

UNLESS THERE IS A CONCERTED EFFORT IN THE COMING YEARS TO CREATE THE NEXT GENERATION OF ACADEMICS AND RESEARCHERS, WE STAND TO LOSE NOT ONLY VALUABLE CAPACITY IN HIGHER EDUCATION TO MEET THE HIGH LEVEL HUMAN RESOURCE NEEDS OF THE COUNTRY, AND INCREASINGLY THE REGION, BUT ALSO THE OPPORTUNITY TO BUILD OUR COMPETITIVE EDGE IN RESEARCH AND INNOVATION, AN EDGE THAT IS THE KEY TO POSITIONING SOUTH AFRICA IN THE GLOBAL ECONOMY AND TO RESPONDING TO THE CHALLENGES OF SOCIAL TRANSFORMATION.

N. Pandor (S.A. MoE, 10.11.04)

**SOUTH AFRICAN HIGHER EDUCATION INSTITUTIONS
ARE ALSO BECOMING INCREASINGLY ACTIVE IN
THE REST OF AFRICA. I BELIEVE THAT SUCH
INVOLVEMENT CANNOT TAKE PLACE IN A POLICY
VACUUM, ESPECIALLY GIVEN THE POTENTIAL TO
INADVERTENTLY HARM LOCAL SYSTEMS. IN THIS
REGARD, I WILL BE SEEKING THE ADVICE OF THE
CHE AND OTHER KEY PLAYERS ON THE DRAFT
CODE OF CONDUCT TO INFORM THE ROLE AND
RESPONSIBILITIES OF SOUTH AFRICAN
INSTITUTIONS OPERATING BEYOND OUR BORDERS.**

N. Pandor (S.A. MoE, 10.11.04)

HIGHER EDUCATION SYSTEMS IN DEVELOPING COUNTRIES ARE UNDER GREAT STRAIN. THEY ARE CHRONICALLY UNDERFUNDED, BUT FACE ESCALATING DEMAND – APPROXIMATELY HALF OF TODAY'S HIGHER EDUCATION STUDENTS LIVE IN THE DEVELOPING WORLD. FACULTY ARE OFTEN UNDERQUALIFIED, LACK MOTIVATION, AND ARE POORLY REWARDED. STUDENTS ARE POORLY TAUGHT AND CURRICULA UNDERDEVELOPED. ... QUITE SIMPLY, MANY DEVELOPING COUNTRIES WILL NEED TO WORK MUCH HARDER JUST TO MAINTAIN THEIR POSITION, LET ALONE CATCH UP.

The Task Force on Higher Education and Society 2000:10
(cited in Weir, Kulski and Wright, UKZN Conference paper, 2005)

IT IS IMPORTANT NOT TO ADOPT A 'DEFICIT' MODEL OF CULTURAL DIFFERENCES, BECAUSE ALTHOUGH STUDENTS AND TEACHERS FROM OTHER CULTURES MAY NEED SUPPORT, THEY ALSO BRING CULTURAL VALUES THAT HAVE THE POTENTIAL TO ENRICH THE LEARNING EXPERIENCE.

Weir, J., Kulski, M. and Wright, F.

Responding to the challenges for quality assurance in transnational education (UKZN Conference paper, 2005)

THE U.N. MILLENNIUM GOALS

- 1. ERADICATE EXTREME POVERTY AND HUNGER**
- 2. ACHIEVE UNIVERSAL PRIMARY EDUCATION**
- 3. PROMOTE GENDER EQUALITY AND EMPOWER WOMEN**
- 4. REDUCE CHILD MORTALITY**
- 5. IMPROVE MATERNAL HEALTH**
- 6. COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES**
- 7. ENSURE ENVIRONMENTAL SUSTAINABILITY**
- 8. DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT**

Chekai Khisa Eliud (University of Nairobi)

How an African university of the 21st century can spur development towards achieving the Millennium Development Goals (UKZN Conference paper, 2005)

CHALLENGES FACING INTERNATIONALISATION IN AFRICAN HIGHER EDUCATION

- 1. FUNDING AND FINANCING**
- 2. PARTICIPATION RATE**
- 3. PHYSICAL RESOURCES**
- 4. HUMAN RESOURCES DEVELOPMENT**
- 5. RESEARCH AND PUBLISHING**
- 6. CURRICULUM**
- 7. LANGUAGE POLICIES**
- 8. QUALITY AND RELEVANCE**
- 9. TECHNOLOGY ISSUES**

**Fourie, J. and Neale-Shuttle, M. (Nelson Mandela Metropolitan
University, Port Elizabeth)**

**Challenges to internationalisation in African higher education:
a case study**

**AS LONG AS FUNDING IS INADEQUATE, AND
QUALITY IS SUBSTANDARD, AFRICAN UNIVERSITIES
HAVE NO PLACE AMONGST WORLD-CLASS
INSTITUTIONS. INTERNATIONALISATION THROUGH
MUTUAL EXCHANGE OF STUDENTS AND ACADEMIC
STAFF, INSTITUTIONAL COLLABORATION AND
POLICIES, AND CURRICULA CAN ASSIST AFRICA TO
IMPROVE HER HIGHER EDUCATION INSTITUTIONS
AND SYSTEMS.**

Fourie and Neale-Shuttle (UKZN Conference paper, 2005)

TO THESE STUDENTS, GAINING A QUALIFICATION WAS VERY CRUCIAL, AS THIS WAS INITIALLY ONE OF THE PRIMARY REASONS WHY THEY HAD UNDERTAKEN THE MASTER'S DEGREE STUDIES. ONE OF THE STUDENTS MADE IT CLEAR TO THE INTERVIEWER THAT THE QUALIFICATION WAS CRITICAL FOR HER CAREER PATH. SHE POINTED OUT THAT, SINCE SHE HAD BEEN IN AN ACTING POST, THE QUALIFICATION WAS BOUND TO OPEN AVENUES FOR RECOGNITION AND PROMOTION. ... SHE HAD ALREADY SUBMITTED HER CERTIFICATE TO HER EMPLOYERS AS PER THEIR REQUEST. ...

Mapesela, M. and Wilkinson, A. (University of the Free State)

Second time successful: the pains and gains of an extended period of supervision of students from across the border.

(UKZN Conference, 2005)

**HOW CAN SUCCESSFUL CROSS-BORDER
EDUCATION CONTRIBUTE TO ACHIEVING
THE MILLENNIUM DEVELOPMENT GOALS?**

Neville Alexander (Praesa, University of Cape Town)

(Input statement made at the Dialogue on Innovative

Education Strategies (DIES V): DAAD and HRK

Bonn 30 June – 1 July 2005)

- 1. FUNDAMENTAL CONSIDERATIONS**
- 2. NATIONAL AND INSTITUTIONAL PLANNING**
- 2. CONCEPTUALISATION AND GENESIS OF JOINT
PROJECTS**
- 3. STAFF EXCHANGE AND DEVELOPMENT**
- 4. MODALITIES OF STUDENT EXCHANGE AND
PARTICIPATION**
- 5. SUPERVISION AND MENTORING**
- 6. LANGUAGE AND COMMUNICATION ISSUES**
- 7. THE TRIANGLE AS THE OPTIMAL MODEL**