



Global
CONFERENCE
Internationalisation of Higher Education

22 – 24 August 2016
Kruger National Park
S O U T H A F R I C A



IEASA

International Education
Association of South Africa

www.ieasa.studysa.org

ORGANISING COMMITTEE

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Mr Leolyn Jackson

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THE DO'S AND DONT'S OF THE KRUGER NATIONAL PARK

Please show respect to other Kruger Park visitors, especially after hours when returning to your accommodation - sound travels!!

Take back photographs and memories, and leave only footprints and tyre tracks!

Remember that you are a visitor in the natural habitat of many animals, so please observe these creatures silently and with minimal disturbance. Loud talking on game drives will frighten animals away.

Please do not remove any natural objects (rocks, flowers, plants, animals etc) and also avoid littering at all costs.

The Kruger is in the midst of one of the worst droughts in living memory and the African bush ignites extremely easily, please avoid smoking on game drives. Likewise please use water sparingly in your accommodation.

Please do not try to attract animal's attention by imitating their sounds, by clapping or

throwing food at them.

Never attempt to approach a wild animal on foot, especially near your bungalow or campsite where the animals may seem to have become accustomed to humans.

Please pay attention to where you walk, especially at night on your way back to your accommodation - please use your CSG sponsored torch!!

Nelson Mandela Bay Global Dialogue Declaration on the Future of Internationalisation of Higher Education

Port Elizabeth, South Africa, 17 January 2014

We, the participants in the Global Dialogue, hosted by the 'International Education Association of South Africa' (IEASA) on 15 -17 January 2014 in Port Elizabeth, representing nine national, six regional and nine other organisations from around the world, with national, regional and global responsibilities, declare our commitment to emphasise the importance of decision-making and practices in the development of internationalisation activities that are imbued with ethical considerations and inclusivity.

We recognize the importance of two recently published documents:

- Affirming Academic Values in Internationalization of Higher Education: A Call for Action, adopted by the 'International Association of Universities' (IAU), April 2012. http://www.iau-aiu.net/sites/all/files/Affirming_Academic_Values_in_Internationalization_of_Higher_Education.pdf
- International Student Mobility Charter, adopted by the 'European Association for International Education' (EAIE) and the 'International Education Association of Australia' (IEAA) in association with other like-minded associations around the world, September 2012. <http://www.eaie.org/home/in-the-field/policy-advocacy/international-student-mobility-charter>

In formulating action steps that give expression to implement the contents framed in these documents, we wish to re-emphasise that internationalization must be based on mutual benefit and development for entities and individuals in the developed, emerging and developing countries.

The Dialogue participants commit themselves to promote international higher education and research that recognises the richness and diversity offered by all regions for a global higher education agenda which is equitable, ethical, socially responsible, accessible and accountable.

The Dialogue participants agree that the future agenda for internationalisation should in particular concentrate on the following three integrated areas of development:

1. Enhancing the quality and diversity in programmes involving the mobility of students and academic and administrative staff;
2. Increasing focus on the internationalization of the curriculum and of related learning outcomes;
3. Gaining commitment on a global basis to equal and ethical higher education partnerships.

The following high priority and priority action steps have been collectively agreed upon:

High Priority Actions

Action 1: The three integrated areas mentioned above shall be the core elements of joint professional development of our constituencies so as to guarantee global interaction and dialogue and optimisation of these activities.

Action 2: The organisations affiliated to the 'Network of International Education Associations' (NIEA) will, before the end of 2014, explore plans to increase access to conferences and other professional development activities, as well as providing discounted membership for the members of each other's associations, especially for individuals from the developing and emerging countries.

Action 3: The organisations present at the Global Dialogue affiliated to the 'Association for Studies in International Education' (ASIE) shall, at the ASIE meeting on 1 April 2014 propose plans to encourage both co-research and co-authorships between researchers from emerging and developing countries as well as opportunities around the dissemination of research through a range of academic publications.

Action 4: A Global Dialogue shall be organised every two years under the guidance of the NIEA. The next Global Dialogue will take place in 2016.

Action 5: In line with the IAU statement, the Global Dialogue participants commit themselves to apply ethical standards to their own activities and urge their members or constituencies to do likewise.

Action 6: By September 2014, a set of International Partnership guidelines shall be developed and proposed for adoption by organisations affiliated with the NIEA to ensure equal and ethical practices in international education.

Action 7: The IAU shall broaden their existing database of International Higher Education experts to include volunteers who are members of other internationalisation entities to offer their expertise for purposes of professional development by the end of 2014.

Priority Actions

Action 8: The organisations present at the Global Dialogue shall stimulate broader and diverse active participation and ensure that the outcomes of the Global Dialogue are taken into consideration in the regular IAU Global Survey.

Action 9: The NIEA shall stimulate and support the development of a global network of organisations and centres that conduct research on international higher education and will organise a forum within the next two years in a developing or emerging country focused on inter-regional research in this field.

Action 10: The organisations belonging to NIEA shall explore plans to restructure its activities into working groups and action-oriented meetings. The upcoming NIEA meeting at the AIEA and NAFSA 2014 conferences shall discuss this new structure. In addition to AIEA, NAFSA and EAIE conferences, they need to explore how every other strategic conference can be used for these types of action-oriented meetings.

The organisations in the Global Dialogue commit themselves to assess the progress of the implementation of the actions agreed upon in this declaration on an annual basis. They will also create an online portal through which the NIEA can share the two previously mentioned documents and where other organisations can share similar documents or charters (if possible in different languages) in order to make the information accessible to a wide variety of stakeholders.

The participants commit to inform their constituencies and those of similar entities in the fields of international and higher education that were not present at this Dialogue of the above declaration and to actively gain support for the implementation of the actions agreed upon in this declaration.

Present:

Port Elizabeth, 17 January 2014

Global Conference Rational

At the first Global Dialogue on Higher Education Internationalisation held in January, 2014, participants voiced a need for a Global Conference on Higher Education Internationalisation. This year, replacing the annual IEASA Conference, the Global Conference will be held from the 22nd – 24th August, 2016 at the Kruger National Park.

The aim of this conference is to provide a common platform for Higher Education educators, professionals and other interested parties to deliberate and explore the current and future challenges facing Higher Education, specifically concerning its internationalisation endeavours. This conference promises to provide a platform where all can meet to deliberate without fear of domination of one over the other and will be arranged within the true spirit of Ubuntu with all participants encouraged to improve the other and not the self.



2016 Global Conference Welcome



Modern Higher Education and its Institutions cannot escape the realities of a modern world that is in a process of re-defining itself. The interaction between the national and the global changed dramatically in the past ten years. The possible achievements by 2020 was a Global world focussed on the movement of scholars in a borderless world. The current reality is so far removed from these millennium goals. The focus shifted to higher education systems confronted by an unequal world where economic resources and in many instances unfriendly environments is challenging international higher education to re-think the future of internationalization as we know it.

This conference will provide a common platform for all those that are interested in higher education internationalisation. In a friendly and unique environment, we can deliberate and explore the current and future challenges as well as opportunities facing higher education globally. The focus of the conference will be on global issues that are shaping today's world and impacting the future. The global conference will provide a platform/commons where all can meet to deliberate and engage without fear of domination of the one over the other. The conference will take place in the true spirit of Ubuntu, participants will aim to improve the other and not only the self.

We invite you to participate in all debates. Be thought leaders in your own right. We will be a group of Higher Education Educators that will truly represent Global Higher Education. A global debate will take place and be recorded to go from the Kruger Park into the world to act as a point of reference in re-evaluating what we are doing globally.

The following themes will be addressed in five plenary sessions as well as in a variety of parallel sessions:

- The role of higher education and higher education internationalisation in addressing global issues (peace and reconciliation, migration, environment, inequality and poverty);
- Bridging the inequality gap as well as the challenges it provides in order to make higher education internationalisation truly global and inclusive;
- The latest innovations in higher education internationalisation practices that bring the developing and the developed world closer together;
- The post-Cold War geopolitical positioning of the world and its influence on higher education internationalisation;
- Collaboration between national and regional organizations in advancing higher education internationalisation;

IEASA as the coordinating organization is proud to invite our Global Friends to be part of a unique experience that can build on the commitments agreed to in the Nelson Mandela Bay Declaration of 2014, to provide new insights and a Global view from the African Bushveld that can influence thinking and practices of international higher education.

Nico Jooste

President IEASA (2014 – 2016)

Keynote Speakers



Professor Derrick Swartz

Derrick Swartz has served as the Vice-Chancellor of the Nelson Mandela Metropolitan University since 2008.

Originally from Port Elizabeth, Prof Swartz began his working life as a high school teacher, community researcher, and project coordinator in the city's northern areas. A strident anti-Apartheid activist, he helped build a network

of youth community organisations in the region that led to the formation of the United Democratic Front (UDF).

During the early 1990s he worked and studied in the United Kingdom, where he made significant contributions to thinking around democratic governance and the management of a post-apartheid civil service in South Africa. Prof Swartz has a BA degree from the University of the Western Cape, and MA and DPhil degrees in sociology from Essex University.

He is the former Vice-Chancellor and Principal at Fort Hare University, where he is credited for leading a profound turnaround strategy. He founded the Institute of Government in 1995 and served as Professor and Chair of Inter-Governmental Relations.

A sociologist by training, Prof Swartz has played a leading role in transformation and change management in South African higher education in recent years and has actively contributed to change in South African society on a wide front. He was a member of a presidential review commission appointed by then President Nelson Mandela and has served on several boards and public trusts and as a board member of the Association of Commonwealth Universities.

His areas of special interests are the role of universities in the economy, the philosophy of science, and the developmental role of higher education.

COUNTRIES REPRESENTED

United States of America

Algeria

Angola

Australia

Belgium

Botswana

Brazil

Canada

Denmark

France

Germany

India

Indonesia

Italy

Kenya

Malawi

Mexico

Mozambique

Netherlands

Nigeria

Norway

Russia

Singapore

South Africa

Sweden

Turkey

Uganda

United Kingdom

Zimbabwe



GLOBAL CONFERENCE ON THE INTERNATIONALISATION OF HIGHER EDUCATION

A Global International Higher Education Commons: Evaluating and Imagining the Internationalisation of Higher Education

SUNDAY, 21 AUGUST 2016

T I M E	E V E N T	V E N U E
1 0 : 0 0 – 1 6 : 3 0	REGISTRATION	Nombolo Mdhului Conference Centre
1 7 : 0 0 – 1 9 : 0 0	WELCOME RECEPTION	River Deck, Cattle Baron Restaurant

MONDAY, 22 AUGUST 2016

T I M E	E V E N T	V E N U E
0 8 : 0 0 – 1 3 : 0 0	REGISTRATION	Nombolo Mdhului Conference Centre
0 9 : 0 0 – 1 0 : 0 0	OPENING PLENARY	
V e n u e :	NDLOPEU	
C h a i r p e r s o n :		
	Welcome Address	International Education Association of South Africa (IEASA) President: Dr Nico Jooste
	Keynote Address	Nelson Mandela Metropolitan University (NMMU) Vice Chancellor: Professor Derek Swartz
1 0 : 0 0 – 1 0 : 3 0	REFRESHMENT BREAK	

1 0 : 3 0 – 1 2 : 0 0	Plenary Session: The role of Higher Education Leadership in International Higher Education
	Role of University leadership an African University perspective: Mzuzu University Deputy Vice Chancellor: Dr Loveness Kaunda
	The role of the Vice Chancellor in providing Institutional leadership: Botswana International University of Science and technology Vice Chancellor: Professor Otlogetswe Totolo, Augustine Neto University Vice Chancellor: Professor Rosario Sambo, and Rhodes University Vice Chancellor: Dr Sizwe Mabizela.
	The role of an International Higher Education Organisation: European Association for International Education (EAIE) Vice President: Mr Markus Laitinen and International Education Association of South Africa (IEASA) President: Dr Nico Jooste.
	Role of the President and Provost in a USA environment: Otterbein University Provost and Vice President for Academic Affairs: Dr Miguel Martinez-Saenz
	Plenary Facilitator and Thought Leader: Previous NAFSA President: Professor John Hudzik.
1 2 : 0 0 – 1 3 : 0 0	LUNCH
	INGWE
13:05 – 13:45	Poster Session: - Mrs Kimi Keith: The Implementation of a Customer Relationship Management System to Track Partnerships and Links at the University of Cape Town - Mrs Nicola Lachiah and Ms Njeri Mwagiru: Designing Innovative Short Term International Programmes at the University of Cape Town
	NDAU A Concerted Effort to Build Capacity for Internationalisation of Higher Education in South Africa through the Internationalisation and Modernisation programme for Academics, Leaders and Administrators (IMPALA) Project
	NARI Assessing the impact of Belgian student teachers experience through reflective protocol: Enhancing internationalisation through understanding exchange students' experiences' experience.
	Ms Annelien Dewinter, Ms Merle McOmbridge Hodges and Mr Varkey George
	Prof Ndileleni Mudzielwana and Cornelius Hagenmeter

13:50 – 14:30	- Poster Session - Mrs Susanne TaylorUnderstanding the Legislation: A Golden Key for Higher Education Work Integrated Learning Coordination with a Special Focus on the International Student:: - Ms Melissa Malambile, Ms Quinter Onyango and Ms Ayanda Boysen: International Student's Perceptions and Experiences of "distance" as part of their enrolment: An Exploratory Study	Successful stages of a multi-year global student exchange program	Developing intercultural and international competencies through regional student exchanges: The case of the Botho – Univen undergraduate student exchange in Computer Science
		Dr Gwendolyn Benson, Dr Susan, Ogletree, Dr Julie Washington, Dr Parvathy Naidoo, Mrs Erica Bass-Flemings and Ms Nothando Gwala.	Mrs Marang Mutuna and Mr Cornelius Hagenmeier
14:35 – 15:35 :	Plenary Session: The Focus on Research and Postgraduate Study: Contextualizing Internationalisation		
V e n u e :	NDLOPFU		
	. Panel members are: - Professor and Programme Director, Higher Education Programme, New York University, USA: Professor Teboho Moja, - Director Research, University of the Western Cape, RSA: Dr Thandi Mgwebi, - Vice-Chancellor, United States International University-Africa, Kenya: Professor Paul Zeleza, - Department of Education, Limpopo Province; and IFP Alumnus, RSA: Mrs Lillian Nkhwashu Plenary Facilitator: Executive Director International Relations and Cooperation, National Research Foundation, South Africa: Dr Aldo Stroebe.		
15:35 – 15:50 :	Refreshment Break		

V e n u e	INGWE	MHELEMBE	NDAU	NARI
1 5 : 5 5 – 1 6 : 3 5 :	Managing a University in an age of disruption	Building Global Partnerships for effective Governance, Leadership and Management in South African Universities.	Internationalisation of Higher Education in South Africa: A critical analysis of experience at the North West University.	Are we reigning in a new era of North-South Partnerships in Higher Education?
P r e s e n t e r :	Ms Orla Quinlan and Mrs Loshni Govender	Dr Oliver Seale	Dr Miranda Mgiijima	Ms Samia Chasi
1 6 : 4 0 – 1 7 : 2 0 :	The Myth and Reality of Academic Self Governance in Universities: Lessons from Makerere University Uganda	South – South Cooperation: From Good Intentions to Practice	The Importance of Higher Education Institutions Internationalisation and its implications for cultural maturity among university staff members.	Scholars at Risk: How can universities promote higher education values in international partnerships
P r e s e n t e r :	Dr Euzobia Mugisha Bain	Dr Leandro Tessler and Mr Leolyn Jackson	Mr Ordinance Jabu Makhubela	Ms Margaret Coons
	Free evening.			

TUESDAY 23 AUGUST 2016

	PLENARY
C h a i r p e r s o n :	
V e n u e :	NDLOPFU
F a c i l i t a t o r :	Nico Jooste
0 8 . 3 0 – 1 0 : 0 0	Plenary: Shifting Parameters from a Bi-Polar Cold War to a Multi-Polar and Unequal World - Mr Rob Brown: Worlds Apart - Mrs Hanneke Teekens: The Nation State and International Education - Dr Limarys Caraballo: Rethinking Global Contexts: Equality, Intersectionality and Citizenship in Higher Education - Ms Sonja Knutson: Indigenization and Internationalization as Transformative drivers in Higher Education.
1 0 : 0 0 – 1 0 : 2 5 :	REFRESHMENT BREAK

V e n u e :	INGWE	MHELEMBE	NDAU
1 0 : 3 0 – 1 2 : 0 0 :	Session: Marketing - Mr Thijs van Vugt and Mr Sebastian Raneskold: Student Recruitment in the Digital Age. - Ms Stephanie van Heerden, Mr Jody Felton and Mrs Divinia Jithoo: Why so Few? A Comparative Study on Student Awareness of Study Abroad Opportunities. - Mrs Tanja Miller : How does and International Student at University College Nordjylland succeed depending on Choice of Education?	Session: Alternatives to the Ranking of Universities - Dr Sijbolt Noorda: Fair and Beneficial Benchmarking - Mr Upenyu Majee: Managing globally competitive and locally responsive universities in South Africa	Session: An Experience in North South Partnerships: - Dr Rebecca Tiessen: Ethical Considerations in N-S mobility programs - Dr Kathleen Grantham: Measuring and Evaluating N-S mobility programs - Ms Anna Seifried: Building Effective Partnerships through N-S mobility programs
Parallel Sessions: Shifting Parameters from a Bi-Polar Cold War to a Multi-Polar and Unequal World			
V e n u e	INGWE	NDAU	NARI
1 2 : 0 5 – 1 2 : 5 0	The Future of Credential Evaluation: Electronic Data Transfer and Authentication.	An Evidence based transparent strategy for collaboration with African Institutions.	Higher Education Internationalisation for Peace and Reconciliation: the case of Catholic University of Mozambique.
P r e s e n t e r :	Ms Margaret Wenger	Dr Par Svensson	Ms Esther Masirara
1 2 : 5 5 – 1 3 : 5 5 :	LUNCH		

	INGWE	MHELEMBE	NDAU	NARI
14:00 – 14:40	Optimising Teaching and Research in the Environment of Increased and Diverse Demand for	Re-defining Internationalisation for Higher Education: Adapting to a new French Paradigm.	Understanding Internationalisation Inequalities through a new paradigm: Mobility, moorings, fractions and fixities.	Addressing Socioeconomic inequalities in institutions of Higher Learning in Mozambique.
	Graduate Education: Perspectives from Universities of Makerere, Ghana and Cambridge.			
P r e s e n t e r :	Dr Euzobia Mugisha Bain	Dr Sophie Magnier	Dr Bradley Rink	Ms Esther Masirara
14:45 – 15:25:	Educating Students In The 21st Century: An International Dialogue	Warming up after the Cold War. A critical study of the Geopolitical evolution of the University of Cape Town's approach to Internationalisation.	Globalization as an Alternative to Internationalization: A socially responsible and sustainable international development perspective	Inequalities as a gender gap in Higher Education: International Trends.
P r e s e n t e r :	Dr Julie Washington, Dr Susan Ogtree and Dr Gwendolyn Benson	Mr Jody Felton, and Mr Charlton Esterhuizen	Dr Fay Patel	Dr Oglesun Obadire and Mr Cornelius Hagenmeier
15:30 – 15:45:	Refreshment Break			
V e n u e :	INGWE	MHELEMBE	NDAU	NARI
15:45 – 16:25:	Efforts to Integrate International Students at the University of Limpopo	Development of intercultural competence in the aftermath of violent conflict: the role of international higher education	Multicultural Mixing Bowl: Promoting Intercultural Communication at Stellenbosch University.	Internationalising Indian Higher Education: Opportunities and Challenges
	Mr Goldmarks Makamure and Dr Makololo Mogane	Dr Savo Heleta and Dr Darla Deardorff	Ms Alecia Erasmus and Mr Werner Dewit	Mr Gautam Rajkhowa
17:45 - 21:00	GALA BUSH DINNER			

