A SOCIAL JUSTICE ANALYSIS OF INTERNATIONALIZATION AT A HIGHER EDUCATION INSTITUTION

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A SOCIAL JUSTICE ANALYSIS OF

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Dedication

This study is dedicated to the challenging, long term cause of higher education becoming a site for global social transformation so that the dream of our universal citizenship is eventually realized in space and time.

Declaration

I, Isaiah David declare this dissertation to be my own work, and has not been submitted previously for any degree at any other higher education institution.

Researcher

Supervisor

Appreciation

Due to reasons I cannot fathom till now, I was without a supervisor until the beginning of September 2011 (the year I began my study). I can remember feeling lost and helpless while attempting to bring resolve to my situation.

Dr Amin learnt of my predicament and volunteered when no one else did to supervise my dissertation inspite of her already heavy supervisory workload and academic responsibilities at the time.

I am entirely grateful to her for taking me on and supporting my progress till completion. So I must admit that I want to make her proud.

My heartfelt appreciation is entirely devoted to Dr Nyna Amin, without whom I would not have achieved this qualification.

<u>Abstract</u>

In a broad sense the international dimension within higher education is referred to as internationalization. International students to some extent bring this dimension. Higher education institutions are rated for the number of international students and staff they accrue. Consequently internationalization within higher education is highly competitive. This competitive, global business seems to neglect internationalization approaches within higher education that promote global social transformation thereby curbing the commodification of international students under the guise of turbo capitalism. My study seeks to interrogate documents regarding internationalization at UKZN (University of KwaZulu-Natal) for more just and fair experiences for both local and international students. In analyzing UKZN's model and approach to internationalization social justice theories and concepts are called upon. Relevant documents are critically analyzed through the lens of hierarchical relations of oppression, discrimination based of nationality status and unjust distribution of limited resources and opportunities. In this light social justice theories and approaches were tested and selectively applied contextually to advocate for more utilitarian ends. The findings indicate that the USA and US institutions seem to dominate global partnerships at UKZN; that international students were differentiated geographically for pricing regardless of academic interests, need or merit; that the events hosted by the international student office did not address social global transformation however promoted travel almost exclusively and that international students were given four times more working hours than locals. In addition access to some UKZN postgraduate scholarships had no written restrictions for international students, currently situated in a developing, grossly unequal society, South Africa. Although under the global yoke of nationalism and commercialism the study posits the possibilities for resistance against oppressive practices which divide, stimulate violence and breed exploitation. Thus, lowered social identification as well as considering the realities of globally pervasive citizenship rights while not ignoring the needs and merits of the international community at UKZN could result in richer exchanges between local and international students for more meaningful, progressive global social change.

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Overview

Introduction

With advances in technology, rapid modes of transport and socio economic progress the world seems to be a shrinking space. As a result more people are able to travel across geographic boundaries today. This ability to travel and network across borders has also affected higher education (Scott 1998). Universities (higher education institutions) are supposedly spaces that accommodate a wide variety of people (often students) from various backgrounds and locations. Some of these people are from different parts of the world. The mere presence of international students and staff is believed to bring an international dimension within higher education in itself (Altbach & Knight 2007).

This international dimension within higher education is often referred to as internationalization (Knight 2004). There are various models and approaches to internationalization within higher education (Knight 2004). It does seem that rank and prestige shape approaches and models to internationalization within higher education often at the expense of global social transformation and a maximized and even optimum exchange and interchange among the members (at least) of this supposedly universal yet diverse inclusive community (Scott 1998). The commercialized, competitive culture which permeates society including the internationalization of higher education hinders socially just and fair experiences for all (De Wit 2002). This study focuses on investigating the model and approach of internationalization at a higher education institution, namely, the University of Kwa-Zulu Natal (UKZN) and how it relates to just and fair experiences for students within this internationalized space.

Context of the study

My study analyzes selected documents related to internationalization at (UKZN) from a social justice perspective.

UKZN is situated in Kwa- Zulu Natal, South Africa and currently comprises of five campuses, namely, Howard College, Westville, Edgewood, Medical School and the Pietermaritzburg Campus. UKZN today is a merger of two former universities (the University of Durban Westville (UDW) and the University of Natal (UN). The merger occurred after the advent of democracy in South Africa and involved the coming together of an advantaged higher education institution (UN) and a disadvantaged one (UDW).

UKZN today aspires to be the premier university for African scholarship and prides itself in teaching, research and knowledge production. It was ranked 4th in South Africa and in the top 400 bracket according to the Times Higher Education world university ranking system (Jansen 2012). With regard to ranking, it is critical to note that the ranking system is an American invention and could have implications for hierarchical and oppressive practices to maintain hegemony[1] (Ioannidis, Patsopoulos, Kawoura, Tatsioni, Evangelou, Kouri & Contopoulos-Ioannidus 2007). The world university ranking systems often prioritizes research or knowledge productivity above other criteria (Ioannidis *et al* 2007). UKZN also emphasizes research to keep abreast with global trends in the competitive market of knowledge production (Jansen 2012). As a result, UKZN attempts to upgrade its research outputs. Research often involves postgraduate studies within higher education. In the ranking system the international dimension is one of the criteria for higher rank and prestige within academia (Jansen 2012). As such UKZN seeks to attract international students more so from the African continent for masters and doctoral studies by offering fee remissions regarding tuition for full time students (Appendix 2). These students are also featured in many research initiatives and projects at UKZN, for example, my study is also a part of a wider project on internationalization at UKZN. It does appear that international students (who often make up and enhance the international dimension within higher education) are used as revenue, especially during times when public funds are slashed and diminished (Teichler 2004) which could account for the

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[1] Antonio Gramsci theorized hegemony to mean the maintenance of dominance in society. The dominant world view eventually becomes common sense and natural. This process is referred to as hegemony (Bates (1975).

exorbitantly differentiated fee pricing for international students within some higher education institutions.

Thus the electronic textual document analysis which can be found on the internet relates to internationalization at UKZN. It does appear that these documents are shaped by UKZN's tag line (the premier university for African scholarship) and its jostling for improved ranking and prestige within a highly competitive higher education system.

Rationale for the study

The rationale for the study provides reasons for why this study is being conducted. In other words it focuses on what motivates the study from being conducted in the first place.

To begin with, my study is located within a social justice domain. I accepted an offer to be part of a project on internationalization at UKZN. My task was to do a study on internationalization from a social justice perspective by analyzing documents relevant to the above mentioned phenomenon.

Secondly, in 2008 there were talks of what was termed xenophobic violence that swept through South Africa. Towards the latter part of that year I remember being part of discussions at UKZN around xenophobic violence. In one of those forums I heard international African students narrating cases of unjust and debilitating experiences at UKZN. Also in 2009 I watched a documentary in a diversity and learning course at UKZN about an African foreign national being burnt to death by Black South Africans. So in ruminating about the rationale for my study on internationalization at UKZN these tragic experiences were revisited and became part of my motivation to pursue a study of this nature. Investigating how the approach and model of internationalization at UKZN incites or curbs such unjust violence informs some of my inquiry.

On listening and participating in the discussions at UKZN in 2008 about xenophobic attacks it seemed that these atrocious acts were spurred by competition for limited resources and employment justice and opportunities. Many local black South Africans who remain economically disadvantaged felt threatened by African foreign nationals who they assumed were stifling their cause for just remuneration for services and also taking their opportunities to make a living in their developing country. Moreover I have also witnessed and experienced tensions among contract staff workers at the institution regarding the lack of solidarity from international African students for employment justice in 2011. In addition there was a jostling for scholarships and employment contracts in 2012 between local and international African students which manifested in covert social divisions that impacted on meaningful and productive collaboration and exchange. Thus selecting the documents regarding scholarships and fixed term contract employment at UKZN regarding internationalization for analysis was motivated by these experiences around competitions, scarcity and employment justice and how this resulted in fragmented relations between local and international students.

As a volunteer for some programs hosted by the international students office at UKZN particularly the international culture day, which in my experience is the most visible program hosted by the international students office, it does seem that little to none is being done to address social transformation and the promotion of a collaborative socially and a more academically cohesive environment at UKZN. The cultural day program which I have attended on five occasions seems to be designed for international students who are defined by nationality status with a focus on food and clothing. However although there could be societies that are still monolithic and static (or have ever been) it does seem that there is a growing number of people who are identifying themselves as global citizens with a wide variety of influences including local and international yet conform to inescapable imposed societal practices (such as travel permits) to achieve their life goals. In this light it does seem that the events hosted by the international office at UKZN come across as being cosmetic, superficial and outdated. In my opinion, matters of identity, unwholesome stereotypes, social togetherness and reconciliation, academic collaboration are not explicitly addressed and, at times, ignored entirely. The events

hosted by the international student office could continue to neglect or enhance just and fair experiences for both local and international students at UKZN. Bridging relations across politicized, socially constructed and imposed divisions at UKZN would involve hosting events that go beyond food, clothing and entertainment for just an isolated group of students. Last year the international cultural day program was attended by approximately 30 students and staff, mostly international African foreign students. These experiences motivated my desire to study the events hosted by the international student office at UKZN.

Finally the competitive ranking and prestige system infiltrates higher education globally (Ioannidis 2007). It does seem, as is the case in most of society, that dominance often dictates the modus operandi. Within higher education today it appears, based on ranking results, that the US and European institutions top the ranking systems. In looking at global partnerships and linkages at UKZN my study aims to investigate the possibilities for hierarchical relations with reference to key partners and members and the implications thereof at UKZN.

The reasons for embarking on this study are rooted in social justice concerns for just and fair experiences and practices that result in social transformation on any and every level within society. This could give rise to a more genuine and growing sense of togetherness, collaboration and exchange at UKZN. So although the study seems to expose inequitable relations it is really intended to develop and build into a more fair and just community at UKZN where all can benefit appropriately and fairly within non ideal unjust societal practices and ideologies.

Focus of the study

This study focuses on internationalization at UKZN with a social justice analysis. It is an analysis of documents related to the internationalization approach and model at UKZN and how this speaks to just and fair experiences for all students (in this case both local and international students).

Purpose of the study

This study has three objectives. Firstly, it aims to investigate and identify inequitable relations and discriminatory practices regarding internationalization at UKZN. This will be achieved by studying running documents related to UKZN's internationalization approach and model and how this links to inequitable experiences between local and international students. Secondly the study will demonstrate how these imbalances could be justified yet still exposing unjust and unfair ideologies and practices. Finally the study interrogates and advocates for more just and fair practices to internationalization at UKZN by drawing on various social justice understandings, dialogues and approaches within a systematically unjust system.

Research questions

1) What are the social justice concerns that emerge from the documents regarding internationalization at UKZN?
2) How can the current approach and model regarding internationalization at UKZN be justified and thereafter amended for more just and fair experiences for all (local and international students)?

Outline for the study

I will now succinctly explain how this study unfolds.
The study begins with an overview. Here the context, rationale, focus, purpose and research questions for the study are discussed. These aspects of the overview demonstrate where the study is situated and conducted, what reasons motivate the study, what the study specifically centers around and what the objectives for such a study are.

Secondly a review of scholarly works on internationalization within higher education was undertaken. Selected readings on internationalization within higher education within the last decade have been chosen and studied. Themes emerging from the study include the

conceptualizations of internationalization, challenges and opportunities of internationalization, the institutionalization and practices of internationalization as well as the data collecting and data analyzing methods in studying internationalization within higher education. In discussing these themes, conceptualizations, models and approaches of internationalization within higher education were critically interrogated motivated by social justice concerns. In so doing a particular working, broad definition of internationalization together with a particular model and approach to internationalization is viewed as the most socially just and fair choice.

In the methodology section the research approach is explained, the selection of data, document analysis, data analysis, validity, ethics and limitations of the study are discussed. This section locates the study within a research design and paradigm, highlights the data and provides reasoning for its selection, discusses the research method, explains the process engaged in data analysis, clears the study of unethical conduct and points out possible limitations for the study.

The analysis chapter of the study employs an analysis of selected documents related to internationalization at UKZN. Each document is interrogated from a social justice perspective. When seemingly unequal, hierarchical relations, discriminatory and unjust practices are identified within the documents under study they are first justified and thereafter challenged and interrogated from a critical social justice standpoint. In addition the most socially just and fair resolves are advocated for after rigorously debating with various social justice theories and approaches.

In the final chapter of the study the analysis of the various documents are brought together and concisely presented under relevant social justice concerns. These meta-themes include hierarchical relations of oppression, discriminatory practices regarding fees for students, the maintenance of social structural group identification and devaluing affect this has on identity formation and collaboration, the over emphasis of travel to the neglect of social movements for global social transformation and finally unfair access and distribution of scholarships and fixed term employment practices for postgraduate

students at UKZN. In addition suggestions for future research are also articulated and finally concluding remarks are made.

<u>Conclusion</u>

In this overview I have provided a context, rationale, focus, purpose, research questions as well as a concise format for this textual document analysis on internationalization at UKZN from a social justice standpoint. In the next chapter I present a review of scholarly works related to the focus of the study.

Literature Review

Introduction

Internationalization within higher education has become a growing concern in recent times due to globalization and its effects (Scott 1998). In the last two decades a growing interest has emerged regarding internationalization within higher education, therefore more is being written around the above mentioned phenomenon (Knight 2004; De Wit 2002; Altbach & Knight 2007). I have selected peer reviewed articles, mostly published within the last two decades as I wish to evaluate scholarly articles while becoming aware of the latest trends around internationalization within higher education.

My literature review will be divided into broad themes. These themes have emerged from the selected readings. They include how internationalization within higher education is conceptualized; challenges and opportunities presented by internationalization within higher education and how internationalization within higher education is institutionalized and practiced. In addition I will also report and evaluate the data collecting methods and analysis employed within this field of study. Under these broad themes I will organize the discussion into subheadings and engage with relevant claims findings and theses.

Conceptualizations of Internationalization within Higher Education

The internationalization of higher education became more popular during the 80's as a result of globalization (Knight 2004). During this period internationalization was often viewed in the light of entry and exit of students across borders (Knight 2004). With a

shrinking world the need for more international partnering and as such more mobility between nation states became necessary and this trend also permeated higher education. During the 90's this concept became more organized and also influenced the modus operandi and operations of higher education and was commonly referred to as global education as well as multicultural education (Mestenhauser 1998).

Global and Multicultural Education Conceptions

Although global education and multicultural education appear synonymous, these terms can be distinguished and separated. According to the Maastricht Global Education Declaration (2002) global education responds to a more global, interconnected society driven in many ways by the demands of globalization. Globalization brought with it much competitiveness and although devised to form global partnerships to address global concerns like world hunger, it also facilitated a platform for global capitalism and exploitation. The progressive perversion of globalization from global partnerships for global challenges to global capitalism led to the introduction of multicultural education. Multicultural education promoted the idea of epistemological pluralism and aimed at reviving a sense of diplomacy which appeared to be dwindling as a result of commercial exploitation and hegemony by the most developed nations of the world. The National Association for Multicultural Education (2003) was formed to regulate and ensure socially just dealings within global partnerships and exchanges. As such multiple expressions and understandings of reality and epistemology were legitimated.

However achieving transcendental justice (Sen 2009), a notion of justice that is apparently idealistic and impractical, depresses economies which are set in non-ideal,

unjust circumstances. Hence there becomes a need to revisit multicultural education. The contention was that although global concerns like free and compulsory education for example were embraced by the global community, this concern was unevenly distributed between nation states and regions (Torres 2010). Instead of embracing the burden globally and working collaboratively, the decision was taken to address these concerns contextually as multicultural education evolved into comparative transnational education. Hence although the terms global education and multicultural education are used synonymously and interchangeably they address different concerns within the historical timeline of internationalization within higher education

Comparative transnational, borderless and cross border education conceptions

In the 21st century terms frequently associated with the internationalization of higher education have emerged, namely, comparative transnational education, borderless education as well as cross border education (Knight 2004). These terms are often used interchangeably.

But there are marked differences between these concepts. It is even surprising how two opposing words namely cross border and borderless education both refer to internationalization within higher education. The concept borderless education from a purely semantic perspective dismisses the idea of national borders whereas cross border education retains national boundaries and refers to physical movements between nations and yet these two terms are used interchangeably and are used to allude to the same phenomenon. It seems that borders come into play most often with regards to funding and accreditation, as well as in relation to different geographical contexts at both national and

institutional levels. On the other hand borders are underplayed when certain global imperatives, often motivated by industry, commercialism and technological standardization, come into play. As such these terms although referring to the same phenomenon are distinct.

The challenge facing multicultural education, to a large extent, was bridging the tensions between access, quality and accreditation. It is no wonder that internationalization within higher education came to be known as comparative transnational or multinational education which meant a greater focus on quality control and accreditation (Schwarz & Westerheijden 2005). The Bologna process was an example of an initiative to maintain quality and accreditation in the face of globalization and its challenges. This process facilitated an agreement between twenty nine European countries regarding comparability and quality within higher education and was signed in 1999. With increased emphasis being placed on quality control and accreditation, moving beyond national barriers became even more challenging. Hence the term borderless education came into play and was popularized in Australia and the United Kingdom (Altbach & Knight 2007). The rise of e-learning and distance learning enhanced the blurring of geographic, disciplinary and even conceptual borders[2] (De Wit 2011). Borderless education enhanced by technological developments and the pressures of industry gave rise to a more international focus. However, a recognition and awareness of national borders due to political, social, culture specific norms and realities, formed from within different geographical contexts, resulted in borderless education evolving into cross border education (Gupta 2007).

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[2] Conceptual borders refer to different ways of thinking and being often influenced by different geographical and social contexts (De Wit 2011).

Thus, one can conclude that there has been a historical conceptual evolution of internationalization within higher education from global, multicultural education to comparative transnational/multinational, borderless and cross border education.

<u>Conclusions emerging from the conceptual history of internationalization within higher education</u>

It appears that the process of internationalization based on its conceptual history was experimental, shortsighted, dynamic, immediate, and lacked strategic importance. When the term global education was coined it, apparently, did not foresee the emergence of social justice tensions, or the challenges of quality control and accreditation nor the tensions between localization and globalization that would arise. For instance, global education emphasized a response from higher education to a more interconnected society driven by the pressures of a globalizing world. With such a singular focus, predictable challenges such as social justice implications, quality assurance as well as the tensions between local and global distribution seem to be neglected thereby thwarting the rapid and efficient implementation of internationalization within higher education. As a result, deliberations and initiatives focused largely on conceptual and policy changes rather than significant practical changes. It is almost impossible to navigate internationalization within higher education in the context of capitalism which thrives on competition and profit making and to simultaneously be concerned with social justice, equality, equity and human dignity issues. In addition there are tensions regarding quality assurance and what or who decides on the standards and criteria for quality within higher education. Moreover, although internationalization within higher education has become a global

agenda, the realities of higher education are not the same within different geographical spaces (Torres 2010). Even within regions and countries there are no fixed patterns. As such internationalization within higher education has become complex and needs to be conceptualized and strategized in a way that considers all the tensions and possibilities facing internationalization simultaneously so that internationalization is practiced in a way that interconnectedness, social justice and the realities of inequality between nation states are not compromised or ignored. But some would say that this is too idealistic. However, departing from a carefully thought out framework with a consistent agenda and appropriate machinery with accountability, makes the quest for an ideal possible as opposed to merely being fixated on rhetoric alone.

Broad definitions/conceptions of internationalization within higher education

Defining internationalization within higher education is a challenging task for there seems to be no real universal consensus on what this concept means (Mestenhauser 1998).

