart of economic competitiveness and social cohesion. We have a big load to carry on our shoulders as social expectations are mounting. In my view, universities have not been under more pressure. Dr Jooste talked about external pressures beyond the local ones, like globalisation. Again, I think as social pressure mounts, government expectations also increases. Our campuses are becoming more and more diverse, in terms of both students and staff, and management needs to address this. The pressure of change on campus encompasses culture, ethnicity, age, and country of origin, social changes as well as the ability to cope in higher education.

In South Africa, we have traditionally had international partnerships with North America and various European partners, but the institutions have branched out, and entered various kinds of partnerships with institutions from Africa. This also adds a different dimension.

The question is:

How does this diversity affect our curriculum, and how does it enrich the students' experiences as well as those of the staff, for that matter?

I will briefly discuss these external influences. For me personally, the mergers across the country have had a huge impact, and many of the institutions were not happy when they were introduced. However, there were optimists amongst us who believed that this was the way for South African Higher Education to tackle the challenges of the 21st century.

What were the mergers based on?

They were based on institutional differentiation. You will remember the original proposals of taking order of institutions - that did not work. The new approach was based on institutional differentiation, as said above, and what government indicated was, instead of forcing the institutions to do certain things, they wanted the institutions management to determine their own vision, and what they would like to do. They envisioned that this approach would guide the institutions on a path of transformation, which included curriculum transformation. For me this concept was a positive, creative external impetus, which had some kind of inherent value in terms of the person determining, or the institution determining, its own future. Now, at the NMMU, in terms of developing a vision and mission, we have developed a vision and mission that in particular indicates to the kind of graduates that we want to produce. It also gives pointers to what would/should be taught, and how the NMMU would engage, both locally and internationally.

The external impact is that it provides us with a vision and a mission. Dr Jooste indicates in his paper that the vision and mission must be translated into the curriculum. I find that a useful way to start in terms of looking at your curriculum.

Now what is the challenge?

We know that having a good vision and mission is not enough. Interpretation of that vision, mission and value statement from the policy domain to practical implications for the curriculum, for me, is the main issue. There are other problems as well. One constraint, which I would like to highlight as we talk about the vision and mission, is the one dimension that is crucial for the successful implementation and reflection of the institutions vision and mission in the curriculum – intellectual discussion.

There is very little opportunity for intellectually stimulating discussion on the above subject. The processes are happening simultaneously. Thus, there is no-one interrogating the extent of the implementation. This can be due to the discussions occurring between people who do not fully understand this process. There is no room left to talk to those people who have knowledge of this process – this is unfortunately the downside of the mergers.

We have implemented a vast amount of 'mechanical' processes like merger PKM site allocations, and faculty structures. These, in spite of their positive nature, have distracted institutions from the very purpose that they were supposed to actually foster. There is a contradiction in the sense that many of our staff are complaining about an administrative overkill, which is infringing on their ability to focus on core business. Even if you wanted faculties to engage all staff in these discussions, they are not interested, because they have so much administration to do that core business and, thinking about a curriculum, is not the main priority. There is no point talking to each other in management. The strategies we adopt at the NMMU from now on, will actually determine whether we will in fact make major curriculum changes and indeed implement the Universities vision and mission.

The advantages of the NMMU being defined as a Comprehensive University, is the institutional framework. I think it is adequate, if not excellent. The role of NMMU emphasising professional degrees will be discussed later. Another resource the NMMU has to internationalise its curriculum is the excellent International Office, which has a clear vision of internationalising the campus.

At the NMMU, we have moved away from the policy domain towards the implementation stage, regarding our vision. Our vision talks about sustainable development. We want to be a value driven University, and a leader in optimising potential of our University to impact sustainable development in Africa in the future. As it stands, this particular vision and mission means nothing if you do not actually translate it into something. We have started by identifying eight focus areas, which are aligned with sustainable development. These focus areas indicate what it is that we can teach and research. The NMMU fosters an engaged and diverse com-

...munity that will deliver excellent academic programs.

›   **What are excellent academic programs?**

Everybody can write in their mission they have excellent academic programs, but what does that mean?

We have to define within our context what is excellent. This aspect is related to this Colloquium. We talk of respect and diversity, and we say we enrol international students, exchange students and staff, that diversify our programs, but at some stage, we will have to answer the following question:

How diversified are our programs?

We then indicate that we want to 'develop' graduates who are well-rounded.

We are indeed saying all the right things, but how do we translate that into the curriculum?

We further denote that we are going to engage the community and be responsive to their needs. Again, we are saying the right things, but how do we embed these values and graduate attributes into our programs and the courses we teach. In terms of professional courses, we have a broad spectrum of qualifications – as a comprehensive institution - and our niche is professional degrees. This is where both the technikon and the university degrees tend to converge.

Why is that important?

These courses lend themselves to practical interactions, and engagement with the community. It is very difficult to have ordinary formative degrees that are relevant, but you will find that professional courses in general, like Medicine, Pharmacy, and Law, tend to lend themselves to community needs. In recent years, there have been many shifts to try to make them more relevant. This lack in relevance is not only a problem

in the 'professional' degrees. Some Science courses have tried to be relevant. Chemistry courses these days have some modules on the social responsibility of scientists. Strategies that we want to use for a systemic change are: a) we can develop very broad criteria, that all programs regardless of faculty, must be evaluated against, and qualify as recognised institutional programs; b) we can also evaluate the current courses. The criteria should encompass what is in the vision and mission, and more importantly, focus on the internationalisation of the curriculum.

The criteria should essentially ask the following questions:

➔ does this module lend itself to international comparative study

➔ is this module internationally recognised

is there provision for study abroad opportunities?

The question now becomes:

will this be just another regulatory mechanism?

In an institution, you can have various reactions to this. Some faculties will say yes, we will go along with it, but we will not implement it. Others might observe that the institution has a vision and mission, let us look at a discipline and find a specific approach that will allow social scientists, natural scientists and physical scientists to go and interpret it for themselves. The changes might be more comprehensive; however, whether it will happen is another story. Another solution might be allowing individuals to debate strategies where you put a vision on the table and allow the individuals to look at how they will incorporate it into their own faculty vision. In terms of research, this is the only way in which you can actually have results that are more impressive. But, unfortunately, there is even a smaller chance of it happening. My proposal is that we should move progressively from institutional strategy towards individual groups and look at these change agents as part of the school or department.

Internal impediments:

how do we ensure that educators are equipped to transmit the required knowledge?

This is another hurdle. Even if the curriculum meets the above proposed criteria, for somebody to stand up and deliver what is in that curriculum, is a different story. Dr Jooste has already observed that only a miracle will ensure that Senate discusses the curriculum.

But what is the problem?

Why is it that we are failing, and not only at the NMMU, it is a perennial failure in all South African universities. I unfortunately do not have the answers to remedy this occurring problem. Another problem is the perceptions about the scholarship of teaching. We have failed to construct teaching and research as a respectable profession, and again this is a global phenomenon. There is no shortcut – for me the NMMU has to find a way of making teaching respectable. I am happy to report that we indeed have started this process. One of the things the NMMU focuses on is teaching and learning. However, you cannot expect change in an area, which is not rigorously debated. For some reason we want everyone to excel at it. Let me speak briefly, about what Dr Jooste spoke about - problem areas besides the scholarship of teaching.

There are constraints in implementing innovative ideas in a highly restricted environment. We want a broad, well-rounded curriculum, but there is no way we will be able to do this if we keep on:

➤ 'chasing the credits' like we normally do or, cramming a lot of information into a particular program and,

the availability of certain service courses, as merging institutions have a serious problem with this as they are still busy allocating sites.

While we are doing this, we may be undermining or restricting that flexibility. There are various other problems like time management (timetables), and the competitive models of the FTE's. We need to look outside our current mode of operation.

Can we offer credit-bearing courses during winter and summer

recess?

Our universities are just 'dead' over the weekends. They are 'dead' in summer and winter. The only way I think we can ever get students to do some of these credit-bearing courses, which cannot be accommodated in this very rigid timetable, is to give them that opportunity. It think the opportunity and the pressure exists, there is no doubt about it. I think the NMMU and other comprehensive institutions have a number of advantages. I think we have to involve staff in policy debates. Even if it takes two years from now to get only debates going with staff members. If staff is not ready to implement the structures agreed on by management, you can be sure that it will not be a success. I think we have to address these outdated institutional constraints. Everybody thinks there is no way of getting out of the FTE story. Every dean is running for his or her own FTE's. Now we have to find answers to this before we can even think about how to internationalise the curriculum, or even make it locally relevant.

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SECTION 2: INTERNATIONALISING THE CURRICULUM: CONTINUED

By Prof JIM MCNAB

INTERNATIONALISING THE CURRICULUM

Coming back to South Africa, to NMMU in particular, is a joyful experience, in a way a homecoming, so close do I feel to this country, this city, this campus. Thank you Nico, thank you Elize, and the staff of the International Office for the kind invitation. I feel among friends, indeed among family. With more than 2,300 colleges and universities in the United States –tiny and huge, public and private, rich and poor, superb and mediocre—it is not easy to generalise about the state of our international curriculum nationwide.

I am reminded of President de Gaulle, throwing up his hands in despair, and saying of France:

> "How can you expect to govern a country in which there exist 258 varieties of cheese?"