WEDNESDAY, 24 AUGUST 2016

		SESSION 7: PLENARY			
C h a i r p e r s o n		Session Facilitator: Professor Vivienne Lawack			
V e n u e :		NDLOPFU			
0 8 : 3 0 - 1 0 : 0 0		Curriculum Transformation in a time of Global instability: Panel Discussion with thought leaders: - Dr Marianne Cox and Mr Ben Bartels: Rethinking the Curriculum - Professor Teboho Moja: Internationalization or Africanizing the curriculum – a relevant debate? - Dr Savo Heleta: The need for the “Internationalisation of the Curriculum” argument within the “Decolonisation of the Curriculum” debate. - Professor Jan Crafford and Mr Cornelius Hagenmeier: A rural based, ethnic, single-origin university perspective on curriculum transformation - Ms Orla Quinlan: Challenges of having curriculum conversations in a highly politicised environment: the dominance of politics over pedagogy			
V e n u e :		INGWE	MHELEMBE	NDAU	NARI
1 0 : 0 5 - 1 0 : 4 5		Preparing Health Profession Graduates for an Interconnected World: Current Practices and Future Possibilities for Internationalizing Curriculum.	Rethinking the Curriculum breakaway session	The need for Internationalising Curricula in South African Higher Education	Curricular and Co-Curricular Design to Introduce Pharmacy and Public Health Students to Global Health Equity
		Dr Jonas Nguh	Dr Marianne Cox and Mr Ben Bartels	Dr Lester Shawa	Dr Yussif Dokurugu

REFRESHMENT BREAK				
1 0 : 4 5 – 1 1 : 0 0	V e n u e :	INGWE	MHELEMBE	NDAU
1 1 : 0 5 – 1 1 : 4 0		How do Norwegian Nursing Students acquire Cultural Competence, and how do they experience and integrate the understanding in their practice when undergoing clinical placement in the Tanga Region, Tanzania.	The road not taken – the role of Higher Education in bridging the gap between a student's' own world and that of global competence.	Desperately seeking a truly Global Education – How a Cosmopolitan Approach can transition the premises and practices of Internationalisation of Higher Education
P r e s e n t e r s :		Mr Johannes Hovland	Ms Anna Lindahl	Miss Sarah Richardson.
				Ms Berit Simonsen
V e n u e :		INGWE		NDAU
		BRICS – An alternative Global player		
1 1 : 4 5 – 1 2 : 2 5		- Dr Nico Jooste: BRICS and Higher Education Internationalization –beginning to think differently. - Mr Maxim Khomyakov: BRICS University Collaboration: Problems and Opportunities. - Mr José Celso Freire Junior: - Brazil and its BRICS strategies - Dr Micheal Cosser: Higher Education in the BRICS: Quality at the cost of Equality? - Mr Bogdan Voronovskiy: BRICS Higher Education Cooperation		- Miss Beth Nthiga: Internationalisation of Education and its influence on Migration from Developing to Developed Countries. - Mrs Philina Wittke: The Integration of refugees into the German University Landscape.
		Closing Plenary		
1 3 : 3 0 – 1 4 : 3 0 :		LUNCH		

PLENARIES

THE ROLE OF HIGHER EDUCATION LEADERSHIP IN INTERNATIONAL HIGHER EDUCATION

Professor John Hudzik - Plenary Facilitator

A well-known figure in the world of international higher education on both sides of the Atlantic, John Hudzik was honoured with the Transatlantic Leadership award in 2014. He was acknowledged as an outstanding advocate for mutual understanding and respect, and was recognised for maintaining and investing in beliefs, values and benefits between and for organisations in both North America and Europe. John was a Professor at Michigan State University (MSU) and a NAFSA Senior Scholar for Internationalization at the time he received this award.



Dr Loveness Kaunda

Dr Kaunda is the Deputy Vice Chancellor at Mzuzu University in Malawi. She has a PhD from the University of East Anglia in the UK. She has published widely on Internationalisation and served on numerous committees, professional associations and Ministerial Task Teams. These include being a member of the Internationalisation at Home Special Interest Group of the European Association of International Education and Chairperson of the Directors Forum of the International Education Association of South Africa. She also has affiliations with Universities South Africa.



Professor Rosário Sambo

Rosário trained as a medical doctor at the Faculty of Medicine of the University Agostinho Neto in Luanda, Angola, and gained extensive knowledge in neurology during her career at the Neurology Service, Hospital de Egas Moniz, Lisbon, and the Order of Physicians of Portugal. She is an experienced university lecturer and completed her PhD with an analysis of genetic susceptibility to cerebral malaria in Angolan children. In 2010, Rosário won the Pfizer Award for clinical research (Portugal) and the Prize for Biomedical Research of the Order of Physicians Angola in 2011. Rosário has a particular interest in clinical and genetic studies on malaria and is currently in charge of coordinating the project “Neonatal screening of sickle cell disease and genetic counseling to couples at risk of Benguela Central Hospital”, which is funded by the Angolan government and based at the Faculty of Medicine, University Katavala Bwila. In 2014, Rosário became a member of the Plasmodium Diversity Network Africa (PDNA).



Professor Otlogetswe Totolo

Professor Otlogetswe Totolo has been appointed the new Vice Chancellor of the Botswana International University of Science & Technology (BIUST).

He is a renowned Environmental Scientist and is bringing invaluable wealth of experience in academia having held senior academic positions at the University of Botswana (UB), where he last served as Deputy Vice-Chancellor



(Academic Affairs) and Professor of Environmental Science (Soil Science). He previously held various senior positions of Director of Centre for Scientific Research Indigenous Knowledge and Innovation (CesrIKi), Dean of the Faculty of Science and Head of Environmental Science. He has also served in various key UB strategic committees such as Council, Senate, Staff Appointments and Promotions Committee, Research Committee, to mention but a few.

He obtained a Bachelor of Science (BSc) Degree and Post Graduate Diploma in Education (PGDE) at UB, Master of Science (MSc) at the University of Reading in UK, Doctor of Philosophy (PhD) Degree at the University of London (UK). He has also completed short courses on science management including one at Harvard University, USA. He has published widely in publication outlets of international repute, such as Physics and Chemistry of the Earth, International Journal of Environmental Geology, Botswana Journal of Technology, and International Journal of Environmental and Applied Science. He has also reviewed numerous journal articles in the international journals.

Professor Totolo has contributed immensely to industry and the science profession, having served in Governing Bodies of many organizations that include Botswana Technology Centre (BOTEC), Rural Industries Promotions Company (RIPCo), Environmental Heritage Foundation (EHF), Somarelang Tikologo (as founder member) Botswana Institute for Technology Research and Innovation (BITRI) as Chairman. He is also the Deputy Chairman of the Botswana UNESCO Chapter.

His vision for BIUST is guided by strategic planning that is aligned to the National Vision 2016, National Development Plan 11, as well as the Millennium Development Goals and Beyond 2015. He therefore, envisions a BIUST which lives up to its mission, vision and strategic goals, as a premier research university, with proper governance through the right policies that should drive quality service delivery, academic quality and student reputation, research and innovation excellence, and institutional engagement for development with key stakeholders, and an environment that is conducive for students and staff to succeed.

Dr Sizwe Mabizela

Dr Mabizela was born at Baldaskraal, a village outside Ladysmith in KwaZulu-Natal. He completed his matric at St Chad's High School, a boarding school in Ladysmith. Dr Mabizela completed his BSc, BSc Honours and Master's degrees in Mathematics at the University of Fort Hare. In 1986 he had a brief stint at the University of Zululand as a junior lecturer in the Department of Mathematics before accepting an Educational Opportunities Council (EOC) scholarship to pursue doctoral studies in Mathematics at the Pennsylvania State University in the USA. His PhD thesis, titled Parametric Approximation, was completed under the supervision of Professor Frank Deutsch in 1991.



After completing his PhD 1992 he was offered and accepted a lectureship at the University of Cape Town. He rose through the academic ranks at the University of Cape Town until he became an Associate Professor and deputy Head of the Department of Pure and Applied Mathematics. In 2004, he was offered the Chair and Headship of the Department of Mathematics at Rhodes University. Dr Mabizela's research field is Abstract Approximation Theory, a subfield of Functional Analysis. He has published extensively in his area of research and has presented his research at national and international conferences. He has collaborators in the USA, Australia, Israel, China and Korea. He has reviewed research manuscripts for several international journals. He has taught Mathematics at all levels of university education - ranging from undergraduate to postgraduate levels. He has served as an external examiner for Master's and Doctoral candidates from other South African universities. He is also a member of the South African Mathematics Olympiad Committee.

In 2008 Dr Mabizela was appointed as Deputy Vice-Chancellor: Academic and Student Affairs at Rhodes University. In this capacity, he had executive responsibility for, and provided strategic

leadership on, all academic matters, student affairs and Community Engagement. In November 2014, he was appointed as the 6th Principal and Vice-Chancellor of Rhodes University. He is well-versed in a variety of higher academic education matters, including governance, management and leadership, teaching and learning, quality assurance, academic development, assessment and evaluation. He has served as an HEQC auditor panelist. Dr Mabizela serves or has, until recently, served on national and international professional bodies. In 2010, he was appointed by the Minister of Basic Education, the Honourable Minister Angie Motshekga, MP, as the Chairperson of the Council of UMALUSI, (Council for Quality Assurance in General and Further Education and Training) until June 2014. Prior to that he served as the Chairperson of the Assessment Standards Committee of DR SIZWE MABIZELAUMALUSI and Deputy Chairperson of UMALUSI. He serves on the AIMS (African Institute for Mathematical Sciences) Advisory Board. He served on the Ministerial Committees on Mathematics Education and on Learner Retention in the South African Schooling System.

Dr Mabizela has received numerous academic awards and recognition including Honorary membership of the Golden Key International Honour Society, Pennsylvania State University SHARE Fellowship and FRD/NRF C rating. Dr Mabizela is married to Dr Phethiwe Matutu. The couple has two children, ZamaNdoni and Zinzile.

Mr Markus Laitinen

Markus Laitinen has over 20 years of experience in international higher education in various roles at the University of Helsinki, ranging from student services and admissions to strategic management of international relations. He earned his Master's in social science there in 1995, was the university's Erasmus+ institutional coordinator for well over 10 years, and currently serves as the university's Head of International Affairs. He has been involved with the EAIE since 1994, coordinated his university's successful application for the EAIE Institutional Award for Internationalisation in 2013 and is currently the Association's Vice-President (elected in 2014). Throughout his career Markus has been an avid proponent of embedded internationalisation and has given talks and published articles on this topic.



Dr Nico Jooste

Dr Nico Jooste currently holds the position of Senior Director of the Office for International Education at the Nelson Mandela Metropolitan University, located in the cities of Port Elizabeth in the Eastern Cape and George located in the Western Cape. Dr Nico Jooste is the current President of IEASA.



Dr Miguel Martinez-Saenz

Miguel Martinez-Saenz is the Provost and Vice President for Academic Affairs at Otterbein University. Martinez-Saenz came to Otterbein from St. Cloud State University in Minnesota, where he served as dean of University College and associate provost for student success. In this position, he provided leadership, vision, supervision and evaluation to an array of programs and services aimed at improving student access, success and retention.

Martinez-Saenz previously held positions as associate provost, assistant provost for the First-Year Experience, interim assistant provost for Academic Services, director of the First-Year Seminars and associate professor of philosophy at Wittenberg University in Springfield, Ohio. He earned his associate's degree from Tallahassee Community College; bachelor's degree in religion from Florida State University; and master's and doctorate degrees in philosophy from the University of South Florida.



THE FOCUS ON RESEARCH AND POSTGRADUATE STUDY - CONTEXTUALIZING INTERNATIONALISATION

Dr Aldo Stroebe - Plenary Facilitator

Dr Aldo Stroebe is Executive Director International Relations and Cooperation at the National Research Foundation (NRF), South Africa, and Visiting Fellow at the Institute for African Development at Cornell University, USA. He serves as immediate past President of the Southern African Research and Innovation Management Association (SARIMA), as South Africa's National Contact Point for the ERC to H2020, and on the Board Committee for Strategy of the Agricultural Research Council (ARC). He is one of 20 Founding Members of the South African Young Academy of Science (SAYAS). Education credentials: University of Pretoria (BSc- and Hons-degrees); University of Ghent, Belgium (Masters in International Agricultural Development); University of the Free State and Cornell University, USA (PhD); Postdoctoral research at Wageningen University, The Netherlands. He has published widely in smallholder farming systems, and has been acknowledged as a leader in internationalisation of Higher Education, and research and innovation management.



Professor Teboho Moja

Professor Teboho Moja is a professor of higher education at New York University, and has been a policy analyst with a focus on the South African higher education systems. The late South African President Nelson Mandela appointed her Executive Director and Commissioner to the National Commission on Higher Education. Moja authored articles on higher education reform issues in areas such as the governance of higher education, policy processes, and impact of globalization on higher education. She is a co-author of a book on educational change in South Africa since the first democratic elections in 1994. Moja has held key positions at several South African universities including being appointed chair of the Council to the largest university in South Africa, the University of South Africa. She has held positions as professor extraordinaire at the University of Pretoria and the University of Johannesburg. Served as visiting professor at the University of Oslo (Norway) and University of Tampere (Finland). She has delivered numerous keynote addresses in international settings and to a variety of stakeholders worldwide. She was instrumental in setting up the Center for Higher Education Transformation (CHET) in South Africa to monitor and stimulate debates on change issues.



She served on the boards of international bodies such as the UNESCO-Institute for international Education Planning and the World Education Market. Teboho Moja served as a Special Advisor to two Ministers of Education in South Africa post 1994.

Dr Thandi Mgwebi

Professor Paul Zeleza

Paul Tiyaambe Zeleza is Vice Chancellor and Professor of the Humanities and Social Sciences at the United States International University-Africa, Nairobi, Kenya, a position he assumed on January 1, 2016.

Prior to joining USIU-Africa, he was Vice President of Academic Affairs and Professor of History at Quinnipiac University in Connecticut, USA. Previously



he was Dean of the Bellarmine College of Liberal Arts and the President's Professor of History and African American Studies at Loyola Marymount University. He also served as head of the Department of African American Studies and the Liberal Arts and Sciences Distinguished Professor at the University of Illinois at Chicago, taught at the Pennsylvania State University, and was Director of the Center for African Studies and Professor of History and African Studies at the University of Illinois at Urbana-Champaign. Before coming to the United States in 1995 he was College Principal and Professor of History and Development Studies at Trent University in Ontario, Canada. Earlier he worked at the University of Malawi, University of the West Indies, and Kenyatta University. In 2006 he was appointed Honorary Professor at the University of Cape Town, South Africa. In Fall 2015, he was a fellow at Harvard University.

Mrs Lillian Nkhwashu

SHIFTING PARAMETERS FROM BI-POLAR COLD WAR TO MULTI-POLAR AND UNEQUAL WORLD

Mr Rob Brown

Rob Brown has worked in the international education industry for over twenty years, with significant experience in educational management and marketing. Currently Rob is Head of Digital Marketing for global education group, Navitas, and has been responsible for driving significant change in the way that Navitas institutions engage with past, present and future students via technology. He is considered an expert in the fields of marketing automation, social media, online lead-generation and marketing strategy. Prior to joining Navitas, Rob worked for the Paris Graduate School of Management and the Paris Chamber of Commerce. He is a regular keynote speaker and presenter on the education/technology circuit.



Mrs Hanneke Teekens

Hanneke Teekens is an independent consultant in higher education with a focus on internationalisation and part of the editorial board of the Internationalisation of Higher Education Handbook. In 2014 she retired from her position as member of the board of Nuffic, the Netherlands Organisation for International Cooperation in Higher Education. Within her portfolio she was responsible for a wide range of activities, including the support offices in 10 different countries, diploma evaluation, Unesco Secretariat and communications.



Earlier on, Hanneke was director of the Socrates Agency and responsible for the coordination and information on Erasmus Mundus and Tempus. Currently Hanneke is a Senior Fellow for Internationalisation with NAFSA. In the Netherlands she sits on various boards of educational organisations. Hanneke has worked at the Hogeschool and University of Amsterdam, at Twente University and in different places around the world as a teacher, researcher and project manager. She is a frequent speaker at international conferences, seminars and workshops and has published on various topics in the field.

Hanneke studied History and Education and is a graduate of Leyden University.

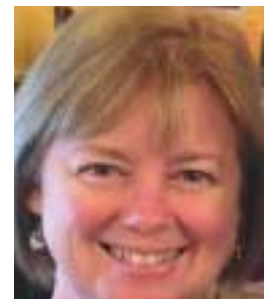
Dr Limarys Caraballo

Limarys Caraballo is assistant professor of English education in the Department of Secondary Education at Queens College--City University of New York, and a Faculty Fellow of the Institute of Urban and Minority Education at Teachers College, Columbia University. She received her doctorate from the Department of Curriculum and Teaching at Teachers College, where she was a General Research Fellow. Her research has been recognized by a Cultivating New Voices among Researchers of Color Research Fellowship of the National Council of Teachers of English (2010-12) and awarded the AERA Curriculum Studies Outstanding Dissertation Award (2013). Her research interests include students' multiple identities and literacies, academic achievement, social justice pedagogies, and teaching English in diverse sociocultural contexts. As a former English teacher and administrator, her work complicates conversations about minoritized students, curriculum, achievement, and teacher education.



Ms Sonja Knutson

Sonja Knutson has a dual role as scholar and as a practitioner at Memorial University, as both a doctoral student in the Faculty of Education and Director of the Internationalization Office. Her primary research interest is the role of the senior leader of internationalization on a campus and the responsibility to engage the campus community in transformative international/intercultural experiences. Her research interests arise from her practitioner role and interests in indigenization and internationalization of higher education as two drivers of transformative institutional change. As Director of the Internationalization Office at Memorial University of Newfoundland, she is responsible for leading, partnering and supporting the Internationalization Office to implement the actions of the Strategic Internationalization Plan 2020 at Memorial. She is a frequent presenter at international conferences and is currently enrolled in a doctoral program at the Faculty of Education at Memorial. She has served for six years on the Board of Directors of the Canadian Bureau for International Education, and is chair (elect) with the NAESA International Education Leadership Knowledge Community.



CURRICULUM TRANSFORMATION IN A TIME OF GLOBAL INSTABILITY

Dr Marianne Cox

Dr Marianne Cox is a policy advisor, researcher and course director with the Netherlands Organisation for International Cooperation in Education (EP-Nuffic). Prior to this, she was a senior consultant in the field of international recognition and accreditation, regional advisor and expert on international qualifications.

Dr Savo Heleta

Dr Savo Heleta works as the manager of Internationalisation at Home and Research at Nelson Mandela Metropolitan University's Office for International Education (OIE) and researcher in OIE's Research Unit for Higher Education Internationalisation in the Developing World. Savo's research focuses on higher education internationalisation, higher education in post-war settings, conflict analysis and post-war reconstruction and development in general.



Ms Orla Quinlan

Ms Orla Quinlan is currently the Director of the International Office at Rhodes university, situated in the town of Grahamstown in the Eastern Cape of South Africa. Ms Orla Quinlan advises IEASA in matters of Internationalisation of the Curriculum.



ABSTRACTS

OPTIMIZING TEACHING AND RESEARCH IN THE ENVIRONMENT OF INCREASED AND DIVERSE DEMAND FOR GRADUATE EDUCATION: PERSPECTIVES FROM UNIVERSITIES OF MAKERERE, GHANA AND CAMBRIDGE

E. Baine

Quality graduate teaching and research lie at the heart of universities' existence. One of the major problems affecting African universities has been identified as deteriorating quality because demand for graduate education has increased faster than the supply of quality teaching and research, exemplified by teaching large classes, a high supervisor-research students ratio, low completion rates for graduate students (among others).

This paper suggests ways in which a proper balance between graduate teaching and research can be optimised in the era of mass demand. Data was obtained in a comparative study of internal quality assurance systems through documentary reviews and interviews with various university staff from universities of Makerere, Ghana, and Cambridge. The assumption was that understanding the internal quality assurance systems and processes in other Universities provides useful lessons for strengthening the quality assurance systems at Makerere University and any other university in a similar context.

THE MYTH AND REALITY OF ACADEMIC SELF-GOVERNANCE IN UNIVERSITIES: LESSONS FROM MAKERERE UNIVERSITY, UGANDA

E. Baine

Liberalisation of university education during the last two decades of the 20th Century following the structural adjustment policies of the 80s and 90s changed the academic landscape of universities in unprecedented ways. The university curriculum became a tradable good almost instantly and universities found themselves in uncharted waters of managing academic programmes as business entities.

By the end of the first decade of 21st century it had become apparent that market forces in the curricula had brought mixed results to the universities which necessitated reviews. This paper is a result of the documented evidence and personal experiences of the coordinator of internal discussions and consultative processes regarding Makerere university-wide review of the curriculum spanning from 2010 to 2015.