 The six most common, broad understandings of internationalization within higher education emerging from the literature are (i), the international dimension of higher education (Smith 1994); (ii), a series of international activities such as academic mobility for students and teachers (Altbach & Knight 2007); (iii), international linkages, partnerships, projects and academic programs as well as research initiatives(Knight 2004); (iv), delivery of education through branch campuses (Altbach & Knight 2007); (v), inclusion of an international, intercultural, global curriculum for the teaching and

learning process (Altbach & Knight 2007) and (vi), international development projects with an increased emphasis on trade (Altbach & Knight 2007).

<u>A critical overview of the broad definitions and conceptions regarding internationalization within higher education</u>

It is noteworthy to assert that how one understands a concept influences procedures and practices. These common, broad definitions of internationalization seem to have a historical development influenced by global trends during its popular period. It also seems that internationalization within higher education can be viewed as a process with incremental progress governed by trends prevalent at the time a definition was mooted. This justification for the lack of efficacy regarding internationalization within higher education is understandable and also adjustable. Instead of an incremental step-by-step approach as envisaged in the popularized definitions of internationalization informed by the current trend, a more global definition informing appropriate strategic procedures for better practice should have been executed initially. As such, matters of efficacy would preoccupy deliberations on internationalization within higher education as opposed to juggling with definitions that have an ephemeral lifespan. This merely means that when conceptualizing a definition for internationalization within higher education, one should simultaneously consider the dynamics of an interconnected society, activities for mobility, delivery of education, an inclusive curriculum as well as trade within the context of a highly competitive, capitalist, neo-liberal[3] regime. If this is done then the

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[3] Neo-liberal emerging from the term neo-liberalism refers to the alliance of capitalist classes and financial managers with the aim of strengthening hegemony and expanding it globally (Torres 2009).

focus would move beyond definitions and policy amendments to the much needed practical delivery.

<u>The larger conceptual debate around internationalization within higher education</u>

There exist multiple understandings of internationalization within higher education. Smith (1994) concludes that scholars within the discourse seem to disagree on what internationalization within higher education is and how it should be implemented. As a result Mestenhauser (1998) called for a larger debate around the phenomenon under study.

Jowi & Huismann (2009) contribute to this discussion by associating internationalization within higher education with a focus on information and communication technology. Schoorman (2000) understands the internationalization of higher education to be an ongoing, counter hegemonic process which occurs in an international context of knowledge and practice where societies are viewed as subsystems of a larger, inclusive world. Here comprehensive, multifaceted programs of action are integrated into all aspects of education. This global, integrated transnational approach seems to have a critical social justice dimension to it. Knight (1994) initially perceived the internationalization of higher education to be a process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution. Van der Wende (1997) coins a broader definition of internationalization within higher education as any systematic effort at making higher education responsive to the requirements and challenges related to the globalization of societies, economies and labor markets. Sordeqvist (2002) views the internationalization of higher education as a change

process from a national higher education institution to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance quality learning and teaching for the achievement of desired competencies.

These conceptualizations posited by the above mentioned theorists coincide with the broad understandings of internationalization within higher education.

Rationale for a working definition/conception of internationalization within higher education

 Internationalization of higher education in contemporary society should I argue, take on a more eclectic conceptualization as it involves achieving multiple goals simultaneously and progressively. Internationalization within higher education is not exclusively about keeping abreast with global information and international technological trends (Scott 1998) or counter acting hegemony within an international context or institutional transformation (Knight 2004) or adapting to the pressures of globalization (Knight 2004) or improving the quality of teaching and learning for increased competencies (De Wit 2002). It is more likely to be about all these conceptions together.

As such a holistic working definition of internationalization within higher education becomes necessary. It becomes necessary because globalization is seemingly shaping the world of internationalization which affects higher education (Knight 2004). A working definition does not necessarily imply a universal definition but a more generic one that encompasses the various aspects of internationalization within higher education and an understanding of the phenomenon that can be applicable to different contexts that

approach internationalization within higher education for slightly different purposes (De Wit 2002). However even though much has been done to come up with a working definition for the phenomenon this might also be subject to change, revision and reconceptualization.

Knight's working definition of internationalization within higher education

Knight (2004) rethinks and reconfigures her earlier definition which seemingly viewed internationalization within higher education as a goal rather than a process and, more importantly, viewed the phenomenon from a highly institutional perspective. Knight (2004) currently perceives internationalization within higher education as a process of integrating an international, intercultural, or global dimension into the purpose, functions and delivery of postsecondary education. In this working definition internationalization within higher education is seen as a process. In addition the term intercultural is distinguished from the term international as such covering a broader diversity of representation present within higher education. Moreover, the term, global, which according to Knight (2004) is a non ideological understanding, suggests the flow of technology, economy, knowledge, people, values and ideas across borders. As such this new configuration of internationalization within higher education complements and adds to the old conception, making the new conceptions broader and more comprehensive.

Challenges and possibilities presented by internationalization within higher education

In perusing selected scholarly articles on internationalization within higher education another recurring theme that emerged from the literature is the challenges and opportunities presented by internationalization within higher education

The challenges of motive regarding internationalization within higher education

Internationalization within higher education is, for the most part, a response to globalization (Scott 2000) and could, therefore, lead to development or under development as well as inclusion or exclusion (Van der Wende 2007). These outcomes are inextricably linked to the underlying motivations of internationalization. Knight (2004) asserts that these motivations are often enhanced by either co-operation or competition; mutual benefit or self interest; exchange and partnership or commercial trade and activity for global ranking; capacity building or status/prestige building. Hence one of the challenges facing internationalization within higher education would be motivation; if it is agreed upon that the goal of internationalization is development and inclusion.

The challenges of historical and current inequality facing internationalization within higher education

According to Kerr (1994), history complicates internationalization within higher education. In spite of the rise of regionalization, westernization, globalization and even denationalization, national borders are still being maintained. Nation states are not equal

in many ways (Neumayer 2005). This legacy of inequality is historically and politically rooted (McMicheal 2011). The play between agent and target or privileged and subordinate as well as developed, developing or underdeveloped/impoverished nation states poses a challenge to the noble goals and process of internationalization within higher education. The multivalent politico-historical background of various nation states makes the internationalization of higher education as a process at all levels a somewhat elusive endeavor.

The challenges of resources and infrastructure regarding the internationalization of higher education

Borderless education is a term often used to describe the internationalization of higher education. Here the flow of information and communication technology is emphasized (Adams 2003). Considering the politico-historical past of nation states it is seemingly apparent that colonizer countries are at an advantage with regards to information and communication technology (Adams 2003). Countries located in Africa for example are still behind with regards to communication technology and information for various reasons (Singh 2010). This lack of infrastructure and resource affects the internationalization process and as such poses a challenge.

The challenges of rankings on the internationalization of higher education

According to Naidoo (2006) higher education is fast becoming a global business. A viable, thriving business must consider its clients. Macgregor (2012), on studying the affect policies have on student choices regarding higher education, posits that many

students opt for reputable and highly ranked institutions in the hopes of marketing their skills more effectively after graduating. This could have serious consequences for the upgrading of less prestigious institutions as hegemony is being sustained via student mobility towards prestigious institutions within higher education.

The challenges of commercialism and the internationalization of higher education

Internationalization within higher education is also influenced by commercial factors. To a large extent business initiatives influence, and possibly, even shape the goals and processes of internationalization within higher education (Naidoo 2006). A highly competitive capitalistic market between nation states often contradicts the notion of borderless education that is supposed to be more of a partnering and collaborative project. Teichler (2004) terms this highly commercial expression of the globalization of education, turbo capitalism. Turbo capitalism as Teichler (2004) suggests, has domestic consequences and seems to perpetuate the unwholesome legacy of western dominance (Kanu 2005). The attempts for some developing and impoverished countries to keep abreast with global standards, national interests could be compromised and delayed, thereby perpetuating and even aggravating inequalities.

The challenges of combating hegemony and neo-liberalism while internationalizing higher education

Torres (2010) observes a neo-liberal hegemony, the rise of a participatory citizenry, the exchange of ideas, the globalization of human rights, the war against terror, eco pedagogy as well as the globalization of curricula, assessment and teacher training all interacting

dynamically thereby further complicating the internationalization of higher education. Torres (2010) asserts that a utopian model be implemented within higher education in the hopes of combating commercialism at the expense of quality knowledge interchange and exchange.

The challenges of language on the internationalization of higher education

Another challenge internationalization within higher education presents is language and its impact on quality education suggested by Fok (2007) and Mthembu (2004) theorizing within an Asian and African context respectively. Globally, universities are adopting English medium programs to create a more international intercultural context. Altbach and Knight (2007) assert that English medium programs sometimes compromise diversity and even influence academic quality adversely. Managing the diversity through language and maximizing academic excellence seem to be unsatisfactorily addressed.

The challenges of curricula redress regarding internationalization within higher education

Postmodernism[4], another trend of the 21st century, seems to be shaping society. Universities, which to a large extent are creations of modernism, are now being affected by postmodern thinking (Scott 2000). As a result the university is not the only institution that produces and delivers knowledge. This reconfiguration affects higher education's epistemic redress. Marginalized and indigenous epistemologies are now beginning to be included within university discourses. This curricular redress adds to the complexities facing the internationalization of higher education (Kanu 2005).

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[4] Postmodernism in one sense is the era proceeding modernism where global economics is advocated for and involves the rapid movement of information and capital. Some argue that this understanding relates to a sophisticated form of modernism which some have termed late modernity (Scott 1990).

The challenges governance and internationalization within higher education

Governance seems to problematize internationalization within higher education. Opposing hierarchical control for a more co-operative model of governance where state and non state stakeholders participate seems to be another project facing internationalization within higher education. It seems that multinational, bilateral/multilateral agencies and governments control the globalization of knowledge and knowledge production (Torres 2010). The contentions around issues of governance are centered on policy making and the organization process. Enders (2004) notes that too much concern is placed on the macro level[5] policy making and the meso-level[6] organization process to the detriment and neglect of the micro level academic environment. In other words external policy makers at national and /or sector level as well as mediating support services within higher education institutions override the immediate academic interests of higher education (Enders 2004). This in turn has implications for the internationalization of higher education and makes the process even more elusive.

Although internationalization within higher education faces multiple challenges, Castells (2000) highlights three major challenges, namely, access, quality and equity. These three broad challenges form the categories into which most if not all the complexities around internationalization within higher education can be distinguished. But one wonders how

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[5] The macro level is made up of wider, global societal norms and practices and would include aspects like economics, language and culture.

[6] The meso-level is the bridge between wider societal norms and practices and the actual delivery of a service, example, lectures at a university. This level focuses on organization and administration so that societal norms and practices merge with actual delivery.

access, quality and equity can be realized in an economic system that is mercilessly competitive and hegemonic.

Opportunities presented by internationalization within higher education

Opportunities and possibilities of internationalization within higher education seem to be more positive and focus on benefits internationalization presents yet at times seem almost interchangeable with the challenges. These possibilities are discussed hereunder:

Knowledge interchange opportunities

One of the most immediate opportunity internationalization within higher education presents has to do with knowledge interchange. If a counter hegemonic process is in play then a deconstruction of grand narratives and cultural capital becomes possible. Hence internationalization within higher education is an opportunity for re-curriculation which accommodates and benefits the international community present. With regards to curricular redress, Kanu (2005) dissects knowledge interchange into two categories, namely, subject matter and milieu. Subject matter has to do with content matters whilst milieu considers the academic and context factors of the pedagogic process. A curriculum that dismantles dominance and includes diversity as well as considers the diverse student and staff membership makes for more comprehensive knowledge interchange and as such more effective transnational knowledge exchange. Knowledge interchange employs the appropriate language which intends to optimize the exchange of ideas across various knowledge systems. The exchange of ideas across knowledge systems would be considered knowledge exchange. Hence the semantic vehicle in the form of knowledge

interchange enhancing knowledge exchange in a counter hegemonic learning environment can quite possibly translate into a richer knowledge production process.

Intercultural learning opportunities

This leads to the imaginative possibility of intercultural learning. Within nation states many cultures and subcultures exist. Therefore internationalization within higher education enhances more than just an international dimension: it also has an intercultural dimension. In controlled safe spaces like universities this cultural diversity and exchange as well as interchange could have multiple and far reaching benefits. An immediate benefit would be the multivalent perspectives within classroom and mental spaces. This could result in new ways of being and knowing. It could also lead to new ways people construct themselves. In addition, marginalized ways of being and knowing could be included, and hegemonic ways of knowing and being could be exposed in the hopes of facilitating a more socially just conversation for learning and teaching. This reconfiguration would be informed by the way diversity within classroom and mental spaces are negotiated.

Opportunities for diplomacy between people and nations

The dynamic culture of interchange and exchange could have a positive effect on diplomatic, ethnic and national relations (Chaparro 2009). Historically rooted social tensions and inequalities could be addressed, making the possibility of more effective social cohesions (Gurin 2004). Moreover, internal ethnic discrepancies and grievances could be addressed resulting in goodwill between people across social structural groupings. Linguistic exchange could also be enhanced due to the possibilities such a linguistically rich environment presents.

This diplomacy and goodwill between nations, people and language groups could have positive spin offs for economic and academic interests globally. When understanding between people is encouraged and systematized then commercial advantage and global partnerships are almost inevitable, at least from an imaginative, idealistic perspective. Branch campuses as well as cross border collaborative arrangements for the upliftment of higher education institutions become possible in spite of current inequalities. This co-operative approach could result in more access, quality and equity within higher education. Access, quality and equity, although a challenge to internationalization within higher education, could also become a possibility and opportunity for current and future aspirations.

However, if contentious matters between nations and cultures are not deliberated upon with intentions for equality and non violence then more tension and disparity could emerge. In an environment that is highly diverse, convenient languages of instruction become necessary. This includes the languages of Sign and Braille. However the use of other languages should be encouraged for more participation especially when the more convenient common languages stifle expression. At the same time translation into the more convenient common languages is vital so that this enhances more access for all. But the challenge facing such a construction within higher education might be economically and politically rooted. None the less seeing that global partnerships are happening in the name of subtle global capitalism which perpetuates gross inequalities there is also the option to use our coming together for combating universal challenges like inequality between nations as a result of politico-historical factors.

Most, if not all, the possibilities for internationalization within higher education could result in diplomacy and goodwill between nations, intercultural learning as well as new ways of being (Chaparro 2009). However there is also the possibility that internationalization within higher education results in more exclusion and underdevelopment or as Teichler (2004) posits turbo capitalism. It is evident that both challenges and possibilities for internationalization within higher education seem to be interlinked and sometimes even interchangeable. It appears that challenges facing the internationalization of higher education deal with on the ground realities whereas the possibilities are more concerned with imaginative and future aspirations. This implies that the process of internationalization within higher education is dynamic as it engages and negotiates imaginative and pragmatic aspects simultaneously.

The institutionalization and practice of internationalization within higher education

The institutionalization of internationalization within higher education has to do with how institutions operate. These operations are often influenced by policies. Policies could be interpreted and practiced sometimes in conflicting ways. The literature reveals the rationale, approaches, models and stakeholders within the discourse under study (Knight 2004; Altbach & Knight 2007). I will also look at policy and practice as evident in the readings.

Factors influencing internationalization within higher education

The factors underpinning internationalization within higher education influence the institutionalization process. Higher education has to consider political, economic,

academic, cultural as well as social factors when drawing up policies around internationalization (Knight 2011). Moreover, governance, operations, support services, academic progress, research, collaborations, extra curricula, external relations and services as well as domestic and offshore trade are to be carefully considered when attempting to internationalize higher education (Kanu 2005).

Priorities of internationalization within higher education

These multiple factors also play into the priorities of internationalization within higher education. These priorities include international preparedness of students; internationalization of the curriculum; enhancing the international profile of the institution; research and knowledge production, as well as diversifying of faculty, staff and the wider student body (Qiang 2003). Continentally and regionally, certain priorities seem to be given precedence over others. For example, North and Latin America apparently place more emphasis on international preparedness of students as compared to Europe (Qiang 2003). However Europe seems to focus more on its international profile as compared to North America (Marmolejo 2010). All regions globally are concerned with diversifying faculty, staff as well as the student population (Qiang 2003). Africa seems to prioritize research and knowledge production (Qiang 2003). The Middle East, although emphatic on research, also prioritizes international preparedness of their students (Qiang 2003). In many regions globally it appears that faculty is not the driver of internationalization within higher education (Marmolejo 2010). It also appears that internationalization within Latin America is not being prioritized (Marmolejo 2010).

Seeing that different regions emphasize different priorities regarding internationalization within higher education further complicates the process.

Approaches to internationalization within higher education

In addition to the priorities regarding internationalization within higher education are the approaches institutions adopt. Four dominant approaches regarding institutional practices emerge from the literature. These include the activity, the competency, the ethos, and the process approaches (Knight 1993). Firstly, the activity approach embarks on programs. These include student exchange programs and cultural/international day events. Secondly, the competency approach attempts to raise the status of the institution to compete with global standards. International competitiveness in relation to global standards is emphasized within institutions which adopt this approach. This is necessary to uplift the status of the institution for more investment and productivity. Thirdly, the ethos approach attempts to facilitate a culture or climate for the international dimension within higher education. In other words an international dimension is adopted into the life of the institution. Finally the process approach to the internationalization of higher education addresses the issue of sustainability. Policies and procedures are drawn up in order to ensure that the international dimension within higher education is incorporated.

Seemingly, internationalization within higher education is approached as events, as global competiveness, as a culture and as policy. Due to contextual factors, each institution appears to adopt one of the four approaches. However all these approaches are necessary for internationalization within higher education to be more effective within our

current global and economic context. For example if an institution chose to emphasize and infuse the international dimension into all its operations (ethos approach) to the neglect of global competitiveness then the institution might be disadvantaged in terms of accruing status and funding in an already competitive world. Hence there is a need to negotiate and probably even prioritize these approaches thoughtfully for reasons of maintenance but also progress and growth.

Models of internationalization within higher education

Related to the approaches institutions adopt regarding internationalization within higher education are the models for internationalization. There are three recurring models that emerge. These include the competitive model, sometimes referred to as the neo-liberal model, the social transformation model and the liberal model (Warner 1992).

The neo- liberal or competitive model (Warner 1992)

Firstly, the neo-liberal or competitive model as the name suggests emphasizes competition and ranking. International content and curricula is geared primarily for the global economic market within higher education. In a highly commercialized world that maintains hegemony competing for prestige and all the benefits that follow is not entirely surprising.

The social transformation model (Mestenhauser 1998 & Schoorman 2000)

The social transformation model on the other hand seeks to establish a deeper awareness of international and intercultural relations. Equity and justice are stressed and the model aspires towards social change. For instance this model promulgates the inclusion of indigenous knowledge as a valid knowledge within the pool of knowledge. It also

attempts to adopt a counter hegemonic stance in the hopes for more equitable experiences. More radical expressions of the model compromise prestige for the more transcendental values such as human dignity, equality, equity, access, and justice which appear to permeate the life of the institutions espousing the model. These expressions overtly breed resistance against current political and economic systems through all aspects of the institutions life. Even fostering a sense of organized solidarity for social change and action is highly promoted.

The liberal model (Knight and De Wit 1995)

The liberal model seems to incorporate elements of the previously mentioned models. Here the emphasis is placed on self development in a changing world. This idea often permeates curricula in the form of global education for peaceful human relations and citizens. Although the model seeks to foster global awareness and diplomacy it attempts to achieve this within capitalism and the current realities of market forces. This more reformist gradual approach attempts to foster social change within contemporary society. However, achieving social change in a world that seemingly intends to maintain imbalances, as evident by its economic and political practices, appears contradictory to say the least. As such the model focuses on the individual level as opposed to rallying for rapid organized solidarity.

Internationalization of higher education institutions seems to be systematic and comprehensive in that carefully constructed models are to be adopted for its realization. These models are intent on achieving specific goals that appear to be incongruous.