Given the absence of any tight central control, we have 2,300 varieties of curriculum. However, I would like to suggest that it is nonetheless possible to take the temperature of the international curriculum with some accuracy. In the first place, there is a commonality of environment, an envelope, a climate if you will, in the United States, that nobody can escape. That climate is fiscal, financial, and budgetary. It is almost identical to the climate that affects business, industry, and state and local government. That climate is the result, for want of a better term, of globalisation, partly imposed by the winds of global competition, and to a large extent fostered by an advocacy of free trade adopted not only by President Reagan and the Presidents Bush, but also by President Clinton. That is our environment. I shall look at that environment in some detail.

I would also suggest, more tentatively, that there is a twofold commonality of response:

> first, that of top administration nationwide responding to an ongoing budget crisis, as government funding of higher education declines. This is an administration that is desperately trying to save money, and

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raise money, to allow the university to survive, and in some cases thrive. This is a mixed blessing at best, but an unavoidable reality. **Secondly, the attempt by some faculty and academic administrators to prepare students to be global citizens and participants in the global economy:**

in other words to produce a local version of an international curriculum. This I find most encouraging. For this second response, I shall refer to my home state, North Carolina that, although particularly progressive, is nonetheless rather typical of what is happening throughout the United States. Let me first talk briefly about the global market place as I see its effects on my own family. Four years ago, my older son, Alec, who works in the import-export business, asked his boss if he could relocate from New York City to Geneva, for family reasons. After a moment's hesitation, the president of the company, who is French, said: "Of course, why not." The point was that all of my son's business is done by fax, telephone, e-mail, and personal travel. His territory is all of Latin America, now with Spain and Portugal added. Competition is ferocious, and world-wide, especially from East Asian traders. However, the point was that with the revolution in electronic communication, and the ease of international travel, it did not make a bit of difference where he was located, provided he could fly in and out easily.

Requirements for the job:

technical knowledge, willingness to travel, interpersonal skills, computer and especially 'web' literacy, cross-cultural sensitivity, and communication skills in English, Spanish and French.

Three weeks ago, I visited my other son, Julien, in New York City. He showed me around the studio and offices of FUSE, a music channel and interactive website where he works, just opposite Grand Central Station. FUSE is challenging MTV, and is proving very popular with a younger audience. Tens of millions of dollars worth of incredibly sophisticated inter-model equipment, all work carried out as group or team-work, communication on a daily basis by e-mail or SMS with hundreds of thousands of audience subscribers, who play a major role in choosing

program content.

Requirements for the job:

interpersonal skills, computer and especially 'web' skills, love of music, communication skills, and the ability to learn ever-changing new techniques, new programs, and new technologies.

Contrast these forward-looking enterprises with more traditional manufacturing sectors in North Carolina, where I live, sectors that have proved unable to adapt to global competition. In the past three years, 142,000 manufacturing jobs have been lost in the State, especially in the furniture, textile, and of course tobacco industries. American universities have to survive in this most challenging environment, as public funding decreases, and the mantra "reduce taxes" takes hold everywhere. In the words of a member of my International Cabinet, himself a businessman, CEO of a manufacturing company: "Jim, you folks in education have to learn to be lean and mean, just like us." Inevitably, however, much as some faculty members may resist and protest, top administration has had to respond to this challenge. Therefore, given the strained circumstances, issues of money, competition, productivity, accountability, and the market place, have never been as conspicuous as they are now in any serious discussion of the American university.

Let me briefly illustrate this change of environment with a few, random examples:

➤ the presidential salaries that in some cases are comparable to those of CEO's of American corporations, approaching $1 million per year, not counting numerous perks, such as a mansion, car etc. (parenthetically, these salaries pale in comparison to those of some head football or basketball coaches; in the ACC, the average is over $1 million per year).

➤ the endowment: the word bears repeating: endowment, endowment, that these presidents are expected to build up …or else! (Duke raised $2 billion, UNC $1.3 billion).

> the obsession with the ranking of universities by, for example, US News and World Report, the adoption of measurement criteria such as those of the University of Delaware Study of Instructional Costs and Productivity, the adoption of outcomes assessment, the almost universal commitment to benchmarking.

> the allocation of human resources to departments strictly on the grounds of FTE student credit hours generated, and material resources.

> the partnerships with government and industry that bring in money from patents, discoveries, and technology transfer (cf. NC State's Centennial Campus 1300 + acres (530 hectares)).

> the growth of on-line lectures, courses and degree programs, intended simply to make money. Not just for-profit Phoenix University, with over 100,000 students, but also traditional universities, such as Duke with its acclaimed Global Executive MBA program, which enrols students worl-dwide at a cost of over $100,000 per person.

Goodbye Mr. Chips. Adieu to the dishevelled, absent-minded professor of yore. Goodbye world of tradition, continuity, slow-growing ivy on the walls, goodbye closed world, ivory tower of sequestered academic monks and nuns. Welcome, grant-writing, technology-transferring, IT- expert, Lexus-driving, forward-looking, hotshot researcher.

I am exaggerating of course. But the fact remains that the American university has become adept at selling what it knows and what it does, and in most cases, given budget cuts, been forced into this position. Like manufacturing and other businesses, it is embarked upon an ongoing cycle of "improvement," or of "creative destruction," of replacing the old and less efficient product or service or "manager" with new, more efficient ones. The change has been chronicled in any number of studies, of which Derek Bok's *Universities in the Marketplace* is just one. Depending upon the vantage point from which one views it, globalisation may bring hope and success, or apprehension and despair. Andrew S. Grove, the former Chairman of

the Board of Intel Corporation, himself born in Hungary, has written a book entitled *Only the Paranoid Survive.* The title – accurate if unsettling - is borrowed from an expression used by the Austrian-born economist Joseph Schumpeter, himself an astute observer of the destabilizing – but ultimately beneficial — effects of free-market capitalism (*Capitalism, Socialism and Democracy*). Certainly, the new economic realities call into question the old educational priorities of the curriculum. Most threatened is the traditional Liberal Arts core, and in particular the Arts and Humanities, including philosophy, religion, and foreign languages, as well as some of the social science departments, which now feel defensive, undervalued, and misunderstood. As a French professor, can I be blamed if even I wince when I read a chapter in Thomas Friedman's *The Lexus and the Olive-Tree* that is boldly entitled: *"Buy Taiwan, Hold Italy, Sell France?"*

Humanists often find that their very existence is threatened, because their talents seem so far removed from the quantity-based performance-and money-generating programs that have become priority and prestigious. Professional departments that were once on the periphery of university concern, often now hold centre-stage, because of their ability to generate numbers, and secure external funding (Slaughter, p.2). It is clear that where the department's response is a rehashed action, a refusal to change and embrace new professional strategies, it is doomed to fail, and the department will be sidelined, with dwindling faculty positions, dwindling budgets, little respect, and few resources. On the other hand, I would suggest that internationalisation could revitalize these departments, with the promise of increased enrolments and resources.

The fundamental question that needs to be asked is:

"What are our students' needs as they prepare to enter the global work-place, regardless of the profession they choose, and regardless of whether they will live in their home country or abroad?"

The answer that comes back is that they will live in a changed world from the world of their fathers, a world in which change will be constant and may indeed be the only constant. I do not pretend to have all the answers, but it would be my contention that an internationalised curriculum serves

them well.

Some of the requirements that are most commonly mentioned include the following, quite apart from specific technical skills such as, let's say, finance, nursing, or knowledge of the law:

›   in a knowledge-based society, the ability to retrieve information and to contextualize this information to the specific requirements of the work situation. Dexterity in using computers, especially the World Wide Web, is an absolute requirement

›   the capacity to adapt to change, and to solve problems emerging from use of new technologies

›   a high level of emotional intelligence

›   well developed interpersonal and cross-cultural skills

›   an ability to communicate well in English, and preferably in more than one language

›   a high tolerance for difference, and the ability to work comfortably in a diverse group for protracted periods of time

    a willingness and ability to take initiatives.

What I find encouraging is that the general qualities of flexibility, adaptability to new circumstances, and cultural sensitivity, are among the many qualities that the international experience, be it on the home campus or on study abroad, encourages and nurtures. These may seem "soft," compared to hard-core disciplinary knowledge of, say, chemistry, or accounting, but in fact, they have become vital in today's world.

What I find most encouraging in the United States today is, first of all, the very clear identification of internationalisation as a clear, cross-disciplinary educational priority, and secondly the prevailing conscious effort to integrate the various strands of international education, and weave them into a coherent pattern. Until recently, most universities had

the usual pillars on which internationalisation stands, namely some foreign language requirement, foreign students on campus, some international content in on-campus courses, some study abroad programs, and some assistance to faculty seeking to educate themselves internationally, or to introduce more international content into their courses. However, these did not form any kind of cohesive whole, but were rather discrete elements, each admirable in its own way, but obeying no centripetal gravitational pull.

American academic departments, with the exception of many private, Liberal Arts colleges, have been notoriously unwilling to embrace inter-disciplinary projects, notoriously unwilling to admit that "foreign" standards might match their own. This refusal has often hurt internationalisation, which generally tends to be cross-disciplinary. Many have preferred to remain self-righteously locked in splendid isolation as silos. As a result, on many campuses, internationalisation tended to be fragmented, receiving support from some departments, and encountering resistance from others, and rarely pulled together into a cohesive educational experience for students, embracing language, study abroad and interaction with international students on campus.