It interrogates the concept of academic self-governance that is a key tenet of any university. It is the argument of this paper that in low income countries like Uganda, liberalisation of the university sector has presented more challenges to academic self-governance than opportunities. Left unchecked, it threatens the whole idea of academic freedom in Universities.

EDUCATING STUDENTS IN THE 21ST CENTURY: AN INTERNATIONAL DIALOGUE

J. Washington G. Benson, S. Ogletree, E. Bass-Flimmons, P. Naidoo, K. Padayachee, T. Ngwenya, and L. Moloadi.

Generation Y or Generation Z? Whatever current catchy label is used to describe them, the current



generation of students enrolled in colleges and universities worldwide are pushing the boundaries at the intersection of what they expect and what we are delivering – what we say we are delivering and what we are actually delivering. From the role of technology in the classroom, the amount of support available to individual students, high student fees, community engagement, or the content and delivery of the curriculum, there is controversy and tension, and, too often, lack of understanding on both sides. Though the reasons for these dynamics may differ from one country or continent to the other, their presence is universally acknowledged and is being widely discussed by students and their professors alike. Unfortunately, we are not having these conversations together.

The goal of this panel is to advance the dialogue. Panel members will offer critical perspectives on the relationship between university education and the world of work and the role of the university in advancing important social concerns and preparing students to be global citizens who are capable and competent to engage across borders, as well as to conduct research that is meaningful in the local social context, as well as internationally.

The panel of university administrators, and student leaders from major U.S. and South African cities, Atlanta, Johannesburg and Durban, will introduce and share their experiences and perceptions of the issues and conversations that they consider most critical to bridging this “generation gap,” and engaging in constructive discussion across generations. Further, each panel member will respond to a series of questions that have been generated by members of the panel, and designed to encourage critical thinking around identified issues.

Overall, this “global dialogue” is designed to encourage critical and constructive conversations between University administrators, students, and attendees. An important goal of this session is to discuss our differences as well as highlight the many similarities between students and administrators across these major international cities. Where feasible, solutions that are possible moving forward from this panel will be presented and discussed.

SUCCESSFUL STAGES OF A MULTI-YEAR GLOBAL STUDENT EXCHANGE PROGRAM

G. Benson, S. Ogletree, J. Washington, E. Bass-Flimmons, P. Naidoo, M. Memoona, N. Gwala, and C. Swartz.

Now entering the fourth year of a student exchange program between Georgia State University and the University of Johannesburg, there have been hundreds of individuals associated with managing a variety of challenges and exploring stimulating opportunities currently facing higher education teacher training programs. This partnership has been an exciting one between the two universities and local communities, resulting in best practices, for bringing the developing and the developed world closer together.

The panel of university administrators and student leaders will share how they collaborated to bridge the inequality gap. Panelists will reveal key factors involved in setting the stage for these successes year after year, especially relating to the detailed phases required for preplanning, implementation, and evaluation of all activities.

This global exchange program has been designed to highlight academic foundations as well as cultural components that enhance students’ awareness and understanding of the need for innovation and the use of technology. Thus allowing students who have participated to better function in a globally competitive environment. While in the United States, students will participate in a two-fold program. During the first week at the university students attend workshops, in class sessions, and have several encounters with university faculty, staff and students in order to receive a better understanding of

the an American University system. The second phase consist of visiting primary school site visits, having the opportunity to observe classes and ask questions that expose them to the needs and realities of structuring student success.

Exchange students tell us that the program is beneficial because it expands their thinking for various possibilities that are yet to be explored, especially when the commitment to the teaching profession has been strengthened through this informative and enlightening experience.

Close to 75 University of Johannesburg students have participated in this Global Student Exchange Program with Georgia State University. The majority of these students have transitioned into teaching positions. And through the use of technology, these motivated individuals have extended their support networks and global resources, becoming a Community of Believers for teaching others.

Feedback from participants regarding their experiences, as well as additional data will be shared during this session.

ARE WE REIGNING IN A NEW ERA OF NORTH-SOUTH PARTNERSHIPS IN HIGHER EDUCATION?

S. Chasi

Higher education partnerships are generally considered an important facet of internationalisation. Partnerships between the Global North and the Global South deserve particular attention, as they are often perceived and described as particularly challenging. While partnerships with institutions in the North allow higher education institutions (HEIs) in the South to gain access to much-needed resources, these partnerships also bring about challenges. These challenges are mostly due to imbalances and inequalities, particularly with regard to power and influence as well as mutual benefit but also with regard to knowledge and scholarship. The North is generally considered the dominant partner. At a number of recent symposia such as the annual conferences of the Internationalisation Association of South Africa (IEASA), calls have been made for practitioners and researchers in and from the South to contribute, or contribute more strongly, to internationalisation debates and related research.

We would like to follow this call to action by sharing preliminary findings of an ongoing research project on North-South partnerships in higher education in the broader context of internationalisation. This research aims to illustrate how North-South partnerships are conceptualised, understood and problematised by academics and professionals in the Global South. For this purpose, one South African higher education institution was purposely selected to shed light on its partnerships with the North.

This paper draws on the findings from a pilot study conducted as a quality assurance phase of the research project, which is framed in the context of qualitative research and constructivism, using the case study design. The pilot involved in-depth interviews with three staff members of the selected university. These interviews generated rich qualitative data and insights into how South Africans experience North-South partnerships and the challenges they bring about.

INTERNATIONAL STUDENT'S PERCEPTIONS AND EXPERIENCE OF "DISTANCE" AS PART OF THEIR ENROLMENT: AN EXPLORATORY STUDY

Q. Onyango, A. Boysen and M. Malambile

In this exploratory study, we investigated how international students perceive and experience the notion of "distance" as part of their enrolment at a rural university in the Eastern Cape of province of South Africa. We define and found "distance" to be any form of alienation that an individual can go through as part of a perceived reality. We used a focus group technique with 30 randomly selected international students incorporating interviews and visual methodology to understand the perception and experience of "distance" amongst international students. Thematic analysis was used as a technique to analyse the text that accompanies the data collected from the focus groups and written statements from the visual methodology exercise. In our context, we found the framing of distance to be on four fronts due to: a) cultural factors in the local context; b) a sense of elsewhere; c) lack of understanding specific to academic & curricular gaps and finally, d) deliberate resistance towards integration. We explore further the implication of "distance" to the work of academics and international officers in our context. We further argue based on our research, some strategies that can be adopted to not only help international students deal with "distance" but also practical interventions for psycho-social support.

SCHOLARS AT RISK

M.Coons

Around the world today, scholars are attacked because of their words, their ideas, and their place in society. Those seeking power and control work to limit access to information and new ideas by targeting scholars, restricting academic freedom, and repressing research, publication, teaching, and learning. The Scholars at Risk Network responds to these attacks. In addition, during the current refugee crisis, refugee scholars and the universities seeking to assist them face particular challenges. Scholars at Risk provides a framework for response and a support network in this context.

At its heart, Scholars at Risk (SAR) is an international network of higher education institutions dedicated to protecting threatened scholars, preventing attacks on higher education communities, and promoting academic freedom worldwide. SAR provides a range of opportunities for involvement by individuals and institutions alike and works with local partners to form national and regional sections to bring these opportunities to new parts of the world. Opportunities for engagement with SAR include inviting speakers, hosting scholars, advocating on behalf of scholars in prison, contributing to new research on academic freedom, joining a new project to promote higher education values in international partnerships, and more.

HIGHER EDUCATION IN THE BRICS: QUALITY AT THE COST OF EQUALITY?

M. Cosser

Every country has its elite universities; the BRICS countries (Brazil, Russian Federation, India, China, and South Africa) are no exception. One can readily compute, for example, from a cross-tabulation of the Times Higher Education (THE) BRICS and Emerging Economies Rankings 2015 and the QS University Rankings: BRICS 2015 – taking an average of the respective scores accorded by each of the systems to each institution – the top ten universities in the BRICS. These are Peking University (1 – China), Tsinghua University (2 – China), Lomonosov Moscow State University (3 – Russian

Federation), the University of Science & Technology of China (4 – China), the University of Cape Town (5 – South Africa), the University of Sao Paulo (6 – Brazil), Shanghai Jiao Tong University (7 – China), Zhejiang University (8 – China), Nanjing University (9 – China), and Fudan University (10 – China). Seven of the ten, significantly, are in China. The Indian Institute of Science comes in at position 11. But where these institutions are located at the intersection of the THE World University Rankings and the QS World University Rankings may alter their positions in the top ten: on this count, the top ten BRICS universities in the world are Tsinghua University (36 – China), Peking University (42 – China), Lomonosov Moscow State University (135 – Russian Federation), Fudan University (138 – China), the University of Science & Technology of China (169 – China), the University of Sao Paulo (184 – Brazil), Zhejiang University (193 – China), the University of Cape Town (196 – South Africa), Shanghai Jiao Tong University (198 – China), and Nanjing University (203 – China). The most remarkable shifts are the drop for the University of Cape Town from 5th to 8th position and the rise for Fudan University from 10th to 4th position.

Against this backdrop, this paper seeks to gauge, from a socio-economic perspective, whether the benefits of BRICS country subscription to university rankings with their associations of elitism outweigh the deleterious effects of the perpetuation of inequality which the binary nature of elite / non-elite connotes. The paper does this by extending the work of Carnoy et al. to include universities in South Africa and, where more recent data are available, by updating the findings of Carnoy et al. on higher education in the BRIC countries. Finally, having ascertained the nature and extent of the correlation between the growth of elitism and the growth of inequality, the paper explores ways in which higher education systems across the BRICS might bridge the inequality gap.

A CONCERTED EFFORT TO BUILD CAPACITY FOR INTERNATIONALISATION OF HIGHER EDUCATION OF HIGHER EDUCATION IN SOUTH AFRICA THROUGH THE INTERNATIONALISATION AND MODERNISATION PROGRAM FOR ACADEMICS, LEADERS AND ADMINISTRATORS (IMPALA) PROJECT

A. Dewinter, M. Hodges, V. George

This paper is a report on the work-in-progress of a funded European Union Project that is working towards enhancing the capacity to internationalise in four previously disadvantaged universities in South Africa.

South Africa is a country with the one of the highest gini coefficient in the world, standing between .66 and .69 in 2015 according to Professor Haroon Borat of Economics and Director of the Development Policy Research Unit at the University of Cape Town. He further states that South Africa is the most consistently economically unequal country in the world. However, it is considered as a middle income country because its Per Capita Income was US\$ 6482. There is a clear mismatch between these two sets of data, which makes it imperative that the country find ways to lower income disparity. There is the possibility of tension and even violence as sections of society strive towards finding a decent standard of living while the section that gained advantage in the past, can access higher education, which is the ticket to a better life. Underlying tensions caused due to this disparity manifests itself in the form of higher crime, more strikes and a society that lives in fear and mistrust.

Higher Education in South Africa is a microcosm of the country as some of its higher education institutions are better equipped and better resourced to enhance internationalisation and thus assimilate international trends and also contribute towards it. Some of the universities, due to a dearth of resources, historical factors and geographic positioning, have lagged behind in this important area. It is important because the opportunity to engage and contribute globally is crucial

to enhance the quality of education and experience of the students and staff of an HE institution. This paper aims to explain the rationale behind a European Union funded initiative that provides support for the collaboration of European universities and Networks and four South African Universities with the explicit aim of Improving the ability of these universities to engage with all aspects of internationalisation, identify best practices, adopt them through training and skills transfer, practical hands-on experiences and mentorship. It will also discuss how the IMPALA project, over the three years of the project, intends to, through a collaborative effort, improve the ability of four universities in South Africa to internationalise in all its facets, thus contributing to South African HE and its quest to reduce the glaring inequalities in society.

CURRICULAR AND CO-CURRICULAR DESIGN TO INTRODUCE PHARMACY AND PUBLIC HEALTH STUDENTS TO GLOBAL HEALTH EQUITY

Y. Dokguru

The recent role of the pharmacist and public health practitioner in the global context seems to be more dynamic and proliferative in different directions as opposed to the conventional role of the pharmacist and public health practitioner many years ago. It is suggested that the “global” in global health should refer to the scope of a problem and not necessarily the geographic location. To this end, pharmacist’s public health practitioners have bigger responsibilities to take in the public health and global health. The role of Academia in this context is yet to be explored or defined. Florida Agricultural and Mechanical University (FAMU) College of Pharmacy and Pharmaceutical Sciences signed a Memorandum of Understanding with University of KwaZulu-Natal (UKZN) School of Health Sciences for cultural, educational and research activities. The incorporation of global experiences into curricula designed to educate health professionals has much value given the need to create a cadre of health care providers to address health inequities that exists globally. Students must understand the communities other than their own through understanding respective cultures, health care systems and health care issues in other communities outside of their own. This creates unique perspective. Students preparing for the health professions need to know about the interrelationship between health and disease and the ability to understand the complex web of global health connections in various countries and communities.

The Centre for Health Equity located at (FAMU) has developed a foundational course to introduce students to problems associated with equitable health from a global perspective. The course consists of three components: 1) cultural immersion, 2) research and 3) reflective experiences. This combination of experiences creates a framework that provides students an appreciation for addressing and solving health issues in other countries and the importance of building relationships with other universities and communities to solve them.

The 2016 FAMU Centre for Health Equity (CHE) Global Immersion and Research activities trip to Dubai and South Africa is FAMU – CHE Signature Program for students, faculty members, academic leaders, and international educators to explore global learning in disciplinary curriculum and co-curricular or cross-disciplinary contexts.

MULTICULTURAL MIXING BOWL: PROMOTING INTERCULTURAL COMMUNICATION AT STELLENBOSCH UNIVERSITY

W. de Wit and A. Erasmus

The Postgraduate and International Office at Stellenbosch University is committed to promoting

the notion of Internationalization@Home through various projects, including the Matie Buddy programme, the short course on Global Citizenship, International Food Evenings and various other integration events. This year we identified another area in which we could offer training: intercultural communication. Previously we had done some of the same integration activities, but without the theoretical or reflective focus that we now wanted to include in the initiative. The intercultural communication initiative is aimed at bringing South African and international students at Stellenbosch University together through a socially and historically enlightening experience that is both informative and fun. Through the initiative, we explore the different cultural aspects of South African history through interactive and enlightening cultural tours. The goals include a broader, more inclusive conception of the Stellenbosch University community, its involvement, and relationship to historically disadvantaged communities; tolerance, integration, and solidarity on campus amongst students of all cultural, socio-economic, and national backgrounds and acquiring intercultural communication skills.

The objectives for these goals include the following:

- To improve knowledge of historically disadvantaged communities in the Cape
- To promote partnerships between the University and these communities
- To encourage social responsiveness to communities outside of the immediate Stellenbosch locality
- To improve knowledge of diverse groups on campus
- To initiate dialogue between University students of different social backgrounds
- To foster interaction between all varieties of students at Stellenbosch University

WARMING UP AFTER THE COLD WAR: A CRITICAL STUDY OF THE GEO-POLITICAL EVOLUTION OF THE UNIVERSITY OF CAPE TOWN'S APPROACH TO INTERNATIONALISATION

J. Felton and C. Esterhuizen

The Cold War had a remarkable impact on the geo-political positioning of the world. The aftermath held that social, political and economic powers and capacities shifted to the West, Eastern Europe and East Asia. In this paper we discuss how this geopolitical repositioning of the world influenced the internationalisation of Higher education on the part of South African Universities, using the University of Cape Town as a case study.

Even though there is a greater emphasis on regional collaborations, it is evident that the strongest collaborations are found in Europe and the West. This prevails in a number of different permutations given the aspect of internationalisation one considers, including exchange mobilities as well as funding for inter African collaborations.

Therefore in this paper we will consider the various implications this repositioning has had on student exchanges, Semester Study Abroad, partnerships and networks. We will demonstrate how the geo-political repositioning of the world has had an impact on the orientation of internationalisation within higher education. In addition we will also evaluate the merits of maintaining current practices, as well as the prospective benefits of incorporating new practices. Of particular interest will be the potential to take advantage of South Africa's involvement in BRICS to forge new relationships with non-traditional partners.



LOCAL AND GLOBAL INTERNATIONALISATION: A CALL FOR INCLUSION OF RURAL COMMUNITIES IN THE INTERNATIONALISATION PROCESS

J. Francis and C. Hagenmeier

In this thought-leader, we argue that internationalisation should not only be understood as ‘the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society’ (Knight, 2003). In addition, the process should be infused with the notion that universities should transform into catalysts, which connect local communities to the global world of knowledge. Even though a strong notion has emerged that in internationalisation the local and the global are linked in practical and analytical terms (Rumbley and Altbach, 2015), so far there has been considerable bias towards connecting the university level with global and cross or trans-border initiatives.

This thought leader is based on our understanding that internationalisation should move beyond the campus and immediate university communities to embrace society at large. In rural areas in developing countries in particular, universities carry a significant responsibility with respect to contributing to socio-economic development and enhancing the capacities of communities in which they are embedded to champion their own struggle for freedom from poverty and underdevelopment. Moreover, universities located in rural areas have easy access to communities which possess immense indigenous knowledge. The latter has the potential to advance the global knowledge and help resolve challenges that the world currently faces provided it is appropriately harnessed and connected to the world of knowledge. In this paper, we argue that universities should act as catalysts that facilitate mutual exchange between rural communities and international stakeholders. On one hand, universities should collect, record, analyse and make accessible to the international research community relevant indigenous knowledge. This should be complemented by sustained development of the capacities to lead their own social change and widening of the world-view of local residents through creating opportunities and building bridges with the international communities so that they acquire intercultural skills and competences. After articulating the theoretical development of the principles of connecting the global world of knowledge with rural communities through universities, some practical experiences through our work at the University of Venda (UNIVEN) will be shared.

DEVELOPING INTERCULTURAL AND INTERNATIONAL COMPETENCIES THROUGH REGIONAL STUDENT EXCHANGES: THE CASE OF THE BOTHO – UNIVEN UNDERGRADUATE STUDENT EXCHANGE IN COMPUTER SCIENCE

M. Mutuna and C. Hagenmeier

Today’s graduate must be trained for the global market. International and intercultural competency are essential to ensure graduate employability. Any university striving to produce such a graduate must expose its students to cross-cultural environments and an internationalised curriculum. Traditionally, international mobility through student exchanges is one of the core activities which universities utilise to expose their students to other cultural contexts and allow them to consequently acquire intercultural skills. In Southern Africa, student exchanges are limited, and those which do exist focus on partners in other world regions. Typically, most mobility consists of exchange students moving from the Global North for short-term or semester programmes to Southern African universities, whereas the flow of students in the other direction is limited. While internationalisation at home activities and particularly the pairing of incoming exchange students with local students can ensure that a concrete benefit is derived from the predominantly one-directional mobility, it would be highly desirable to allow larger numbers of Southern African students to participate in outgoing mobility.

Underlying the limited opportunities for Southern African students to participate in outgoing mobility are global economic inequalities which make it financially challenging for students to participate in outgoing student exchanges. Most Southern African students are unable to raise sufficient finance to participate in mobility, and universities have to structure programmes in such a way that all expenses for students are paid to allow participation from underprivileged backgrounds. This makes the cost prohibitive, and limits participation in the few programmes which can be implemented. It also results in dependency on the external partners, who often finance the bulk of mobilities and consequently dominate the programme-design process.

In this paper the writers posit that exposing students to diverse cultures within a region can produce similar outcomes as mobility to other world regions. Universities located in the same world region in different contexts can structure exchange programmes amongst themselves. Such programmes allow participants acquire learn skills and knowledge different from what they have learnt at home and provides them with networking opportunities with their peers at the host university. Their cost is comparatively low, they easier to manage and allow for broader participation. They also reduce the likelihood of culture shock because participants are exposed to environments not too different from their home. Therefore students exchange programmes between universities within a region are the way to go.

This paper will in its first part explain the rationale for regional student exchanges and their suitability for Southern Africa. It will extrapolate that such exchanges avoid the inequalities inherent to student exchanges with other world regions and contribute to bridging the inequality gap. The second part will focus on an in-depth case-study of a student exchange programme in computer science which has been developed by Botho University in Botswana and the University of Venda in South Africa. The authors, who are responsible for internationalisation at their respective universities, will through participant observation and in-depth interviews with programme alumni analyse whether regional student exchanges are indeed suitable for developing international and intercultural competencies in students.