The players involved within the internationalization of higher education

Significant to the actualization of internationalization within higher education are stakeholders. Stakeholders in this case refer to the players involved in the internationalization of higher education. Three players are highlighted with regards to the internationalization of higher education, namely the government sector, the education sector and the private sector (Qiang 2003).

The government sector (Qiang 2003)

The government sector is represented by state involvement often in the form of political ideology and funding. This implies that governments have interests regarding the internationalization of higher education as such they would assert conditions for their participation.

The education sector (Qiang 2003)

The education sector would include faculty and those involved in the learning and teaching process. Although government support is needed for institutions to run, governments are also in need of professional and skilled citizens who can compete in the global market.

The private sector (Qiang 2003)

The private sector is heterogeneous. Its involvement regarding internationalization within higher education comprises of business, corporates, individuals as well as non governmental organizations.

The relationship between players (Schoorman 2000)

These sectors seemingly involve most if not all the role players within higher education. However, equitable relations and shared power between the sectors in terms of decision

making becomes questionable as a result of contextual factors. For example, if the education sector adopts a particular approach to internationalization within higher education which conflicts with government interests then negotiations become necessary. However if the institution is in need of state funding for its survival then the government sector would hold more decision making power. The apparent imbalance of power could affect the multi-faceted aims and procedures of internationalization within higher education (Schoorman 2000), for the sector with more influence and control will assert its agenda and often this agenda might be self empowering.

Internationalization within higher education can be a complex process as stakeholders often have agendas and interests which are not always compatible. Often these interests are rooted in economic and political power.

The relationship between policy and practice concerning the internationalization of higher education

The discrepancy between policy and practice is almost a cliché in many institutional spaces including higher education. The incidents at the Rand Afrikaans University in South Africa as discussed in Kupila (2008)[7] during the nation wide xenophobic violence is a compelling case for the above mentioned disjunction. As a country, South Africa is known for its highly progressive and humane constitution which should inform and pervade all institutions including higher education in policy and practice fairs poorly when it comes to the visible extension of human dignity and rights for other human

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[7] Kupila (2008) conducted a study on the views, opinions and experiences of international immigrants at the Rand Afrikaans University during the xenophobic attacks in South Africa, 2008.

beings as implied in Kupila (2008). Policies which champion goodwill, diplomacy between nations and intercultural exchange and interchange are not always manifest in practice as discrimination on the basis of nationality continues (Kupila, 2008).

This inconsistency is probably more than just xenophobia and Afrophobia (fear and hate towards Black Africans), nonetheless there are tensions between local and foreign students even within university spaces (Kupila, 2008). These tensions sometimes appeared to be racist as the violence had often been inflicted upon Africans from within the continent as opposed to people outside of the continent. Moreover, Black South Africans, to a large extent, are still battling to participate within the South African economy and feel threatened by African nationals who hail from desperate conditions and are therefore vulnerable to exploitation thereby innocently perpetuating economic and human injustice (Sharma 2012). Hence there is a need to diminish the gap between policy and practice regarding internationalization within higher education so that more humane and socially just experiences are realized among all the members within higher education institutions (Edwards 2007).

Data collecting and data analyzing methods employed in studying internationalization within higher education

Data collecting and data analysis within the literature

Large scale comparative and regional studies regarding internationalization within higher education have been conducted (Qiang 2003; Edwards 2007) and these studies focus

largely on the possibilities and opportunities of internationalization. In addition historical and conceptual studies such as the one conducted by De Wit (2009) have been frequented in the literature within this field of study. Issues of contention like the place of indigenous knowledge within the global market (Edwards 2007) as well as the reconfiguration of marginalized epistemologies (Mthembu 2004) are being covered. Statistical, large scale, forensic studies are being conducted within the discourse as well. Although qualitative research designs on internationalization within higher education such as narrative studies are uncommon since 2006, these research designs with the relevant data collecting and data analysis methods are nevertheless being employed. Literature reviews and literature based studies are not often accessible within the literature on internationalization within higher education. However such studies are being conducted such as the one by Herman (2005) who focuses his study on the Australian context. Singh (2010) has conducted a study which addresses critical issues such as intra regional and local involvement as well as structural inequalities and asymmetries of power within international partnerships around the phenomenon within the African continent. Moreover there are broad and large scale studies on policy regarding internationalization such as the one conducted by Macgregor (2012).

Situating a social justice analysis of documents at UKZN relating to internationalization

An analysis of documents, however, regarding international students and internationalization within higher education at a particular institution from a social justice perspective is something new to the discourse. My research attempts to understand and study documents regarding international students at UKZN and thereafter analyze these

documents from a social justice perspective. Such a study could enhance the experiences of international and local students within the institution or could raise awareness and conversation around social justice concerns for the internationalization process at UKZN.

<u>Conclusion</u>

Having looked at selected literature on internationalization within higher education during the last decade it appears that much of the literature I have studied could be categorized into the broad themes discussed in this chapter. These include how internationalization within higher education is conceptualized, the challenges and opportunities facing internationalization and the institutionalization and practices of internationalization within higher education. I have also commented on the data collecting and data analyzing methods employed within the literature as a result demonstrating the contribution my study attempts to make to the current lively discourse on internationalization within higher education. On studying the selected readings a stimulating and critical journey on internationalization within higher education is brewing in my mind.

In the proceeding chapter I will discuss the theoretical and conceptual framework for the study which would frame my analysis of running documents regarding internationalization at UKZN.

CHAPTER 3

Theoretical and conceptual framework

Introduction

Although the phenomenon for this study (internationalization within higher education) is explored in the literature review, I will be conducting a social justice analysis of running records (documents) regarding internationalization at UKZN. Therefore theories and concepts of justice (specifically social justice), oppression and social identity reconstruction will be extrapolated and interrogated in critically analyzing UKZN's model, approach and practices regarding internationalization.

Towards a Theoretical and conceptual framework of social justice

Theories of social justice

According to Sen (2010), two major theories of justice namely transcendental or ideal justice as well as comparative justice are put forward. In this section I will discuss these two theories and provide its relevance to my study.

Transcendental justice

Here justice is seen as an ideal. These ideals are informed by egalitarianism[8], fairness, utilitarianism[9] and human rights (Rawls 1995; Simmons 2010). These values are intended to facilitate a just and peaceful society through public reason. Transcendental justice is based on the premise that people are self interested reasonable beings who desire social justice and are willing to dialogue for its realization (Rawls 1971). The main proponent of transcendental sometimes referred to as ideal justice is John Rawls and here the principle of equal distribution is emphasized

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[8] A doctrine which maintains that all human beings are equal in fundamental worth and social status (Rothbard 2000)

[9] Utilitariansim is an ethical philosophy that states that the happiness of the greatest number of people would be considered the greatest good (Mills 1871).

Comparative justice

Amartyn Sen (2010), in his well renowned book entitled, The Idea of Justice, suggests that in the context of non-ideal often grossly unjust circumstances, ideal or transcendental justice becomes obsolete and unfeasible. He suggests the notion of comparative justice (Sen 2010). This theory argues that perfect ideal justice is not feasible due to non ideal circumstances as a result justice should be viewed comparatively. In other words society should aspire for more justice as opposed to perfect ideal justice. In this theory the process of justice is often emphasized over the ideals and ends of social justice.

The relevance of these social justice theories to my study

In promoting just and fair relations and experiences regarding internationalization at UKZN evaluating these two theories becomes necessary. I concur that social justice is an idea informed by ideals of fairness, egalitarianism, utilitarianism and inalienable human rights. However the idea of justice is not the same as achieving justice in space and time. For instance, what happens when human reason seems unreasonable or when people favor selfish indulgence and excess over the greater good for the greatest number or when groups oppress individuals? Sometimes in our inability to achieve perfect justice perfectly we could attempt to achieve the most or more justice in the light of existing realities instead. However the ideals of justice should, I believe, inform our progressive process towards a perfectly just and ideal end. Seeing that there does not exist a perfect, tangible example of justice there is a need to create a philosophical transcendental sense of justice to compare our progress in realizing and actualizing a socially just and fair world. Thus the idea of justice informs how justice would be approached in space and time or contextually. Unjust non ideal circumstances problematize our attempts for perfect ideal justice.

In attempting to navigate just and fair practices and experiences regarding internationalization at UKZN one's idea of justice is crucial as it informs the exposition of injustice as well as the approach towards justice for all. As such these two theories of justice will be applied to suitable contexts (documents) exclusively regarding internationalization at UKZN.

<u>Approaches to social justice</u>

Among these two broad theories (transcendental and comparative justice) are approaches to social justice. The approaches to social justice include redistribution or retribution, reparation or restoration, distribution, procedural and a merit and needs approach (Rawls 1971). The approach to justice is often informed by the conceptualization of justice. Simply put, how one understands justice influences how one will attempt to achieve justice in a given context. However some approaches to justice are more flexible than others. For example if one views justice in an ideal transcendental sense then a distributive approach would more likely come into pay whereas if one views justice comparatively within non ideal circumstances then a procedural approach would be used. The other approaches are more flexible and can operate within any conceptualization of justice.

Redistribution or retribution (Rawls 1971)

This approach to justice involves suffering and revenge. The idea of a victim and an offender exists. The victim intends to make the offender pay for the crime committed. In context this approach often involves taking unjust privilege from empowered groups and individuals and transferring it to disempowered social structural groups or individuals. In some harsh cases such an approach to justice would be considered justifiable, for example, an unredeemable criminal offender being incapacitated to protect the innocent.

Reparation or restoration (Rawls 1971)

Reparation also involves a victim and offender. However here the needs of the offender and the victim are considered in the attempts to reconcile and remediate injustices. In doing so the suffering of the victim and the accountability of the offender are taken into account. This approach to social justice could be used to remediate systematic group imbalances in society such as white racism in apartheid South Africa. Negotiating the way forward for both victims and offenders could range from a sincere apology to affirmative action procedures for fair distribution.

Distribution (Rawls 1971)

Distribution involves sharing resources and virtue without privileging one group or individual over another. However how does one execute distribution when the current playing fields are grossly unequal? This approach to justice is often informed by an ideal, transcendental conceptualization of justice. In such a context equal distribution would perpetuate inequality? Nonetheless a world where all people, regardless of social group identification, shared inalienable rights equally together with essential resources for a dignified life could lead to a more just global society. Currently this is not the case as our global society is already plagued with savage inequalities (Kozol 1992). Therefore distribution should be an approach we aspire to in the future and can be currently more suitable to certain situations like the drawing up of wills amongst children within a nuclear family set up to avoid tension and partiality and thereby maintaining equality and peace among all the children.

A procedural approach (Rawls 1971)

Unlike the distributive approach the procedural approach involves fair play as opposed to fair shares. Here the emphasis is placed on a fair process for more just outcomes. However, fair processes do not always result in perfectly fair outcomes for all. For instance, some processes might consciously or unconsciously exclude certain voices like persons that are physically and mentally challenged simply because of language barriers and in so doing individuals and groups might be misrepresented and even ignored. This approach however is useful within the context of non ideal, complex and interrelated unjust realities and can only advance the cause of justice progressively. This approach to justice often stems from a comparative sense of justice (Sen 2010).

Merit and needs approach (Rawls 1971)

In this approach to social justice the needs of the individual as well as their abilities are considered for access to resources and opportunities. This approach claims to empower needy individuals while rewarding the most able and deserving individuals. This approach might be suitable in the context of increasing profits through increased service

delivery and welfare respectively. Seeing that social groups are politicized, often stereotyped and heterogeneous viewing people as individuals might be more just and fair for empowerment and access to highly competitive opportunities. The needs of individuals are considered so that appropriate support is provided for these individuals to compete while increasing service delivery and thereby welfare.

Relevance of these social justice approaches to my study

The most just and fair approach or approaches regarding internationalization at UKZN would be decided upon the current context and situation. Today countries and economies are related yet divided; freedom of movement is restricted unevenly through legislation; people are grouped by social characteristics such as nationality even though people are not homogenous and exhibit various differences which are often systematically ignored and resources and opportunities are limited. In a highly competitive, pervasive, global system (McMicheal 2011) it would be more just to view people as individuals on entry at UKZN and create opportunities to meet their needs so that they can compete for limited resources and opportunities with local students. However, for a fair process to be undertaken access to opportunities and resources should be considered in the light of national citizenship. Citizens of most if not all countries today are expected to pay taxes and to contribute to the welfare of their country and in turn are given access to resources and opportunities first. This practice is globally pervasive and has become a socially acceptable practice within all if not most countries today. A merit and needs approach could minimize violence and tensions in developing economies which are vastly unequal (South Africa included) between international and local students whilst creating opportunities for needy and meritorious international students to access resources and opportunities within the restrictions of permits, visa classifications, and availability after priority is given to needy and meritorious citizens. These political and economic factors cannot be ignored if any sense of justice under non-ideal unjust global and local circumstances with the most benefit for all concerned be achieved.

Theories of oppression with relevant concepts

Two theories of oppression with relevant concepts are considered in interrogating documents at UKZN regarding internationalization.

Social oppression (Hardiman & Jackson 1997)

According to Hardiman & Jackson (1997), social oppression is distinct from a situation of simple brute force as it involves an interlocking system which advantages one social structural group[10] in relation to the disenfranchisement and exploitation of another. The result is hierarchical relations where one social group is privileged (agent, dominant group) and the other is subordinated (target, subordinated social group). Stereotypes[11] are attached to social groups and target groups are discriminated based on an imposed social identity. In this context discrimination involves acts of prejudice which favor one social group over another (Hardimann & Jackson 1997). The effects of oppression according to Hardiman and Jackson (1997) are limiting and hurtful for all concerned. The targets' sense of humanity is either diminished or stolen from for the benefit of agent groups. As a result both dominant and subordinate groups are dehumanized as both play prescribed roles reinforced by society.

The five faces of oppression (Young 2000)

Young (2000) writes about the five faces of oppression namely exploitation, marginalization, powerlessness, cultural imperialism and violence. These five faces of oppression are hierarchical relationships based on imposed socially constructed characteristics like race, gender and nationality. In other words individuals are systematically discriminated upon because they are members of particular social groups. For example, on the grounds of nationality, social privilege is attributed to locals (citizens). Foreigners however make up the subordinate social structural group and as such are exploited, marginalized, violated, disempowered and are culturally assimilated.

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[10] Young (2000) views a social structural group/social group as a group of people bounded or defined by a social characteristic such as race, gender and nationality.
[11] Stereotypes are fixed ideas about social groups (Harro 2000).

The relevance of these theories of oppression to my study

These theories of oppression relate to my study as it exposes oppressive, hierarchical relations of domination and subordination regarding nationality status which pervades global society as well as the internationalization model and approach at UKZN.

The concept of lowered social identification

After identifying oppressive relations and practices regarding internationalization at UKZN, reconstructing social identification becomes necessary for the achievement of more just and fair relations (Ethier & Deaux 1994). Of the various approaches to reconstructing social identity, the one posited by Ethier & Deaux (1994), namely, lowered social identification, seems more just. The above-mentioned concept informs a possible alternative to approaching just and fair relations at UKZN within the context of global commerce, competition, rank and prestige, nationalism and citizenship as well as legislation regarding cross border student mobility. Structural social group identification is a social construct informed by stereotypes and prejudices that often convert into discriminatory practices which support and maintain social imbalances and hierarchy. In addition social group identity is based on the false assumption that all people who belong to a particular social group are homogenous or the same. Relevant and more sensible differences are not considered as such social group identification devalues ones sense of self. Rawls (1971) asserts that the construction of groups in itself breeds discrimination and hinders self interested, rational persons from pursuing human volition and development with an increased emphasis on welfare. Hence the eradication of social groups in exchange for individual identity formation could curb systematic group oppression over time more rapidly. However, in the light of contemporary society, social identity negation[12] seems undesirable as yet. Seeing that people are still bound by social characteristics like nationality status, the more just approach towards an eventual just ideal end would be lowered social identification (Ethier & Deaux 1994). This means that social group identity would be used for matters that are unavoidable like visas and travel permits as well as access to limited resources and opportunities. However, in social and

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[12] Social identity negation is when socially constructed identities are completed disregarded (Ethier & Deaux 1994)

academic spaces these hierarchical social constructions based on nationality should be ignored thereby allowing people to reconstruct their identities more authentically and collaborate more freely for richer life and learning experiences. This solidarity could lead to combined efforts to change restrictions on movement and a shared responsibility for global injustices like world poverty.

The Relevance of lowered social identification to my study.

The concept of lowered social identification would allow both local and international students to transcend stereotypes which are imposed and often internalized through social conditioning and coercion in less threatening spaces. For example, there would be no just reason to maintain these static, socially constructed and hierarchical geographic boundaries and divisions at events held at UKZN. These events should emancipate students and promote global transformation through collaborative solidarity. However unavoidable circumstances like cross border student mobility[13] and access would require the use of these classifications as they are legally binding. It is possible to redress social identity based on nationality and its limitations over time but this will not happen without conscientization in less legally binding and politically threatening, more permissible spaces.

Conclusion

In this chapter I have discussed theories and concepts which would be called upon in analyzing and interrogating data on internationalization at UKZN. These social justice theories and concepts would be critically evaluated and played against each other in the attempt of navigating and advocating more just and fair experiences for both local and international students contextually.

In the following chapter I will discuss my research approach and methodology.

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[13] Cross border student mobility refers to the movement of students from one country to another (Knight 2004).

CHAPTER 4

Research approach and methodology

Introduction

After studying literature on internationalization within higher education and highlighting the significance of my study (a social justice perspective on internationalization at UKZN) presenting a description of my research approach and methodology becomes necessary as it informs the research process and augments a coherent data analysis exercise (Murray & Beglar 2009).

In this chapter I will discuss the research approach, selection of data, document analysis, data analysis, validity, ethics and the limitations of my study.

Research approach

In discussing my research approach I will allude to explaining qualitative research and the critical paradigm. Positioning a study within its research approach increases its merit (Maree 2002).

Qualitative research

For my study I have adopted a qualitative research design. Qualitative studies allow for alternate ways of knowing emerging out of inductive reasoning (Alasuutari 2010). Although this study does not involve participants and field work it is nonetheless qualitative. A few documents have been selected for analysis. It is a small scale study that does not aim to be generalizable and involves analyzing text which is a feature of qualitative studies (Cresswell 2008). Qualitative studies serve to provide in-depth information and as such, small samples are employed as opposed to large scale generalizable quantitative studies (Nieuwenhuis 2007). In addition, qualitative studies are often subjective and context sensitive (Christiansen, Bertram, Land, Dampster & James 2010). My study aims to provide depth through the use of inductive reasoning. By looking at the use of lexicon within the data, patterns and themes emerge which lead to

particular conclusions. Inductive reasoning is a feature of qualitative studies as is mine (Cohen, Manion & Morrison 2007).

Critical paradigm

Conclusions emerging from analysis are motivated by the research paradigm. In this study I have opted for the critical paradigm. The critical paradigm in research has its origins in critical theory (Christiansen *et al* 2010). Pioneers of critical theory include George Hegel, Karl Marx and Paulo Freire ((Mackenzie & Knipe 2006). This paradigm within research aims to uplift the marginalized (Comstock 1982); explain social inequality and action for change (Kincheloe & Mclaren 2002) and addresses power and justice regarding the economy, race gender and education (Kincheloe & Mclaren 2002). Cohen, Manion & Morrison (2011) explain that the critical paradigm interrogates social politics and ideologies and in so doing allows research to not be dispassionate, disinteresting and objective. They also point out that the critical paradigm speaks to oppression, inequalities and emancipation from political, economic and ethnic barriers (to mention a few) for individuals and groups within society (Cohen, Manion & Morrison, 2011). Within this paradigm reality and truth are said to be socially constructed and can therefore be changed (Christiansen *et al* 2010). Truth, reality and knowledge are viewed in the light of social justice understandings and concerns (Cohen, Manion & Morrison 2011). My study positions itself in the critical paradigm as it questions and exposes hierarchical relations of oppression, reveals discriminatory practices and advocates against the competitive model to some degree, and argues for the implementation of the social transformations model regarding internationalization at UKZN.