However, this is changing. Nationwide, there is a new willingness to view internationalisation holistically, as permeating every part of the university. To provide clarity of focus to my remarks, I will concentrate on the state I know best, North Carolina, which is very progressive in its commitment to the international enterprise. Duke and UNC Chapel Hill are two of the five colleges or universities singled out by NAFSA (the Association of International Educators) as winners of the 2004 Senator Paul Simon Awards for Campus Internationalisation. My own university has embarked on a rather ambitious five-year plan of internationalisation. Obviously, we do not all have the resources of a Chapel Hill or a Duke. Chapel Hill has showcased the vital importance of having a global-ready workforce, having begun construction of a $26.5 million Global Education Centre that will centralize many of the University's international activities under the direction of an Associate Provost for International Affairs, a new appointment. Chapel Hill ranks first in the nation among major public research universities in the percentage of undergraduates participating in study abroad (32%). It has 16, 000 undergraduates, and 10, 000 graduates and profes-

sional school students. More than 276 programs in 68 countries in 2002 to 2004, they had 1426 students abroad.

Duke University's strategic plan for internationalisation goes back to 1994, at which time the position of Vice Provost for International Affairs was created. Duke's record is stellar. On a campus with 6,000 undergraduates, more than 800 study abroad each year. Close to 50% of that student body will have studied abroad by the time of graduation. A strong foreign language requirement was restored in 1994, and international content –at Duke as in Chapel Hill—is embedded in the curriculum, throughout the professional schools such as Business, Public Policy, Law, and Medicine, as well as in the more traditional disciplines. In Durham, as in Chapel Hill, as in Wilmington, as indeed throughout the state, top administration backs internationalisation as being of vital importance.

In the words of Nan Keohane, President of Duke: "It will be particularly important for us in the years ahead to have students who can speak a variety of languages and who know the cultures of many different countries in order for our nation to take its place as one of the leading countries in building a stronger and more peaceful world."At a more modest level, I could quote the example of my own university, the University of North Carolina at Wilmington, which has about 11 000 students, most of them undergraduates. We send 400 plus students on overseas programs every year. In the summer of 2004, we completed a five-year strategic plan for internationalising the University. Among the strengths we have is an agreement to provide a central hub for international activities, in the form of an Office of International Programs headed by an Assistant Provost for International Programs, through whom most international activities are routed.

Among our curricular strengths are the linking of study abroad and the domestic requirements for a major: these include a 2 + 2 program with business schools in France and Germany, as well as a certificate in international trade linking our campus to universities in Brazil. All of these programs were made possible with significant Federal grants. All include an internship component, and all involve close cooperation with the Department of Foreign Languages. However, we still have a lot of work to do on the curriculum, and the integration of the various strands of internationalisation. This integration of the educational experience will require the

creation of a Global Studies Centre that will coordinate curricular activity as well as other international activities. One of its major goals will be to raise money for the enterprise.

Just about all major internationalisation projects, including those I have just mentioned, follow some basic steps that together, form a blue-print or road map for success.

These include:

➤ the inclusion of a commitment to the venture in the University mission statement

➤ the visible, vocal, and repeated support of top administration

➤ the appointment of a director of international programs of national standing with experience of fundraising and/or grant-writing, who will enjoy the support of key faculty and administration

an audit of strengths and weaknesses in the international areas as the first part of a strategic plan to be developed by a broad cross-section of respected faculty, administrators, and community leaders

The strategic plan is of vital importance, especially if it comes with dollar amounts attached, and is mandated by a top administration that commits itself to making every effort-budgetary and other — to implementing the plan, including naming priorities in curriculum development, faculty recruitment, geographic priorities, benchmarking against other universities, and the general setting of goals.

There can be no doubt that the restructuring that will result from this activity will cause turbulence in academia. Welcome to the world of 2005, where innovation tussles with tradition, discontinuity deconstructs continuity. It holds the promise of revival or resurrection for those very departments that have been languishing. For instance, a political science department that, better than almost any other, interacts with and responds to, the contemporary world and prepares our students to go out and meet it. A history department that gives a student a

sense of his or her own identity, and opens the curtain to a new and different foreign stage philosophy, which teaches our students to think theoretically, conceptually, and equips them for new realities. A foreign language department that works closely with Nursing, Business and Law, and acquires a new sense of urgency as its students go out to practice the language skills they have been acquiring in the classroom and language laboratory. As a schoolboy in Scotland, I first read –in French, with considerable difficulty—the brilliantly titled *Nausea* by Jean-Paul Sartre (2005 the centennial of Sartre's birth).

When the hero, Roquentin, perceives the random disorder of nature and of life in general:

> that reality is not pre-ordained by any metaphysical force, he feels a sense of abandonment, angst, arbitrariness, disorientation and despair. The physical response to this negative epiphany is the nausea of the title. However, you know, some years earlier, the Surrealists responded to an identical discovery of the arbitrariness of existence with a cry of joy, and they set out on the road of adventure. As we confront the disjunctions and dislocations that a commitment to internationalisation may well entail, I would suggest that we embrace the changes with a Surrealist cry of joy, rather than Jean-Paul Sartre's nausea. We really do not have much choice.

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THE PIVOTAL ROLE OF THE LIBERAL ARTS AND LANGUAGES, IN THE DEVELOPMENT OF AN INTERNATIONAL CURRICULUM

By Prof NICK ALLEN

If wisdom be attainable, let us not only win but enjoy it – Cicero.

I am delighted to see Professor Jim McNab back at our institution, and I believe I speak for everyone here today when I say we are greatly indebted to him, for his considerable insights on internationalisation. We look forward to his guidance as our faculties begin in earnest the process of internationalising their respective curricula in order for the NMMU to effectively meet the pressing demands made by the global knowledge society.

The internationalisation of any university's curricula is certainly an essential part of the higher education experience in the new millennium. There exists a pressing need for us to engineer new resources and opportunities for both academic staff and students alike. In this regards, it is generally considered important to the respective missions of modern universities to investigate contemporary international trends, acquire knowledge vis-à-vis cultural, economic, socio-political and trans-national relations, whilst simultaneously raising their respective communities.

In this context, and with deference to the insights of Doctor Sheryl Bond[1], the internationalisation of the curriculum may be defined as a means of:

> "…developing curricula with an international orientation in content, aimed at preparing students for living and working (professionally and socially) in an international and multicultural context, and designed for domestic students as well as foreign students"

Professor Jim McNab's call for us to embrace internationalisation with a "surrealistic cry of joy" rather than with Sartrean "nausea" is quite apt since many of our academics (both in the Sciences as well as the beleaguered Humanities) need to be convinced that far from this being the movement when the last nail is placed in the coffin of humanism. It can be clearly demonstrated that for internationalisation to be really effective, far from eschewing its more traditional principles and values, the international university sector will in many fundamental ways need to revitalise its

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commitment to a Liberal Arts ethos. This will of course be sans McNab's "ivory towers…absent-minded professors, and sequestered academic monks and nuns", which surrealistically, if not paradoxically, contradicts what certain of our more politically motivated national leadership are in fact advocating will need to happen.

There is of course nothing that politics cannot destroy, but what is even more surprising is that knowing, as we should, the pivotal role that the Liberal Arts play in the total spectrum of education. History will repeatedly show that in the case of most western societies, and the developing world, that when the money runs out, the Humanities and especially the Liberal Arts are normally first in the firing line. This does not mean that we must not be "mean and lean" as McNab reminds us. Indeed, the onus on us all is to get the maximum value for our taxpayers' rands. What I am constantly surprised at is that despite the adverse societal and appalling educative results of undermining a Liberal Arts ethos at a university, it still remains a common practice.

▶am reminded of Bernard Shaw's legendary platitude:

> "We learn from experience that men never learn anything from experience."

This seemingly knee-jerk reaction is even more astonishing given that we now live in the so-called information age, a period in human history when never before has the role of international language and the necessity for interdisciplinarity been so acutely manifested. Regardless, living as we do in the early 21st century, equipped as we are with the latest technological advances, seemingly poised at discovering the meaning of life itself as scientists probe the secret of the human psyche, we continue to measure the value of our undertakings and achievements in purely materialistic and financial terms. Indeed, our global civilization has arrived at the momentous stage where everything, be it the latest technological invention or our most outstanding cultural achievement, are ultimately evaluated in terms of someone's profit margin.

We also live in a world where science (or more correctly, the language of science) dominates the throne of knowledge. This is perfectly acceptable

as long as we do not attempt to place the entire spectrum of human experience under the singular lens of science, thereby losing sight of the fact that it is but one of a wide range of language games we play in our attempt to understand the universe around us.

Panayot Butchvarov[2] indicates this when he states:

> "The currently fashionable supposition that the world can be described only by science is due either to a pedestrian conception of what it is to describe, or to a romantic view of the powers of science."

Indeed, many models may be employed for understanding reality, however, what seems to be constantly overlooked is the fact that in the final analysis, everything that we interpret, and ultimately understand, is mediated solely through language. Indeed, without language we cannot think. This is not the place perhaps to belabour this obvious point (cf. Allen 1990, 2004), but it must be stressed that few academics seem to have grasped this simple truth, believing that language is but a tool with which we can firmly grasp reality. Indeed, society at large, it would appear, is still imprisoned within the 19th century paradigm of consciousness, an episteme based on the unsubstantiated hypothesis that we create our understanding of the world from inside out. Here, the more logocentric notion is, that the term "language" only refers to speech and text. Language in fact includes literally everything that can be interpreted by human beings, including body language, smells, images, sounds, etc. The more convincing argument is that we can only ever have but a provisional understanding of reality, mediated as it is through language(s) (cf. Allen 1990).