ASSESSING THE IMPACT OF BELGIAN STUDENT TEACHERS EXPERIENCE THROUGH REFLECTIVE PROTOCOL: ENHANCING INTERNATIONALISATION THROUGH UNDERSTANDING EXCHANGE STUDENTS' EXPERIENCES

N. Mudzielwana and C. Hagenmeier

This paper analyses the experiences of Belgian students participating in an international student exchange project implemented by two comprehensive universities which are located in Belgium and South Africa respectively. The mobility collaboration facilitates the movement of final year Bachelor of Education students. The participating students engage in the module 'Teaching Practice (TP)', which is an important component of teacher training as it affords the trainees important practice before joining the world of work. The study focuses on the Belgian students who participate in a 3-month teaching practice module facilitated by the South African partner university. It explores international student teachers' experiences of teaching in the South African rural schools under observation.

It considers the implications of the findings on the enhancement of international collaboration of teacher preparation programmes. The study adopted a qualitative case study design, in which a purposeful sample of eight final-year Bachelor of Education students participated in the study. Data was collected through an open-ended questionnaire and analysed for content thematically after coding. The study found that, under observation, international student teachers felt nervous, fearful, unable to control learners, and feared of managing the large number of learners and were



apprehensive of being reprimanded by the observer. In some instances, they felt excited to teach in a rural classroom setting in another context and improved on practice over time. The study extrapolates that there were a plethora of challenges in participants' experiences in teaching in a strange country and under observation by an unfamiliar mentor. The study concludes by formulating recommendations as to how the student experience can be improved.

DEVELOPMENT OF INTERCULTURAL COMPETENCE IN THE AFTERMATH OF VIOLENT CONFLICT: THE ROLE OF INTERNATIONAL HIGHER EDUCATION

S. Heleta and D. Deardorff

War-torn countries face enormous challenges on the road to recovery and peace. Destruction, displacement and loss of life leave physical and psychological marks that take a long time to go away. Social fabric and cohesion are damaged and infrastructure and economies are destroyed. Education is disrupted and in many cases educational institutions lay in ruins. Government institutions are dysfunctional and lack capacity to provide basic services to the citizens. On top of all this, populations are hopeless, traumatized and often divided along ethnic, religious or other lines.

Post-conflict recovery is a 'daunting task' that includes transition from war to peace, resettlement of refugees and the displaced, rebuilding of infrastructure, institutions and economy and regeneration of service delivery to the population. Apart from these tasks, countries need to work on peace-building and reconciliation among the former warring groups. Learning to get along is crucial in reconciliation processes and a key part of this is the development of intercultural competence in individuals. Higher education institutions have 'the potential to bring divided societies together, despite their varied ethnic and religious backgrounds, and to engage in critical inquiry on open and diverse campuses.

In many countries, education has been/is 'actively used to reinforce political domination, the subordination of marginalized groups and ethnic segregation.' This, in turn, often leads to animosity and violence. In the aftermath of violent conflict, it is of utmost importance to reform such systems and prevent the emergence of higher education structures that reproduce inequality and divisions and promote prejudice, segregation or superiority of certain groups. As pointed out by Feuer, Hornidge and Schetter,

Campuses can be cosmopolitan bastions for co-existence and egalitarian exchange but they can also remain neutral or even exacerbate ethnic, ideological, religious and class tensions that exist in wider society. To a large degree, the potential for campuses to achieve any peace-building outcomes relies on the university and higher education administrators to assemble a conducive campus environment.

The role of educational institutions is to 'prepare [students] for a new normality of cooperation across groups, critical literacy and active challenge to injustice.' Universities - and in particular universities in fragile and war-torn settings - need to 'promote the informed and peaceful confrontation of ideas, crucial to academic study and research, but also to deepening democratic governance and building peace.'

This paper fits under the conference sub-theme The role of higher education and higher education internationalisation in addressing global issues, with the specific focus on peace and reconciliation in former war zones. The paper will discuss the importance of intercultural competence in building trust and promoting peace-building and reconciliation among formerly divided communities living in countries ravaged by conflict. The paper will further explore how higher education institutions in post-conflict settings can facilitate intercultural dialogue among diverse groups on campuses and

in broader communities. The authors will also discuss and recommend potential contributions by international partner universities.

THE NEED FOR THE “INTERNATIONALISATION OF THE CURRICULUM” ARGUMENT WITHIN THE “DECOLONISATION OF THE CURRICULUM” DEBATE

S. Heleta, J. Felton and D. Jithoo

The world today is highly interconnected. This offers a vast array of new opportunities but also carries many challenges and dangers. There is a great need for intercultural understanding (Magne, 2014) and critical knowledge about different peoples, cultures countries and socio-economic and political systems in order to function and operate globally.

At the end of 2015, during the “Fees Must Fall” protests and campaigns at South African Higher Education institutions, the debate around “decolonisation of the curriculum” became quite prominent. Benatar (2015) defines “decolonisation of the curriculum” as affirming African ways of thinking and not allowing European or Eurocentric ways of thinking to be the preferred or privileged. He argues that one shortfall of this is that it oversimplifies “African” and “European” ways of thinking. Benatar goes on to argue that the ways of thinking that characterised European universities several hundred years ago have changed, further explaining that if European universities insisted on preserving traditional European ways of thinking, the advances in knowledge that has occurred over centuries may have never have occurred. At the same time, should advocates of “decolonisation” insist on injecting traditional African ways of thinking into the curriculum, a similar plateau of knowledge growth may occur.

On the other hand, calls for decolonisation and Africanisation of the curriculum in South Africa have been long overdue. Most South African universities still offer highly Eurocentric curriculum to their students. Many students and progressive academics argue that a South African graduate will know more about the Western world upon graduation than he or she will know about Africa. Furthermore, when Africa is discussed or covered in the classrooms, it’s often presented as a danger, a poverty stricken continent that cannot survive on its own without the help of the Western world.

This thought piece will argue that the current focus on decolonisation and Africanisation in South Africa should not set aside the need to internationalise the curriculum, teaching and learning. Students need to be given opportunities to explore the links between local, regional and global socio-economic, political and cultural dimensions and phenomena. We need to empower students to understand the world and their place in it and become competent and responsible individuals with global perspectives in their respective fields. To do this, we need to continue with the internationalisation efforts at universities. This can go hand-in-hand with decolonisation and Africanisation efforts; in many ways, these processes and efforts can complement each other.

HOW DO NORWEGIAN NURSING STUDENTS ACQUIRE CULTURAL COMPETENCE, AND HOW DO THEY EXPERIENCE AND INTEGRATE THE UNDERSTANDING IN THEIR PRACTICE WHEN UNDERGOING CLINICAL PLACEMENT IN TANGA REGION, TANZANIA

J. Hovland

Students from Norway, doing their Bachelor Degree in Nursing, have since 2008 had the opportunity to do parts of their clinical placement in Tanga Region, Tanzania. This has been possible through collaboration with Tanga International Competence Centre (TICC).



The globalization process has generated a need for cultural competence in nursing (Leininger & McFarland, 2002). Camphina-Bacote (2011) has developed a model where cultural competence is understood as an evolutionary process. The model defines the process of cultural competence as four interconnected constructs of awareness, knowledge, skill, and desire between the nurse and another person, where the foundational construct and beginning point of the process is cultural encounters. It is only through cultural encounters it is possible to acquire cultural competence. Cultural competence and intercultural communication skills are of great importance for nursing students when working in cross-cultural care encounters, and should be learned in international collaboration between cooperative partners (Kokko, 2011).

Studies show that students through exchange programs increase their cultural competence (Callister & Cox, 2006; Kokko, 2011). Other studies conclude that an international experience does not give the students a cultural understanding after a brief stay in another cultural context, and it is required to improve the programs (Gallagher & Polanin, 2015; Harrowing, Gregory, O'Sullivan, Lee, & Doolittle, 2012). Analyses of Norwegian students' reflective journals during clinical placement in an African country (including Tanzania) revealed that the majority of the topics have negative descriptions of the local health service in general and nursing in particular. This could be a result of the students' lack of cultural competence as they have few reflections on cultural values, but a clear tendency to be judgmental to the local health care providers (Hovland & Johannessen, 2015; Johannessen, Hovland, & Steen, 2014).

The purpose of the present study is to gain knowledge about how Norwegian nursing students understand culture competence, and how they experience and integrate the understanding in their practice when undergoing clinical placement in a Tanzanian context. Few studies have examined how nursing students understand cultural competency.

THE IMPLEMENTATION OF A CUSTOMER RELATIONSHIP MANAGEMENT SYSTEM TO TRACK PARTNERSHIPS AND LINKS AT THE UNIVERSITY OF CAPE TOWN

K. Keith

Since the establishment of the University of Cape Town (UCT) in 1918, internationalisation has been a key part of the university experience. UCT always encouraged international collaborations, however, for decades, Apartheid contributed in isolating the university from the rest of the world. The end of apartheid resulted in a rapid increase in the desire for international universities to collaborate with UCT since the nineties and the International Academic Programmes Office (IAPO) was officially established in 1996 in order to lead and coordinate the increasing development of internationalisation. This year marks the twentieth anniversary of IAPO as they consistently strive to empower internationalisation at UCT.

IAPO soon realised that the rapid increase in volume of partnership and collaboration requests increased the complexity in monitoring and maintaining these partnerships. Partnerships were originating in different sections and on various levels within the university and it was difficult to track and monitor the many agreements over time. Additionally, it was complex to manually track the documentation and correspondence around these agreements and to draw the required reporting that was requested by the executive.

UCT currently aims to advance as an Afropolitan university with networks that extend throughout the rest of the African continent along with global connections and partnerships. A system to track these strategic partnerships and links with other institutions was identified as a requirement for

some time but it was not clear what kind of system would fulfil the exact requirements. This system needed to be flexible enough to full specific requirements, such as:

- to track partnerships, networks and collaborations at various levels with institutions and the key stakeholders within them
- to track documentation around agreements, such as an MoU
- to provide valuable reports to the executive that would enable strategic decision making

BRICS UNIVERSITY COLLABORATION: PROBLEMS AND OPPORTUNITIES

M. Khomyakov

BRICS is a dynamically developing and potentially very powerful “club” of the countries. Taken together these countries occupy 25% of the dry territory, where 40% of the Earth population live. The full implementation of this power for many of the BRICS countries is still ahead.

The ideology here, however, seems to be far ahead of the reality. In any case, the state of affairs is not that bright at all. For example, the number of articles that have been co-authored by scientists from different BRICS countries is still very small and do not exceed 3% of the articles, published in the given country. Such state of affairs seems to be another argument in favour of P.G. Altbach’s and R.M. Basset’s thesis that “the concept of this bloc is actually of little relevance in understanding the complex higher education environment in these or other emerging economic powers”.

However, even if grouping of the BRICS countries doesn’t really help scholarly analysis, it still can make sense from practical point of view. In other words, the absence of the collaboration or common features for the moment, does not really mean that fruitful and effective collaboration is not possible in future. Both the ideology of the new development model and reality of the BRICS large infrastructural projects seem to require development of collaboration in higher education and science between BRICS countries.

Judging by topics actively discussed within BRICS there will be demand for experts in the fields of ICT and computer security, energy and energy efficiency, innovations and intellectual property in the near future. Economists, as well as experts in international relations and area studies, are in demand now. At present cooperation between higher education institutions follows development of economic partnership, but for goals of sustainable development launching joint projects is to be preceded by human capital development.

THE ROAD NOT TAKEN - THE ROLE OF HIGHER EDUCATION IN BRIDGING THE GAP BETWEEN A STUDENT’S OWN WORLD AND THAT OF GLOBAL COMPETENCE

A. Lindahl

Through reforms in the 1990s to make higher education accessible and achievable to not just those coming from families with an academic tradition, and a legal framework which calls for diversity in higher education, the student population in Sweden in 2016 is one that can be described as diverse. Alongside the attempt to diversify the student body there have also been initiatives to internationalise higher education. Through a membership in the Erasmus framework in 1992, and later our full membership in the European Community in 1995, HEIs got access the European internationalisation scheme. Parallel to this have been efforts to make it possible for Swedish students to venture all corners of the world, not just those geographically or culturally close. There are national programmes in place to enable collaboration and mobility both with support in the



shape of structure and of money. Some of these programmes focus on bridging the gap between the North and the South, between countries on the OECD-DAC list and those that aren't, in order to also make internationalisation more diverse in its content and scope.

For most HEIs 'internationalisation' has become an important part of their strategic work and one of the core values of the organisation itself. Working in the setting described above at a university which claims to be 'modern' and 'international' whilst being located in the south-eastern region of Sweden, geographically in between two Northern European capitals – Stockholm and Copenhagen, does create a good foundation for international activities. Being comprehensively international and truly global in the scope of those activities is, however, difficult.

The School of Business and Economics at Linnaeus University has a 25 year old tradition of internationalisation through exchange and collaboration. During the last 13 years it has also tried to diversify the international activities by participating in a national scholarship programme focused at enabling students to do field studies for their degree projects in a country on the OECD-DAC list. The programme is called Minor Field Studies (MFS) and is financed by the Swedish aid agency, SIDA, as part of their annual aid budget. Participation in the programme for institutions or departments is voluntary and the number of scholarships at our disposal annually is dependent on the quality of the programme locally and the interest of the students.

The school has managed between 2 and 15 scholarships per year, a large number for an organisational entity of our size, and it has in total sent out around 80 students.

DESIGNING INNOVATIVE SHORT TERM INTERNATIONAL

N. Latchiah and N. Mwagiru

The Thought Piece focuses on the University of Cape Town (UCT) Short Term International Programmes (STIP) Unit, and shares key considerations guiding the development and growth of this newly established Unit within the UCT International Academic Programmes Office (IAPO).

The intention is to discuss main issues informing the strategic positioning of STIP and its direction of growth, as well as to explore suitable models, operational frameworks and best practice for coherent and meaningful delivery of programmes and services.

An important objective is income generation through Short Term Programmes towards provision of funding support, to enable local students and staff to travel and study/work abroad, and to experience first-hand new environments and contexts. With particular reference to financial and funding support differentials for local vs. international students, this strategy is targeted at addressing discrepancies between international opportunities available for local vs. international students.

Processes of globalisation and global restructuring present both opportunities and challenges for the realisation of the UCT-STIP vision, mission and goals. Opportunities relate to, for instance increasing cross-border and cross-cultural interaction and exchange, facilitated by heightened connections and movement of peoples internationally.

STIP recognises the interconnections of the Global Village – with improved ICTS and social media platforms, widespread curiosity and interest to travel among general populations, and linkages forged through exploration of initiatives and research exercises supported by various communities of interest, ranging from science and medicine, to engineering, arts and social sciences.

The emergence of knowledge economies and societies has broadened global information, resources and expertise pools. It has also expanded bodies of theoretical and practical knowledge with benefits for community and social upliftment and advancement.

Attendant challenges on the other hand are related to the commodification of knowledge, and the corporatisation of higher education services, where competitiveness and the profit bottom line are increasingly prominent in informing institutional decisions and mandates. In a globalised world, the difficulties experienced by international financial sectors and the impacts of economic instability reverberate widely, with consequences for higher education institutions and sectors, which are often targeted during budget cuts and implementation of austerity measures. Additionally, there are key challenges to respond to, for example issues of insecurity, and the need to manage and diffuse dynamics generated by popular opinions and perceptions of UCT, South Africa and Africa, especially as propagated by the media.

As the premier institution within South Africa and in Africa, UCT has a role to play as steward and representative of the immense capacities and potential of the country and continent. The increasing popularity of Short Courses as a cost-effective vehicle for internationalisation of students and staff, presents a unique avenue through which UCT, and by extension South Africa and Africa can enhance the awareness and exposure of the international community to local contexts, issues, knowledge and expertise.

REDEFINING INTERNATIONALIZATION FOR HIGHER EDUCATION: ADAPTING TO A NEW FRENCH PARADIGM

S. Magnier, S. Sainte-Rose, N. Lassahn

A hundred years after the French Revolution and the declaration of human rights, in 1880 at a time when France was fighting to keep its influence in the world, Jules Ferry introduced laws making access to school mandatory, free of charge and secular. These laws have defined today's French educational system, a centralized, normalized school with a universal perspective and projection, where integration implies adapting to a unique linguistic and cultural model. Education is available to all but has left cultural differences outside the school walls. Vernacular languages have been eradicated, political and religious beliefs have been exiled from schools which boast a secular environment free of influences of all sorts and contribute to the definition of a national identity. But today with globalization, the model is shaken at its roots. Not only is France faced with an identity crisis within its own communities some of which are completely refusing the model proposed, but the singularity it upheld as the basis upon which to build its norm is slowly eroding and is becoming an exception. The decline of the French language in the world, both in number and in importance in the values that it carries forces educational institutions to rethink the model of cultural and international integration.

Whereby in the past, access to education meant becoming part of the norm, speaking the language, adopting the values and accepting the identity, today, entry points into education can mean different pathways. Higher Education institutions all over France have introduced English taught classes, are providing services adapted for different populations, are slowly redesigning their educational tracks to include diversity in their means of teaching, in their approach to education. Diversity is slowly construed not as an obstacle to be erased, but as a richness to reinforce society. Universities are internationalizing their curricula, are considering varying fee packages for foreigners, applying internationalization at home mechanisms, training their staff to recognize cultural differences and be able to adapt to them. Slowly, it is no longer the students that are adapting to the environment it is the environment which tends to modify its nature. In the process, the core values that have ruled



the French educational system are pushed aside and the model that defended inclusiveness through integration into one nation, one culture, one identity is eroding. How far can it go?

IMAGINING GLOBALLY COMPETITIVE AND LOCALLY RESPONSIVE UNIVERSITIES IN POST-APARTHEID SOUTH AFRICA

U. Majee

22 years after the 1994 democratic transition, and following the international isolation during apartheid, South African (SA) universities face a double challenge: the imperative to integrate within a competitive, globalized knowledge economy, while simultaneously having to redress the racial and socioeconomic inequalities bequeathed by apartheid (Jansen, 2002; Jooste, 2015). Not surprisingly, the discourses of global competitiveness (internationalization) and local responsiveness (transformation and decolonization) dominate higher education policy in SA. Regrettably, state officials, university leaders, and student activists have not widely or consistently brought both discourses into critical conversation with each other.

This paper discusses 1) the tensions and contestations that arise from conflicting national, regional, and global imperatives of post-apartheid SA higher education, and 2) institutional efforts to balance the competing priorities. The paper is based on an ongoing 5 months institutional ethnography at a one of the country's leading, research-intensive and historically white public universities, which has undergone intensive institutional transformation and internationalization since the end of apartheid.

EFFORTS TO INTEGRATE INTERNATIONAL STUDENTS AT THE UNIVERSITY OF LIMPOPO

G. Makamure and M. Mogane

Any analysis and evaluation of internationalisation of Higher Education in Southern Africa should start with the SADC Higher Education internationalisation strategy that stipulates that at least 5% of the student population at Institutions of Higher Learning should be from outside countries. The AU has certainly enunciated similar policies. It is common knowledge that starting university can be stressful to many students. New surroundings, new peers and a high level of academic expectation makes even the most confident student a little anxious. This could be worse for those students whose main concern is not only finding their way around campus, but getting to grips with a different language, culture and set of customs. This paper seeks to establish the efforts the University of Limpopo is employing in an endeavour to integrate international students into the university community and South Africa at large.

The study will employ a qualitative approach to gather quality information on what different University of Limpopo stakeholders are doing in the process of facilitating smooth transition and integration of international students. The researchers will make appointments with different stakeholders' offices for the purpose of discussing what the departments offer in order to help international students to settle in. University structures such as the Vice-Chancellor's Office, International Affairs, Student Counselling and Development, Sports Administration, Student Residences Administration, Financial Aid, Health and Wellness Centre, Disability Centre and the SRC will be engaged to find out what they are doing in order to have smooth integration of these students. The paper will reflect the measures which the university structures are engaged in to ensure that international students can settle in without hustles as well as to improve the existing measures concerning the integration of international students.

THE IMPORTANCE OF HIGHER EDUCATION INSTITUTIONS, INTERNATIONALIZATION AND ITS IMPLICATIONS FOR INTERCULTURAL MATURITY AMONG UNIVERSITY STAFF MEMBERS

O. Makhubela

The process of internationalisation can in many ways assist university staff members in being interculturally matured through prolong and accumulative intercultural communication experiences. Staff may undergo a gradual transformation towards being interculturally matured – thus the emergence of an intercultural personhood. Intercultural personhood coined by Kim (2008), describes individuals who move beyond the bounds of their own cultural beings and heritage to accept both their formal cultural identity and host identity.