Selection of data

In this section I will state where and why I selected the data for my study.
The raw data chosen for this study has been retrieved from official UKZN websites. It had been available for public electronic access as seen in my appendices (Appendices (i) – (iv) in 2011 and 2012 when I viewed and studied these documents. Global partnerships and linkages, events and the international student fee booklet are all available on UKZN's

international relations website (appendix i, ii & iii). The fixed term contract employment document and the list of postgraduate scholarships are also available electronically under the addresses listed in my references (appendix (iv).

These documents have been specifically chosen as they influence local and international student experiences and internationalization at UKZN. For example the key study abroad and exchange members and partners could influence the academic program and life of the university (UKZN) significantly. Choosing to interrogate this document had been motivated by this hypothesis. In addition fees for services (particularly the academic program) influence international student access and entry. Interrogating the documents around access and entry becomes pertinent as one cannot gain any experience of higher education without access and entry. Moreover by looking at what UKZN does to enhance internationalization would to some extent shape the level of exchange and interchange between students both local and international hence I chose to study the events hosted by the international office. Finally fixed term employment and scholarships could affect the quality of experiences for students within higher education. Students that can support themselves and have access to scholarships would be able to focus more on their academic goals and be less stressful. In addition contract employment provides room for students to develop and gain experience thus making them more prepared and attractive for employment which relates to the quality of life experiences. Therefore studying the fixed term contract employment and scholarships in relation to local and international students at UKZN seems crucial in ascertaining whether or not access and distribution is socially just and fair or not.

Power relations and decision making, fees, events, scholarships and fixed term contract employment for local and international students relate to whether or not UKZN and its students would have just and fair dealings with its partners and students. This supposition together with the above mentioned reasons has informed my decision to study the respective documents.

<u>Document analysis</u>

I have chosen to employ a document analysis approach as my research tool or research method.

A document analysis involves studying written records (Bowen 2009). The written records in document analysis can be episodic (such as records in a diary) or running longer lasting and accessible for public viewing (Hall 2001). Hence the documents I have chosen would be considered running documents as they have a longer life span and are easily accessible. Observations can be made from written records instead of from participants' responses. For this study observations within the running documents are induced by my research questions.

There are various types of document analysis such as content analysis, discourse analysis and semiotic analysis (Scott 1990). For my study I have chosen to employ a textual analysis of running documents.

Textual analysis broadly involves a hermeneutical exercise where meaning making or the science of interpretation is prioritized (Prior 2003). In formulating meaning from the text a researcher's standpoint influences the meaning making process (Scott 1990). However an attempt to first understand the frame of reference in which the document was produced should be taken into account by the researcher (Bowen 2009). Thus in textual analysis it is safe to say that the researcher dialogues with the documents by understanding it first in its context and thereafter engaging the relevant observations from the researcher's standpoint (Hall 2001). For instance in my study I would have first looked at the running records thereafter attempted to interpret them in the context in which they were produced and finally dialogued with these contextual interpretations of the relevant observations from my standpoint (being a social justice one).

Although there are several types and approaches to document analysis as a tool and method within qualitative studies (Fairclough 2003) I have chosen to discuss textual analysis as it relates to my study.

Data analysis

In my data analysis I have employed hermeneutics to first understand the documents textually in the context of internationalization within higher education. Thereafter I interrogate these explanations critically using a social justice lens.

In this section I will provide an explanation of the process involved in the data analysis.

My data was firstly accessed and selected electronically as mentioned previously in the data selection part of this chapter. The observations from the running documents chosen for study were induced by the research questions. These observations were initially interpreted within the context in which the documents were produced. I then studied the documents specifically the relevant observations informed by my research questions from a social justice standpoint or perspective. In doing so, particular social justice concerns emerged. These included hierarchical relationships of oppression, discriminatory practices, the model and approach on internationalization at UKZN that neglects global social transformation and lastly unfair distribution regarding fixed term contract employment and scholarships. These social justice concerns were discussed in relation to the possibilities these concerns could have on reproducing and perpetuating existing inequalities and tensions as opposed to enhancing more effective exchange and interchange between students (local and international) at UKZN in and out of the classroom under non ideal, unjust and unfair global circumstances within higher education.

In employing a social justice analysis of the running records related to internationalization at UKZN various conceptualizations and approaches to social justice were drawn upon to eventually advocate for the most benefit to each social justice concern within each document in the hopes of the most just and fair experiences for all students positioned within an already unjust and unfair non ideal global context.

<u>Validity</u>

Validity in research relates to whether a study is believable trustworthy and justifiable (Christiansen *et al* 2010). In this section of my discussion I will expound on matters of validity as it relates to my study.

In research there are various aspects of validity (Guba & Lincoln 1994). For qualitative studies internal validity comes into play (Nieuwenhuis 2007). This has to do with the accuracy of the findings. There are a number of ways to improve internal validity. For my textual document analysis, by acknowledging that this study is one representation of reality and addresses the phenomenon (internationalization) from a social justice standpoint in itself increases the validity of the study. Acknowledging bias and possible circumstances that may affect the interpretation of data accentuates the trustworthiness of the study thus making it believable and justifiable (Henning 2004).

My study focuses on a particular higher education institution and as such the findings and conclusions relate to a particular context and does not seek to be generalizable (applicable to the wider population). In addition my research questions and data cover the area I claim to study making for sufficient content validity. Content validity merely refers to studying what one claimed to study and in this case that the documents chosen for study relate to the area being covered for study (Cohen, Manion & Morrisson 2007). My study also challenges certain existing constructs within the documents such as the competitive model of internationalization adopted by UKZN which neglects global social transformation. In challenging constructs or concepts links are made to literature around the phenomenon being internationalization within higher education thereby enhancing the construct validity of my study.

Hence this study's validity is strengthened in that it looks at documents regarding internationalization at UKZN specifically how internationalization at UKZN affects equitable relations as well as just and fair global social transformation for a greater and more genuine unity in diversity. The social justice concerns are based on analyzing textual documents alone and are therefore subjective. This study simply put attempts to question the texts within the documents related to internationalization at UKZN that seem to maintain instead of transform unjust and unfair relations and practices at UKZN.

Ethics

In conducting research ethical clearance is necessary for matters of confidentiality (Durkheim 2002). If breached legal action can be taken against the institution and researcher.

Consent for the study was sought and approved by the ethics committee at UKZN (Appendix (v). In addition this study is also part of an approved project on internationalization at UKZN. The study does not involve any field work and speaks to running written records which are accessible to all for public viewing.

Limitations

Although most if not all studies are clear and coherent within their focus, perspective, paradigm and methodology, a study without limitations seems non existent for this very reason. In this section I will highlight possible limitations of my study.

To begin with analyzing documents alone that provide inadequate data for more scientific, factual analyses without being supported by human experiences makes this study appear presumptuous and accusatory.

In addition adopting a critical approach to internationalization implies advocating a position. Sometimes this advocacy is not rooted in the consequences and practical ramifications for such a stance. Individual change without holistic macro societal change can be mentally jarring and dislocating.

Moreover a social justice perspective on internationalization is exactly that. This study is narrow in its focus and could look very differently if it were to adopt (for example) a commercial business thrust. This study is limited to a social justice lens therefore the analyses would be based on such a discipline.

Finally, social justice as a discipline is not unified in the sense that there is absolute consensus around social change. This study although exposing social justice concepts and approaches advocates for a particular yet contestable understanding and approach within the discipline itself.

This study although valid in its own right does present limitations. These limitations can simultaneously make the study justifiable as it acknowledges bias and subjectivity as well as claims to represent a truth as opposed to the truth.

<u>Conclusion</u>

In this chapter I have discussed my research approach, explained the selection of my data, discussed the research method for my study being a textual document analysis and highlighted the social justice data analysis process. Moreover I have also alluded to the validity, ethics and limitations to this study.

In the next chapter I will begin to analyze the selected data regarding internationalization at UKZN.

CHAPTER 5

A social justice analysis of internationalization at UKZN

Introduction

The preceding methodology chapter allows the analysis of a study to be framed within academic conventions that augment the trustworthiness of the study thus making it believable (Murray & Beglar 2009).

In this chapter I will analyze the data. Analysis involves breaking down and studying an area of interest in components. This forms a crucial part of research. This textual document analysis is a critical social justice analysis in that it seeks to identify exploitative unequal hierarchical relationships within the data. These imbalances are first justified within the context of socially acceptable commercial and political practices. However the study aims to also expose these imbalances by discussing their history thereby raising questions, challenging the status quo as well as the interests of the powerful within higher education and specifically regarding internationalization at UKZN.

In this chapter I will analyze my data into components. My data is available for public reading on the UKZN website under the heading international relations, scholarships and the policy on fixed term contract (these are often the job opportunities postgraduate students apply for).

More often than not analyses are influenced by perspective. This particular analysis is informed by a social justice perspective. I have chosen to break down the data into four subheadings. These include (i) global partnerships and linkages; (ii) international student fee booklet; (iii) programs and events of the international student office (iv) scholarships and employment   for postgraduate international students.

Each subheading under study regarding internationalization will be presented, described and thereafter critically analyzed. In the critical analysis possible explanations will be provided with links to the literature review and thereafter challenged and interrogated form a social justice standpoint. In doing so social justice theories and approaches will be

drawn on with the intention of rigorously arriving at the most socially just resolves within already unjust pervasive non ideal global circumstances.

Global partnerships and linkages at UKZN

I begin the analysis with the first subheading namely global partnerships and linkages at UKZN which is readily available on the international relations website at UKZN. In this section I will first present and describe the data and then analyze the data through a social justice lens. In doing so, I will interrogate the data by employing appropriate social justice concepts to this critical discussion.

Presentation of data regarding global partnerships and linkages at UKZN

In figure 1 the categories of partnerships and linkages are presented (the spatial visual presentation relates to the hierarchy and level of importance and influence within these partnerships).

Goals for global partnerships and linkages (GP)	Categories of global partnerships and linkages (GP)
(GP1) African led globalization	(GP4) *Active Student exchange partners* (these include the USA, Canada, Sweden, Belgium, Germany, Norway and Japan respectively)
(GP2) Promote Internationalization	(GP5) *Key study abroad partners* (these include the USA, Germany and Norway respectively)
(GP3) Forge strategic partnerships	(GP6) *Partners at glance (other countries including countries within the African continent)*

Figure 1. Global partnerships and linkages

Description of global partnerships and linkages at UKZN

This section on global partnerships and linkages begins by reiterating the mission statement at UKZN encapsulated in its tagline, which is, to be the premier university for African scholarship. In addition global partnerships and linkages states common interests for these apparent reciprocal and seemingly open and friendly relationships. The policy highlights the common interest in the African continent and its challenges. Moreover the

policy categorizes these partnerships. These categories are divided into three, namely active members followed by key study abroad partnerships and finally partners at glance.

<u>Critical analysis of global partnerships and linkages at UKZN</u>

The data around global partnerships and linkages at UKZN can be broken down into three sections. These include firstly, the rationale for partnerships and linkages, secondly the descriptions of these partnerships and linkages and thirdly the categories of partnerships and linkages.

Rationale for global partnerships and linkages

Central to fair and just relationships would be the idea of reciprocity (McCrudden 2007). This implies that members of a partnership are to be affected equally as a result of the partnership. (The notion of equality that I want to emphasize, is not unanimous within these partnerships as such I reserve elaboration for a later stage in this section of my discussion). For the equal outcomes it is crucial for intentions and motives to be explicit, sincere and legally binding. Intentions are vital as reasons for partnerships are often shaped by underlying motives (Torres 2010).

The rationale or motive for global partnerships and linkages at UKZN as stated appear to be three fold. These partnerships and linkages are as a result of (i) common interests in Africa, (ii), exposure of Africa and (iii) the challenges facing the African continent (Appendix i). There is no commentary presented on the website which underscores and clarifies these motivations consequently the motives could be vulnerable to interpretation and possibly unjust manipulation.

At this point it appears that all partners including the host institution (UKZN) are concerned with Africa. From this perspective it appears that the African continent is actively involved in deciding on its own interests, exposure and challenges (Appendix i). It also appears that other countries and institutions play a supportive role with regards to the continents interests, exposure and challenges (Appendix i).

It does appear that African interests are a feature of the interests of other countries. As such it is questionable how these partnerships could be deemed reciprocal. However when studying policies according to Pasteur (Pasteur 2001) one should consider policy context in addition to policy statements. Hence, in the light of historical oppression African interests were marginalized, manipulated and even utterly subordinated. In addition the African continent has been exploited by colonialists as well as local dictatorships and corrupt leadership. Some would argue that local dictatorships and corrupt leadership were part of the colonial strategy in the form of inhumane, pervasive psychological violence inflicted by a consistent colonial system of imbalance (Meredith 2011). This meant that physical colonial absence did not result in the negation of a colonial influence and presence. The colonial dominance and advantage continued in a carefully constructed elite African aristocracy and within a consistent and widely pervasive system that was to have a longer lifespan as evident by its apparent aftermath (Meredith 2011). In this light it could be justifiable in the name of reparative justice, for African interests, exposure and challenges to be fore grounded in the hopes of more equitable participation within higher education and beyond. Furthermore global partnerships and linkages forming alliances with Africa for deliberating and supporting its new found interests, exposure and challenges seem just and fair in retrospect of historical context and the current state of affairs.

Yet one still questions how seemingly fiduciary partnerships and linkages work in a capitalist highly competitive global system. These partnerships and linkages become dubious as higher education to a larger extent is a business and as such needs to accrue profits and investments for its continued ranking and prestige (Singh 2010).Unless of course these partnerships and linkages are also bent on social responsibility (most often to the detriment of profits, ranking and prestige) (Teichler 2004).

Another questionable item would be the African representation at UKZN. Who are the spokespersons for the African continent, its interests, exposure and challenges? Is this representation diverse and inclusive enough of the whole continent? Moreover are these spokespersons products of an education outside of the continent? If so is it possible for

these representatives of the African voice to be disconnected to the plight and lived realities within Africa itself? Another possible question worth asking is, are these spokespersons part of an African aristocracy subtly instigated by colonialism? If so these apparent claims that appear just and fair on paper might be cleverly contaminated for the indirect or direct maintenance of hegemony and sophisticated subtle (conscious or unconscious) exploitation. Asking the above questions is related to the possibility of spokespersons being positioned and rewarded by hegemonic influences for the underlying purpose of social inequality.

Yet, it still remains to be seen whether or not these claims for just and fair reciprocal partnerships and linkages are consistent, authentic and beyond reasonable doubt and interrogation within the context of the data namely global partnerships and linkages at UKZN.

Descriptions of global partnerships and linkages.

Apart from these written, verbal and actual motivations for global partnerships and linkages at UKZN are the descriptive words and phrases employed. These descriptions give further insight into the nature of these relationships.

The describing words and phrases in the policy around global partnerships and linkages at UKZN include, <u>African led partnerships</u>; in a <u>competitive environment</u>; <u>mutually beneficial</u> and <u>in depth relationships</u> as well as <u>graduate studies (Appendix (i), GP1, GP2, GP3)</u>.

It should be noted that the above mentioned describing words and phrases are not explicitly defined as such an interpretation becomes necessary for eventual analysis. These interpretations take on a social justice perspective in keeping with the discourse at hand.

The first description to be interpreted is the phrase, <u>African led partnerships</u>. Although this phrase is seemingly imbalanced in terms of equal affect and decision making it can be deemed as a reparative measure in consideration of the exploitative historical backdrop prevalent within the African context.

Secondly the phrase, in a <u>competitive environment</u> highlights the globally pervasive and consistent system infiltrating society including higher education.

Thirdly, <u>mutually beneficial</u> implies that all parties are equally affected as a result of the partnerships being forged out of common interests.

Fourthly, <u>in depth relationship</u> suggests that these partnerships go beyond just common interests for business in the form of African interests. The connotation is that these partnerships and linkages are transparent, long term and authentic trust relationships or friendships rather that business partnerships and associations.

The term <u>graduate study</u> is a term that is used most often within the North American higher education context, so is inconsistent with its use in an African or South African context.

Seeing that the world has been divided into nations largely by nationalists it is understandable for host institutions to lead deliberations with its global partnerships and linkages. The need for leadership and power dynamics become even more necessary within a competitive environment. Often this competition is for rank and prestige attached to which are various criteria such as funding, research production, awards and even international relations to mention a few. In a highly competitive environment that subtly and sometimes overtly plays on dominance, it seems almost impossible to imagine that mutual benefit and in depth relationships can emerge. Furthermore, in competitive environments it is a challenge to navigate collaborative, institutional relationships. However business partnerships and linkages are far easier to strike. Often mutual benefit within business like competitive environments do not convert into equal affect, though, all parties involved would benefit, some more than others. This apparent dominance seems to emerge in the use of the term, graduate studies. The term used within the context at UKZN is the term postgraduate studies. This might just be a matter of preference on the part of the designer however it could also hint towards a possibility of dominance within the partnerships and linkages at UKZN. It could also imply that the website is directed to the North (US), is merely a Freudian slip, or simply reveals carefully written hidden intentions that could be overlooked.

Although these descriptions which attempt to inform the reader of the nature of these global partnerships and linkages there is reason to suspect and question these words and phrases. In depth relationships which are mutually beneficial and collaborative within commercial, competitive settings seem highly elusive and virtually impossible as collaboration and competition seem almost immiscible. Yet in depth relationships which are mutually or equally beneficial favor the idea of transcendental justice transcendental justice approaches justice as a sacrosanct and an ideal and does not consider its unjust non ideal context (Sen 2010). But to juxtapose these descriptions within a competitive landscape where players enter in with often gross inequalities seems contentious and violently demeaning. The importing of words within an African led institution although seemingly circumstantial implies the possibilities for dominance and hierarchy within these global partnerships and linkages at UKZN.

Categories of global partnerships and linkages at UKZN

In addition to the descriptions which attempt to provide more insight into the nature of these global partnerships and linkages would be the involvement and influence of the various members which make up these partnerships and linkages at UKZN.

The distinction between partnerships and linkages implies that there might be different kinds of relationships among the relevant players. Based on mere positioning the term partnership implies a more significant relationship as compared to the term linkages. In addition the latter is used only in the subheading but not within text. The distinction in relationship is made more evident by the categorization of the various partners or more appropriately players within this competitive game. These categories include active partners, key study abroad partners and finally partners at glance.

Although these partnerships and linkages are merely listed it is interesting to learn who these partners are. There are eight active partners represented by North America, Europe and Japan respectively and in order of institutional representation. The representation from the USA and Canada is equally high in comparison to the other members. Sweden follows the USA and Canada. In addition there are three key study abroad partners. These include the USA Germany and Norway. The representation from the USA far outweighs

Germany and Norway. Finally the last category includes partners at glance. Here there are several partners however only Nigeria (one of the largest populations in Africa) from within Africa has more than one representative institution. They have two representative institutions in contrast to the thirty one representative institutions from the USA. In addition the partnerships outside of the supposedly developed world with more than one representative institution include India, Iran, Malaysia and Nigeria.