In addition, if one only focuses on the written and spoken word, it has been clearly established that the larger the vocabulary of a specific language the more complex the levels of thinking that are possible. At the Second Language Vocabulary Acquisition Colloquium held in Leiden in 2002[3] , a strong correlation was confirmed between measures of vocabulary knowledge and reading comprehension. Studies by such authorities as Schoonen and Verhallen (1998), and Qian (1990: 282-307) have backed up these findings.

Coupled to this, we should also be mindful of the generally accepted finding that an average educated English first language speaker (as an example of a mother tongue speaker) only employs somewhere between 5 to 10 000 words.[4] Certainly, it would seem that at a university level a student will not get by with much less than this.[5] By way of example, a student wanting to be equated with someone of the calibre of say a Shakespeare would need to be able to conceptually employ well over 30 000 lexemes[6] , and the possibility exists that more highly advanced intellects may be able to handle as many as 50 to 60 000 lexemes.[7] Moreover, the potential vocabulary for an English speaker is immense.

According to McCrum et al (1992:1):

> "The statistics of English are astonishing. Of all the world's languages (which now number 2 700), it is arguably the richest in vocabulary. The compendious Oxford English Dictionary lists about 500 000 words; and a further half-million technical and scientific terms remain uncatalogued. According to traditional estimates, neighbouring Germany has a vocabulary of about 185 000 and French fewer than 100 000, including such Franglais as le snacque-barre and le hit-parade."

Estimates vary, but other findings suggest that English, together with its scientific and technical terminology, could well have a total vocabulary that exceeds 2 to 3 million words (Allen, 2004). Since we should know that, the very ability to think, and the scope of thinking is solely dependant on one's mastery of a particular language(s). The evidence available supports the notion that those citizens of the global society, who have the greatest vocabulary depth and mastery over the more extensive and inclusive languages (such as English, Mandarin Chinese, and German), will be able to conceptualise and process data to an extremely high degree. Ultimately, it is they who will have the best potential to empower themselves in literally anything they choose to do.

This issue, of course, goes somewhat beyond the point intimated by Prof McNab that international languages, as important disciplines in their own right, would also need to feature highly in any internationalisation thrust.

Here we should take note of the improved employability and mobility of students, regardless of their avowed disciplines, who are able to converse in at least one other international language. In this regard, it is generally accepted that the global language is English.

In addition to the empowerment gained by being able to conceptualise in an international language, one also needs the educative value of the Liberal Arts as a whole. The Liberal Arts are often mistakenly referred to as a "soft" option, as if they were in some way lesser than "hard" options like mathematics and science. In point of fact, without a good conceptual grasp of reality through the medium of an adequate language, plus the critical thinking skills made available by such disciplines as philosophy and history, which are themselves dependent on the very mastery of an international language(s), a person is hardly likely to be able to become proficient in say a scientific or technical milieu.

> Should we not want this proven liberal arts approach for all of our students, in not only the Arts but also the Sciences, Engineering, Technology and Business and Economic Sciences?

Certainly, much of the present curricula, which, due no doubt to the ever increasing demand for more vocationally-relevant information that must be crammed into a typical three-year degree or diploma program, will not allow for the inclusion of the seeming luxury of a more liberal arts content/ approach. Nevertheless, I for one am optimistic that, in the process of internationalising our curricula, and with due deference to the mounting evidence in favour of the critical role the Liberal Arts play, we might have the golden opportunity to address this most serious oversight, and truly become international leaders at ensuring that our students become not only vocationally functional, but also life long learners.

Now, what should concern us here, is that if this hypothesis has even some merit, we should realise that our own (South African) students, because they are mostly English second language speakers, will have similar language problems to certain of our foreign students. The real irony here is that when a foreign student, with rudimentary (at best) English skills enters our tertiary environment, they are far more likely to succeed, than our own English second language students, because very often the

foreign student's home language has a larger vocabulary than the more localised South African languages, making it easier to translate from the mother tongue directly into English, and/or, their language is also an international/global language. For example, Mandarin Chinese speakers have access to a language with a recorded written tradition dating back at least 4 000 years with several hundred thousand lexemes, making it far more comparable to English.[8]

> What do we do with our own students, especially those who cannot conceptualise in even one international/global language?

> What about the hard reality that many of our students can only conceptualise in their "localized" mother tongue, and are not privy to the expansive vocabulary of international languages such as English and Mandarin?

We have already seen that a large comprehensive international vocabulary is required to be a global player. The only way students who only speak a more localised mother tongue may access international levels of conceptualisation, is by embracing an international language like English, Spanish, German or Mandarin. Here it is simply not sufficient that they have rudimentary conversational skills in say English. Only if a person can think in an international language will they be truly empowered.

Again, space does not allow adequate debate on this issue, and it is dangerous to generalise, but the literature supports the notion (accepting the fact that no one person's particular situation is equal) that:

> people are mostly able to master second languages as youngsters, and not if they leave this task until when they reach university age[9]; and;

> a person who starts to learn a new language may, with hard work and dedication, speak the adopted language (conversationally) with great skill, even acquiring an accent, but on average, it takes at least five to seven years beyond this point before such a person can even hope to compete on a conceptual level with his or her peers who already mastered that tongue from birth (Collier, 1995).

Of course, mother tongue/international tongue bilingualism is one so-lution, where the mother tongue is employed for important formative development. A point still come, however, when the localised mother tongue does not hold the requisite scope of vocabulary to allow the speaker to cope with the rigours of a tertiary environment, and/or the international scene. Here, it would seem that the average student, who speaks a localised mother tongue, needs to be able to change horses, so to speak, and make the natural transition into the wider vistas of a second language with a larger, international and technologically relevant vocabu-lary as soon as possible.

If this is in any way an accurate observation, then it is simply not possible to translate what does not even exist in one particular language, into an-other (global) language that has (by default) the larger vocabulary with its international, higher-order conceptual, and/or technological concepts.

Here there has been much politicisation, not only in South Africa, but elsewhere in the world, that has understandably blamed English for be-ing the top cause of global linguicide in the past two centuries. Indeed, many local languages have become extinct through internationalisation, especially via the medium of English, whilst simultaneously undermining the respective local cultures and traditions.

There is no answer here, but it should be remembered that English is no longer the domain of the English race alone. It is no longer the language of colonisation or global domination by one culture over another. English is now (like it or not) the de facto lingua franca of the modern world.[10] Even localised languages that strive to retain their unique identities, al-ready contain a large corpus that is either directly lifted from other inter-national languages (including English), or is derived from other languages. If it is any consolation, English itself is absorbing terminology from other languages at a rapid rate[11] as well, and if one includes all influences on it, one can safely state that since its known inception, some 80% of its fabric is now made up from "foreign" input, including Latin and Medieval French, Arabic, IsiXhosa, and IsiZulu etc.

We now unfortunately witness what is quite possibly the gravest error

in the history of education in South Africa, as the present Minister of Education gives the option to South African learners to complete their matriculation in any two of the eleven official national languages. From now on English (the only global language in South Africa) will no longer by mandatory. The effect that this will have for those students who are unfortunate enough to follow this latter route (i.e. only able to master two localised languages with, by comparison, smaller/less international vocabularies) is that they will be seriously disadvantaged when seeking access to a university; trying to access the knowledge held captive in what will remain for them a foreign and inaccessible tongue. For these students, the university experience and the promised benefits of internationalisation will be a formidable obstacle if not a book closed forever. Western civilization has, since the inception of the first universities, always embraced liberal education. Indeed, the emphasis of liberal education has been on the development of the whole individual, whereas more focussed occupational training has not. A factor, incidentally, that seriously damaged the state of higher education in the previous USSR.

The noted political philosopher, Irakly Areshidze (1999), described what happened under the Soviet system:

"Upon acceptance [at University], for the next five years students would pursue an education focused on giving them [a] specific, limited set of vocational knowledge in their given field. Students would memorize information from textbooks and be lectured at by the Professors. Students would seldom engage in analytical, critical thinking, class discussions and writing."

This all sounds too familiar and of course, we might state that the problem lies with the school system alone. However, for many years now, the university and technikon sectors have fortunately embraced the reality that academic development is also their responsibility – certainly, until we start to receive learners who are totally prepared for the tertiary experience, we will continue to need to bridge this academic chasm.

Bloom and Rosovsky[12] point out (albeit ironically), that in many developing countries, those in power might often have welcomed this lack of critical thinking:

"As Lao-Tzu said in *The Way of Lao-Tzu* over 2 500 years ago, 'People are difficult to govern because they have too much knowledge.' Many post-colonial dictators have, for the sake of their own survival, understandably been keener to invest in vocational education than in liberal education."

This is not intended in any way to undermine the critical importance of vocational and professional programs. What it does say is that we need a Liberal Arts approach, especially at a foundational and formative level, to ensure true life-long learning. This approach to a broad-based Liberal Arts approach has a long and successful track record, and may be traced back as far as Ancient Greece. Where that tradition has continued (in one way or another), liberal education remains an important segment of higher education, where it produces an educated conversant society.

There is also an interesting correlation between literacy rates and associated mathematics and science literacy (Allen, 2004). The hypothesis here is that SET and business, need the formative development of language acquisition and mastery, without it, they cannot possibly grow and develop. If the South African matriculation results (Country Report of South Africa, 2004), are anything to go by, presently only 4.3% of all students who entered for the secondary certificate exam in 2001, passed maths at the higher grade. In the same period, only 5.4% of students passed physical science at the higher grade. On average, less than 1% of African matriculation candidates achieve A or B symbols for Mathematics higher grade. This finding does not even begin to consider rural schools, and/or the predicament of female students.