South Africa has become a major role player internationally in the past two decades. Apart from the role the country has played in politics on the African continent, the country has made significant inroads into being one of the major role players in education and development. In its quest to become a major role player, South Africa and its 23 Universities have to influence and are influenced by other countries. Most Higher Education Institutions (HEIs) include internationalization as a part of their strategies, thus contributing to the development of their countries. The importance of internationalisation has become apparent thanks to numerous initiatives, ranging from the increase in funding for graduate and postgraduate research stays abroad to projects of scientific cooperation between universities in different countries, for example South African government and the European Union government. The study will review the literature from previous research on the higher education institutions, internationalization and the implications it has on university staff members.

HIGHER EDUCATION INTERNATIONALIZATION FOR PEACE AND RECONCILIATION: THE CASE OF THE CATHOLIC UNIVERSITY OF MOZAMBIQUE

J. Lázaro, A. Dickie and E. Masarira

When the peace agreement between the rebel forces of Resistência Nacional de Moçambique (Renamo) and the Mozambican government (Frente de Libertação de Moçambique (Frelimo)) was signed in 1992, the Catholic bishops' conference decided to create the Catholic University of Mozambique as one of the ways to help in rebuilding and maintaining peace in the country. From this prerogative, on the celebration of her 20th anniversary, the university chose to reflect on the role that it has been playing and should play in the process of pacification, reconciliation, democratization and development of the Mozambican society. From the point of view of research, this article aims at reflecting on how the internationalization of the Catholic University of Mozambique has helped to bring about peace and reconciliation in the country. Based on Professor Brazão Mazula's analogy of esteira (African mat), the article will reflect on how, being one of the "laboratory of ideas" in the country, the university has brought together actors from different walks of life and different parts of the world to reflect, promote and participate in reflections about peace, reconciliation, democratization and development in Mozambique.

The article will also look at the contributions and interventions of the university in society so as to analyze the impact that the internalization of research at the same university has helped to promote peace and reconciliation in the country. Being a bibliographical study, the research will, methodologically, be done through literature review. The expected results from the discussion are that although the university is moving towards the right direction, as far as research, internationalization, peace and reconciliation are concerned, the research done so far has not produced much impact in the lives of ordinary citizens, policy makers, politicians, among others.



ADDRESSING SOCIOECONOMIC INEQUALITIES IN INSTITUTIONS OF HIGHER LEARNING IN MOZAMBIQUE

J. Lázaro, A. Dickie and E. Masarira

The main purpose of this paper is to demonstrate that besides the legacy of colonialism, racial and ethnic inequalities in Mozambique, a number of other factors explain the continuing disparities among students in institutions of higher education in the country. These factors include family of origin, gender, and social class. Achievement, earnings, health status, and political participation also contribute to educational inequality in Mozambique. This research made use of qualitative methodology as the researcher was exploring an area whose results aspects difficult to measure and express quantitatively. It dealt with quality of life, people's feelings, opinions, attitudes and convictions. Data were generated through the researcher as the main instrument, in-depth face to face interviews, document analysis and participant observations. The key finding was that little or no provision is made for critical social services. This in turn negatively impacts the quality of education. Ill prepared students may also face predicaments like illnesses or social problems and these may force the students to drop out of university entirely. Poor students of Mozambique are further disadvantaged by the fact that their parents are generally uneducated. Socioeconomic conditions and inequalities greatly impact the quality of education in the country.

To address these challenges the researcher recommends that the government of Mozambique should implement policies that provide grants and loans to aid poverty stricken students. Government should also work on improving infrastructure of institutions of higher learning. The country's education crisis is serious and it adversely affects institutions of higher learning. Mozambican government and its development partners should not underestimate the long-term consequences of continued poverty and socioeconomic inequalities as poor quality education will only continue to perpetuate long-term poverty in the country and region. It is a vicious cycle that the Mozambique and international donors must work together to solve.

INTERNATIONALISATION OF HIGHER EDUCATION IN SOUTH AFRICA: A CRITICAL ANALYSIS OF EXPERIENCES AT THE NORTH WEST UNIVERSITY

M. Mgijima

The importance of internationalisation in higher education, the restructuring of the North West University (NWU) and the new strategic thrust that acknowledges the pivotal role of internationalisation on transformation prompted a university-wide review of this strategic function in 2015. Four experts on internationalisation constituted a panel that conducted the review using a qualitative approach to the audit. Data were collected through a series of interviews with managers and staff based in the three campuses that constitute the NWU. A sample of twenty international students participated in the review. Extensive document analysis was also undertaken.

Drawing from the findings of the review, this paper discusses the challenges associated with shaping an internationalisation strategy within shifting local and global educational contexts where meaning and approaches to internationalisation are under constant change. On the one hand the paper attempts to provide a conceptual perspective on the strategic dimension of internationalisation. On the other hand, it attempts to move focus to a more action-oriented operational dimension of internationalisation. In this regard, factors that foster successful internationalisation are explored with the view to highlight good practices that could be used for benchmarking the approach to internationalisation at the NWU. The paper argues that in revising policies and strategies, it is necessary to pay more attention on the process of internationalising the institution rather than focusing only on the "international" programmes that are in place. The paper concludes with a set

of recommendations towards improving the internationalisation function at the NWU to enhance its prospects at gaining local and global recognition as one of the world's leading institutions on internationalisation.

HOW DOES INTERNATIONAL STUDENT AT UNIVERSITY COLLEGE NORDJYLLAND SUCCEED DEPENDING ON CHOICE OF EDUCATION LINE?

T. Miller and Anne L. Zakaria

University College Nordjylland offers education in very different fields of occupation such as business, technology, health and pedagogical areas. All of them end up with a bachelor degree. In the last 10 years an increasing number of student from all over the world, but specific from East Europa, the Middle East countries and Africa are seeking admission to our education. At the present moment UCN have around 1400 student from abroad out of 9000 students. International Students in Denmark are assigned to financial support from the government when they have stayed in Denmark for one year.

Most of the international student seeks to our education in Business and Technology but every year a group of international student are assigned into socialpedagogical education. These two groups of student vary on almost every parameter you might think of: gender, previous education, language skills, family situation, life condition and plans for the future. Never the less both groups are facing a common challenge – to adjust to a Danish set of ideas of teaching and learning. In a Danish context does proactive participation from students in the classes and devolvement of independent and critical thinking matters and the value of that can often be unknown to international students. If they don't read and learn the code in time they may not succeed at the green table. These competences are crucial for doing well at the labour market in the future in almost all kind of jobs in Denmark.

The region of Nordjylland in Denmark has developed a strategy for making it attractive for international student to stay in the region after they have graduated. Some parts of the strategy include cooperation between institution, companies, municipals, organizations and International office and education at University College Nordjylland.

PREPARING HEALTH PROFESSION GRADUATES FOR AN INTERCONNECTED WORLD: CURRENT PRACTICES AND FUTURE POSSIBILITIES FOR INTERNATIONALIZING CURRICULUM

J. Nguh

Preparing health profession students who are competent to work in a global environment requires broad integration of international and intercultural perspectives throughout the educational curriculum. Employing Leask and Bridge's "conceptual framework of internationalisation of the curriculum," this research highlights the emphasis placed on international mobility, global health, and cultural competency as ways to address internationalization of the curriculum within health disciplines. Second, it highlights the influence of national and regional contexts on internationalizing the curriculum by comparing approaches from two developed countries. This research makes the case for providing a transformative approach to learning and to curriculum development in health sciences. Finally, implications for future research and practice are considered.



FAIR & BENEFICIAL BENCHMARKING

S. Noorda

Rankings are no longer the new kid in the block of Higher Education. They have become regulars who are here to stay. Their reputation oscillates considerably. Are they tricky symptoms of globalization, welcome sources of consumer information, commercial parasites or useful touchstones for the development of Higher Education and Research? In view of the reality of rankings an attitude of condemnation or neglect is no option. We must find out how to relate to the phenomenon, how to best deal with it. This is exactly what the present speaker will invite the audience to do. How to bridge the river between worldwide rankings and fair & beneficial benchmarking?

In Higher Education an open eye to the outside world and a keen ability to adapt to changes and challenges are crucial qualities. Both for the ranks of leadership and for teachers and researchers. To this end benchmarking is a very useful tool in learning organizations. Best practices are among the most convincing learning materials for professionals.

How can available rankings be useful for such benchmarking and have salutary impact? Three issues seem to be essential. Rankings must not be consulted and applied at face value, but only if and when their overt as well as their hidden conceptualizations have been analyzed in terms of applicability. Category confusion is killing for sound comparisons. Secondly, only institutions that know who they are and what they are for, are able to select data and comparisons in such a way that the process of benchmarking reinforces their identity and mission. The core values and central strategies of a college should define and drive its process of development. It is to be expected that over time rankings will mature to become fit for purpose tools. The more self-confident the Higher Education sector expresses its demands with clarity, the better and the faster the maturation process of rankings will bear fruit.

INTERNATIONALIZATION OF EDUCATION AND ITS INFLUENCE ON MIGRATION FROM DEVELOPING TO DEVELOPED COUNTRIES

B. Nthiga

The Globalized world today is characterised by high levels of migration, mainly from the developing countries to the developed countries. This can be attributed to a number of reasons such as the search of better quality higher education, political stability, rising numbers of refugees, better working conditions, better salaries, among others. According to the International Organization for Migration (IOM), the current mobility of people is higher than ever before in modern history and continues to increase sharply, becoming one of the determining global issues of 21st century. The overall number of international migrants has increased in the last few years from the estimated 152 million in 1990, 173 million in 2000 and to 244 million in 2015. The pursuit for higher education abroad contributes to migration. This is because of the high demand for knowledge and skills in today's globalized world. However, many developing countries are not able to cope with the high demand and hence candidates are forced to consider options abroad. This is reflected in the increase in student mobility and eventually in many cases, migration.

This trend is noticeable particularly in the health service professions, where it has positive and negative impacts on both the sending country and the receiving country, which in the long run, has affected the dynamics of provision of public health. The developed countries have access to the latest technologies in the training and delivery of quality health care and are able to fairly compensate the health care professionals. Developing countries struggle due to limited access to education, modern technology, resources and skilled labour in the delivery of public health.

Africa is said to be responsible for 24% of the global burden of disease but only has 3% of the world's healthcare workforce to manage it . With migration, this 3% is steadily decreasing. In sub-Saharan Africa alone, the ratio of physicians to "beneficiary" population is less than 13:100,000 as compared to 280: 100,000 in the US, which account for only 10% of the global disease burden. Countries in Sub-Saharan Africa have lost more than 46% of their health human resources to high-income countries through migration.

This paper will seek to further explore the contribution that the internationalization of education contributes to Migration. It will also seek to answer questions such as how does migration for education among health professionals influence global public health provision? What incentives are there for health care professionals to come back to their home countries after their higher education to train and share their acquired knowledge and skills? How can modern health care education be incorporated into African curriculum? How can international education help in skill transfer to improve health care provision in Africa?

INEQUALITY AS A GENDER GAP IN HIGHER EDUCATION: INTERNATIONAL TRENDS

T. Mudau, O. Obadire, and C. Hagenmeier

International trends in gender inequalities in higher education can be determined by examining the changes in the composition of the student population in higher education, the relative share of degrees awarded to women each year, the levels of education attained by men and women and, lastly, the differences between the subjects studied by men and women. Women were disadvantaged by inequalities in access to higher education. For many years men have received a better education than women. The purpose of this paper is to explore the gender inequality gap and its challenges to make higher education internationalisation a viable situation. However, in terms of educational inequalities, it would seem that in promoting equal opportunities for students, either males or females the focus can no longer be solely on South African students, it should be all inclusive.

A qualitative research design will be used in which twenty (20) students will be purposefully sampled for the study. Data will be collected using in-depth interviews to allow the researcher a platform to ask open-response questions. Data will be analysed thematically by carefully identifying and expanding significant themes that will emerge from the participants' perceptions about the inequality gap captured as qualitative textual, graphical, audio and video recorded and transcribed to ensure accuracy using ATLAS.ti version 7.5.10.

This study will explore reasons for a huge gender differences in the choices of subjects pursued in higher education, combined with powerful and persistent gender stereotypes in work places and along career paths, which prevent women from reaping the full benefits of their higher education. It is expected that this study will give insight to the extent of gender inequalities in higher education and to explain those contexts in which women have attained parity as well as those in which they continue to lag behind men.

GLOBALIZATION AS AN ALTERNATIVE TO INTERNATIONALIZATION: A SOCIALLY RESPONSIBLE AND SUSTAINABLE INTERNATIONAL DEVELOPMENT PERSPECTIVE

F. Patel

Embracing good citizenship and social responsibility and justice as core features of a sustainable international higher education development perspective remains an imperative at this critical



juncture in the internationalisation debate. Internationalisation has dominated the higher education news headlines for several decades.

Together with the after taste of colonial and imperial flavours, international higher education wreaks of corporate greed and continues to create tensions between its higher noble ideal of embracing good citizenship and a high standard of moral values, through commitment to social responsibility, and the desperation of international higher education institution to corporatize and brand itself. From an international development perspective, internationalisation has continued to present the old paradigm of communication development in which the transfer of technology and modernization policies and practices from developed world contexts to developing world contexts are reinvented under guise of international engagement and internationalisation labels.

In this presentation, participants are encouraged to consider globalization (an equitable framework of local and global social responsibility perspectives and actions) of learning as an alternative to internationalisation. Glocalization of learning requires a shared social responsibility for international higher education, respect for all stakeholders, and focuses on building communities on the basis of cultural wealth. Diversity, inclusivity and equity are key factors within a globalization paradigm. Globalization advocates for a socially responsible and sustainable perspective in which local and global communities form partnerships and collaborations to provide quality education to enhance the quality of life of the world community as a single humanity.

AN EXPERIENCE IN NORTH SOUTH PARTNERSHIPS

R. Tiessen, K. Grantham, and A. Seifried

A three year grant (2013-16) from the International Development Research Centre enabled Universities Canada, working with researchers from the University of Ottawa, to reach a deeper understanding of successful student mobility programs in Canadian universities' North-South partnerships. This panel provides an examination of findings emerging from this project. Three papers will be presented based on research conducted with 15 interviews with subject experts, 15 faculty advisors as well as a review of Canadian universities' mission statements pertaining to internationalization and global citizenship education.

The papers presented on this panel provide an overview of findings from this research pertaining to 1. Global Citizenship Mandates and Student Opportunities: Institutional Challenges and Opportunities of North-South Student Mobility Programs for Canadian Universities, 2. Student Pre-departure Preparation: Examining the Range of Pre-departure Training Modules in Canadian Universities; and 3. Evaluating North-South Student Mobility: Strategies Employed to Measure 'Success'.

MANAGING A UNIVERSITY IN AN AGE OF DISRUPTION

O. Quinaln, L. Govender and U. Satgoor

The global higher education landscape is being shaped by increasing institutional diversity and rationalization, competitiveness, internationalization, financial pressures and government policies relating to developing knowledge economies. The South African higher education landscape, while being affected by the above factors, is being challenged by demands for curriculum and institutional transformation, leadership and sustainability. This, coupled with an insurgence of student activism, requires a critical analysis of universities' ability to cope with these challenges.

Many of the core issues at the heart of this new surge of activism, including calls for decolonising of the curriculum, institutional transformation, the halting of fee increases and the need to rethink leadership, have huge funding and sustainability implications for the academic project. The key obstacle to successfully addressing these issues is the disconnect between national higher education imperatives and funding.

This paper looks at the new context in which we are operating, the impact of the emerging forms of protests, and the implications for managing a university in an age of disruption. We examine, from a support perspective, the challenges to the existing management structures and modus operandi of South African universities and make suggestions to mitigate the risks to internationalisation and the academic project.

INTERNATIONALISING INDIAN HIGHER EDUCATION : OPPORTUNITIES AND CHALLENGES

G. Rajkhowa

This session examines the higher education system in India together with its status regarding internationalisation, and presents the case that Indian higher education should now more meaningfully embrace internationalisation.

With half of India's population in the age group of 25 or below and a projection that by 2020 the average age will be 29 years, it is estimated that India will have more than 100 million people expanding the work force. By 2030, it is projected that India will be amongst the youngest nations in the world, with 140 million people in the college-going age range. Because of this, India holds great potential to become a major source for world talent.

However, the situation on the ground is far removed from this reality. Gross Enrolment Ratio (GER) in higher education - the number of individuals participating in higher education as a percentage of the college-age population is currently estimated at 23 percent (AISHE 2015). The government's stated aim is to achieve 30 percent by 2020. With one in four graduates in the world being a product of the Indian education system, with 32.3 million enrolments in 2013-14 (AISHE 2015) India has the third largest higher education system in the world in terms of enrolment after China and the United States.

Student mobility and global exchange is not something new to India. As early as 7th century BC, Takshacila (spelt nowadays as Taxila) attracted more than 10,500 students from all over the world who studied in more than 60 subjects at this university (Tilak, 2010). However the dominant theme in India's internationalisation strand in the last decade has been largely of outward mobility. Various estimates (AIU, Project Atlas, IIE) indicate that the number of Indian students going overseas every year is in the region of 300,000, whereas the inflow of overseas students into India is between 25,000 and 30,000 (depending on the classification used to determine who an overseas student is).

Reviewing the current commentary and landscape of the Indian higher education sector, the session concludes that India has significant global potential, and currently enjoys a strong position within its immediate geographical region, as a quality provider of higher education. However, to leverage its demographic dividend and benefit from increased global student mobility and growing internationalisation, India must clearly define its higher education policy, and any future international strategy must set out clear objectives. Recommending that the internationalisation strategy focuses on the four strands of student and programme mobility; infrastructure and policy support; development of research capability; and the employment of technology as an enabler, the session concludes that a clear approach to internationalisation would offer the potential to secure

India a formidable global standing in higher education.

DESPERATELY SEEKING A TRULY GLOBAL EDUCATION – HOW A COSMOPOLITAN APPROACH CAN TRANSFORM THE PREMISES AND PRACTICES OF INTERNATIONAL EDUCATION

S. Richardson

As the notion of 'international education' has become increasingly common, higher education institutions, policy makers and theorists continue to grapple with the evolving needs of students. Is the higher education on offer to students adequate for the realities of the third millennium? What should we do to ensure that students have opportunities to gain the skills and knowledge that will equip them to be leaders of the future? How can we best interrogate our practices and assumptions in order to adapt them to the educational demands of a transforming world?

In the modern world our interconnectedness is defined by the dense web of ties that bind us to those both familiar and very different to ourselves. In this context traditional notions of 'us' and 'them' are becoming increasingly irrelevant. The growing normality of heterogeneity requires citizens and leaders who are well versed in viewing diversity as an asset rather than a problem. This places an onus on higher education institutions to help students gain the dispositions required to dwell comfortably on real and imagined borders. As blurred boundaries become the new normal, higher education institutions have a critical question to ask themselves – how can we best ensure that our graduates develop an appropriate set of skills to enable them to lead in a world characterised by diversity, mobility and adaptability?

In this presentation the moral and human imperatives of international education are considered with reference to cosmopolitan thought. Dating back to the ancient Greeks, the power of a cosmopolitan approach lies in its simplicity - we are all different yet we are all the same. Having weathered hundreds of years of turbulent history the approach is even more relevant than ever. Most importantly, it is a philosophy that is ripe for application to the practices of higher education around the world. It has the ability to shift the often unfulfilled rhetoric of international education to actual enrichment of student learning, finding ways to transform higher education for all.

The presentation will look at the policies and practices that combine to constitute a higher education experience, from curricula to pedagogy to assessment to the skills and knowledge of educators. For each element it will consider how some of the key understandings of cosmopolitan thought can be brought to bear in devising a global education. First, that we have affiliations and allegiances to multiple groups, some within national boundaries and some across them. Second, that the cultural divisions we are faced with are opportunities in which the negative can be transformed. Third, that human agency, whether individual or communal, can be brought to bear on seemingly intractable problems when the totality of the human experience is acknowledged and regarded as a resource. Finally, that many students are already adept at crossing real and virtual borders, priming them for a learning environment that reflects the world they know, and which enables them to co-develop knowledge with educators.