It would be safe to assert that nations across the globe are socio-economically and politically unequal (Milanovic 2005). Thus the use of the description 'African led' seems questionable ambitious and merely symbolic considering the relative absence of Africa within a global business association such is higher education (Singh 2010). This is further corroborated by the inclusion of only one African partner with more than one representative institution. In addition the representation from Africa is miniscule and almost insignificant as no African institution apart from the host institution of course is represented within the active membership and key study abroad partnerships. Partners from the so called developing world with more than one representative institution seem to be overwhelmingly outweighed by North American and European representation. It is surprising but worthy of investigation as to why India has far more representative institutions than all other developing countries. Possibly the investigation should look at the dominant racial identities negotiating and administering international relations at UKZN. Possibly this partnership has to do with India's apparent academic productivity in spite of harsh realities. Or, maybe, because Kwa-Zulu Natal has one of the largest diasporic population of Indians worldwide.

In a highly competitive environment where partnerships more than relationships are to be strategic for ranking and prestige rather than collaboration it appears that institutions and nations with more ranking and prestige assert more implicit dominance and as such maintain their status and extend their hegemonic influence.
The USA based on evidence has far more representative institutional membership and partnership than any other country by far. As such American higher education terminology is employed within this document as evident by the term graduate studies as

opposed to the more continental term postgraduate studies. Moreover African representation is excessively underrepresented especially if partnerships are to be African led as the data suggests.

The global partnerships and linkages at UKZN have been described, listed, interpreted and analyzed under the following headings namely rationale for partnerships and linkages, descriptions of partnerships and linkages as well as the categories for partnerships and linkages. The analysis brought into discussion social justice concerns.

It seems that many of these descriptions regarding global partnerships are politically expedient, symbolic and plagued by apparent contradiction. There is also the possibility for the perpetuation of hegemony, exploitation and imperialism as there is an overwhelming dominance of American representation within the partnership. However this partnership could be beneficial for UKZN as economic and cultural capital from highly ranked and prestigious institutions could prove locally rewarding. Yet, there is doubt around just and fair partnerships in the light of written contentions within the data regarding the nature, motives and representation for these global partnerships.

International student fee booklet at UKZN (Appendix ii)

Another subheading under international relations at UKZN is the international student fee booklet. Finances within higher education determine for the most part student membership, performance and possibly graduation.

In this section I will describe the policies contained in the document under study and thereafter provide a critical analysis of the data.

Description of the international student fee booklet

The international student fee booklet can be broken down into two categories for description. Firstly it attempts to define and identify who an international student is. Thereafter the booklet continues to provide pricing for study and study related purposes (e.g. accommodation and meals). UKZN offers various study programs and the fee

booklet lists these programs with the costs. It is important to note that the pricing for international students vary as stipulated in the international students fee booklet.

Three categories for pricing are listed in the above mentioned document. These include Southern African district countries (SADC), African countries (outside of the SADC region) and finally the rest of the world. For some reason (not mentioned in the document) Rwanda is included as SADC in terms of fee pricing.

The discrepancy in pricing is based on the above mentioned categories. SADC including Rwanda pay local rates except for the added international levy and non refundable local registration fee. Other African countries pay a non refundable registration fee equivalent to SADC and Rwanda. However these African countries pay exactly the same US dollar rates as the rest of the world for most other services and programs. Furthermore African countries not part of the SADC agreement pay a local fee plus an international levy for postgraduate studies. The rest of the world (countries outside of Africa and not part of the SADC agreement) on the other hand pay the international US dollar rates for everything including postgraduate studies. In addition to the international levy countries outside of Africa and not part of the SADC agreement pay a more expensive registration fee charged in US dollar rates.

Although pricing for international students differ as evident in the international students fee booklet international students at UKZN are defined in singular terms (as one group). This document understands an international student as a student who is not a national or who is not a permanent resident of South Africa (Appendix ii).

Based on the description of the policies in the international student fee booklet, it appears that the data gravitates towards two subheadings namely how international students are conceptualized and how international students are grouped for pricing. Identity and pricing based on identity even if understandable and permissible could relate to just or unjust treatment.

Critical analysis of the international student fee booklet

The approach to analyzing the international student fee booklet would be based on emerging themes. As such the process of analysis would be subdivided in two, namely how international students are defined and how international students are grouped for pricing. Therefore I will attempt to critically analyze (i) how international students are conceptualized and (ii) how international students are differentiated according to the international student fee booklet.

How international students are conceptualized in the international student fee booklet

According to the international student fee booklet <u>an international student is one who is not a national or permanent resident of South Africa and needs a permit to study in South Africa</u> (ISFB1). The document acknowledges <u>SADC and Rwandese students as international</u> (ISFB1).

Here I will attempt to understand this conceptualization and interrogate it under a social justice lens. In addition I will provide alternative more promising and just possibilities while simultaneously foreseeing and defending against possible challenges to this resolve.

Understanding why UKZN conceptualizes an international student in terms of geography and a national identity number (nationality) is crucial in assessing this conceptualization. Geographical boundaries (Meredith 2011) were set historically by explorers and the idea of countries or nations appears to be informed by nationalism. This idea asserts that people can be divided into nations. Hence nationality is a social construct. In addition through colonialism and imperialism some nations emerged dominant whilst other nations possibly more rather than fewer were targeted and subordinated. Even today in seemingly post colonial times there exist gross inequalities between the developed and developing worlds. The dominant idea of nationalism pervades societies globally including institutions such as higher education. As such defining people based on geography is deemed normal and acceptable. So people possessing citizenship within a country are broadly considered local or national and people not possessing citizenship of that particular country are considered foreign or international.

To maintain these national boundaries identity documents were introduced and are still used today. Local people possess an identity number with seemingly more social benefits whilst foreign or international people require visas and permits to enter a country for a specific purpose and time frame with legally binding policies and regulations governing their stay (Neumayer 2005). This notion of regulating or organizing movement and in turn life experiences is also pervasive, consistent and global and possibly stems from the ideas and practices of dominant or developed nations which are seemingly widely accepted and thus normalized (McMicheal 2011).

In the light of nationalism, geographical boundaries and foreign policies regulating movement and living which are weaved into the fabric of most if not all contemporary societies it might be understandable why UKZN conceptualizes its international students in terms of geography and national identity.

When one considers the seemingly oppressive histories behind national identity numbers, the classification of people into geographical spaces and the regulation of movement it all appears grossly unjust and unfair. Today nations are ranked and classified. The living conditions in the different nations are not the same (Milanovic 2005). And in a highly competitive world it appears that these inequalities are almost indomitable. So, is the only option a case of giving in and conforming to dominant ways of thinking and being in the hopes of catching up? Or are there other possibilities? It does seem that if we continue to maintain boundaries and identities based on these boundaries in an unequal, competitive and commercialized environment then just and fair experiences for all would not be realized as gross, unjust inequalities would be maintained if not reproduced. Higher education is also shaped by these pervasive societal norms hence the classifications local and foreign.

 Just as nations are ranked so are higher education institutions. Evidence suggests that students gravitate towards highly ranked institutions (Altbach 2012). Often this means leaving their home countries. Entry into these institutions is highly competitive and only those with appropriate grades get access (Altbach & Knight 2007). Students and parents

want the best possible options for their children and often times studying at prestigious institutions could mean access to dignified and even high profile high paying employment and thus dignified and even elite life experiences (Teichler 2004). Highly ranked higher education institutions often recruit the top academic achievers and possibly the most talented students.

On graduation one questions if these students go back to their home countries to make a relevant positive social contribution. Most if not all the top ranked universities are located in developed countries. As such the student flow would be from developing to developed countries by and large and from lower ranked to more highly ranked and prestigious higher education institutions. Thus it is possible for international students to remain in their host countries and seeing that they are talented high achievers, host countries might not mind their permanent stay. Even if they do return to their home countries it is questionable whether or not they would be able to influence relevant positive social change when their educational training is seemingly rooted in a foreign context with a foreign sense of reality? Moreover one could also ask if they would be relevant, understood and bring resolve with such an apparent disconnect? Or, whether they would partner with dominant nations and institutions to import these dominant approaches to resolve into their local contexts in the possible hopes of slow, neat and moderate change? If this is so this might border around a sophisticated tamed subtle expression of illicit 21st century colonization.

In view of the pattern of student mobility within a hegemonic unequal global system it does seem to be a case of maintaining rank in favor of the dominant to the detriment of the subordinate. Hence an alternative becomes necessary for just and fair experiences to be shared by all people in society and within higher education.

Moderate reformist approaches[14] to social change regarding national inequalities which influence student mobility and often maintain hegemony within society and as a result within higher education seemingly makes positive social change highly elusive,

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[14] Moderate reformist approaches involve a peaceful, evolutionary transition from capitalism to socialism (Chomsky 2012)

complicated and even unattainable. These approaches appear to merely assimilate the marginalized into their dominant societal stream. Some consider this westernization or Americanization (Edwards 2007). This however is diplomatically termed globalization and suggests the idea of a unified world. However, although national representatives come together to deliberate on global concerns and challenges, the distribution of these concerns and challenges is often unevenly and possibly unjustly shared and spread (Torres 2012). As such global collaborative summits and conferences which front the hope of universal positive social change could be opportunities for global capitalism or at best another example of window dressing or political symbolism. In retrospect, it seems clear that changing higher education without changing macro systemic, societal practices like commercialism, capitalism, and competition would be foolish, political rhetoric or at best ambitious to the point of delusion. And seeing that society is unwilling to give up its current practices for the greater good of global unity and security for all any alternative would be virtually impractical. However alternatives certainly exist and can achieve far better results for global well being theoretically and imaginatively than our current ineffective long standing yet unpromising system.

But how is this relevant to the conceptualization of international students at UKZN? The relevance is that international students are being conceptualized and differentiated according to geographical spaces and identity numbers and that student flow is largely towards more highly ranked higher education institutions most often located in more developed countries. This kind of student mobility does little for the upliftment of poorly ranked institutions and in turn developing nations. Moreover it is also possible for highly ranked institutions and developed countries to fortify their prestige while seemingly attempting to support poorly ranked institutions and in turn developing nations. Higher education alone would not be bale to function outside of the parameters of societal norms and practices. However the central and most pivotal motivation for denationalization and in turn truly borderless collaborative education is gross inequalities which currently exist between nations often rooted in oppressive histories and their aftermath (Torres 2010).

Seeing that contemporary society is composed of three levels (Katz 1978), namely, individual, institutional and societal, it implies that if sustainable optimum change is to occur it should happen at the societal level and permeate the other two levels of society. However seeing that society is stubborn and uncooperative to make changes like denationalization, positive change is reduced to the individual level which often times is forced to be revolutionary and volatile and requires too much sacrifice and effort to procure enough solidarity for a formidable opposition. Thus if universities opposed societal norms and practices this could adversely affect their ranking and even survival, for institutions are not as economically powerful and independent as nation states or societies. The same can be said of individuals who represent positive social change.

Although no pragmatic alternative appears within a capitalist regime it becomes necessary in keeps with a critical stance for social justice to explore imaginative possibilities for positive change in the hopes of these possibilities appealing ideally to those with decision making power if not the masses. The alternative is seemingly denationalization and the formation of a truly unified world. If nations are social constructions and are not fixed realities then change is possible but needs to be desirable if it is to take effect. In this light differentiating and classifying people structurally becomes unnecessary. It is this classification that often gives rise to Othering and various forms of oppression (Tatum 2000; Young 2000). In addition when the underlying value of society is collaboration or better still sharing as opposed to the idea of vicious, commercialized competition based on the principle of scarcity then better lived experiences for all if not most people universally becomes highly probable. As such higher education institutions would have no need for classifying and differentiating students as local and foreign/international and would most likely change their current practices altogether. Many people today are exposed to other nations through various media like television, social networks, travel and information as such people are a combination of local and foreign influences and practices. Freeing people from the limitations of these identities such as local and foreign would create the possibility for people to conceptualize themselves beyond stereotypes (positive or negative) and reach their full potential if desirable. Reducing people to numbers and commodities for

business or even as mere emblems of apparent diplomacy and goodwill between nations seems exploitative and thus dehumanizing and oppressive. Imagining a world without boundaries and imagining people without predetermined classifications often conditioning, domesticating and engineering their well being and identities looks like something of freedom to me. This freedom however must be set within the boundaries of justice so that freedom to dominate would not be reproduced ever again.

In looking at the way international students are conceptualized at UKZN I have critically reflected and analyzed these classifications and identifications historically; demonstrated its potential to maintain and reproduce inequality and thereby unjust lived experiences and finally I have suggested an imaginative (possibly) radical possibility for resolve and more just long lived experiences for all. In doing so I have alluded to the limitations of such an approach within society as it is today. Yet in spite of these limitations nations and countries were constructed and imposed for exploitative reasons thus rectifying this problem by dismissing these social identities and reuniting might be serving the cause of justice and fairness going forward. This project of justice should permeate higher education as well depending on whether such a society would even opt to have educational businesses and unnecessary exclusive academic programs anymore.

How international students are differentiated for pricing within the ISFB

To a large extent universities seem to be businesses (Naidoo 2006) and as such student fees play a major role in terms of service delivery. International students at UKZN do not pay the same fees for services. These students are differentiated into three categories for pricing namely Southern African District Countries (SADC), other African countries and the rest of the world (Appendix ii).

Here I will attempt to provide possible reasons for the different rates and thereafter interrogate and analyze the differentiation of international students for pricing against a social justice perspective.

Presenting the data around pricing for international students (Appendix ii)

The first category of international students are those from the SADC. Countries which are part of this district according to the international students fee booklet at UKZN include Angola, Botswana, Democratic Republic of Congo, Lesotho, Madagascar, Malawi,

Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia, Zimbabwe as well as Rwanda. The fee booklet states that the South African government considers Rwanda as part of SADC. Other African countries which make up the next category of international students include countries within the continent except SADC. The final category of international students is those from the rest of the world. Fee pricing is based on these groupings. As alluded to earlier, international students from the rest of world pay the most amount of money for services at UKZN followed by other African countries. Students from SADC pay the local rates except for a levy of R970 per semester (Appendix (ii), ISFB1). On the surface this appears to be discriminatory as students are being charged differently for services based on nationality and region but this is yet to be established.

Possible reasons for differentiation in pricing

The international student fee booklet merely lists the pricing for international students and does not really provide explanations for the discrepancies in pricing. Therefore in attempts to understand these discrepancies possible reasons can be suggested.

Before deeming this unfair discrimination understanding why these classifications exist becomes necessary. It has already been established that higher education is set within a highly competitive commercial global market. As such students are charged a fee for services. In addition a business is supposed to generate profits for its survival and productivity. Charging students from the SADC region cheaper local rates for the most part seems unfair yet is possibly justifiable on the grounds of diplomatic relations between these countries. SADC share a direct comradeship against colonial white minority rule historically within Southern Africa and as such have entered into special relationships with each other. It is surprising to note that Madagascar, a country that has been suspended from the region since 2009 as a result of a military coup, is still incorporated as Southern African district country at UKZN. In addition it is also worth noting that UKZN considers Rwanda a Southern African District Country yet Rwanda, is not part of the region. Weilenga (2012) suggests that the shared histories of oppression in the forms of apartheid and genocide, in South Africa and Rwanda respectively, is possibly the reason for this special relationship. In addition Rwanda and South Africa entered into full diplomatic relations in 1995 and the cheaper local rates within higher

education institutions for Rwandese students might be an expression of this diplomatic tie.

Although other African countries (not part of SADC) are charged more, these countries do not pay exactly the same rates as the rest of the world especially for postgraduate studies at UKZN. This might be in keeping with the universities mission statement to be the premier university for African scholarship (Karlsson & Pillay 2010). This financial incentive might be a way of attracting African scholars to UKZN and thereby achieving its tag line.

Countries from outside the region and the continent pay much more possibly because these countries are not part of the SADC region, which apparently have a direct longstanding relationship with each other. Moreover these countries are outside of Africa and the university openly states its intention to promote African scholarship, and as such, countries outside Africa do not qualify for reduced fees. Although there are possible added costs involved in cross border travel and traveling across regions for study purposes the distinction in pricing seems to be based on diplomatic relations and the universities mission statement.

Although there is justification for the classification of international students for different fees at UKZN there is probable cause for contestation and interrogation. Some would argue that countries world over have been involved in South Africa's liberation from an apartheid regime. In addition there are other countries from outside the SADC region which have diplomatic relations with South Africa and singling out Rwanda might be perceived to be unfair. Moreover students from all over the world might be interested in African concerns and challenges and could generate research within Africa and for Africa just as well as African students could.

Pricing for international students and social justice concerns

This brings us to the question of whether justifiable or fair discrimination based on nationality status at UKZN is fair. Discrimination according to (Hardimann & Jackson 1997) is an act of prejudice (an attitude) regarding social structural groups in which one

group is targeted/ disadvantaged and the other is privileged/advantaged. However, extenuating circumstances often rooted in contextual and historical factors can make acts of prejudice seem justifiable. To a large extent fair discrimination depends on one's idea of justice. Sen (2009) describes two ideas of justice namely transcendental and comparative justice. Transcendental justice is viewed as a sacrosanct (something too important to change for example the golden rule). Sen (2009) dismisses this seemingly sacral idea of justice and considers it unfeasible, idealistic, and virtually unattainable in contemporary society. Instead he posits a comparative theory of justice which advocates for a notion of justice within non ideal circumstances. This idea of justice asserts that justice can be better but not ideal due to non ideal circumstances.

Sen's critique of transcendental justice as mentioned in the previous paragraph is not a critique in isolation. Kulicki (2010) however critiques Sen's theory of comparative justice. Among the critical arguments raised by Kulicki's response, his point about differentiating between what is justice and how justice is achieved is strikingly noteworthy. Sen (2009) does not really articulate what actually justice is as comparative justice is informed and even emerges from non ideal circumstances and thus regulates an understanding of justice to a context located in time. Kulicki (2010) challenges this notion by pointing out that the achievement of justice is dependent on what justice is. In addition he claims that Sen is not clear about non ideal circumstances and does not provide criteria to identify more just practices and institutions.

However Sen (2009) argues that an age old notion of justice as an idea is no longer relevant within the world system due to the contextual differences prevalent within different nations and regions. As such a different and possibly more feasible moderate approach to justice and its implementation becomes necessary, hence comparative justice. In this model the context informs justice as opposed to the transcendental model where a universal and more fixed idea of justice informs the context. But in an almost pervasive capitalist world system that is interconnected economically yet appears divided geographically and maintains a hierarchical hegemonic order, it seems highly unlikely for ideas like inclusivity and equality to be practically realized. A highly competitive global

system with baggage from a legacy of historical violence and inequality opposes any attempt or understanding of justice. Even though justice might be conceptualized differently by scholars, a system which perpetuates and maintains societal imbalances through profit making and commercialized competition cannot serve the cause of justice unless justice would be the same as injustice. Thus it is necessary to know what justice is if it is to be achieved. In addition an unjust unequal system cannot facilitate just equal opportunities and outcomes. Reforming a system that is fundamentally unjust and for inequality to achieve just outcomes is similar to attempting to achieve just and equal life experiences for whites and non-whites (Blacks) during apartheid South Africa. Unjust circumstances often cannot inform just results for all. Yet being conscious and aware of these non ideal circumstances should lead us to overthrow our current social system so that sacrosanct ideals of justice for all become feasible and swiftly attainable. This possibility is not really elusive or imaginative it is for the most part undesirable by those with more decision making political power to advance and materialize lasting transformation (McMicheal 2011). The possibility for an equal and just social order is also hindered by global trade and the unwillingness to rightfully negotiate unjustly attained privilege.