According to a recent HSCR report (1999), if one refers to the international top 10% as a benchmark of accepted norms for maths achievement at the third, fourth, seventh, eight and twelfth grades, which is recognised by a score of 616 out of a possible 800, less than 0.5% of South African learners featured compared to Singapore where 46% of its learners attained the highest level.

Only 1% of South African learners reached the International Upper Quarter benchmark, which equates to the average score achieved by the top

25% of pupils internationally (i.e. a score of 555 out of 800). By stark contrast, 60% of students from Japan, Hong Kong and Korea achieved this level with Singapore boasting 75% of its learners at this level. The top 25% of South Africa's learners only achieved 337 out of 800.

It should be pointed out that the most reliable data shows that as a nation, out literacy rate is 85%, where we specifically score 123 out of 202.[13] Here we are only talking about basic literacy, not high-level proficiency in an international language. On the other hand countries like the Netherlands and Sweden who scored highest in Grade 12 mathematics and science proficiency, both have high literacy rates of 99%.[14] Specifically, the Netherlands as one of the top scores for Grade 12 mathematics and science, also boasts an adult literacy rate (for high level literacy), which identifies them as the sixth highest nation. For moderate literacy, they are the top nation.[15]

One country that seemingly understands this point, and is presently attempting to turn things around is Indonesia.[16] In the late '90s, they realised that the need for a national curriculum and national accreditation were important. However, what was more important to them was international accreditation and international quality assessment, in order that their universities could compete favourable in the global arena. By the late '90s, statistics confirmed that the Indonesian system provided no training in writing, and although they offered advanced training in mathematics, generally speaking their students could not apply mathematics when attempting to solve problems, and independent study skills had to be developed (Karhami in Ikranagara, 1998). What was very interesting here was the recommendation to employ either English, or English and Indonesian (bilingualism) as the international medium of instruction. In addition, universities were encouraged to promote second language competence, as a basis for the fuller understanding of other cultures. Lastly, they realised that the only way for their learners to gain deeper knowledge and understanding of at least one other culture was by means of economics, history, language, literature, philosophy, and politics (Karhami in Ikranagara, 1998).

The apparent failure of our own educationalists (albeit well intentioned), is that they focus on the dire need for mathematics and science literacy,

but totally neglect to make effective use for the conceptually empowering Liberal Arts with its emphasis on acquiring high level language and problem solving skills to fully prepare the student for the very remedial activities they suggest. A recent (2000) submission by the Mathematics Education Community to the Council of Education Ministers (CEM),[17] highlights this continued oversight:

➤ "It should be noted that mathematics acts as the filter for students progressing to higher levels of study. Almost without exception acceptance at a tertiary education institution requires a minimum qualification in standard grade mathematics. Poor and declining pass rates in mathematics have a dramatic domino effect both within, and outside of the education system. Failure to prioritise mathematics education will undermine economic stability, growth and the effective functioning of a democracy."

Mathematics is indeed the "filter", because we use it, not as an indicator of conceptual ability, but because we know that mathematics, as a skill, is a vital key to gaining access to the majority of programs at university, which require maths literacy to one degree or another, and of course the job market that lies beyond. Certainly, mathematics alone will not make someone better informed to function in a democracy that is surely the realm of philosophy and history.

Since we are now embarking on the process of internationalising our curricula, and we seem to be claiming to want to reap the benefits of "integrating an international/inter-cultural dimension into the teaching, research and service functions of the institution" as Knight and de Wit (1997:8) so aptly put it,

➤ how can we possibly achieve this without the full participation and integration of the Liberal Arts, especially history, philosophy and language?

With the further assistance of Bloom and Rosovsky,[18] allow me to conclude with a citation from the report of the Task Force on Higher Education and Society (2000), which evaluated the current and future predicament of university education in developing countries. Here, a liberally educated

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person (as apposed to a regurgitator of facts) is described by Bloom and Rosovsky as a person who:

> "can think and write clearly, effectively, and critically, and who can
❯ communicate with precision, cogency and force ;

> has a critical appreciation of the ways in which we gain knowledge
❯ and understanding of the universe, of society, and of ourselves ;

> has a broad knowledge of other cultures and other times, and is able to make decisions based on reference to the wider world, and to the historical forces that have shaped it; has some understanding of, and experience in, thinking systematically about moral and ethical
❯ problems;

> and has achieved depth in some field of knowledge".

I hope that you will agree that we want to create a nation of thinkers and not merely citizens who mimic their peers and have opinions. After all, all men have opinions, but few men think (George Berkeley) or as George Bernard Shaw quipped, "few people think more than two or three times a year; I have made an international reputation for myself by thinking once or twice a week."

To create more scientists, engineers and technologists we need to ensure that we nurture thinkers that are more critical. I believe that as an important key aspect to internationalising the curriculum, we will have to not only preserve the role of language and conceptualisation, but share its benefits with the other disciplines we are attempting to expand, especially science, engineering and technology. Our current debate on the benefits of emphasising a programmic direction to our academic offerings at the NMMU bodes well for this possibility, since both issues may be addressed at the same time.

I for one believe that this is also the desired goal of internationalisation, especially as this applies to creating a curriculum at the NMMU that will be able to accurately reflect social change and social needs, and which ensures that the NMMU becomes the leading education provider to not only the Eastern Cape region, but to SA as a whole, Africa and the

world.

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By ULRICH BAUER

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The city of Osnabrueck consists of two universities. Both universities have international programs. The Fachochschule that I represent probably even more, because in this context of our type of education (we have seminar-type classes); it is easier to actually send students out, and demand that they spend mandatory periods abroad. For traditional German universities, it is a bit more difficult because their classes are far bigger, and only a few get the chance to go on study abroad. The university type that we represent is only about thirty-plus years old. The official title is now Fachochschule University of Applied Sciences – the official European title. It is not a Technikon, it is not a Hogeschool, and it is not a British Polytechnic, because in the international programs that we have been offering for a number of years, we tend to get the very best students. Our German universities are very unhappy about that, because those students come to us with extremely high grades, because we offer the tailored courses that they basically, with the vast numbers they offer, cannot do. Our classes have are around 35 students, even though we are a state university, and by far not a private one, as we have just moved to a foundation status. That perhaps just help us to generate some more money from the outside world.

We have a close co-operation with industry and trade. All our professors, apart from their doctorate, must bring five years of experience in middle-management positions from the real world. With these new people coming in, the development of the Fachochschulen, and ours in particular, my Dean is at the same time Vice-President, International Affairs of the University. Therefore, the priority of internationalisation is through the Dean with that portfolio at the highest level at the University. We feel the difference that has been brought to us, although at times when we were still working on international exchange at the faculty level, it was sometimes difficult to get the top management to follow suit. I am glad to say that, that has changed now. The faculty has 3000 students. We now have very good nationwide rankings in the Business and Law programs. This is partly because of the staff backing this initiative, and the curriculum being constantly upgraded. Therefore, in about four to five years we will have new aspects being considered, new classes, and colleagues at the University. This constant refurbishment of institutions and courses seems to have

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gone down well with the rating agencies. We have two programs. I will concentrate on the one - International Programs.

The faculty has a strong international orientation. We have fifty partner universities, although not many in the US at all. That is a difficult area for us because of the high fees expected. However, we are quite well represented in the rest of the world.

We have a Bachelor of Arts program. I will briefly discuss the new programs, which are remakes of the old diploma programs. One ECTS is roughly two South African credits. If you take the 30 ECTS for the thesis away, we have six modules, 30 ECTS reserved for what we call 'soft skills', interpersonal skills, personal development skills, and also a vast range of courses we now offer in English as the language of instruction. We have to bring those people from Europe and the world to us, so we have to offer the programs in English. Our students also benefit from this. We have decided to teach these modules in English, because the students coming to us are foreign students. We have about 150 with us every semester. We offer German as a foreign language, so that they can manage a conversation in German by the time they leave. Apart from English being the language of instruction, courses in French or Spanish are mandatory. Therefore, a student in semester 4 or 5, are in a position, as it is mandatory, to go to a French or Spanish speaking country. All those credits that they bring back are of course recognised in a prior learning agreement. The same is true for our Masters program. However, in this program, we do not actually expect students to go to a foreign country, because most of the Masters programs that we would send students to, have high course fees which they are expected to pay themselves, and we found that some students find it difficult to raise the funds. However, two thirds of the students do actually go out, find the money themselves, and then do some modules during their Masters program at a foreign university. The common features of this program are study competence in English and German, which is an admission requirement. These students must participate in a course in a foreign language. We test, and ask them for second and third language skills at an appropriate level, and the foreign study semester – either mandatory in the Bachelor programs or optional in the Masters programs. Many of them study abroad for more than one semester in the Bachelor program.

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Having said all this, I think basically beyond the other aspects of internationalisation in terms of having international staff, international students, we focus on teamwork. We try to incorporate international teams in the different classes, being it Accounting, be it Economics. There is international content, and academic staff is responsible for when they teach for instance a course on Marketing, that it will incorporate an international outlook. This is basically a down to earth approach. Although these programs will only start this Autumn, the old diploma programs I coordinate, is thirty years old, and at that time, had a compulsory year abroad of a four-year program. The experience of the students that are going through this program is that many of them actually turn the compulsory year into three semesters. Their compulsory year abroad, turns into one and a half years, or even two years abroad. Some of them, once they are abroad, move from one partner university to another and actually do not come back. They in the end receive a degree from us and possibly a second degree from a partner university.

