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.

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 Sate)
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)


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