A more socially just way forward

So how does this discussion on fair or justifiable discrimination relate to international students at UKZN and their fees? It relates to the possibility of whether charging different students different prices based on geographical spaces is justifiable under extenuating circumstances or not. In this case the possible justification for different fee pricing is based on UKZN's mission statement and the countries diplomatic political relationships and partnerships. However, the mission statement can be achieved without differences in price based on unjust politically motivated social characteristics like nationality status. Students from various geographical spaces can be interested in Africa and its challenges not just people living in the region. Ideally, a university should be more open to the interests of its students and not just its mission or business interests. However, the world of economics and competition also infiltrates knowledge production or better still the desire to know and as such university rankings and prestige hinder knowledge production without limitations and foci. Differentiating fee prices among international students could

be permissible if students can show evidence for need and merit. Economically challenged students who are promising should be given relevant support so that they can also achieve their life goals. Such students do not always come from impoverished countries. Hence in this case fair discrimination seems unfair to individual students as students are classified according to nationality and regions for pricing. In addition this discrimination regarding pricing could lead to animosity and segregation between international students and thus hinder the intercultural benefits of learning in a common inclusive yet diverse space (Gurin 2004).

Events hosted by the international student office at UKZN

The third subheading under analysis regarding international students at UKZN is listed as events. In analyzing this section I will present the policies thereafter describe and analyze them from a social justice perspective.

Description of events for international students (Appendix iii)

Events under the subheading international students on the UKZN international relations webpage lists programs set up at UKZN featuring international students. These programs are; (i) international student exchange program, (ii) orientation program, (iii) Durban bunny chow and (iv) Pietermaritzburg bus tour and the cultural day.

The international student exchange program works on a fee waiver agreement. Students who pay fees for services at their home institutions are exempt from paying fees for the same services at the host institutions. These waivers are also dependant on exchange agreements between institutions. UKZN has 61 exchange agreements in 22 countries. Students who are illegible for these programs must have completed two semesters at their home institutions and are chosen on academic merit. The orientation for international students is to help international students adjust to their new environment in a foreign country. The *Durban bunny chow*[15] event aims to facilitate social cultural exchange between local and foreign students. The *Pietermaritzburg bus* tour is to introduce

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[15] Bunny chow is a South African (Durban Indian) cuisine and comprises of unsliced bread filled with curry traditionally curried chicken, mutton beans or mixed vegetables and is traditionally eaten with fingers and shared among groups of people

international students to sites within the area. Pietermaritzburg is significant in that it is the capital of the Kwa-Zulu Natal and serves to educate students about the history and heritage of the province. Finally the *international cultural day* is allegedly held to facilitate more understanding between cultures represented by different countries. This event aims to showcase music, food, histories, arts and crafts as well as geographies of the various countries being represented. This event supposedly creates an interest for local students to visit these countries. The international students as well as local students are to act as ambassadors for their countries. This forms a description of the events held at UKZN featuring international students.

Critical analysis of events for international students

In attempting to analyze the events featuring international students at UKZN two themes with social justice implications emerge from the data. These are UKZN's internationalization approach and how students are conceptualized and differentiated at UKZN. These two themes inform analysis in this section. The analysis will attempt to understand but also question and interrogate the data from a social justice perspective.

UKZN's internationalization approach.

As discussed in the literature review, four approaches regarding internationalization within higher education emerge (Knight 2004). These are the activity, competency, process and ethos approaches. The activity approach focuses on doing special events and programs to internationalize higher education. The competency approach focuses on development and involves competition and ranking on the global stage. The process approach focuses on sustainability and this often involves policies and procedures to do so. The final approach namely the ethos approach has to do with creating a culture, lifestyle or climate for the international or better still global dimension. Based on the international relations webpage it appears that UKZN adopts an activity approach as it aims to conduct a few activities each year to internationalize its space practically and in so doing mentally as well. In other words to attract more international presence on campus and to allow more interchange and exchange of ideas across geographical borders. This does not necessarily mean that UKZN is unconcerned about its ranking and that it does not have policies in place to beauracratically achieve its development goals.

Yet it is evident based on the events featuring international students that UKZN holds a few activities each year to bring in an international dimension to the institution.

Related to and often informing the approach higher education institutions adopt are the models of internationalization. As discussed earlier, three models recur in the literature. These are the competitive, liberal and social transformation models (Knight 2004). The competitive model is primarily concerned with the institution's position within the global economic market. The liberal model on the other hand focuses on self development in a changing world. Here global education permeates institutions for human relations and citizens. The final model is the social transformation model. This model attempts to achieve a deeper awareness of international and intercultural issues related to equity and justice and works towards the materialization of social transformation.

Institutions which adopt a competitive model would most likely adopt a competency approach to develop for better prestige and ranking. Yet these institutions would have to perform random activities and show evidence of policies and procedures to achieve their development (ranking and prestige) goals. Individual development in a changing world and social transformation for social justice concerns would be back grounded in attempts to accrue funding, infrastructure and global status largely to attract more commodity in the form of students (the seemingly meritorious elite). In a predominantly hegemonic, hierarchical social order meritocracy to a large extent is predicated on cultural capital[16] (Young 2000). Based on various factors such as socialization, conscientization and possibly natural predispositions some students possess more cultural capital than others. Assessments regarding these students' ability favor their exposure growing up. Dominant ways of being adopted by any social structural group most often dominant agent groups often access more academic achievement or merit and thereby better opportunities, outcomes and often lived experiences. It does seem that the competitive model attempts to operate within the harsh realities of contemporary competitive culture to enhance the institutions ranking. This is probably done in the hopes of being better equipped to serve individual and social emancipation. However, competition in the global market is

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[16] Cultural capital a term used by Pierre Bourdieu is the use of social assets such as education, speech, dress and appearance to advance ones social mobility (Guillory 1995)

consuming, dynamic and seemingly unending and thus one wonders if this theory to possibly impact individuals and thereby society is mere rhetoric wishful or based on a false sense of reality.

Institutions which adopt a liberal model would more likely adopt a process approach with a focus on individual development through global education within a highly bureaucratic, competitive setting. As much as this model focuses on better human relations it does so in the light of current socio economic trends such as global commercialism, individualism and competition. In this model the individual has to change to fit society. This is considered more feasible and to a large extent implies mainstreaming students into a dominant mould so that they can compete more effectively on a global stage. This model although favorable cannot achieve lasting swift equality and collaboration as the core values of contemporary society oppose the notion of shared power and emancipation for all. Again it seems improbable that better human relations could be achieved if equality is not prioritized and fore grounded. Although disempowered institutions in target nations would slowly be empowered the advantaged institutions in agent nations would probably continue to advance thus maintaining their social power. This model is plagued with an irreconcilable contradiction and would probably not make for lasting justice and equality.

Moreover institutions which adopt a social transformation model would more likely adopt an ethos approach. In order for society to transform, a culture of awareness and action around international and intercultural issues related to equality and justice needs to be embarked upon consistently. Here social transformation is fore grounded and a culture of global citizenry is encouraged without classifications that often perpetuate Othering, discrimination and oppression based on nationality status.

In the light of these models and their possible approaches to internationalization within higher education it appears that UKZN has adopted an activity approach and employs the competitive model. Although this is understandable in the light of global competition and its pervasiveness this model does not address the urgent need for social justice and transformation. UKZN hosts events which do not address the global social crises in an interconnected and interrelated world but merely hosts superficial seemingly expensive celebrations around dance, culture, tourism and food without challenging nationalism,

global capitalism and national identity thereby perpetuating these cosmetic yet widely accepted classifications which maintain stereotypes perpetuate grounds for prejudice, discrimination and social inequality. Student mobility is encouraged from one geographical space to another as opposed to forming global coalitions for lasting, swift global change which could benefit all people equally.

Events for international students and implications on how these students are conceptualized

How people are understood often influence their identity and life experiences (Tatum 2000). At UKZN international students are understood as foreign and are defined by their geographical spaces. In addition international students are seen as ambassadors for their countries in the hopes of promoting more travel through study. In this section I will interrogate these conceptualizations and look at its effect on Othering. In addition I will examine the possibilities for student mobility and the consequences thereof from a social justice angle.

Events under international relations distinguish between local and foreign or international students. These classifications are considered normal in many societies today. People are classified and defined by their geographical locations. People for the most part seem to internalize these seemingly pervasive societal norms.

Yet it is evident that nations are not equal socio economically. There are dominant and subordinate nations. To a large extent dominant nations have emerged as a result of the disempowerment of so called subordinate or target nations. In addition stereotypes and prejudices around nationality status exist. Dominant nations are often associated with positive stereotypes and target subordinate nations are associated with negative stereotypes. Disempowered nations are often poor whilst dominant nations have more access to resources, opportunities and services and thereby better social and lived experiences. By maintaining these national identities at UKZN stereotypes, prejudices and social inequality (due to historical oppression often in the form of violence and exploitation) persist (Young 2000). It is also possible for local students at UKZN to tactically celebrate students who identify with dominant affluent nations whilst covertly

and sometimes overtly viewing students from disempowered and even dysfunctional nations as a threat to opportunities to services and resources (seeing that South Africa itself is rated as a developing nation with gross inequalities).

It does appear that UKZN foregrounds student mobility and student flow from one geographical space to another through study. Student mobility is often motivated by university ranking (Teichler 2004; Torres 2009). Highly ranked higher education institutions are often located in developed countries. This could be as a result of the existing inequalities prevalent between countries. The student flow and mobility from developing to developed countries seems understandable as many people would be happier to live in societies where they can be relatively comfortable. It would be also possible for students to settle for greener pastures and not return to their somewhat socially depressed home countries. If this mobility and flow of students is the actual trajectory then it is highly probable for the gap between the prestigious thriving institutions and the less prestigious institutions to remain the same or potentially expand.

Academically successful students would probably gravitate towards relatively comfortable, more ideal circumstances thereby depreciating the academic student productivity, performance and influence upon their local communities. Some would argue that students who leave their home countries and eventually settle in more developed conditions become ambassadors and mediators for change within their home countries. But they do this from a more advantaged sometimes distant space (socially and mentally) and as such the impact might not necessarily be emancipatory. Dominant nations often intend to maintain their existing privilege in a highly competitive global economy. Thus their support is unlikely to be extended without returns on investment. So, it does seem that this trajectory of student flow and mobility does little for equality and more for the recruitment of better human capital in the conscious or even unconscious attempt to maintain hegemony in society.

In addition to classifying students as local and international as well as student mobility emanating from the events program at UKZN is the concern and implication of

international students being conceptualized as ambassadors. It has been established that countries are not equal socio-economically (which to large extent influences quality of life) and that some countries are considered dominant whilst others are subordinated, disempowered and targeted. As such representing and being spokespersons for countries that are less popular or less dominant could be condescending and even shameful and embarrassing for some. On the other hand students who are associated with more popular affluent countries would be either ashamed to be ambassadors of countries that for the most part have a background of colonialism and domination or be at ease advertising their apparently developed countries while momentarily being in the so called developing world. Hence it does seem that by maintaining these divisions as a result of politically drawn out borders (for the most part) the initiative for equality and shared power would be somewhat stifled.

Moreover these national identities are not entirely based on choice but seem to be tags and labels imposed upon people at birth due to a pre existing social order (Harro 2000). These classifications due to a pervasive, consistent, circular (self perpetuating), self supporting and invisible socialization process with enforcements and results have thereby become normalized (Young 2000). It might also be possible for students to collude with these roles to accrue opportunities to study abroad but simultaneously have other underlying more authentic and personal interests for cross border education. Students may act as ambassadors for their countries of birth when in actuality they merely have desires for adventure and exploration. Some students may not want to be confined to this role and may also become disheartened and frustrated by the mould this role places upon them. On the other hand some would argue that people should be proud of their countries and cultures. But culture and nationality could hinder life experiences and life choices for some. Are we not restricting and limiting each other if we allow ourselves to be suppressed by social classifications and norms (consciously or unconsciously) that seemingly divide us and maintain inequalities on so many levels?

As such there might be a need for reconceptualization or possibly deconceptualization of ourselves and our world if we are to attain just, fair and equal experiences and outcomes

of life and living for all. Is it possible that who we are is unknown or better still dynamic? Thus the political project to classify ourselves according to static labels seems unnecessary and restricting. The possible blurring of dividing lines between local and foreign or international largely due to globalization and cultural hegemony seemingly opposes definitive lines between local and foreign or international. Moreover student mobility and travel which seems to be an outcome for events at UKZN featuring international students, appears to favor students that come from advantaged, dominant countries that for the most part have more access to cross border mobility. In addition, student mobility is predominantly towards more prestigious and developed institutions and social contexts, and as such, maintaining inequality between higher education institutions, and thereby directly or indirectly empowering dominant nations through the recruitment of more resourceful human capital (Torres 2010). Furthermore the idea of international students being ambassadors for their countries, which for the most part have historical narratives rooted in prejudice, domination and colonialism, is worthy of question. Being proud of socio-political divisions or completely ignoring them by escaping into the promotion of culture and scenic beauty or aesthetics is equally worthy of interrogation. Instead, we should aspire in spite of our capitalist regime to be proud if needs be and represent constructions in the form of values that make for more equality, unity and freedom (of movement and self concept) so that our one country (the world) could be more peaceful for all if not most people regardless of location. If this aspiration infiltrates events and programs within higher education a culture of more knowledge interchange or exchange becomes possible for our greater good and common humanity.

Employment and scholarship opportunities for postgraduate international students and local students at UKZN. (Appendix iv)

Scholarships and employment for students while at university could influence student performance positively. Access to such opportunities allow students to focus on their academic goals and also provides a platform to develop professionally and experientially which could prove advantageous in the labor market. At UKZN it does seem that research is a pressing priority especially research involving the African continent. As a

result postgraduate students who often feature in research based studies become the focus of my analysis in this section. As such I will present a few scholarship opportunities from the UKZN postgraduate scholarship webpage and a fixed term employment contract often procured by postgraduate students at UKZN. In addition I will describe these documents and provide a critical analysis with a social justice edge.

Description of employment and scholarship opportunities

Postgraduate studies from within the continent at UKZN seem to be highly prioritized as evident by fee remissions for full time masters and doctoral students. This is further evident in scholarship and employment opportunities for these students.

The scholarship documents chosen for analysis suggest that postgraduate scholarships apply to all students (Appendix (iv) - S1, S2, S3, S4, S4, S5, S6, S7, and S8). Here no classifications like local and international or foreign are mentioned. These scholarships are awarded to academically meritorious candidates. With regards to the fixed term contract employment it is interesting to note the disparity in the amount of hours allocated to foreign and local students. Local students are allocated 23 hours per month whereas foreign students are allocated 80 hours per month (Appendix (iv), FTE1).

The inclusion of all academically eligible postgraduate students for scholarship opportunities and the discrepancy in working hours stipulated in the fixed term employment contract is worthy of interrogation.

Critical analysis of employment and scholarship opportunities

One questions if this inclusion for scholarship opportunities at UKZN involves all international postgraduate students. It seems unclear as the postgraduate scholarship webpage under examination suggests a fee remission for postgraduate students at all levels (Appendix iv) yet international students outside Africa pay a tuition fee among other fees as evident and discussed in the international fee booklet. Hence it might be possible for these scholarships to include students from the host country, SADC and other African countries exclusively as this seemingly corroborates with UKZN's vision to be

the premier university for African scholarship. Although this appears to be circumstantial it does raise reasonable doubt around the illegibility of all postgraduate students who meet academic requirements for scholarship opportunities.

Moreover the discrepancy in working hours which seemingly favor foreign students is probably due to the inability of foreign students to work outside the university due to visa restrictions. Yet there are restrictions on full time local postgraduate students for employment as well. Full time postgraduate local students are only allowed to work on campus within the conditions of their contract. But probably the justification for local students being allocated four times lesser working hours is that local students might be eligible for more lucrative scholarship opportunities. Nonetheless, based on the scholarship documents under study, it seems that all meritorious postgraduate students could be eligible for scholarship opportunities regardless of nationality status. In addition one should question if foreign students also get scholarships from their home countries. Furthermore in the light of the university's tag line to be the premier university for African scholarship it is probable that African students (not just South Africans) researching Africa get access to scholarship opportunities. Although this is not clearly spelt out it does seem evident (as fees for international postgraduate students are not the same) that there exists a bias towards students from all over the African continent at UKZN. This bias might also carry into scholarship eligibility and accessibility.

Thus it does seem unclear as to who (in terms of nationality status) can apply and access postgraduate scholarships. In addition it does seem questionable for there to be a discrepancy in working hours between local and foreign students if foreign postgraduate students who meet academic requirements can apply and possibly access scholarships from the university, the national research fund as well as procure scholarships and funds from ones home country. Moreover local full time postgraduate students have restrictions on working outside the university yet the amount of hours for employment is approximately four times lesser than foreign students.

Scholarship and employment opportunities for international students in relation to scarcity

It does seem that scholarship and employment opportunities (based on the data under study) might not be available to all postgraduate students at UKZN. UKZN is located in South Africa which is considered a developing country and as such many locals are still in desperate need of dignified life opportunities and experiences. However, in a competitive, interconnected world, access to better opportunities for better life chances and experiences seem scarce. The scarcity principle exploited by capitalism suggests that people have to compete for access to opportunities and resources as there are seemingly not enough opportunities and resources for all (Teichler 2004). In a country like South Africa there exists gross inequalities across many intersectional social structural groupings like race, class and gender and when more people are grafted into this competitive vine like international students competition could become even more violent (Kupila 2008). In a world that is divided by borders some local students especially those in need of scholarships and employment at university would feel that international students be given scholarships and support from their home countries and should be given lesser or equal working hours. This might be largely due to the scarcity principle and the need to improve life experience for those who are bound to a geographical space.

This vicious competition exacerbated by the scarcity principle could result in discrimination and violence between locals and foreign students. During the 2008 xenophobic attacks in South Africa which also permeated university spaces like the University of Witwatersrand it appeared that these attacks were directed towards African foreign nationals perpetrated by Black South Africans who make up the majority of disadvantaged poorer working class people (Kupila 2008). This apparent Afrophobia (as it was termed) was largely rooted in competition for jobs and access to services and resources (Kupila 2008). In addition locals also felt that Africans from other parts of the continent who often come from desperate socio-political conditions were stifling their attempts to accrue decent jobs. African foreigners it seemed were willing to work under harsh circumstances and at lower rates and as such exploitative employers did not feel the need to employ local black South Africans who were demanding better more just and

dignified conditions. This apparently led to much inhumane violence and discrimination across the country and within institutional spaces like universities as well (Kupila 2008). When local full time postgraduate students in need of scholarships and employment have to compete with other poorer African students who themselves come from very harsh conditions resentment prejudice and discriminatory acts seem almost inevitable (Sharma 2012). UKZN is a university that opens its doors to Africa especially when it comes to research and postgraduate studies as such the issue of competition for scholarships and employment in a developing country could become unwholesome for good humane relationships between needy local and African foreign students.

Scholarship and employment opportunities in relation to social justice

Thus achieving a just approach to scholarships and employment eligibility and accessibility at UKZN becomes complex for the above mentioned argument. One could adopt a redistributive or restorative approach where access would be channeled into the hands of the disadvantaged social structural groups. If this were to happen it is possible for historically advantaged groups to become the new disadvantaged and oppressed groups. Is it just to make innocent people born into an unequal system pay for something they were not directly party to? The other option would be to ignore inequality and distribute opportunities and resources equally. But if that is done it is possible to maintain inequality as there exists pre existing inequalities. This brings us to the seemingly hopeless attempt to bring about equality into a system that is hierarchical, unequal and hegemonic. As such Sen's (2010) notion of comparative or better justice, an example of procedural justice which focuses on justice as a process, becomes useful. Yet one should aim to ensure that fair processes lead to fair outcomes. Nonetheless, in a competitive world some would be excluded and, often times, this could become the most marginalized people in society. Their disadvantage for the most part makes it harder to compete with advantaged groups. So does it mean that international postgraduate students, particularly from other parts of Africa, are to be excluded from scholarship opportunities and employment while studying full time due to the needs of locals who also want to improve their living conditions and experiences? Then how would UKZN attract foreign African academics that are meritorious yet financially and politically challenged in attempts to become the premier university for African scholarship and also

maintain its ranking and prestige in a competitive higher education global market? These questions lead us to the conclusion that any attempt to achieve justice would be stifled due to the underlying pervasive core values of a competitive hegemonic social order.