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By Prof TEBOHO MOJA

AFRICANISATION VS. INTERNATIONALISATION: TENSION OR CHALLENGE TO SOUTH AFRICAN HIGHER EDUCATION?

What was helpful to me was to look at whether there are differences between two concepts and what those differences or similarities are. I did not dwell on the differences, but I tried looking at the similarities. With the similarities, I found it interesting to realise that both concepts have been subjected to much discourse - in the policy debates and in education debates. These are not new concepts as we have just heard, even now, they are not new, but the emphasis and the meaning have been subjected to all those kinds of discourses. I have found that they are not necessarily unique to the education sector. They have been used by other sectors, in trade, economics and various other sectors, and they surfaced in education very recently. In the 70s, I would say in particular the concept in Africanisation. Starting back a little bit, in the 70's, soon after independence in many African countries, where we had the AAU organising a conference that was looking at the whole issue of the role of the University in Africa, and looking at the Africanisation of the universities. Looking at an institution that might be foreign, but located on African soil. There were conferences in the 70's, a major conference that was held in Accra, followed by a conference that was hosted in Madagascar debating the whole issue of whether we need to Africanise the University or the curriculum. In the 80's, as the same with internationalisation world-wide, the debate surfaced again. In the 90's, 1998 to be exact, we started seeing even UNESCO hosting the first world conference on Higher Education and Internationalisation. The whole issue of globalisation and internationalisation were the main concepts discussed.

Currently we do see, and hear, more about the internationalisation of the curriculum in the debates about trading with higher education through GATS. The debates in GATS where people are talking about having higher education as a service that needs to be traded in. You do hear a lot of that debate surfacing again. I chose to look at definitions, and I was pleased this morning when I saw that Dr Jooste, also had a definition of what internationalisation is. There is no single definition for internationalisation, but there are commonly used definitions. I chose to look at definitions because definitions actually shape policy, and at the same time, definitions themselves are shaped by practice, or influenced by practice. Therefore,

what we do, what is happening in the institutions now is what is going to ultimately influence the definition that we have, and that definition will definitely influence the kind of policies that we are going to have. The commonly used definition for internationalisation, being that the definition states that it is the process of integrating an international or inter-cultural dimension into teaching, research and service. This is the commonly understood definition of internationalisation, which is now being redefined as a debate. It takes another discourse, focusing more on globalisation. People like Jane Knight, who is very active in doing re-search on GATS, have started looking at a new definition or an emerging definition, and that definition is given as internationalisation referring to the process of integrating an international, inter-cultural or global dimen-sion into the purpose, function or delivery of post-secondary education. That definition is being expanded a little bit or being cut in new terms. Terms of trying to capture what is happening at the moment. The defini-tion of Africanisation – I did not go back into the literature to look at the definition of Africanisation, but what I did was to take the definition of internationalisation, and see if it really fits into the same definition as in-ternationalisation. I removed the concept internationalisation and looked at Africanisation. I found that the two merged very well.

Even with Africanisation we try to integrate an African or inter-cultural dimension into teaching, research and service. In the more modern definition or the merging definition, we still say the process of integrating an African inter-cultural or continental dimension into the purpose, func-tions or delivery of post-secondary education. In these two definitions for Africanisation and internationalisation you see that the word "process" is used as a concept to indicate that the whole internationalisation or Africanisation are ongoing processes. It is not a matter of just saying you have arrived there or not. It is an ongoing process.

TENSION OR CHALLENGE?

I would say in terms of tension, definitely no. However, that the two concepts are complimentary to one another. When it comes to chal-lenge, I would say yes, there is a challenge when you try to do both, and in ensuring that you have the two concepts complimenting one another

in our curriculum.

The last question we had just before lunch is an indication of that challenge:

❯   How do you find that middle ground?

This was somehow a clear indication of the fact that we do face a challenge in trying to address these two issues. My argument is that we need a combination of what is African, which is local to our situation, and global, which are the international aspects of it in our curriculum. With that, it takes me to a concept that appeared in a paper that I did that was referred to in the introduction that I called "glocalisation", which is a combination of global and local. I did not coin the word; I do not want to take credit for it. There is an emerging body of literature coming out that is talking about trying to mediate that tension between local and global, and in this case in our discussion, that is mediating the tension between what is African and what is international. African is still international in my argument, because Africa is not just one sort of homogeneous continent. It is already international, but the way I use it in this context, I am just referring to it as being local. Unlike this quotation that I have taken from Castells work that says that to think in terms of global as against local, is limiting – instead the reality is an interaction between global and local, and I would say the same applies with international against African. If we start looking at them in those ways then we are going to be limiting ourselves in what we try to do.

❯   Do we have challenges?

Yes, I would say. With those curriculum challenges, what I have observed is the fact that when people start talking about Africanisation, the debate on Africanisation has started to shift from the symbolic changes that we saw in the early or mid 90's particularly in South Africa, where Africanisation was understood to be more about symbolic changes. Representi-vity, making sure that we change the complexion of bodies, committees, symbols that were used in the institutions, names that were being used, to curriculum issues, we have managed to do the symbolic changes, and now we're moving to curriculum issues. That is where these challenges

are coming through. I would say that one of the challenges that have surfaced is a challenge that comes through in some of the debates by Africanness, talking about the need to use African epistemology and scholarships in preparing graduates to operate in an international environment.

There are arguments that there is a need to bring the African body of knowledge into what we are doing. However, by doing that, one is not just looking at a situation where we are bringing that knowledge for the people to apply the challenges that it is an African body of knowledge, but it has to be for people who are going to operate there as well as here. People who are going to operate within the African continent as well as interact with other people outside the continent. Therefore, that is one of the curriculum challenges that need to be addressed. Secondly, another challenge is the challenge of addressing issues of identity, culture and citizenship, as well as international citizenship. Those are the two challenges that I found to first put on the table. As I said, the absence of the African perspective in our curriculum, and secondly the issue of addressing identity. About a week ago, I travelled with the President and the Minister as part of a group of people that went to Gabon looking at the bilateral agreement between South Africa and Gabon. I was surprised – on two occasions, I heard Africans referring to themselves as a French-man or an Englishman.

These were Africans in that context. People were talking about how difficult it is to start working with one another, being in Africa, saying we need to change the mindset. One gentleman got up and said: "We need to change the mindset because as a Frenchman", (meaning an African from a Francophone country), "when I go into the office of an Englishman", (in Anglophone Africa), "then I don't know what the culture is, what to do-sit, wait, I don't know what to expect". What surprised me was to hear Africans referring to themselves as French or English. That shows why we are faced with this kind of challenge where people are getting lost in terms of what their own identities are. They are English speaking, French speaking, but they are not necessarily French or English. Other challenges that I have picked up here are challenges in terms of changing ways in which teaching and learning is being achieved.

Change in the evaluation processes and criteria in assessment, we are faced with the challenge of addressing those challenges through strategies that allow the interaction of local and international. When people talk about the need to incorporate all these changes into the curriculum, I have heard in some courses where people have asked, saying we need guidelines. We need policy in terms of that. It always takes me aback when I hear people saying that because, having been part of the national commission on higher education, we deliberately stayed out of giving guidelines in terms of curriculum change. We have provided broad frameworks for change in higher education, but somehow people are sitting back and still saying we need guidelines from government – how much government should really give as guidelines or indications of how people should change the curriculum, and I find that very surprising. Therefore, there is one view that we need government to provide those guidelines, and another perspective is to leave it to us, we will change it. I believe it is up to the institutions to really deal with curriculum matters, and it is not something that needs to be guided by government.

That government position is to indicate where they would like to be, but not to indicate how you should get there, and government should have a place where it stops and institutions take over from there. I have also looked at some of the emerging institutional models in terms of how people are really addressing these challenges, and I have picked up two examples that I want to share with you. The one example is where you have a model where there is retention of the old program with additional courses, and this I have seen in a business school where a traditional MBA course is being offered, with an additional one course to meet the local needs, whether they are political, social or economic in nature. Obviously, the MBA program is modelled on an international model, and people are keeping it that way so that it trains the graduates that are going to operate as international managers in an international world. To meet the local needs, they just add one or two courses that people could pick up and do. I'm not sure whether that's the right model of integrating the two, and I don't have the solution to it, but I'm just showing some of the practices, and as I said, practices will influence definitions, and definitions will influence the kind of policies that come up. Therefore, that is one manual that I have seen. The one or two courses are meant to be politically correct in some instances with minimal attempts to be relevant to local needs. Then

the second model that I have seen here is where institutions opt to run parallel programs. Leave the traditional programs on one side and get another one. One example of that is where you have an MBA program, the Executive MBA, or you have the traditional doctoral program and next to it, you have the Executive doctoral program. So trying to meet the two different needs, people run parallel programs rather than integrating work that are being done. Obviously, the executive programs are designed for the new kinds of learners, the majority of them in our context being black, in executive positions in particular. These parallel programs, the classes are filled with blacks and the old traditional programs are filled mostly with whites. So you have the two programs running parallel to each other, and that is how we "glocalise" local and international. There are those tendencies to retain the traditional programs, but also try to meet the local needs somehow in an unsatisfactory way.