UNDERSTANDING INTERNATIONALIZATION INEQUALITIES THROUGH A NEW PARADIGM: MOBILITY, MOORINGS, FRICTIONS AND FIXITIES

B. Rink

The concept of mobilities exceeds the movement of students, institutions and programmes as it is generally understood in higher education. Mobilities as understood in the social sciences can be more broadly interpreted as a concept that governs the movement of people, objects, capital and information both locally and across the world. A critical reappraisal of the importance of mobility in contemporary social life, labelled the 'mobilities turn', reinvigorates our understanding of movement and undermines the long-standing static nature of the social sciences while it may also be useful in exploring inequalities within internationalisation efforts at home and abroad.

This paper engages debates on inequality in higher education mobility through an engagement with the 'new mobilities paradigm' and its further conceptualisation and problematization of mobility using the concepts of moorings, friction and fixity to re-interpret the landscape of higher education mobility and to destabilise notions of fluidity in a globalised higher education sector. This paper is grounded in three key arguments: Firstly that mobility is political and is a resource whose access and distribution are unequal; second, that institutional and infrastructural moorings play a key role in the movement of students and staff; and finally that often hidden structures within higher education mobility mediate flows through the application of friction and fixity on the very elements we are trying to mobilise. Examined through the lens of a new paradigm, this paper attempts to highlight the systematic inequalities that continue to hinder broader and more equal access to higher education mobility particularly within and across the global South.

'BUILDING GLOBAL PARTNERSHIPS FOR EFFECTIVE GOVERNANCE, LEADERSHIP AND MANAGEMENT IN SOUTH AFRICAN UNIVERSITIES'

O. Seale

It appears that traditional governance practices and decision-making associated with the 'classical model,' in universities, are no longer effective and more business-like management techniques should be used. Dwindling resources, external demands for accountability and increased competition for market share, has resulted in the use of efficiency measures and increased demand for performativity in universities. This is a global phenomenon which has contributed to the complexity and challenges of university leadership and management. Add to this in the local context, the recent student protests and disruptions at most universities, resulting in some instances, in sectoral and institutional governance, leadership and management crises. What these developments illustrate is a breakdown in corporate governance at universities with its far-reaching implications for leadership and management. Universities South Africa (USAf) has responded to this need by redesigning its higher education leadership and management programme (HELM), in partnership with the LH Martin Institute based at the University of Melbourne, Australia.

This joint initiative provides an opportunity and platform for both USAf and L H Martin to share experiences, resources, knowledge and innovative practices, in the areas of governance, leadership and management in higher education. The main contention presented in this paper is that university decision-making structures are under siege, have been compromised and is producing sectoral and institutional instability. The paper engages with the complexities and challenges of leading in this unique setting, and then points to the need for a holistic, integrated leadership development solution, which draws not only on local knowledge and experience but equally important, includes foremost international partners for more relevant, responsive and innovative interventions.

THE NEED FOR INTERNATIONALISING CURRICULA IN SOUTH AFRICAN HIGHER EDUCATION

L. Shawa

Despite its contested nature, internationalisation is regarded as beneficial to the globalising world. For example, internationalisation has been linked to addressing global issues such as peace, inequality, poverty and others. Through internationalisation universities aspire to provide education that is globally relevant and produce graduates who are citizens of the world. While the benefits of internationalisation seem clear, its implementation in South African higher education remains elusive and requires in-depth inquiry.

In this paper I posit that while South African universities are engaged in a number of internationalisation activities such as staff and student mobility or exchange programmes, what lack are robust internationalisation practices at curricula as well as teaching and learning required to produce global citizens. Since curricula greatly socialise students in higher education institutions, I contend that for a successful internationalisation agenda, South African universities ought to practically internationalise curricula and teaching and learning. In short, while it seems relatively simple for universities to produce policy documents such as policies on internationalisation, it is challenging to practically implement internationalised curricula.

Drawing on policies from the University of Cape Town (UCT) and the University of Rhodes in South Africa, I explore the meanings they attach to internationalisation and pose questions that any university might consider to examine when attempting to internationalise curricula. I argue for an in-depth inquiry into the internationalisation of curricula in South African universities.

HOW INTERNATIONAL IS INTERNATIONAL EDUCATION AT UCN? A MIXED METHODS PILOT STUDY

B. Simonsen

Denmark is currently experiencing a massive growth in the number of international students choosing to study in the country. However, as argued by Marginson and Sawir (2011), the growth in student mobility is not only a western Anglophone phenomenon. Higher education in South Asia is also experiencing an increase in international students. At the same time we are witnessing the first results of a very recent development in the form of MOOCs – Massive Open Online Content- which is argued to have potential to be the real “game changer” (Marginson, 2012 as cited in Case, 2014) in the field of higher education. These developments naturally have the potential to provide a strong challenge to Western ideas on higher education, and can be seen as a significant structural change that has brought with it a wake of challenges and possibilities, with one key issue being that the traditional means whereby society has funded higher education have generally been strained (Case, 2013). As such, currently, education and research seem to be the answer to a variety of growth and productivity issues (Andersen & Jacobsen, 2012; Case, 2013; Killick, 2015).

AN EVIDENCE-BASED AND TRANSPARENT STRATEGY FOR COLLABORATION WITH AFRICAN INSTITUTIONS

P. Svensson

Higher education institutions are today increasingly making efforts in prioritizing specific geographical



regions or institutions for international collaboration. Such efforts have been present at many higher education institutions, but have not always been developed in a structured or formalized process. It has therefore been a risk that priorities not always have represented the interest of the institution but may have been largely influenced by individual ambitions or ad-hoc decisions. This abstract shares the experience at Lund University, Sweden, from developing a regional strategy for collaboration with Africa.

In 2014, Lund University developed a strategy for collaboration with African institutions has been developed 2014. The reasons for developing this strategy was the identified need for mutual relations with Africa but also the growing interest among students and staff for collaboration with African institutions. It has also been important to find a comparative advantage for Lund University in relation to African partners and to work more focused with internationalisation as it is becoming more complex and numbers are increasing.

A guiding principle in the development of the strategy has been to minimize the risks mentioned above by using available data on existing collaboration and by setting up transparent processes. To prioritize institutions for collaboration, LU looked for African institutions that has a broad collaboration with Lund University – that is – collaboration within different areas. Joint publications, educational collaboration as well as other types of collaboration were mapped. The mapping of collaboration was done in an open way where interested staff could see and add info to the map. Furthermore, funding possibilities, student safety aspects and English taught courses were also identified. As a result, 13 higher education institutions were prioritized in the strategy.

The strategy has now been implemented for one year with the financial support from the vice-chancellors office. Among the results are an infrastructure for the implementation, new agreements and collaboration, funding for new projects, and greater participation and interest within Lund University.

STUDENT RECRUITMENT IN THE DIGITAL AGE

T. van Vugt and S. Raneskold

Increasingly universities around the world actively recruit international degree seeking students. The reasons for doing so vary a lot. Just as much as the ways in which universities do so. Depending on the stage of internationalisation in which a university finds itself the drivers vary from purely academic to more and more, if not entirely, financial. This was already described by Parsons and Söderqvist (Parsons, 2005) in an Occassional Paper for the EAIE and by Teekens (Teekens, 2006) in a paper for Nuffic: the more internationalised, the more financially driven.

The academic aspirations for recruiting international degree seeking students tend to be very much in line with a university's overall internationalisation strategy and focus on the quality of education: providing students with an international experience (at home or abroad), preparing students for a globalised labour market (at home or abroad) and recruiting the best students, which by default are all over the world. The financial aspirations for recruiting international degree seeking students are based on developments like the decline of government funding, a demographic decline of the age group of 18-24 year olds or other reasons for budget deficits, which have to be made up for by full fee paying international students.

As a result, more and more universities around the world are now actively recruiting international degree seeking students. And in today's competitive environment digital or online marketing and student recruitment are becoming more and more important. Not only is digital marketing highly



effective as that is where the prospective students can be reached, it is also highly measurable and therefore provides a lot of data and insights.

This presentation will offer an overview of the trends in digital student recruitment, the power of big data and provide an insight into how Flinders University in Australia uses digital technologies to engage with prospective international students.

The case study from Flinders University will explore and demonstrate how prospective students are nurtured through each stage of the recruitment cycle based on their measured engagement with the University. Particular attention will be given to the flexibility and necessity to tailor the content to relevant groups of students (and their parents), and how technology can assist in giving prospective students a better customer service experience.

The session will offer valuable insights to Universities in the south who are in the early stages of internationalisation through international student recruitment either within their region or on the global scene.

UNDERSTANDING THE LEGISLATION: A GOLDEN KEY FOR HIGHER EDUCATION WORK INTEGRATED LEARNING COORDINATION WITH A SPECIAL FOCUS ON THE INTERNATIONAL STUDENT

S. Taylor and M. Cross

Africa's leaders adopted the African Union Agenda 2063 as a collective vision and roadmap for the continent's development and transformation in 2015. South Africa had published its Vision 2030 in 2011, with internationalisation being embraced by South African higher education institutions as one of their priorities since the 1994 elections.

These efforts have been endorsed by government as illustrated by the policy commitments assumed through the 1997 Southern African Development Community (SADC) Education and Training Protocol and other related policy instruments. In this process, several institutions came to appreciate the benefits of internationalisation not only as the learning opportunities provided by study abroad, the presence of international students and cross-border collaborative work in research and teaching and learning issues, but as the global and local exposure needed to turn graduates (local and international) into effective practitioners of knowledge in their professional and social endeavors. This process has not, however, evolved seamlessly at the level of implementation.

The paper examines the legislative and policy knowledge requirements of the higher education coordinators responsible for placing students into WIL workplaces, with a specific focus on the international student. It argues that, with a solid underpinning of the legislation/ policy framework in which WIL placements occur and an understanding of the issues faced by international students seeking such placements, higher education faculty and departmental WIL coordinators would be in a better position to perform one of their key roles: to identify, initiate and follow up on placement discussions with industry, government and other partners for their students.

The paper highlights the salient aspects of the cooperative education strategy and the WIL component, referencing the advantages of WIL as a contributor to employability and ease of absorption of recent graduates into employment, so making a positive difference to the employment rate. South Africa posted an official unemployment rate of 25.5% in the last quarter of 2015, a situation the national skills strategies and other human capital development initiatives aim to address.



It draws on both documentary analysis and in-depth interviews with selected international students. A document analysis focused on key South African higher education, human resource and skills development legislation, policies and strategies, immigration and refugee regulations as well as the SADC Protocol for Education and Training. These offer the broad framework within which higher education internationalisation occurs, and provided a basis for the questionnaires completed by the institutional WIL Coordinators at South African universities that typically practice WIL.

The paper has implications for our approach and conceptions of WIL and the internationalisation project in South Africa and the SADC region as the region seeks to shape 'the Africa we want' as a core aspiration of the African Union Agenda 2063. A solid understanding of the legislative and policy framework with supporting documents and guidelines is seen as a golden key for WIL Coordinators, unlocking a deeper appreciation for the hindrances and opportunities of WIL placement, opening the door for WIL Coordinators to execute their roles underpinned by a solid knowledge base with students, both national and international, as beneficiaries.

WHY SO FEW? A COMPARATIVE STUDY ON STUDENT AWARENESS OF STUDY ABROAD OPPORTUNITIES

S. Van Heerden, J. Felton and D. Jithoo

South Africa's economic and academic environment wants graduate students who amongst other things, need to be diverse, open minded, informed and technically efficient individuals who are culturally aware and independent. Many strategic processes have been put in place by universities to accomplish this goal, which includes providing students with an opportunity for international exposure. However, this goal can only be achieved through the cooperation and participation from students.

South African Higher education institutions have reported very low numbers in South African students taking up Study Abroad opportunities, with many stating that sometimes it is difficult to find enough students to take up the available spots. The result of this is many leftover scholarships and spots available at partner universities.

The main reasons for this does not seem to be a lack of opportunity but rather other underlying reasons like the perception of having to fund such an exchange by oneself or even as simple as a lack of confidence to apply. The aim of this study is to enquire about students' knowledge of Internationalisation of their specific institutions as well as enquire about their knowledge about opportunities available to them. In addition to this, we will also be looking at students' responsiveness to opportunities and their reasons for their interest in or indifference to Study Abroad opportunities.

This is further aimed to assist institutions who are struggling to find students to participate in study abroad opportunities. The collecting and processing of this data will provide a platform wherein institutions can compare Study Abroad situations, and increase the number of students both interested in and accepted for Study Abroad opportunities. This study will include the administering of a questionnaire enquiring about students' knowledge of international activities at their specific institution as well as their knowledge on the benefits of internationalisation of Higher Education and the opportunities available to them.

The questionnaire will be administered to students at:

- i. universities practicing comprehensive internationalisation;
- ii. institutions in the development stages of comprehensive internationalisation;
- iii. universities where internationalisation strategies are still being developed and capacity within internationalisation departments are fairly low.



BRICS HIGHERED COOPERATION

B. Voronovskiy

What is BRICS HigherEd? Let's compare the strategic plans and the reality. Join our session and you will learn more about the association of five major emerging national economies: Brazil, Russia, India, China & South Africa. The representatives from all countries will share their expertise & views. The session aims to facilitate and support further cooperation between participants & speakers. All BRICS HEIs are invited to discuss the crucial issues, hot topics & to contribute their experience. This description will be used to evaluate and review the proposal.

The session will raise very important points of HigherEd Cooperation between BRICS countries such as strategic plans and general intentions, government support, popular ways of cooperation, main obstacles and bottlenecks. First, the chair will give the overview of the session topic (BRICS HigherEd) and provide the detailed report on Russia and its aims and activities regarding BRICS HigherEd Cooperation. After that the speakers, who represent all BRICS countries, will present their country visions on the BRICS HigherEd Cooperation and ongoing projects at their universities. The session attendees will be able to learn more about current BRICS HigherEd activities in each country as well as to discover the best practices and successful peer experience.

The team of speakers headed by the chair will consider issues of the first contact establishment and partnership initiation, fundraising, joint program development as well as faculty/student exchange, joint research programs and others. During the session the discussion will be initiated and moderated by the chair. And all participants will get opportunity to express their minds and ask questions. We believe the session will catch the interest of all BRICS countries attending the EAIE 2016 and stimulate new partnerships.

THE FUTURE OF CREDENTIAL EVALUATION: ELECTRONIC DATA TRANSFER AND AUTHENTICATION

M. Wenger

The field of international credential evaluation has been guided by the same basic principles since people with academic credentials have gone from one country to another for further education, employment, and other goals for which academic preparation has been a requirement or an asset. While the basic principles have not changed, the documentation and tools used to evaluate that documentation would be unrecognizable to the early practitioners of the profession. Traditionally, original documents from the issuing institution, perhaps in a sealed envelope, were the gold standard for documentation. The verification process often included sending, first via mail, then via fax or email, copies of the documents to the institution that supposedly issued them, asking that college, university, ministry, or licensure board, to verify the authenticity of the documents. In addition to convenience, accuracy, and authenticity, recent events have brought urgency to this issue. The migration of people who have earned academic credentials is at a high point, and many of these migrants and refugees have relocated without paper academic credentials. Electronic data, in theory, makes possible the continued use and benefit of academic credentials without the paper. Documents stored in "the cloud" or other depositories allow for retrieval and continued use even if the original documents have been destroyed or lost.

A number of organizations worldwide have committed themselves to digital data portability. The author of this paper will describe some of their efforts, the challenges and issues, and look to the future. In addition to national and regional organizations developing depositories of data, there are private organizations serving as depositories, verification services, and transcript providers.

Their services vary, with differing fee models - some receiving payment from students, some from institutions, and some from other third parties. The Groningen Declaration was developed with the idea that data depositories, and the electronic data itself, may help facilitate student mobility, assist higher education institutions, employers, and recognition authorities. The goal is that digital student data becomes the norm for the admission process of educational institutions.

While describing the state of digital data portability, the author of this paper will focus on the methodology and processes of verifying student data electronically. Issues arising from these data transfers include student privacy, access (due to the development level of the country, the political and cultural milieus, financial support, and other concerns), acceptance, security, technical compatibility, communications, and the development of “universal” best practices. Among the efforts of the Groningen Declaration Network is to examine the state of verification efforts, determine and share best practices, and identify challenges and explore solutions. To address this, a task force on verification was established. This paper will also discuss the work of this task force, and its findings on the current state of verification practices. Digital data is a part of the educational landscape in the twenty first century. In this paper, the author will describe the state of global adoption of digital data, its acceptance and use, and the challenges and opportunities it presents.

THE INTEGRATION OF REFUGEES INTO GERMAN UNIVERSITY LANDSCAPE

P. Wittke

The internationalisation of higher education is often promoted as a goal of researchers and research institutions to conduct research in a global research community and to solve the problems of the world that are no longer bound to national borders. But the internationalisation of higher education is also an unplanned and unplannable fact due to migration movements over continents and long war lines. The UNHCR counted 60 million refugees worldwide in 2015, 53% of them come from Syria, Afghanistan and Somalia. Germany saw and still sees itself confronted with this stream of migration and has taken first steps into integrating them into the society.

The universities play an important role in this development since 40% of the asylum seekers are in the age group of 18-30 years. They need an education to not become a lost generation and instead be able to contribute significantly to either society. DAAD has put together a three step action plan to cope with the current situation and to not only administer the so called crises but to create a new generation of world citizen. DAAD (Deutscher Akademischer Austauschdienst/German Academic Exchange Service) is one of the world’s largest and most respected intermediary organizations in the field of international academic cooperation. The non-profit organisation fosters higher education and research cooperation and promotes the exchange of students and staff.

Altogether the German Ministry of Education and Research made 100 Mio EUR available for this three step action plan of DAAD and the German universities. DAAD is busy putting together an information center and a designated department to handle the immense demand for information and facilitation of programmes. In this current situation it becomes clear that the internationalisation is not always an idea of institutions of higher education or a question of humanity. The internationalisation of higher education is a fact in Germany these days that DAAD chose to take on creatively to make the refugee crises a chance for Germany’s research landscape of the future and to prevent a “lost generation” of immigrants.



AUTHOR BIOGRAPHIES

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Erica Bass-Flimmons is a doctoral candidate in the Learning Technologies division at Georgia State University who serves as a student research assistant to Dr. Gwen Benson in the College of Education at Georgia State University, a project manager for a National Science Foundation (NSF) grant, and a current intern at the Center for Disease Control (CDC). Erica has worked on several higher education programs at Georgia State University in several departments. Her past projects involve the use of instructional design and technology in international settings. Her research interest includes analyzing the mobile cellular device in culturally sensitive settings, which will result in the development of culturally specific content and training tools to impact various cultures while also building partnerships amongst local communities within countries of Africa focused on mobile technology projects.



Gwendolyn Benson

Dr. Gwen Benson serves as the Associate Dean for School, Community, and International Partnerships in the College of Education and Human Development (COEHD) at Georgia State University. She previously served as coordinator of the Low Incidence Disabilities Unit of the Division for Exceptional Students in the Georgia Department of Education; Director of Educator Preparation for the Georgia Professional Standards Commission; and Director of the Program for Exceptional Children with the Atlanta Public Schools. She was an associate professor at Southern University at Baton Rouge, La., assistant professor at Louisiana State University and has taught graduate courses at Clark-Atlanta University as an adjunct professor.



Dr. Benson earned her bachelor's degree at Alabama State University, her M.Ed. at Auburn University and her Ph.D. at the University of Kansas. She currently serves as the principal investigator for the Collaboration and Resources for Encouraging and Supporting Transformations in Education (CREST-Ed) and funded by a \$7.6 million Teacher Quality Partnership grant and the Network for Enhancing Teacher Quality (NET-Q), a collection of projects funded by a \$13.5 million Teacher Quality Partnership grant from the U.S. Department of Education both designed to prepare teachers for the demands of teaching high-need subjects in high-need schools.

Ayanda Yolanda Boysen

Ms Ayanda Yolanda Boysen works in the International Affairs Office at the University of Fort Hare. She serves in the Selection Committee under EU-SATURN (Erasmus Mundus scholarship). Ayanda has an academic background in (Human Resource Management) from the Academy of York which was mostly practised within the Public Sector. She has embarked in Communication Science with UNISA and is currently studying for a BA in Public Administration, one of the most crucial degree's within University of Fort Hare. The international office engages in immigrations matters, admission, registration and compliance for all International students. Areas of interest is in the increase of International Student numbers and growth in the numbers of Post- Doctoral Research as well as the responsibility of the International Office.