Seeing that conditions are non ideal, a better and more just process for scholarship accessibility would be to view students' individual circumstances and academic performance, while simultaneously considering the realities of nationalism and citizenship rights. Working hours for all postgraduate students should be reconsidered by being equitably distributed between local and international students based on a just and fair quota system. This would not solve the issue of competition and the scarcity principle but it could make things a little better than the current status quo at UKZN regarding distribution. If international students are given more employment opportunities than local students who are also in need of work study jobs then tensions could flare. Moreover, if international students take up scholarships that needy and deserving local students feel entitled to, based on pervasive citizenship rights, then more resentment could develop. Thus, a comprehensive and more just quota system becomes necessary at UKZN while considering the needs and merits of all students within the context of nationalism and the realities of limited scholarship and employment opportunities at UKZN. This allows for both social justice and service delivery to be realized on some level within a vicious and delicate global economic system (a system that adversely affects the quality of life if not dealt with soberly).

Nonetheless better justice under unjust circumstances as well as social classifications that are often generalized without exceptions would not make for equality and access for all. Thus the question arises as to whether comparative or better justice is justice or is it a process to achieve justice due to unjust circumstances? The process involved in achieving something cannot replace the goal of that process as such better justice can be seen as a process but is not necessarily justice. As such there is a need to know what justice is conceptually if it is to be attained. If equality and fairness for all is not achieved then how can we claim to have achieved justice unless justice means something else or it means

different things to different people? With such an indefinite overly fluid conception one wonders if we can ever achieve justice for all regardless of the process.

Thus in the light of the scarcity principle and the implications this could have for social justice and more just relations and experiences for all postgraduate students at UKZN regarding scholarships and fixed term contract employment opportunities it does seem that scholarship legibility and accessibility as well as working hours for full time postgraduate students needs revisiting.

Conclusion

In this chapter I have presented, described and critically analyzed policies and documents regarding internationalization at UKZN. In doing so I have examined and interrogated global partnerships and linkages, the international students fee booklet, programs and events featuring international students, postgraduate scholarships and the fixed term employment contract (often procured by postgraduate students) at UKZN. Although these policies and documents can be understood in the light of a competitive, commercialized, hegemonic higher education context many questions arise when analyzing these policies and documents from a social justice perspective.

There is a need to be more transparent regarding partnerships and their influence or possibly control at UKZN. In addition the manner, in which international and local students are differentiated, conceptualized and charged at UKZN needs revisiting as these classifications perpetuate stereotypes, and seem to maintain tensions between students. Furthermore the approach to internationalization at UKZN also needs revisiting as little to none is done to adopt an intercultural ethos with a focus on global social transformation. Moreover increased competition especially between needy local and African foreign students could result in horizontal racism and oppression in the form of violence as a result of the scarcity principle and its application regarding scholarships and employment for full time postgraduate students at UKZN which is located in a developing, socio-economically unequal landscape, South Africa.

These policies and documents have been analyzed separately but they are interrelated and if redress is to occur it needs to be done in the light of global social transformation so that

a global culture that is more authentically unified and equal could be realized and sustained over time, however, not to the complete neglect of the realities within contemporary society globally. Achieving this thus becomes a complex, strategic and dynamic project.

The next and final chapter of this dissertation features the conclusion of my study.

CHAPTER 6

Conclusion

Introduction

I began this study by looking at literature on internationalization within higher education and discovered that common themes emerged from the selected readings. Document analyses of individual higher education institutions regarding international relations from a critical social justice angle were to be found lacking. My study, which is a critical document analysis of an individual higher education institution (UKZN) regarding internationalization from a social justice perspective, can, consequently, be seen as a necessary attempt to widen this discourse. Although there are many lenses to make sense of a study, a critical social justice approach (in spite of its multiple understandings and approaches) broadly provides a framework to interrogate unjust power relations in the hopes of pursuing more just, fair and equitable experiences for all. In this study I draw on and interrogate various understandings and social justice approaches to analyze and question the findings. Thereafter, I advocate for a better understanding and approach to social justice at UKZN regarding internationalization within an existing, systematically unjust non ideal global context.

At this point in my dissertation I present meta-thematic concluding remarks of the findings regarding internationalization at UKZN. These meta-themes include hierarchical relationships of oppression within the documents under study; discrimination based on geographic regions regarding fees for students; the maintenance of social structural groups and the devaluing effects on identity formation and collaboration; the over emphasis on travel to the neglect of social movements for global social transformation and finally unjust and unfair access to certain scholarships and fixed term contract employment. In addition, I will also recommend suggestions for future research regarding internationalization at UKZN from a social justice perspective.

Hierarchical relationships of oppression within the documents under study

Firstly, there is far more representation of American institutions and influences at UKZN regarding the institution's global membership and partnerships (Appendix (i), GP4). Global partnerships in which historically advantaged countries such as the USA form alliances with historically disadvantaged countries like South Africa to remediate inequalities strategically, yet fairly could enhance the quality of life for more people globally over time. This notion is supported by the model of resistance against social inequality posited by Hardiman & Jackson (1997). However, seeing that higher education is a business (Singh 2010), this socio-economic imbalance between countries could lead to continued hegemony, specifically, Americanization under the guise of an alliance. The commonly employed U.S. higher education term, graduate studies, instead of postgraduate studies (a term used within UKZN in practice) in the documents under study corroborates the above mentioned claim (Appendix ii & iv). Although this seems miniscule it does raise questions about whether this is an empowering and liberating relationship or a hierarchical and constraining in which imperial interests are subtly advanced. It does seem that U.S. interests are being prioritized and shared power or power with is being compromised. Shared power refers to participatory relationships where all people are encouraged to exercise their agency or ability to influence or act within their social reality (Bandura 2001). This sense of emancipated partnership is theorized and advocated for by Friere (1970).

  In addition, descriptions of these global partnerships such as African-led partnerships become suspect considering that no African institution or country is represented as a key or active member among the study abroad members and partners at UKZN. The lack or exclusion of African countries leads one to conclude that descriptions like African-led partnerships could very well be considered mere rhetoric to capitalize on socio-economic vulnerability and greed, and, in so doing, maintaining a dependent and hierarchical relationship of oppression. These key partners and members are not just US representatives; they also include other developed countries and as such would have more influence on the operations at UKZN to a greater extent. It might also be argued that the hegemony lies with the USA based on the fact that more US institutions are being

represented in these partnerships (Appendix i). Nonetheless, agent, dominant countries are complicit in this apparently colonizing mission to replicate their dominant higher education business and values at and through UKZN. For this hierarchical relationship to thrive, UKZN would also have to play host to this oppressive ideology which is seemingly the case as the importing of terms, the use of rhetoric and the over representation of non-African members and partners appear uncontested.

Discrimination based on geographic regions regarding fees for international students

Secondly, with regards to access in terms of fees at UKZN, SADC and Rwanda (considered as a SADC country) are charged local rates apart from the international levy whilst African countries outside this jurisdiction together with the rest of the world as categorized in the international students fee booklet pay the international US dollar rates which are significantly higher (Appendix ii). However, full time masters and doctoral students from the entire African continent are given fee remissions with no explicit specification on choice of topic for study (Appendix ii).

The data highlights that students are being charged different rates based on geographical locations as opposed to individual capabilities, potential, needs and academic interests. In so doing African interests and in turn African scholarship (the mission at UKZN) could be compromised as there could be (for example) students who are capable although educationally disadvantaged and more relevant to the universities mission initiative yet are unable to access entry due to socio economic constraints and the geographically differentiated pricing system. This procedure relegates international students to homogenized geographic entities, and commodities for revenue as opposed to a view of individuals with interests, needs and academic capabilities (Teichler 2004). And in so doing, dehumanizes students (people). Differentiating fees based on a politically charged social classification such as nationality without considering ones individual circumstances (seeing that people within a region share different socio economic circumstances) equates to discriminatory practice (Hardimann & Jackson 1997).

The maintenance of social structural groups and the devaluing effects on identity formation and collaboration

Thirdly, international students are understood to be students who do not possess a South African identity (Appendix ii, ISFB 1). This socially constructed differentiation based on nationality has been naturalized and imposed over time and is also weaved into the events at UKZN. Dividing people into nations and nationality identities and restricting their mobility is highly pervasive and systemic as many institutions within society collude completely with this practice. Although it is impractical at this point to completely ignore this social construction in the form of nationality identity it is possible to resist its negative social impact within certain spaces. This view is supported by Ethier's and Deaux's concept of lowered social identification (Ethier & Deaux 1994). Higher education institutions like UKZN which ought to be spaces for social transformation (Teichler 2004) and non-discriminatory practices do not need to completely adopt this ideologically and politically motivated classification in its actual operations specifically events which are supposedly geared at conscientization and entertainment. This socially constructed difference namely nationality status is already laden with socio economic and political imbalances and stereotypes. It also hinders people (students) at UKZN to pursue more authentic, dynamic approaches and understandings of identity formation which involve a play on both local and international aspects as is the experience of many people within contemporary society possibly due to the shrinking nature of the world and the visible positive legislative progress made within human development. In addition, adopting, implementing and maintaining the lines between local and foreign within the activities at UKZN could also hinder more effective and probably optimal knowledge interchange and exchange as well as facilitating a genuine, lasting and growing togetherness regardless of ones geographic location or nationality status (Edwards 2007). If events held at UKZN sincerely embrace people without ignoring their more real differences or uniqueness from various geographical spaces into to their new context while providing necessary and appropriate support then more exchange and interchange could be predicted. If not international and local students would continue to be isolated

and divided social structural groups within the social and educational/conscientizing events at UKZN.

The over emphasis on travel to the neglect of social movements for global social transformation

Fourthly, UKZN's international office hosts a few traditional events every year to incorporate the international dimension within the institution. These four events (Appendix iii) are largely geared towards promoting cross border travel. In doing so underlying tensions between countries are sidelined or completely ignored. In addition the gap between events are significant and as such does not effectively address tensions between local and foreign so as to free the space for more meaningful, socially uplifting and sustainable experiences that could enhance knowledge interchange and exchange as well as activism for a greater unity in diversity at least. A global social transformations approach within an ethos model to internationalization (Knight 2004) could enhance social movements for more wholesome social change as opposed to expensive, static traditional events that rarely ever directly address existing underlying tensions fueled by oppressive, stereotypical ideas and discriminatory practices (McMicheal 2011).

Unjust and unfair access and distribution to certain scholarships and fixed term contract employment

Lastly, with reference to scholarships and fixed term contract employment for postgraduate students at UKZN, there seems to be a scramble for access. Some international postgraduate students (as I have witnessed based on testimony) were given accessibility to scholarships at UKZN regardless of whether or not they had existing and generous scholarships from their home countries to the detriment of some needy and meritorious local students. These limited scholarships sometimes escape needy and deserving local students who are often plagued by the legacy of apartheid and its aftermath, mostly in the form of socio-economic inequality and the devastating crisis of unemployment in South Africa today (Sharma 2012). These scholarships (Appendix iv)

do not specify any restrictions based on nationality. With regards to fixed term contract employment, international students are offered approximately four times more working hours per month than local students (Appendix iv, FTE 1). Full time local students are not allowed to work full time off campus, and as such, some students depend for the most part on scholarships and contract employment on campus to support themselves while pursuing academic goals. In a developing society, positioned in a world divided into countries, where inequality and poverty exist at an alarming record breaking rate (Sharma 2012), access to funds and resources which are scarce could exacerbate unwholesome tensions between local and foreign students, as was the case at the University of the Witwatersrand, South Africa in 2008 (Kupila 2008). If this leads to social divisions on campus (UKZN) then healthy, meaningful, productive collegiality and a sense of community becomes more elusive if not impossible to achieve (McMicheal 2011).

If international students are given more access to resources and opportunities then this could result in lesser domestic output (Kanu 2005). Under these circumstances, a more just and fair intervention (which considers the current global and local context[17]) regarding scholarships and fixed term employment should be implemented for more just and fair distribution. In these non-ideal conditions which are already unjust and unfair, the more just and fair approach would be to prioritize citizens as they are often bound to live, work and pay taxes in their country of legal citizenship as opposed to those who are legally bound to another country (Newmayer 2005). This does not mean that deserving and needy international students be completely ignored. It means that the apparent disproportionate access to limited and much needed opportunities at UKZN needs interrogation and resolve to enhance more equitable experiences for all within the context of transformation and its dilemmas.

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[17]In society today, there are laws prohibiting movement and access based on nationality which are pervasive, for instance, some societies that were historically and are currently advantaged still seem to have easier access to cross border mobility like the USA and Europe (Neumayer 2005).

<u>Suggestions for future research</u>

No study is really complete in and of itself. Therefore suggestions for future research related to this study become necessary.

One possibility would be to see whether the document analysis and the findings relate to experiences on the ground. This would involve interviewing decision makers, managers, technicians as well academic and support staff.

In addition one could also engage in a study which investigates and assesses social transformation models within an ethos approach to internationalization within higher education globally.

After doing so, attempting through dialogue, debate and reason to arrive at the most effective social transformations model within an ethos approach for UKZN without destroying institutional survival and flourishing could be embarked upon.

If such a resolution is to be implemented at UKZN it should be monitored and if needs be redressed for the achievement of greater more meaningful knowledge production, more equitable experiences for all and ultimately lasting and growing social transformation.

There are possibilities for future research which could spin off as a result of this study and it does seem to be project orientated as multiple studies could collaborate with each other for more wholesome social transformation regarding internationalization at UKZN.

<u>Concluding remarks</u>

In this chapter I have summarized the findings of the study with succinct interpretations under the related social justice themes and suggested possibilities for future related research opportunities. It is evident from this study that documents which are supposedly legally binding can also be consciously or possibly unconsciously disguised within running records to support existing inequalities thereby slowing down and possibly deflecting the fight against socially unjust ideas and practices.

In the light of these findings and their interpretation from a social justice perspective it does appear that UKZN's internationalization approach (activity approach) and model (competitive model) does little to address and redress global social transformation. This activity approach within a competitive model could be very well justified in the light of global capitalism and competition which infiltrates higher education institutions (commonly manifested in ranking systems) as well (Teichler 2004; Naidoo 2006). In so doing social justice concerns for more fair and just experiences for individual students at UKZN is back-grounded at best. These social justice concerns are often stifled by socially acceptable forms of classification and identification such as nationality status (Hardimann & Jackson 1997). Nationality status is commonly homogenized and stereotyped and can thus become limiting or unfairly preferential and in so doing perpetuating hierarchical relationships of oppression between countries, regions and individuals (Young 2002). Although ideal justice might not be possible at this point due to the realities of national citizenship and global inequality the more just approach in the current context would be to prioritize needy and deserving local students access to limited resources and opportunities while still considering the needs and merits of international students within the restrictions of their travel documents and the availability of resources and opportunities. A better distribution of limited resources and opportunities should be considered to curb and possibly eradicate apparent tensions between needy, meritorious local students and international students at UKZN. Based on these substantiated conclusions it does seem that documents at UKZN regarding internationalization reproduce existing unjust norms and can to some extent in spite of justification be deemed socially unjust and unfair.

Although these findings are discipline centered it does not in any way imply that social justice concerns regarding internationalization at UKZN are merely philosophical, abstract and thus impractical. If documents on the international relations website at UKZN contribute in any way to practices that support inequality, imbalance of social power, hegemony and Americanization, as well as competition for profits and ranking within higher education it would imply that some people are being devalued for the privilege of others. And if for no cause at all but to upgrade the profile of UKZN within

higher education it would be reasonable to suggest that a combined strength where more if not all students reach their full would more likely serve the achievement of the above mentioned cause (Gurin 2004).

This study more so its findings could prove valuable in promoting more discussions to redress policies, procedures and practices simultaneously that empower all students based on individual differences such as capability, need and academic interest within the harsh and sobering reality of nationalism and citizenship laws and rights as opposed to socially constructed hierarchical differences like nationality status at UKZN (specifically the more social and academic spaces). Approaching just ends in this way can also be challenging (but not impossible) as ascertaining need, capability and individual difference also need fair and just assessment strategies.

In maximizing our more authentic uniqueness we could imagine and create a more socially functional and cohesive space for the people (not geographic entities and commercial commodities or even students) at UKZN (Gurin 2004).

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APPENDICES

Appendix (i): Global partnerships and linkages at UKZN

Global Partnerships and Linkages
Promoting Internationalization:

One of UKZN's goals is:

AFRICAN-LED GLOBALISATION *(GP 1)*
To promote **African-led** globalization through African scholarship by positioning the University, through its teaching, learning, scholarship, research, and innovation, to enter the global knowledge production system on its own terms, bringing knowledge productions systems relating to its local context into the global arena.

The strategies the University has adopted to achieve this goal are:

Promote Internationalisation*: (GP 2)*
In the **competitive environment** of global professional workplaces and opportunities, it is important that students are exposed to global developments and trends.

The University will promote the concept of 'internationalisation at home' by implementing teaching strategies that make explicit and ongoing connections between local experience and global debate, foster intellectual curiosity that values and respects a range of cultural experiences and perspectives, and enable students to build the knowledge, expertise and confidence to participate in international contexts. The University will support carefully selected student exchange programmes that bring students from other countries to the University and further expand our students' international opportunities, particularly exposure to Africa, to enrich the learning experience of all.

Forge Strategic partnerships*: (GP 3)*
Strategic partnerships at the continental and global levels are critical in placing UKZN's African scholarship in the wider international arena and in taking on some of the challenges of producing African scholarship. With its vision in mind, the University will pursue strategic linkages with other institutions that work in Africa whose common interests in research and **graduate studies** can provide a platform for bringing scholars together to create new knowledge.

To this end, we will identify key partners and develop sustainable, **mutually beneficial, in-depth relationships** with them in broad, focused areas that are not Faculty-specific and relate to the African context and its challenges.