In my view, we still have to continue, searching for ways of addressing those needs. The debate that we should engage in is a debate that will shift us from thinking of Africanisation and internationalisation as either/or, but rather integration of the two concepts. Then systematically study the value of such integration. What is it that we get, what are the benefits of really integrating the two? Study issues such as whether integrating the two increases employability of our graduates or not. Looking at whether by integrating the two, we enhance personal development, whether we enhance knowledge levels that we are offering, or whether we enhance the kind of skills that we impart unto the students. Therefore, we need to really shift the debate to that, and really look at how we can benefit from that kind of integration. It is still an unexplored area in some ways. The second one I would say, we need to focus on local development needs as well as participation in the knowledge society. Again that kind of challenge – the debate on how do we really take care of the development needs where we are, while at the same time wanting to be part of the broader society – the global society. The third one is that we need to ensure that the curriculum that we design has integrated the two, and contributes to developing our country's competitive advantage in the global economy. Therefore, we need that, keeping in mind the global, as somebody said earlier: "think globally, act locally".

That is the kind of debate we need to take into our own context, which is:

→ how do we actually do that?

→ We are in a unique country, with its own, unique local needs. How do we address them, but not loose the competitive edge of being part of the knowledge society out there?

→ Do we have too much local, or too little local?

While I was in the US, I heard a lot of the debates from countries out there in the North that the content that they have is too local, and that they need to include international and global content. In the African context, the debate in Africa, mainly that the context is too Eurocentric, it is already international, and therefore we need to make it more local. We are caught up in that, but we do not even realise that we are caught up in the reverse situation.

We usually benefit from the research done somewhere else where they are internationalising and that's why the tension arises about when do we Africanise, then we swing from one end to the other where we say:

→ let's just Africanise, so it's not either/or as I've said already.

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Internationalisation of Higher Education

By Prof MM BOTHA

TENSION BETWEEN INTERNATIONALISATION AND AFRICANISATION:

Perceptions that could possibly cause tension:

❯ **Internationalisation**: focus on unfamiliar identities at the expense of familiar identities.

❯ This is likely to result in the phenomenon of xenophobia.

❯ **Africanisation**: focus on the familiar identity of one group at the expense of the other.

❯ **Eurocentrism**: focus on the familiar identity of another group.

Some of the perceptions about the meaning of concepts related to the topic under discussion could be illustrated by positioning them on a continuum. The positions of the concepts on the continuum would vary according to the perception of the individual who is placing them on the continuum.

❯ Globalise ❯ Internationalise ❯ Xenophobia ❯ Africanise
❯ Multiculturalism ❯ Diversity ❯ Engagement.

Interrogating the chosen positions of the concepts on a continuum, as they vary among individuals (and groups), would reveal some of the tensions relevant to this conversation. It is important that these tensions are identified, and managed, to the benefit of the higher education sector.

The challenges in Internationalisation and Africanisation:

I believe that the challenge lies in addressing these perceptions by finding a win-win approach.

To find such a win-win approach, we need to:

❯ Decide whether internationalisation and/or Africanisation are imperatives.

> ❯ If not, we should remain with the status quo.

> ❯ If yes, we need to investigate further.

The imperative of internationalisation in the South African Higher Education sector:

WaThiong'o (2004:2) said that thought should be given "as to how Africa can extricate itself from the seeming quagmire it finds itself in, by taking advantage of the opportunities offered by the global village." This remark illustrates one of the links between Africanisation and internationalisation, as well as globalisation. "The world of higher education is changing, and the world in which higher education plays a significant role is changing" (SAUVCA 2004:1). "SAUVCA has recognised the new realities and changes in the international dimension of South African higher education, and has demonstrated the importance it attaches to internationalisation by making it one of the key pillars of its Leadership Initiative" (SAUVCA 2004:1).

In the network society of the global village, South African universities "may be considered potential partners" (Hall 2004:3). Such a partnership will only be pursued if the other partners could benefit from this partnership. These benefits will be defined by the interests of potential partners, which will be "modulated by the complex politics and economics of international alliances" (Hall 2004:3). In the national society of the higher education sector, the benefits of internationalisation lie in the personal transformation of the individual by such education, as well as in the "continuing project of achieving social and economic justice" for the collective (Hall 2004:3).

The imperative of Africanisation:

Le Roux (2001:35) identified "the centralisation of a unique South African identity and culture" as one of the challenges for the transformation of education in South Africa. The Minister of Education, Naledi Pandor, said that we need to ensure "that our commitment to Africa and to African solutions is reflected in the culture, organisational ethos, and curriculum framework and content of our higher education institutions" (2005:3).

Seepe and Makgoba (2004:3) are of the opinion that: "Since a curriculum is produced within social, culture and historical conditions, the changed political scenario suggests a need for (re)formulation of libratory philosophy and goals of education that will resonate with the aspirations of the majority. Prominence should be given to questions dealing with the type of society envisaged, the kind of knowledge, skills and values required for cultural, societal and economic development".

Mtukela (2004:3) contends that "unless African experiences find expression through the indigenisation of knowledge production, recognition of material and discursive experience of Black staff and students, then the transformation experience of higher education is incomplete." The above references are a selection of recent trains of thought on internationalisation and Africanisation; these indicate that both are, from a moderate point of view, asserting themselves as urgent, and at the other extreme, definitely not negotiable.

The need and challenge to find ways in which to (launch and) sustain both internationalisation and Africanisation of the higher education sector in a mutually beneficiary way, are likely to be served optimally by implementing approaches that would enhance, facilitate and complement both of these imperatives.

A POSSIBLE WAY FORWARD?

Higher education in Africa could be compared to a plant. The plant needs certain nutrients to grow to its optimal potential. It needs to be rooted in the soil of Africanness, extracting from this the security of its own, familiar identity. This rootedness is reflected in Coetzee's viewpoint (1999:131) that one of the dimensions of Africanising universities in Africa is "confirming the connectedness of African universities to Africa".

Simultaneously the plant needs nutrients from the air, spreading out its branches into the air of internationalism. Through acquiring knowledge of the "other", it reaffirms itself and its origins. Knight (2004) defines internationalisation as "the process of integrating an international, inter-cultural or global dimension into the purpose, functions or delivery of

post-secondary education". This definition implies that the purpose, function and delivery of post-secondary education already have an identity into which the international is to be integrated – if not, integration would be the incorrect verb to use. This refers to the mother identity, the roots. Without the roots, the branches cannot sprout. Without Africanness, internationalisation cannot flourish. The one without the other will leave the plant a much poorer specimen.

The plant image, like most images, has its own limitations. This image might create the impression that Africanisation needs to be established before internationalisation can be launched. This is a misconception. It is a psychological fact that the human being affirms and reaffirms itself through the awareness of, knowledge of and interaction with the "other"; without the "other" the "self" cannot established itself firmly, remains vague and undefined and, in the extreme, could even deny its own existence.

It would therefore be wise to nurture both the self (Africa) and the other (international) simultaneously, in an integrated way (not alongside or parallel to each other). Surely, the branches and the leaves of the plant are already genetically present in the roots of the plant long before they begin to sprout. Various approaches and strategies have been identified (and are still being identified) to promote internationalisation and Africanisation. The challenge lies in identifying appropriate approaches and strategies that would enhance and facilitate both of these.

My firm conviction is that higher education institutions seriously need to take up the challenge of both Africanisation and internationalisation, the one complementing the other, as they are dimensions of the same mindset. HESA (previously SAUVCA) would do well to consider Africanising as an imperative alongside that of internationalisation.

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By Ms LARA HOFFENBERG

STUDY ABROAD PRACTICES AT UCT

The University of Cape Town (UCT) has a large semester study abroad program, established in 1999, and growing consistently in terms of enrolment ever since. We welcome between 500 and 600 students a year for a semester study abroad. We also have international students on our degree seeking programs, and they number about 3000 students out of our 22 000 student body. The student enrolment on our study abroad program consists by far of 'off-continent' students – about 99% of the students come from outside Africa. We have had one or two African students come to us on study abroad but they have always been enrolled for degrees at American universities, returning to Africa for their American degree study abroad experience. However, UCT does have a high number of African students, including a significant proportion from the SADC region, as well as degree seeking students from all over the world. More than 85 countries are currently represented on our campus. My focus today is on the short-stay students who are with us for one or two semesters only, and 80% of those students are North American in origin. We also have a substantial number of students from Scandinavia and Germany, but the typical study abroad student on the UCT campus is a North American white woman in the Liberal Arts, in her third year of study. This is also the profile of the typical American student choosing to study abroad – it is commonly accepted that humanities students are the most mobile, and that minority students, and students in disciplines in the sciences, engineering and commerce, are far less likely to travel for a semester length study abroad experience.

To focus now on the impact of the study abroad program on the internationalisation of our curriculum, I contacted some professors in departments that receive many of the study abroad students. It is immediately apparent that study abroad students have a significant impact on some disciplines. This is because these students tend to choose particular disciplines in great numbers.   Many students, who choose to study abroad in South Africa, do so because of an intense academic interest in issues uniquely or specifically South African: issues of democracy, human rights, development, or history.   Liberal Arts students are the most likely to study abroad, because their curricula are flexible, and they come from disciplines which encourage the study abroad experience.

They are more likely to be able to transfer credits home. We receive far more students into the Liberal Arts than we do in Engineering, Science, Commerce, Law or Health Sciences. The students coming to UCT for the latter disciplines tend to be European in origin.

Study abroad students choose a variety of courses, with strong clusters in some areas. This diversifies the student experience both for the internationals and for the local students in those classes. They have a number of impacts on our campus culture. One is that they contribute towards our project of internationalisation at home. In an earlier session today, we have heard about the huge numbers of students from wealthy private US universities who actively participate in international study experiences. The figure quoted of 50% of the students being mobile, is an incredible number. However, I understand that the overall statistics for American student mobility is only 1% of that student body. That is to say that while the headcount numbers seem large, the proportion of total enrolment is tiny. From a South African point of view, we know that the proportion of our students who go on study abroad is practically zero. There is no tradition of fee-paying study abroad for South Africans at UCT. So part of UCT's mission to internationalise our campus is a focused and concentrated attention to internationalising our student body. We aim to bring the world to UCT, because we know we cannot get all of our students out into the world. That said, we do have some successful exchange programs. It is our policy to negotiate firmly to include living cost and subsistence scholarships to the fee-waived exchange opportunities.