Samia Chasi

Ms Samia Chasi currently holds the position of Chief Representative Officer at Nuffic Neso South Africa, Nuffic | Education Promotion Department, located in the city of Pretoria in the Province of Gauteng. Ms Samia Chasi specialises in International partnerships and runs partnership workshops at the Annual IEASA Conference.



Michael Cosser

Dr Michael Cosser is a Chief Research Specialist in the BRICS Research Centre, located within the Democracy, Governance & Service Delivery research programme. Prior to joining the Centre he was Head of Learning & Development at the HSRC (2013-April 2016), before which he worked in the HSRC's Education & Skills Development research programme (May 2001-2012). His work at the HSRC has focussed predominantly on pathways through the education and training system and into the labour market. In 2010 he served on the Higher Education South Africa (HESA) task team to make recommendations on a reconceptualised post-school policy landscape for South Africa; and in 2011 he was a member of the Ministerial Task Team to advise the Minister of Higher Education & Training on the establishment of Community Education and Training Centres. Dr Cosser has published articles and book chapters in the fields of world literature written in English, academic staff development, and higher education.



Michael Cross

Professor Michael Cross began his career as lecturer at the Faculty of Education, University of the Witwatersrand in 1986. A respected author and researcher, he is well known for his expertise in higher education policy issues. He has been awarded teaching and research fellowships in several institutions including the Johns Hopkins University and Northwestern University. He was a visiting scholar at Stanford University, Stockholm University and Jules-Vernes University in Amiens.



He is author and co-author of several books, book chapters and numerous articles in leading scholarly journals. He has served as an education specialist in several major national education policy initiatives in South Africa, such as the National Commission on Higher Education and the Technical Committee on Norms and Standards for Educators. He is currently a Research Professor in Higher Education. He is currently heading the newly-established Ali Mazrui Centre for Higher Education Studies.

Darla K. Deardorff

Darla K. Deardorff is currently executive director of the Association of International Education Administrators, a national professional organization based at Duke University, where she is an adjunct Research Scholar in the Program in Education. In addition, she is an adjunct professor at North Carolina State University and at Middlebury Institute of International Studies at Monterey (formerly Monterey Institute of International Studies), a visiting professor at Meiji University Research Institute of International Education (RIIE) in Japan as well as at Nelson Mandela Metropolitan University in South Africa, visiting faculty at Shanghai International Studies University (SISU) in China and at Huazhong University of Science and Technology (HUST) in China, is on faculty of Harvard University's Future of Learning Institute and the prestigious Summer Institute of Intercultural Communication



in Portland, Oregon. She has also been on the faculty of University of North Carolina – Chapel Hill, and Leeds Beckett University (formerly Leeds- Metropolitan) in the United Kingdom. She receives numerous invitations from around the world (in over 25 countries including in Europe, Latin America, Africa, Australia and Asia) to speak on her research and work on intercultural competence and international education assessment and is a noted expert on these topics, being named a Senior Fulbright Specialist. She has been the keynote speaker for numerous conferences around the world including the CERCLL Intercultural Competence Conference in the US, ICC Global Conference in Salzburg, Austria, Intercultural Horizons Conference in Siena, Italy as well as other conferences in Japan, Argentina, Mexico, Germany, Canada, Ireland, Colombia, South Africa, the Netherlands and the United States. In May 2012, Dr. Deardorff was the commencement speaker at Bridgewater College in Virginia, US.

Yussif Dokguru

Dr. Dokurugu is Ghanaian American born in Accra, to the Namguya Royal Family in Ghana West Africa. He received both his Bachelor of Arts and Master degree in Sociology from the University of Ghana Legon. Prior to moving to the United State for both Masters and Doctorate in Public Health at Florida A&M University, Dr. Yussif Dokurugu is currently an Assistant Professor of Epidemiology in Florida Agricultural & Mechanical University College of Pharmacy and Pharmaceutical Sciences (COPPS). He is an Executive Board Member and Administrator of the Global Health Initiatives at Florida A&M University (FAMU) Center for Health Equity (CHE) in the College of Pharmacy and Pharmaceutical Sciences (COPPS). From 2007 - 2009 he had the opportunity to lead 30 College of Pharmacy students to Ghana successfully during summer breaks for Minority Health International Research and Training as well as cultural immersion projects. From 2010 - 2016 he lead over 100 students from FAMU Center for Global Security and Center for Health Equity to Ghana and South Africa and Dominican Republic. Other FAMU students global international higher education activities includes School of Business and Industry (SBI) online MBA program cohort of 14 students and faculty to Ghana and Togo in April, 2014, 8 College of Agriculture and Food Sciences (CAFS) and SBI Students and faculty to Ghana and Kenya in 2010, and 10 College of Education students and faculty to Ghana in 2010 as well. Other international higher education activities are 2011 through 2013 General FAMU Cultural Immersion Spring Break trips to Ghana as well as Bethel Missionary Babtist Church Africare Ministry March, 2007, 2012 and June 2016 trips to Ghana.



Annelien Dewinter

Annelien Dewinter started her career at the University of Antwerp in 2012. In that year, she joined the International Relations Office in the position of Project Assistant in the Erasmus Mundus Partnerships division. In 2013, she became the Project Manager of Erasmus Mundus projects, with tasks including writing project proposals for EU-funded programs, coordinating Erasmus Mundus Action 2 programs with South Africa and managing EU-partner projects. She has been the manager of five EMA2 projects with South Africa, called EUROSA. The EUROSA projects are scholarship programmes which focus on a partnership between Europe and South Africa. Since 2015, she has been coordinating the Erasmus+ Capacity Building Program IMPALA-A project that strives to enhance the level of internationalization in South African universities.



Werner de Wit

Werner de Wit is the Coordinator of Short programmes, Incoming summer schools and Integration at the Postgraduate & International Office (PGIO), Stellenbosch University. He runs and coordinates all short term incoming mobility programmes less than six months. He has a BComm LLB degree, and has been working at the PGIO for the past 5 years. He is also a Residence Head at one of the Male Residences on Campus, and is actively involved in student leadership development and student affairs.



Alecia Erasmus

Alecia Erasmus is the Coordinator of Incoming exchange students at the Postgraduate & International Office (PGIO), Stellenbosch University (SU). She works in the International Student Mobility section where she coordinates all incoming exchange students to SU. As part of her portfolio she also facilitates a short course in global citizenship. She holds an MA degree and has been working at SU for the past 3 years. She is passionate about intercultural communication, global citizenship, student leadership development and the role of international higher educating in addressing global problems.



Charlton Esterhuizen

Mr Esterhuizen is a new member of the International Academic Programmes Office at the University of Cape Town. He has been doing an intensive internship at IAPO for the past year. His key duties were to service the IAPO directorate, administer international visits to the University of Cape Town (UCT) and service the Visits and Partnerships at UCT. He has recently moved to the African Partnerships and Programmes section of IAPO where he is assisting with the administration of mobility programmes such as the Universities, Science, Humanities, Law and Engineering Partnerships in Africa (USHEPiA) and Africa Regional International Student and Staff Exchange (ARISE) programmes. In addition, he assisted with research aspects of these programmes, as well as assisting students during the application and award phases.



Charlton has an academic background, having completed Masters of Social Science specialising in Sociology at the University of Cape Town in 2015. He is also a trained researcher, facilitator and tutor, having previously worked as a tutor in UCT's Sociology department.

Jody Clint Felton

Jody Felton completed his Bachelor of Laws (LLB) degree in 2013. During and after his studies he was actively involved in legal work within 3 firms. His most recent vocational venture however, is in international Higher Education. He was employed at the International Academic Programmes Office at the University of Cape Town for over three years where he played a formative role in the administration portfolio of the African Partnerships and Programmes section. His portfolio also included research tasks and student engagement. He was hereafter seconded to a role which had a greater focus on student



engagement, including student orientation and accommodation. Mr Felton has recently joined IES Abroad, Cape Town as their Housing and Office Manager. This organisation is headed up in Chicago, USA, with various branches across the world. His job entails, among other activities, fiscal responsibility, oversight over all housing matters as well as assisting with student administration where required.

While Jody has occupied the international area of work for only a short time, he sees a bright future for himself in Internationalisation dialogue, with an aim to contributing to the South African foothold in international engagement among higher education institutions across the world.

Varkey George

Varkey George has been recognised as an effective Social Entrepreneurship practitioner in the social sector. He has had various experiences in rural and urban South Africa, having set up various job creation, education projects and transforming non profits from total financial dependence to greater independence. He has managed to turn around two struggling organisations: Wits Rural Facility and SHAWCO, at the University of Cape Town, into financially sustainable units. He has developed a lecture series on Social Entrepreneurship and was visiting lecturer at universities in South Africa and in Europe. He also hosts students who come to South Africa to study social entrepreneurship.



Nothando Gwala

Nothando Gwala was born in KwaZulu Natal, one of the largest provinces in South Africa. She attended Laerskool Primary Paratus and matriculated at Windmill Park High in Boksburg, Gauteng. She was in the top 4 Best Achievers in the matric class of 2010. This enabled her to receive a bursary for each of her four years of study at the University of Johannesburg. She obtained her Bachelor of Education Degree in 2014. She is currently a 3rd Grade teacher in Diepkloof, Soweto and specializes in information technology for the school. This is her second year in the field and has had a very interesting experience thus far. She is currently studying towards her B. Ed Honours degree. She was part of one of the cohort of students who went on an international student exchange programme to Georgia State University in 2014.



As the former chairperson of a Non- Governmental Organisation, (RAG), she participated actively in many community projects and received an award from the University of Johannesburg for her involvement and commitment to the community. She is a God fearing person, loves to interact with children, and enjoys music and adventure.

Cornelius Hagenmeier

Cornelius Hagenmeier is an international education administrator and legal academic who is rooted in the German and South African jurisdictions. Hagenmeier's academic focus includes internationalisation of higher education. He obtained his qualification to be appointed as a judge in Germany before he decided to settle in South Africa in 2002. He holds a South African LL.B. degree (UNISA) and a South African LL.M degree (UCT). He is a non-practicing attorney of the High Court of South Africa. He accepted an appointment at the University of Venda in 2007 in the Department of Public law and now serves his institution as Director of International Relations.



Merle Hodges

Merle Hodges has more than 30 years' experience in Higher Education Institutions, some of which in science education and others at the helm of internationalization of universities in South Africa. She is currently serving as the Director of Internationalization at the Cape Peninsula University of Technology and also served on the board of the Internationalization Education Association of South Africa. She also serves on the board of Cape Nature, a body that is responsible for conservation of sensitive biomes and for development activities around the nature reserves.



She has published more than 15 papers on teacher development and learning and is passionate about enhancing the ability of young people to study science. She has worked in various capacities at the University of the Western Cape, Belville College of Education, Peninsula Technikom and currently at the Cape Peninsula University of Technology.

She has a Masters in Education from the University of Leeds, B.Ed, BSc and Bsc Hons and HDE from the University of Western Cape.

Johannes Hovland

I am working at Bachelor in Nursing, Dept. of Health and Nurse Sciences, University in Agder, Norway, and have been employed since 1994 as Lecturer, the last four years as Associated Professor/ Senior Lecturer. Before 1994 I work for ten years at three different ICU, and got my Diploma in Intensive Care Nursing. From 2017 I coordinate the exchange programs for our nursing students embarking for Botswana, South Africa and Tanzania. Numbers of students exchanging are approx. 50 students/year. My subjects are including Science/Anatomy/Physiology/Medical subjects, Skill training/SIM, Supervising in clinical practice/placements at hospitals, and supervising students in Bachelor and Master Thesis.



My research fields started with learning and reflection processes and supervision in clinical practice/ placements, and continued with focus at students' and hosts' experiences with and the hosts' outcome from student exchange. This includes how the nursing students understand culture and how the students develop cultural competency in education and clinical practice when exchanging. A new research field for me is Simulation and transition to clinical practice.

Divinia Jithoo

Ms Jithoo currently works for the International Education Association of South Africa (IEASA) on Marketing and Communication and Special Projects including Capacity Building programmes on Internationalisation for the Higher Education in South Africa. Ms Jithoo has experience in Internationalisation of Higher Education having previously worked for the Office for International Education at The Nelson Mandela Metropolitan University. Ms Jithoo has completed a Masters in Media Studies and is currently pursuing a PhD in International Education.



Kim Keith

Ms Kim (Kimi) Keith is the Systems Manager for the Research Office, International Academic Programmes Office (IAPO), Postgraduate Funding Office and the Research Contracts and Intellectual Property Services at the University of Cape Town (UCT). She originates from Cape Town and obtained her BCom, BCom Honours and Master of Commerce, all specialising in Information Systems, from UCT. She joined UCT as a staff member in 2007, first working for the Institutional Planning Department as an institutional planning officer and then moving into IAPO as the systems manager from 2009. This year she moved to the Research Office but remains the systems manager for three other departments, including IAPO. Her previous research covered the use of social media in a university environment to enhance internationalisation in a campus environment and her current research revolves around the use of different systems within a university environment. One of the key systems that was implemented in IAPO was a Customer/Constituent Relationship Management (CRM) system in 2014. This system was implemented to track partnerships and links with UCT. The second phase of this system will build on the first phase to automate the partnership process. The second phase is scheduled for rollout in 2016.



Maxim Khomyakov

Professor Maxim Khomyakov is a Vice-Rector for international relations and a director of the BRICS Studies Centre at Ural Federal University, Ekaterinburg, Russia. Previously he worked as a Vice-rector for internationalization and a director of Ural centre for advanced studies and education at Ural State University, and organized a number of European and trans-European projects in the spheres of higher education, political philosophy and religious studies. In 2007-2008 he was a visiting professor at European University Institute, Florence, Italy. His main research interests are in the areas of internationalization of higher education and research as well as the issues of toleration and multiculturalism in contemporary political philosophy. Since 2000 Prof. Khomyakov has been organizing international summer, winter and spring schools for the young faculty from the universities of Central/Eastern Europe, Russia, Mongolia and Central Asia. Starting from 2013 he has been involved extensively in organizing various network educational BRICS projects, including the BRICS Network University and BRICS University League. He is an elected head of the Russian National Coordinating Committee of the BRICS Network University.



Anna Lindahl

Director of International Affairs, School of Business and Economics Linnaeus University (Master of Political Sciences with a focus on International and European Relations.)

Ms. Lindahl has worked within the field of Internationalization of higher education for 10 years during which she has focused on strategy, policy and quality assurance of internationalization on the undergraduate and graduate levels as well as international agreements for collaboration. As part of her role she also organizes the Minor Field Studies (MFS) scholarship programme at her Faculty within the national MFS scholarship programme, allowing for students to spend a minimum of 8 weeks in a country on the OECD-DAC list to gather data for their thesis.



Nicola Latchiah

Nicola has extensive experience and skills in Higher Education. Having worked in various portfolios in higher education for the past 23 years, her areas of expertise lie in international education, advancement, advocacy and student mentorship. Her current portfolio as Manager, Short Term International Programme aims at the establishment of an enterprise to strengthen links with strategic partners by devising unique programmes in fulfilment of the internationalisation agenda of the University of Cape Town. She has interfaced strategically with key regional, national, continental and the international community, in building a national and international network in support of internationalisation. She has a Master's Degree in Industrial Psychology from the University of KwaZulu-Natal.



Thizwilondi J Mudau

Dr Thizwilondi J Mudau has a PhD in Education, and is a Senior Lecturer and researcher at the University of Venda, Thohoyandou, South Africa. Her work is mainly focusing on sociology of education.

Upenyu S. Majee

Currently, I am a candidate for a joint PhD in Educational Policy Studies and Development Studies at the University of Wisconsin-Madison (UW-Madison). My research interests revolve around higher education internationalization and regional integration in south-south contexts, especially the exploration of cross-national spaces and possibilities for reconstituting and appropriating hegemonic global higher education models to foster economic and scientific dynamism in the Global South, particularly in Africa. My dissertation examines South Africa's post-apartheid efforts to expand, equalize and internationalize higher education opportunities and specifically focuses on how notions of global competitiveness and local responsiveness are conceptualized, actualized and contested in universities that have undergone intensive institutional transformation and internationalization. I hold master's degrees in Educational Leadership and Policy Analysis and African languages and Literature from UW-Madison and a bachelor's degree in English Literature and Linguistics from the University of Zimbabwe. Between my undergraduate and postgraduate careers I spent 8 years with the Ministry of Education in Zimbabwe teaching secondary school English, and briefly as Headmaster/Principal.



Ordnance Jabu Makhubela

Mr Ordnance Jabu Makhubela was born in 07 August 1987, South Africa, Limpopo Province, Tzaneen. He is currently working at the University of Limpopo as an International Affairs Practitioner, Department of International Affairs. He is a Human Resource Practitioner by profession having obtained an honours degree in Human Resource Management and a Degree in Public Administration, he is currently enrolled for Masters in Human Resource Management at the University of Limpopo. Previously in 2014 he was appointed as a tutor in the Department of Business Management teaching undergraduate students, University of Limpopo. He was matriculated at Mpumalana Senior Secondary School in 2005.



Goldmarks Makamure

Goldmarks Makamure is a sociologist by training. Currently he is working at the University of Limpopo as an International Affairs Practitioner and Student Development Officer. In his past working experience he has worked as a lecturer in Sociology, Criminology from 2008 to 2010, junior lecturer in Development Planning and Management from 2011 to 2012 at the University of Limpopo. Being an international student at the University of Limpopo has taught Goldmarks a lot about globalisation of higher education which inspired him to be a co-founder of the University of Limpopo International Students Organisation (ULISO) in 2004. Goldmarks has achieved the following academic qualifications: Degree in Social Sciences (2006), Honours in Development Planning & Management (2007) and Master of Arts in Sociology (2014) at the University of Limpopo. The passion for internationalisation of higher education has motivated Goldmarks to write and present the following papers:

- An Investigation of the Significance of Internationalization of Higher Education: With Special Reference to the University of Limpopo, Turfloop campus.
- Emerging Trends in Recruitment of International Students in African Universities.
- Relevance of Social Media in Recruitment of International Students.



Melissa Luyanda Malambile

Melissa Luyanda Malambile holds a Bachelor of Social Work degree with Honours in Social Work (2013) from the University of Fort Hare in East London. She majored in Sociology and Social Work in her undergraduate studies with minors in Philosophy and Psychology. She is currently reading towards her Masters in Sociology with the focus of her research as Ethnoecology. She is a passionate researcher and works as an Internationalisation Officer at the University of Fort Hares's International Affairs Office. Melissa has also undertaken various other trainings which have honed her skills as an academic and young professional.



Esther Masarira

Esther Masarira is a Coordinator of The Languages Department at the Faculty of Economics and Management of Catholic University of Mozambique. She holds a bachelor's degree in English and a post graduate diploma from Solusi University. She also holds a Master of Business Administration from Catholic University of Mozambique and is awaiting graduation of her Doctor of Philosophy Degree in Development Studies from Zimbabwe Open University in November, 2016. She has presented at international conferences in Mozambique, Kenya, and Zimbabwe. Esther Masarira lectures courses such as Business English, International Business, Leadership, Conflict Management, Life Skills and Ethics of Marketing



Miranda Mgijima

Dr Mgijima worked as one of the first deputy permanent secretaries in the Eastern Cape Department of Education in 1994. In 1997 she was transferred to the National Department of Education where she started the Quality Assurance Chief Directorate and later worked as a Deputy-Director General in the Gauteng Department of Education. She was engaged by the University of Pretoria as a mentor for school managers who were studying for the Advanced Certificate in Education (ACE) – Leadership Programme in the Mpumalanga Province. She later joined UNISA as a lecturer in the Department of Educational Leadership and Management before moving to the ETDP SETA as a project manager. Currently she is a Director of Internationalization, Fund-raising and Community Engagement at the North West University in South Africa. Dr Mgijima obtained her PhD from the University of London - Institute of Education, Department of International and Comparative Education in 1991.



Makololo Mogane

Makololo Mogane was born and bred in Limpopo Province. She attained her BA (Social Work) Degree at the then University of the North, now University of Limpopo. She received a Fulbright Scholarship to study towards a Master Degree (Psychology) in the United States of America, Eastern Michigan University, Michigan. Makololo (Psychology) also attained her PHD at the University of Zululand.