The traditional model for student exchange is that the partner campuses agree to waive tuition fees, and that the students then cover all other costs themselves. This simply does not work for UCT. It is important to remember that UCT is a public fee-paying institution. Whilst modest in international terms, the tuition fee is well beyond the reach of many of our students, thus UCT has made a considerable effort to raise funds, such that it can put some R50 million towards bursaries and loans to enable South African students from disadvantaged backgrounds to attend the University. Against this background, it is not a priority at present for UCT to raise funds to enable our undergraduates to travel. UCT feels strongly that, should it enter into exchange programs, the University should be able to fund the full costs of them, otherwise access to them would

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not be equitable, only being available to the wealthier of our students. Therefore, for the present, UCT does not participate in undergraduate exchanges unless there is some clearly identified source of funding to ensure that this opportunity would be accessible to any suitably qualified student, independent of his or her financial resources.

Because of this, we do not have a large number of fully funded exchange opportunities to offer UCT students. We do send students to our international partners, the number is very small and the proportion of the total UCT student enrolment, tiny. We are able to send out between 30 and 45 students a year on a semester on these fully paid opportunities and in contrast, we receive nearly 600 coming in. Therefore, we recognise that having these students physically on campus, bringing the world to our campus, provides internationalisation of the kind we were hearing about this morning: the co-curricular internationalisation. Just by being in the class, by asking questions, participating in the learning experience, they're bringing something that we cannot necessarily teach, and this is peer-to-peer learning which happens naturally by placing these students alongside one another in the same classes. This is and example of practice influencing policy – our policy at UCT is not to offer special classes only for the study abroad students. We want our study abroad students to integrate into the South African classroom system, and learn alongside the degree-seeking students. Therefore, in that way, practice and policy are working hand-in-hand and having the students on our campus helps us to internationalise at home.

Another area in which the visiting students have a great impact, and give a good example to South African students is the interest that international students have in service learning. We have a well-established, student-run organisation called SHAWCO (Students Health and Welfare Community Organisation) which does development work in local communities around the Cape Town area, and we find that there is a huge amount of interest in the study abroad student body in participating in the SHAWCO project. Volunteer involvement is an area in which international SSA students show leadership. When they are in class talking about the SHAWCO – project, local students who may not have thought of volunteering for SHAWCO are inspired to join up. This has been a very effective way of internationalising in an extra-curricular context.

To look more closely at the effect of semester study abroad students on the academic curriculum, I e-mailed some of the professors who do the teaching, since I am not involved in it myself. I went to professors who I know receive a lot of study abroad students in their departments and asked deliberately vague questions: Could they give me some feedback on how the study abroad program has affected their class experiences, both in teaching and learning, good or bad. Intentionally I did not say…"affected only the internationals" or "affected only the locals" – I tried to leave that open. I just want to read to you very briefly one of the responses – it sparked some interest in my mind.

The department of Social Anthropology: "I don't think the presence of study abroad students have had, or indeed should have, any effect at all on our curricula. They need to fit in on what is on offer here, not expect us to deliver to meet their demands. That is why our department has introduced pre-requisites for entering into our senior courses. We will not be turned into the hamburger stand, take whatever course you wish, in whatever order. At least some US-based students seem to think it is what we should be – and what they think is the way to arrange a curriculum. The one effect that their presence has had until we introduced these entry requirements is that they demanded to be taught in brief what our own students had already covered. And thereby disrupted the start of the first week or two of course." Therefore, in this case, there is a strong sense of resistance. The department's view is that the students are coming here for a South African experience –

❯ therefore why should we change our whole curriculum, simply to meet their needs, at the expense of our own students who then have to sit through make-up classes?

"We've also felt another pressure. Metropolitan country students seem to believe that courses offered in South Africa, or to be primarily about South Africa, with no or little comparative content. That, some will say, is what they have come here for in the way of knowledge. And while there is a fair amount of South African and African material in our courses, we do not teach "everything you wanted to know about South Africa or Africa and want to ask" courses. Our discipline is comparative and we have to maintain that concern. We cannot afford internationalisation, as you call

it, of the student body to lead to a parochial narrow focus in the courses we teach."

On reaching this part of the response, I understood that although this professor was telling me the students had no effect on the curriculum, they in fact had had this strong effect (by making these "demands") of getting the academic colleagues to really consider what they would be prepared to do, and what they would not do. He ends off on a more positive tone: "All that said, we have found the presence of some of the better study abroad students to be very energising, both for students and for staff. Students see the better study abroad students as role models. Often also black role models. Staff finds that the better students provide stimulus in their classes that few of our own would do without a lot of prior encouragement." That sentiment has also come across in some of the other professors' responses. The method of teaching and learning is different in South Africa. The North American students who predominantly make up the study abroad program are used to a different kind of interaction with professors, and when they bring those expectations into the South African class, it does improve the system in which the learners are learning. That has been to the benefit of the local students. He finishes by saying: "There have been some really exceptional foreign graduate students that made a significantly positive impact on our department. We would hate to loose them. As we would hate to loose the presence of numbers of students from elsewhere on the African continent."

❯ Is there a difference between international students from our own continent, and the off-continent internationals?

❯ Whose needs are we really trying to meet when we talk about internationalisation?

We obviously are in the business of selling a product, and at UCT, selling the product of the study abroad program at a substantial price to the off-continent students. We levy a charge we know the market can afford, and we take that income and are able to plough some of that back into the services we offer for degree-seeking students from the SADC region, because UCT is unusual in not charging a service fee for their services to SADC students. Therefore, we really use the off-continent students

to subsidise the services we offer to the continental students. I want to share something from the Politics Department: "Huge differences among international students, with the Americans being the most assertive, talkative and also most demanding. But the foreign students tend to be more hard-working than the locals, which allow me to set a more demanding curriculum."

The History department responded by saying: "Thanks. Very good impact. Tutorial next week in History on the Americanisation of South Africa. A topic that arouses much interest among both study abroad students and locals. We certainly look at Southern African history in a new perspective because of our international students."

As you can see, there are very contrasting points of view from various professors about the same group of study abroad students. As International Offices, we need to check our assumptions about how we feel about internationalisation by benchmarking within the actual learning experience. Professors have different approaches – from positive outlooks to resistance (negative approaches). We need to know how our professors view our students, in order to maximise the benefits of internationalisation to all: the international students, the local students, and the academic community.

When I joined the University in 2004, there was no formal, well-formed structure of Education students going overseas, and overseas students coming here. There were students from Ireland, Scotland, Denmark and Sweden. No accountability from students was given upon their return from overseas.

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By Prof ANA NAIDOO

THE GLOBAL CLASSROOM

All students do their teaching practice in April. This is the best time to let these students get the experience of the schools in countries overseas. We used this period this year and sent 17 students. We arranged with the host countries so that the NMMU paid the students' travel costs, and the host countries provided accommodation wherever possible. We integrated the experience into our teacher education curriculum. We had to do something to make sure that it really impacted. The students who went abroad had a particular assignment. It was their job to come back and do a presentation to the rest of the students. They also set up a stall depicting the country to which they went to, and explained to the other students what certain things meant to them, where they got it from.

Besides only learning from the schools, the students also learn something from the countries they visit, and they share that information with the other students. For them what was important was equality in the schools and that is what they spoke around. The group, who went to Germany, found that the students were not very patriotic, and that was something that stuck. They spoke about various aspects that they picked up. Some of our own students had not mixed with each other prior to these visits, because it involved students from the old PE Technikon Campus, a Vista student and the old UPE Campus. They actually had to mix as a bunch before they left, making travel arrangements etc. For me it was not enough, because although they shared their experience with the other education students, it was their experience, and not anyone else's. I said: "What we've put on the table at the moment is we're going to create groups of students according to the countries to which they go. Not everyone in the group will be going, but they would have to do a joint assignment. Therefore, we are going to create country groups. In addition, they will start preparing in the previous year. Getting to know the country to which one or two may be going, and working as a group and sharing that information so that the people who do have the opportunity to go, be equipped with knowledge of the country to which they are going to. There will also be groups working on the South African education system. One might say that they have been in this system all these years. However, when they do go overseas, everyone wants to know about your country. Often students have taken the education in South Africa for granted, they have

not focused on any aspects of it. Therefore, there will be groups in the class actually dealing with the South African education system. They look at the history of the town to be visited and they do presentations in their classes before they go. Therefore, they will learn from the students who focused completely on the South African education system, all the details that they have taken for granted or did not even focus on. By the end of this, the whole class would have comparative education, even though we are not teaching the subject "comparative education" on its own, but it will be integrated into the curriculum.

Then there will be an assignment, and then they do a presentation to the four faculties. This presentation is for marks, because the students, who do not go away, go out and do their teaching practice and they are assessed here. The marks that the students get who do go away will be instead of the teaching practice mark. That was used this year as well. The countries that we're looking at for 2006, and for 2007, is Scotland, Ireland, Sweden, Denmark, Germany, Norway and also Kenya, because infra-structure in these countries are a little better, we rely on them to arrange accommodation for our students, school visits, and the social life of our students there.

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