She has worked at various places, amongst others, the Department of Health and Welfare, of the then Lebowa Government (Social Worker), the Education Information Centre in Gauteng (Student Counsellor), the then University of Bophuthatswana (Lecturer), the South African Family and Child Welfare Society in Mpumalanga (Professional Consultant) and the University of Limpopo (Student Counsellor).

She has wrote and presented the following papers:

- The Role of a Student Counsellor in the African Renaissance (1999) at the Southern African Association for Counselling and Development in Higher Education, University of Botswana, Botswana (Co-presented).
- The Efficacy of Rational Emotive Therapy and Antipsychotic Medication in the Management of a Schizophrenic Patient (2000) in Swaziland at the Southern African Association for Counselling and Development in Higher Education (Co-presented).
- The Services Rendered by the Centre for Student Counselling and Development of the then University of the North (2001) at the Eduardo Mondlane University in Maputo, Mozambique.

Memoona Mahomed

Ms. Memoona Mahomed is the school experience coordinator and the community engagement officer in the Faculty of Education. Ms. Mahomed earned her Bachelor's as well as her Master's Degree from the University of the Witwatersrand (WITS). She is passionate about initial teacher preparation and community engagement through service-learning.

She has been at The University of Johannesburg previously Rand Afrikaans University since 1996. She served as Academic advisor for distance education and later as head of student support. She is currently the school experience / work-integrated learning coordinator and manages the teaching practice for the senior and FET phase graduate students as well as the post graduate students. Ms.

Mahomed is also the Faculty's coordinator for student exchange programmes, she has coordinated the programme for students to Georgia State University, Miami University and Fatih University. She is also responsible for forging partnerships with community organisations and schools in South Africa and abroad. Ms. Mahomed serves on the University of Johannesburg Community Engagement Advisory Board.

Euzobia Mugisha Baine

Euzobia Mugisha Baine is Manager of Academic Affairs within the Quality Assurance Directorate of Makerere University, Uganda, a post she assumed in May 2011. She is in charge of coordinating the implementation of policies and programs relating to three crosscutting themes of Makerere University's Strategic Plan 2007 – 2017, namely quality assurance, gender mainstreaming and information and communications technology to all stakeholders of the university. Previously, she worked as a Senior Assistant Registrar in charge of Policy and Welfare in the Gender Mainstreaming Division (GMD).



She joined Makerere University in February 2000, and her first posting was in the undergraduate admissions office. In July 2001, she was posted to the then newly established GMD as the pioneer Desk Officer for the Makerere/Carnegie Corporation of New York Female Scholarship Initiative (FSI). She single handedly coordinated the FSI until September 2003, when she went for her Doctoral Studies at the University of Birmingham in the United Kingdom. Before joining Makerere University, Baine worked as a Training Officer for Action for Development (ACFODE), an indigenous women's organization championing women's rights in Uganda. She joined ACFODE in 1999 after completing her Master's degree program in Development Studies from the Institute of Social Studies in The Netherlands. Before attaining her Master's, she worked as a volunteer in ACFODE and as a commercial clerk on the then, Uganda Electricity Board.

Marang Mutuna

Mrs. Marang Mutuna is currently an Associate Dean in the Office of External Relation at Botho University (BU). Prior to joining BU in 2013, she worked at the Ministry of Education and Skills Development, Botswana in the Botswana Education Hub (BEH) unit as a Marketing Officer.

Mrs Mutuna has 30 years experience in the Botswana education sector, spanning from teaching in secondary schools, escalating to school management and ultimately joining the Ministry of Education and Skills Development in 2011. Mrs. Mutuna holds a Master's Degree in English Language and Linguistics.



Njeri Mwagiru

Njeri coordinates Short Term International Programmes (STIP) at the University of Cape Town, and provides strategic support to the STIP Office. Activities within this portfolio include course design and planning, budgeting, coordination and evaluation of short customised courses for International Clients. Responsibilities involve facilitating strategic partnerships and collaboration for delivery and growth of programmes with various stakeholders, including universities, corporate, national and international level bodies. Njeri has worked in several capacities and contexts within Higher Education including teaching and training, research, programme development and support. She recently completed her PhD in Business Administration at



the UCT Graduate School of Business, and her doctoral thesis focused on issues of organisational leadership, knowledge, diversity and transformation. Njeri is a Kenyan national who has lived in different countries internationally, and has been resident in South Africa for the past ten years.

Parvathy Naidoo

Parvathy “Mumsie” Naidoo lectures at the University of Johannesburg. Prior to transitioning into tertiary education, she served over two decades in several schools as teacher, department head, deputy principal and principal. Her career started with a Junior Primary Education Diploma, followed by a Diploma in Higher Education, Further Diploma in Education (cum laude), Bachelor in Education, B. Ed (Hons) (cum laude) and Masters in Education (cum laude). She received the Next Generation Scholarship from University of Johannesburg (UJ), to pursue her PhD focusing on professional leadership development of school principals. Teacher education, instructional and



distributive leadership and education change management are her primary research interests. As part of her community engagement initiatives, she is principal researcher in a research project which focusses on contextualized training for school management teams. UJ’s collaborative schools are part of this grant project.

As “instructor” in the Global Student Exchange Programme between UJ and Georgia State University (GSU) for the past two years, Dr. Naidoo has accompanied two cohorts of final year B. Ed students to GSU. At UJ, her academic responsibilities involve lecturing in undergraduate and post graduate education programmes, as well as supervising post graduate students in the Master’s and Doctoral programmes.

Jonas Nguh

Dr. Nguh is a Professor at the Graduate Nursing Program with Walden University where he has a double appointment in the Masters in Nursing and PhD in Public Health program. Additionally he serves as chair of dissertation committee for PhD in Public Health program. Prior to joining Walden University, Dr. Nguh was the Chair of Graduate Nursing program at Kaplan university where he oversaw the MSN program and developed the curriculum for the DNP program. Prior to that he was the Director of Nursing at the University of the District of Columbia, Washington D.C.



Dr. Nguh holds a PhD in Public Health from Walden University, a Master’s of Science in Nursing from the University of Dundee in the UK, a Master’s of Science in Healthcare Administration from Strayer University and a Bachelors of Science in Nursing from Walden University. Dr. Nguh hold numerous fellowships including the American College of Healthcare Executive, and the National Academies of Practice. Dr. Nguh is a five time national award winner for his work in community service and volunteerism. In 2015, he was honored by the National League of Nursing Lillian Wald Humanitarian Award, the Outstanding Mentor Award from the Maryland Nurses Association (2015) and the Nurse of the year Award from Nurse.com (2012).

Beth Mahasi Nthiga

Beth Mahasi Nthiga is the Country Manager at Options Education Agency, an Australian company which assists students identify universities abroad in which to study at, and assist them with enrolments and visa applications. She currently manages their 2 Kenyan office and 1 Nigerian Office.



She has over 8 years' experience in the International Education Sector having assisted large numbers of students secure admission in universities in Australia, the UK, Canada and the US.

She is also a fourth year student at the University of Nairobi pursuing an Undergraduate degree in International Studies with a specialization on International Relations. She is presently working on her Research paper, investigating the impact of Kenyans migrating abroad on Kenya, with a focus on Kenyan registered nurses, under the supervision of Dr Gerrishon Ikiara, Senior Lecturer (Economics) at the Institute of Diplomacy and International Studies at the University of Nairobi.

Olusegun S. Obadire

Dr Olusegun S. Obadire holds PhD in Rural Development and works in the Directorate of International Relations where he is involved with strategic planning, research and implementation of internationalisation at the University. His work is mainly focusing on integration of intercultural programmes, internationalisation and rural development at the University.



Susan L. Ogletree

Susan Ogletree is currently the founding director of the Center for Education and Research Services in the College of Education at Georgia State University. She is passionate about improving school services in urban high-need, low income schools through the evaluation of in and out of school programs. Dr. Ogletree serves as Co-Project Investigator for the Collaboration and Resources for Encouraging and Supporting Transformations in Education (CREST-ED) grant which is designed to increase the number of teachers committed to high-need schools in urban and rural settings using the Professional Development School (PDS) Model. Her primary research interest includes the PDS Model implementation both nationally and internationally, and the impact of the model on academic achievement. Prior to entering higher education, Dr. Ogletree worked as a school principal for over 20 years.



Quinter Onyango

Ms Quinter Onyango is an International Student Life and Services Officer at University of Fort Hare working in the International Affairs Office. She is responsible for promoting internationalization in the campus and facilitating the process of social integration and adaptation to cultural diversity. Her bi-cultural background and focus on community and international collaboration has led her to a number of volunteer opportunities and community leadership roles. Quinter is a Kenyan native and holds a Bachelor's degree in Applied Communication, Honours degree in Advanced Communication and recently completed her Master's degree in Communication at University of Fort Hare. Currently, she is studying towards a Master's degree in International Diplomacy with research interest in development communication and contemporary diplomacy.



Fay Patel

Dr Fay Patel has thirty years teaching, research and educational development experience in higher education in an international context (Malaysia, Australia, Canada, New Zealand, USA and South Africa). As an international higher education consultant, Fay has been invited to present keynotes on assessment as learning at Taylor's University, Kuala Lumpur, Malaysia; online learning, open distance learning and MOOC development at the UNESCO Asia forums in Bangkok, Thailand and in Chengdu, China; and in the World Bank Quality Assurance program for Bangladesh coordinated by Help University in Kuala Lumpur, Malaysia.



Fay's co-authored and co-edited publications include journal papers and books on educational development, higher education learning design, intercultural communication, international development, technology innovation, and online learning. Selected recent publications include her books *Online Learning: An Educational Development Perspective* and *Technology Innovation Leadership in Development: A 'Middle East' (West Asia) Perspective*; and co-authored papers *Contesting the Political Economy of Higher Education: Educating the Good Citizen*, *Journal of International and Global Studies*, 2016; *Cross-Institutional and Interdisciplinary Dialogue on Curriculum for Global Engagement*, *Journal of International Global Studies*, 2015; *Enabling Leadership in Teaching and Learning: Balancing Creativity and Compliance Agendas in Australian Higher Education*, *International Leadership Journal*, 2014; and *Creativity as a desirable graduate attribute: Implications for curriculum design and Employability* *Asian Pacific Journal of Cooperative Education*, 2014.

Gautam Rajkhowa

Gautam Rajkhowa is Senior Lecturer Management Studies and Director for the MBA programme at Newman University, Birmingham, UK. Previously he held academic positions at the University of Chester, UK where he also successfully led the full time MBA programme with a large cohort of international students. He also serves as visiting faculty to Technische Hochschule Ingolstadt, Germany and Assam Don Bosco University, India. Prior to moving to academia in 1995, Gautam spent over 12 years in executive education, product management and market development in the information technology solutions space in India.



Gautam's research focuses on internationalisation of higher education with a particular interest in models of collaboration in cross border higher education, global student mobility, student expectations and experience, and public policy in Higher Education and regularly presents his research at national and international conferences. Gautam is currently working on a study titled 'Internationalisation of Indian Higher education.' in partnership with the Confederation of Indian Industry (CII).

Sebastian Raneskold

Sebastian Raneskold is the Executive Director and Acting Pro-Vice Chancellor (International) at Flinders University in Adelaide, Australia since 2014 and a board member of StudyAdelaide.

Sebastian has been involved in both the private and public education sector in senior positions for the last 18 years, and maintain an extensive network of



senior contacts across the sector in Australia, Asia, Africa, the Middle East and Europe.

Previously Sebastian held the positions of Director of Marketing and Admissions at Navitas South Australia, Regional Manager at the University of South Australia, Country Director IDP Education Australia (Scandinavia) and Coordinator International Programs at Örebro University, Sweden. Sebastian has also successfully managed his own international education consultancy business. Sebastian is a graduate from Lund University (BA Social Anthropology/Political Science) and Stockholm University (MA Social Anthropology) in Sweden.

Sarah Richardson

Dr Sarah Richardson (PhD Melbourne, MA Amsterdam, BA (Hons) Liverpool) is an experienced higher education researcher who leads multiple projects around the world, including quantitative and qualitative data collection and analysis, learning outcomes assessment, national and international policy research and the measurement of graduate outcomes. Sarah works closely with clients such as the OECD, APEC Secretariat, national and state governments and educational institutions to ensure that their policies and practices are informed by rigorous data and a clear understanding of national and international dynamics.



After five years working as a senior researcher at the headquarters of the Australian Council for Educational Research (ACER) in Melbourne, Australia, Sarah has recently taken on the role of the inaugural Research Director of ACER India and is based in Delhi, India. Sarah has a particular interest in international education and has conducted research on numerous aspects, including the policy context that enables higher educations to operate across countries, the international mobility and collaboration of researchers and innovative approaches to cross-border online education. Sarah's latest book, *Cosmopolitan Learning for a Global Era*, was published by Routledge in 2016.

Bradley Rink

Bradley Rink has been involved in international education for the past 25 years. He currently lectures human geography in the Department of Geography, Environmental Studies & Tourism at the University of the Western Cape (Cape Town, South Africa). He focuses his research and teaching on mobilities, tourism and urban place-making. Having studied abroad in Spain as an undergraduate, Bradley has served in a range of education abroad capacities in Africa, the Americas and Europe over the past two decades. He is an active contributor to the Forum on Education Abroad where he serves as the Chair of the Forum's Curriculum Committee.



He is also a senior member of the Forum on Education Abroad's Trained Facilitator Team in addition to being amongst the first cohort of Forum Certified Education Abroad Professionals in 2014.

Oliver Seale

Oliver Seale is a higher education strategic planning, project specialist and advisor. He is currently assisting Universities South Africa (USAf) with its HE Leadership and Management Programme (HELM) and the National Graduate Destination Survey Project. Oliver heads up HE Advisory Services and is an Associate Researcher at the Ali Mazrui Centre for HE Studies at the University of Johannesburg.



His former positions include acting CEO at USAf, Director in the Vice-Chancellor's Office at the University of the Witwatersrand, where he provided strategic advice, project management and administrative support to the Vice-Chancellor and Executive Team. He was also Deputy Director General for Training Delivery at the Public Administration Leadership and Management Academy (Palama) and Director of the Higher Education Leadership and Management Programme (HELM) at HESA.

Oliver has extensive experience in strategic planning, business development, programme/project management, relationship and stakeholder management in various organisational environments. He has a keen interest in university governance, leadership and management, organisational development, performance management and leadership development. He completed a Bachelor of Business Administration at Unisa, a Masters in Higher Education Studies at the University of the Free State and a PhD in Leadership Development at the University of the Witwatersrand.

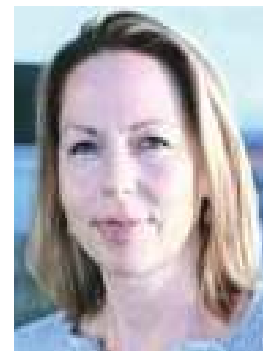
Lester Brian Shawa

Dr Lester Brian Shawa is Senior Lecturer in Higher Education Training and Development and coordinator of postgraduate studies in Higher Education at the University of KwaZulu Natal (UKZN) in South Africa. Prior to this appointment, he was Deputy Dean of the Faculty of Education at Mzuzu University in Malawi and a research fellow at Wits School of Education in South Africa.



Berit E. Simonsen

Berit E. Simonsen is an associate professor at the Business unit. She teaches Leadership and Intercultural competences in the BA program. In her current research, Professor Simonsen investigates existing inequalities in learning opportunities between local students and international students, primarily with a focus on increasing Teacher agency and curriculum development. Professor Simonsen holds an MA in Leadership and Organisational culture from Aalborg University (AAU) and specialises in Chinese area studies. Before beginning her work in the educational sector, Professor Simonsen was employed in the hospitality sector, working with Management and Human Resource.



Pär Svensson

Pär Svensson obtained a PhD from Lund University and made a postdoctoral year at University College London. Returning to Sweden he continued at the Swedish International Development Cooperation Agency (Sida) in Stockholm to work with support to weak national research systems for 7 years. In 2007 he moved back to Lund University and started as a research service officer. After one year he moved to the international office and soon thereafter served as the Head of the International Office. Today he is an institutional coordinator for Africa and an advisor. He has been in coordinating policies and strategies at Lund University. In addition, he has been involved in Erasmus, Erasmus Mundus and Erasmus+ including International Credit Mobility as well as Capacity Building.



Susanne Taylor

Ms Susanne Taylor is the institutional Work Integrated Learning Coordinator at the University of Johannesburg, South Africa. She has come to understand the dilemma faced by international students for their practical placement and seeks to address this via ongoing research. Susanne has delivered papers at national and international conferences, has published journal articles and contributed chapters in four books. She is currently registered for PhD studies in Education.



Thijs van Vugt

Thijs van Vugt is Director Analytics and Consulting Team at StudyPortals since 2015 and partner of iE&D Solutions BV since 2006. Some of his recent clients are: University of London, Karolinska Institute, Linköping University, University of Groningen, Utrecht University, Erasmus University Rotterdam, Jönköping University, Uppsala University, VU University Amsterdam, Radboud University, University of Twente, University of the Arctic, Tromsø University, College of Europe and NHTV Breda University. From 1989 until 2005 Thijs worked for Tilburg University (14 yrs; NL), the ERASMUS Bureau in Brussels and for Sheffield Hallam University (1.5 yrs; UK)



Thijs is the founder of the Expert Community on Marketing & Recruitment of the European Association for International Education (EAIE). He was the chair of M&R from 2002 until 2008 and was a member of EAIE's Executive Board from 2004 until 2008. In 2006 he published a book on The Impact of Tuition Fees on International Student Recruitment and in September 2009, Thijs was awarded the Bo Gregersen Award for Best Practice of the EAIE. Thijs has a Master's degree in Economics from Tilburg University, a post-graduate certificate in Public Management from Tias Business School, and a post-graduate certificate in Customer Relationship Management (CRM) from Beeckestijn Business School.

Bogdan Voronovskiy

Mr Bogdan Voronovskiy is the Executive Director of Eastern European University Association. Born in 1986 in USSR, he got his first degree at Military academy, then continued to study at different institutions in Ukraine, Russia, the USA and Canada. In 2007 he got Masters in Law, followed by Masters in International Economy in 2009. Now he is doing PhD on Internationalization of HE in Russia and Ukraine. He has over 20 scientific publications on Internationalization of Higher Education in Eastern Europe.



Julie Washington

Julie Washinton, PhD is a Professor in the Department of Educational Psychology, Special Education and Communication Disorders in the College of Education and Human Development at Georgia State University (GSU) in Atlanta. She is also Director of the Communication Sciences and Disorders Program and Associate Director of the Urban Child Study Center at GSU. Currently, Dr. Washington's research is focused on understanding the role of cultural dialect in the identification of Learning Disabilities in school aged African American children and on disentangling the relationship between language production and comprehension on development of reading skills for children growing up in poverty.



Margaret Wenger

Margaret Wenger has worked at Educational Credential Evaluators, Inc since 1990. Prior to joining ECE, Margaret worked in Togo and Japan. She received her Bachelor of Arts degree from Beloit College in 1986, and her Master of Science degree in the Cultural Foundations of Education from the University of Wisconsin - Milwaukee in 1998. As Senior Director of Evaluation, Margaret leads evaluation policy development, new evaluator training, and coordinates quality assurance efforts. Her countries of specialization include China, Francophone African countries, India, the Middle East and North Africa, and New Zealand.



She is the author of ECE Presents: The Educational System of Tunisia and The Kingdom of Saudi Arabia: Its Educational System and Methods of Evaluation, as well as contributing to the NAFSA Guide to Educational Systems Around the World (1998 and 2009). She has given workshops at number of international and US conferences including NAFSA, NAGAP, CGS, and EAIE. Margaret is a member of the Standards Committee of the Association for International Credential Evaluation Professionals (TAICEP), and is the TAICEP representative on the Groningen Declaration Network Task Force on Verification Policies and Best Practices.

Philina Wittke

Philina Wittke is the Director of DAAD South Africa, the Deutsche Akademischer Austauschdienst (German Academic Exchange Service), which is the largest funding organisation of the world supporting the academic exchange of students and staff. Besides this, she is a lecturer at the German Section at the University of Witwatersrand, Johannesburg, where she teaches German as a Foreign Language, German Business Culture and Intercultural German Literature. She completed her studies in Germany and the US and has worked in international academic as well as corporate environments. Her research interest lies in the area of intercultural communication and the dialogues of cultures.



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