UKZN's ACTIVE STUDENT EXCHANGE PARTNERS ARE: *(GP 4)*

University of Liege – Belgium
Nippising University – Canada
University of Calgary – Canada
University of Trent – Canada
Wilfrid Laurier University – Canada
Hochschule Bremen University – Germany
Kansai Gaidai University – Japan
University of Oslo – Norway
Jonkoping University of Health Sciences – Sweden
University of Gavle – Sweden
Karolinska Institute – Sweden
Keele University – United Kingdom
Drake University – USA
Millersville University – USA
Pitzer College –USA
University of Iowa – USA

UKZN's KEY STUDY ABROAD PARTNERS :*(GP 5)*

Bad Homburg Akademie – Germany
Oslo University College – Norway
Michigan State University – USA
Interstudy – USA
Virginia Commonwealth University - USA
Rutgers University – USA

Partnerships at Glance *(GP 6)*
ALGERIA

Ecole Superieur d' Optometrie El Farraby

AUSTRALIA

University of Adelaide

Murdoch University

University of Newcastle

BELGIUM

L'Institut Superieur d'Architect de la Communaute Francais-La Cambre(ISACF)

University de Liege

CANADA

Carleton University

Concordia University

Huron College

Nipissing University

Saint Mary's University

University of Victoria

University of Winnipeg

Wilfred Laurier University

University of New Brunswick

University of Calgary

University of Guelph

University of Trent

CHILE

University of Valparaiso

CZECH REPUBLIC

Masaryk University
CHINA

Beijing Academy of Agriculture and Forestry Sciences China Eucalypt Research Centre
COSTA RICA
University of Peace
DENMARK

Aalborg University

Copenhagen Business School

EGYPT
Suez Canal University University of Cairo
ETHIOPIA
Makele University
FRANCE

Ecole Nationale Superieure Des Mines De Paris(ENSMP)

European Forestry Consortium

Escem School of Business and Management

Ecole Superieure du Bois

Grenoble School of Architecture

Institut National Polytechnique of Toulouse (INPT)

Institut National de Science Applique de Toulouse (INSA)

Universite Jean Moulin-Lyon3

Universite Catholique de Lyon-ESDES

Universite Paris de Sorbonne

University of Nantes

University of Pierre et Marie Curie

Institut Universitaire de Formation des Maitres of Reunion Island

Pole Universitaire Leonard de Vinci

FINLAND

Abo Academy University

University of Eastern Finland

Jyvaskyla Polytechnic

GHANA

University of Ghana

GERMANY
Accadis Hochschule Bad Homburg

Bremen University(Nursing)

Chemnitz University of Technology

Humboldt University

Martin Luther University of Halle-Wittenberg

University of Munster

University of Applied Sciences-Luneburg

University of Karlsruhe

University of Konstanz

University of Potsdam

University of Stuttgart

University of Tuebingen

Staatliche Hochschule fur Music

Technische Universiteit Dresden

Friedrich-Alexander University Erlangen-Nurnberg

INDIA

Establishment of Gandhi-Luthuli Chair for Peace Studies

IIT Mumbai,India

Jawarharlal Nehru University,India

Jmia Hamdard

Nirma University of Technology

University of Madras,India

R.A Podar Medical College

IRAN
Tehran University of Medical Sciences and Health Sciences
Shahid Sadoughi University of Medical Sciences and Health Sciences,Yazd
ITALY

University of Bologna ,Italy

University of Macerata,Italy

University of Palermo,Italy

Roma Tre University

JAPAN

Kansai Gaidai University

Ryukoku University

KOREA
Sungkyunkwan University
MALAYSIA

Universiti Putra Malaysia

Universiti Sains Malaysia

Universiti Tun Abdul Razak

MAURITIUS

Mahatma Gandhi Institute

NORWAY

Bodo Regional University

University of Bergen

Norwegian University of Sciences and Technology,Norway

Norwegian University of Life Sciences

Oslo University College

Sogn og Fjordane University College

University of Oslo

Volda University Collge

NETHERLANDS

Hague University – HEBO
Vrije University
Hogeschool Utrecht

The International Institute for Aerospace Survey and Earth Sciences

Katholieke Universiteit Brabant

University of Twente

Vrije Universiteit

Evans Hogeschool

NIGERIA

Obafemi Awolowo University

University of Port Harcourt

PAKISTAN

Mehran University of Engineering and Technology

rWANDA

Kigali Health Institute

SINGAPORE

Nanyang Technological University

SLOVAKIA

Zvolen University

SPAIN

Universidad de Seville

SWEDEN

Gothenburg University

Jonkoping University of Health Sciences

Karolinska Medical Institute

Lulea University of Technology

Sodertons Hogskola University College

University of Gavle

Uppsala University

TANZANIA

University of Dar es Salaam http://www.udsm.ac.tz (Tuition and Accommodation).

TRINIDAD

University of the West Indieshttp:// fss.uwi.tt (Tuition and Accommodation).

USA

Alliant International University

California State University

Cedarville University Consortium Agreement

Duke University

Drake University

Florida State University

Hampshire College

Michigan State University

Michigan State University Collaborative Agreement in Gender Studies

Millersville University

New England College

New Jersey Consortium for International Education

New Mexico State University

Oregon State University

Long Island University

Pitzer College

Roosevelt University

University of Illinois-Urbana Champaign

University of Iowa

University of Massachusetts

University of Michigan

University of Missouri

University of Montana

University of Southern Maine

State University of New York, Albany

University of Cincinnatti

University of Texas at Austin

University of Wisconsin-Eau Claire

University of Connecticut

Virginia Commonwealth University

Washington University:School of Law

 UK

Liverpool Hope

Keele University

University of Leeds

WEST INDIES

University of West Indies

http://ukzninternational.ukzn.ac.za/partnerships-and-linkages/Partnerships-at-a-Glance.aspx Retrieved (01/08/2012)

Appendix (ii) : International student fee booklet at UKZN

(ISFB 1)

2012

SCHEDULE OF FEES FOR INTERNATIONAL

STUDENTS

Notes

1. Where local fees apply students must consult the Student Fees Guide for 2012 to establish the fees payable by them

2. A summary version of this Fee Schedule is attached on the last page.

3. For planning purposes students need to take into account that fees are adjusted on a yearly basis

UNIVERSITY OF KWAZULU-NATAL

SCHEDULE OF FEES FOR INTERNATIONAL STUDENTS2

2012 ACADEMIC YEAR

An international student is defined as a student who is not a national or permanent resident of the Republic of

South Africa and consequently requires a permit to enrol at a South African University. This definition

includes SADC* students. The fees quoted in this booklet are costs for the 2012 academic year. When

budgeting for the year students should consider all other fees that they are likely to incur.

Students from SADC countries pay local tuition fees plus a levy of R1940 (R970 per semester)

*SADC member countries are Angola, Botswana, and the Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mauritius,

Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe. **For purposes of this clause the SA**

Government also treats Rwanda as a SADC country.

1. APPLICATION FEE *(ISFB 2)*

Your Application Form must be accompanied by proof of payment of the Application Fee which is nonrefundable. The fee must be made payable to the University of KwaZulu-Natal by electronic transfer as

follows:

Method of payment:

Account holder: University of KwaZulu-Natal

       Name of Account: UKZN Foreign Deposit

Type of Account: Business Current Account

Bank: Standard Bank

Branch: Westville

Branch No. : 045426

Bank Account No. : 05 308 2826

SWIFT Code: SBZAZAJJ

Reference: F001 11402 with applicants full name

Please state your name and surname clearly on the deposit slip and attach proof of payment on the Application Form.

Application fee:

All students from SADC and other African countries pay:

R380.00

All students from outside of Africa

U$115.00

Payment due dates

Undergraduate:

The deadlines for receipt of the Application Form with the application fee for first semester (February to June)

of 2012 academic year are as follows: 3

Health Sciences, Science and Engineering, Nursing and Architecture must be submitted by 30 September, in the year prior to study.

Law, Management, Education and Humanities (excluding Architecture) must be submitted by 31 October, in the year prior to study.

For the second semester (Aug to November) of 2012 academic year:

Applications must be submitted by 30 April 2012.

Postgraduate:

Applications for most Honours and postgraduate diplomas and Masters (Coursework) close on the 30

November in the year prior to study. As applications dates for postgraduate programmes may vary prospective

students need to contact the academic programme coordinator directly for information.

2. TUITION AND RESIDENCE FEES *(ISFB 3)*

Payment due dates

Tuition and residence fees (see section 3 and 4 below for amounts required) are payable in full prior to

registration. In order to minimise delays, which may arise during registration, students are urged to make

payments to reach the University prior to 8 January 2012.

Method of payment:

When making payment to the University, the safest and speediest way to do so is by electronic transfer. It is

possible to transfer funds directly from your bank to the University's account as follows:

> Account holder: University of KwaZulu-Natal
>
> Name of Account: UKZN Foreign Deposit
>
> Type of Account: Business Current Account

Bank: Standard Bank

Branch: Westville

Branch No.:   045426

Bank Account No.:   05 308 2826

SWIFT Code: SBZAZAJJ

Reference: Student number

To ensure that the payment is credited correctly, it is essential that the student's name (in block letters)

and the correct student number are quoted on the SWIFT transfer documents and that a bank-stamped

copy of it is faxed without delay to Student Fees Division at +27 31 260 3099 Howard College, +27 31

2621163 Westville Campus and +27 33 2605153 PMB Campus

3. TUITION FEES PAYABLE *(ISFB 4)*

3.1 Undergraduate Students4 *(ISFB 4.1)*

3.1.1 SADC students pay local Fees plus R1940 levy (levy is R970 per semester)

3.1.2 Students from within Africa but outside SADC and from the rest of the world pay

US $ 7990, 00 per annum. U$ 3995, 00 per semester (first or second) inclusive of the international

levy, where registration is required for one semester only to complete a qualification.

PLEASE NOTE THAT THE US$7990, 00 PER ANNUM COVERS TUITION ONLY.

SADC-Students should consult the Student Fees Guide for 2012 to establish the local fees payable by them.

3.2 Postgraduate Students *(ISFB 4.2)*

Coursework

All students enrolling for Postgraduate Diplomas, Honours or Coursework Masters

degrees, except students from SADC who will pay the local fee plus the international

levy, will pay a tuition fee of: -

(i) Full-time (one year) - US $7990,00 per annum or ;

(ii) Part-time (two or more years) or one semester (first or second) US $3995, 00 per

annum (subject to annual increases).

Students must produce a copy of the Wire transfer to the Fees officer on the day of

registration.

These fees are inclusive of the international levy.

Where a student does not complete the dissertation in one or two years (as per (i) or (ii)

above) a tuition fee of R770 and an international levy of R970 will be charged per semester.

* Full time Research Masters and Research Doctoral Studies

Students undertaking full-time research masters studies or research doctoral studies are exempt from

paying tuition fees. Full-time international students are required to pay an international levy of R970 per

semester.

Students who do not complete their master's studies within the stipulated 12 months or research doctoral

studies within 36 months and who are eligible to continue will be charged a continuity fee. (Refer to

local fees booklet).

3.3 Study Abroad Students *(ISFB 4.3)*

The tuition fee for international students from within Africa outside of SADC and from the rest of

the world taking one or more modules for non-degree purposes will be U$1180 per 16 credit

course/module per semester, inclusive of the international levy. Where credits are halved or doubled

fees will be adjusted accordingly (see table on page 8). SADC students pay a local fee per

course/module plus a levy of R970 per semester.

3.4 International Affiliates *(ISFB 4.4)*

All visiting international students (other than post-doctoral students) who are not registering for any

modules but wish to be affiliated to the University of KwaZulu-Natal whilst pursuing their own 5

research, or are here in any other capacity, will pay U$ 205 per month or part thereof up to a maximum of U$1230 per semester / per six month period (i.e. US$205 is the minimum fee charged.) No application fee is payable.

OTHER EXPENSES

PROVISION MUST BE MADE FOR ALL OTHER NECESSARY EXPENSES AS SET OUT IN SECTIONS 4 TO 6 BELOW. THESE ARE ESTIMATES PROVIDED FOR BUDGETING PURPOSES. FEES QUOTED IN NOTES 4 TO 6 BELOW ARE IN SOUTH AFRICAN RANDS PER ANNUM.

STUDENTS SHOULD TAKE INTO ACCOUNT ONLY THOSE COSTS WHICH ARE RELEVANT TO

THEIR STUDIES AT THE UNIVERSITY.

4. 4. ACCOMMODATION AND SUBSISTENCE COSTS *(ISFB 5)*

4.1 University Residence Fees during Term Time   R per annum

Accommodation Fees

1

20 000

Cost of Meals (meals are not provided by the University) 20 000

                    40000

4.2 On-campus vacation accommodation

Accommodation fees do not include residence fees during vacations.

Accommodation during vacation

2

(no meals included) 61.56 per day

4.3 Off-campus accommodation during-term time   R per annum

Accommodation without meals 22 000

Cost of Meals 20 000

42 000

NB: ALL TUITION AND RESIDENCE FEES ARE PAYABLE PRIOR TO REGISTRATION AT THE UNIVERSITY OF KWAZULU-NATAL.

5. EXPENSES PAYABLE DIRECTLY TO SERVICE PROVIDERS *(ISFB 6)*

5.1 Medical Subscription *   R4 250 per annum

5.2 Study Permit: New applicants #   R 425 per application

Renewal #   R 425 per application

* Medical/health insurance is compulsory for all international students. Proof of medical insurance must be presented in order to register at the university. Those students not in possession of this may subscribe to Ingwe Health (www.ingwehealth.co.za) or other acceptable medical cover.

Subject to change by Department of Home Affairs - Please confirm with SA Embassy/High Commission Office.

6. ADDITIONAL EXPENSES *(ISFB 7)*

Students must take into account of a range of expenses, which they may have to meet, dependent on

1

Dependent on room, campus allocation.

2

Dependent on room allocated and the number of days in Residence.6

their particular course of study and needs, which may include:

Orientation

Text materials (issued by the University)

Field Trips

Books, stationery and equipment

Transport (off campus)

Sports clubs and societies (optional)

Pocket money

Incidental medical expenses

As a guideline a total amount of at least R24000 (South African Rands) should be allowed for a full

years study to cover the above.

7. USEFUL INFORMATION *(ISFB 8)*

Currency

The currency in South Africa is the Rand. Bank notes currently available are R100, R50, R20 and R10.

Coins are R5, R2, R1, 50c, 20c, 10c and 5c. There is no restriction on the amount of foreign currency being

brought into the country, as long as it is declared to the Customs/Excise official on arrival.

Whilst you will need some cash with you on arrival for travel costs to the University as well as general

expenses during the first few weeks on campus, it is wise to bring most of your money in travelers cheques.

Monetary Values

Foreign money and travelers cheques, provided the currency is accepted in South Africa, may be converted

into local currency at most banks and other authorised institutions such as Bureau de Changes, American

Express, Thomas Cooke/Rennies, Travel Agencies, Airlines, etc. Some hotels and restaurants do accept

travelers' cheques for payment of services and purchases.

Banking

We recommend that you provide a little more money than required and that you place it in a bank account

until needed. (The bank will require you to produce your passport to open such an account.) This has the

advantage of avoiding delays and extra costs, which can be incurred in the transfer of additional funds at a

later stage.

Financial Aid

Regrettably, financial aid is not available to undergraduate international students. International students are

advised to make enquiries from their local Minister of Education or Scholarship Offices at universities in their

country of origin.

8. IMPORTANT TERMS AND CONDITIONS *(ISFB 9)*

a. The Council of the University reserves the right to amend all fees, without giving prior notice, during the

course of the academic year.7

b. All fees are payable in full, irrespective of whether the academic programme is interrupted by factors

beyond the University's control, e.g. strikes, student boycotts, civil unrest, or other disruption on campus.

Full fees are payable in the case of suspension or expulsion resulting from any disciplinary measures.

c. Although the information in this International Student Fees Guide has been compiled as carefully as

possible, the University accepts no responsibility for any errors or omissions.

d. Subject to the University granting consent to late registration penalty of R380 will be imposed for

registration processed on or before 02 March 2012 (first semester) and 17 August 2012(second semester).

e. Only Bank Guaranteed Cheques will be accepted

f. Students who have outstanding balances from the previous year, or students who have not, by due date,

paid the required registration deposit for the current year, will not be permitted to register until the total

outstanding amount and/or the registration deposit has been paid in full.

Payment may be made in cash, bank transfer and credit cards

g. Students who, at the end of a semester are indebted in any manner whatsoever to the University, will have

their examination results together with their degree, diploma or certificate withheld and will not be allowed to participate in the graduation ceremonies.

h. Fee Statements are dispatched quarterly. By virtue of signing the registration form, the student

(if self-supporting) or parent, accepts responsibility for payment of all fees by due date, irrespective of

whether an account had been received or not. It is the responsibility of the student to inform the

University of his/her correct postal/account address and to make enquiries regarding the fee account.

i. All students are required to provide the University with valid bank account details for refund purposes, i.e.

bank name, branch code, bank account number and account type.

j. Students are urged to acquaint themselves with the requirements governing withdrawal from the University and/or Residence.

9   WITHDRAWAL FROM UNIVERSITY *(ISFB 10)*

The University is not obliged to grant a pro-rata refund of fees to students who withdraw from modules

from the University. Such refund may however, be granted at the University's sole discretion, provided

the Faculty Officer is notified in writing on the OFFICIAL WITHDRAWAL FORM. Students who

withdraw from University without completing a withdrawal form will remain liable for the payment of

fees due for the entire semester of study. Deadline dates for withdrawal are as follows:

First semester MUST give such written notice by not later than 30 March 2012.

Second semester MUST give such written notice by not later than 14 September 2012.

Students wishing to change curricula (modules or degree/diploma) must complete the applicable change

of curriculum forms, which are available from all Faculty Offices. Faculty Offices will confirm the

effective dates for all approved changes.

10   WITHDRAWAL FROM RESIDENCE *(ISFB 11)*

1. In the event of withdrawal from residence, no portion of the initial payment will be refunded unless 8

approved by the Director of Student Housing.

2. Approval of refunds will be dependent on the vacated room being filled by a student who is not already

in residence. Inter-residence transfers will not satisfy this requirement. Where the room cannot be

filled, the student will be liable for payment of all the applicable fees.

3. A student wishing to withdraw from residence at the end of the first semester must give notice, IN

WRITING, to the Director of Student Housing by not later than 1 June 2012. In the absence of such

notice, the student will be required to pay one quarter of the annual residence fee in addition to the first

semester fees.   Students withdrawing from residence after the commencement of the second semester

will not be granted any refund of Fees.

INTERNATIONAL FEE SCHEDULE – 2011

SUMMARY

SADC

(plus Rwanda)

NON-SADC

FROM AFRICA only

NON-SADC

Outside Africa9

Student type – F Student Type – K Student Type - K

Application Fee

R380

Application Fee

R380

Application Fee

U$115

Undergrad Tuition fees

Local Fees+

International Levy

(R970 per semester)

Undergrad tuition fees

US$ 7990.

(inclusive of levy) Study

material not inclusive

Undergrad tuition fees

U$ 7990.

(inclusive of levy) Study

material not inclusive

Postgrad tuition fees

Honours & Masters (Coursework

& Dissertation)

Local Fees +

International Levy

(R970 per semester)

Postgrad tuition fees

Honours & Masters

(Coursework & Dissertation)

Local fees +

International Levy

(R970 per semester)

Postgrad tuition fees

Honours & Masters

(Coursework & Dissertation) =

US$ 7990, Full time

US$3995 Part time

(inclusive of levy)

Research Masters/PHD

1

st

year – Local fees +

International Levy

(R970 per semester)

Subsequent years – Local Fees

only

Research Masters/PHD

1

st

year – Local fees +

International Levy

(R970 per semester)

Subsequent years – Local

Fees only

Research Masters/PHD

1

st

year – Local fees +

International Levy

(R970 per semester)

Subsequent years – Local Fees

only

Non-Degree Purposes

Tuition – Local fees +

International Levy

(R970 per semester)

Non-Degree Purposes

(both UG and PG courses)

Tuition –

8 credits-$590

16 credits-$1180

24 credits-$1770

32 credits-$2360

module, per semester

(No Levy)

Non-Degree Purposes

(both UG and PG courses)

Tuition-

8 credits-$590

16 credits-$1180

24 credits-$1770

32 credits-$2360

module, per semester

(No Levy)

Consult Student Fees Guide for 2012 for Local Fees.   INT STUDENT FEES MASTER COPY

011007

Appendix (iii) : Events hosted by the international student office at UKZN

INTERNATIONAL STUDENT EXCHANGE PROGAMME 2013 *(E1)*

Full story   All news

INTERNATIONAL STUDENT EXCHANGE PROGAMME 2013

Type your content here...Int Exchange 2013

Intenational Student Exchange

Intenational Student Exchange

Orientation *(E2)*

Orientation of international students is an induction to facilitate their adjustment to a new environment coming from a foreign country.

Full story **Orientation**

Orientation of international students is an induction to facilitate their adjustment to a new environment coming from a foreign country.

 It is an education, addressing issues of inclusivity and diversity, while preserving the dignity of students and clearly stating the academic rules and regulations that govern academic study. Basically, orientation starts with the arrival and welcome, accommodation, shopping, orientation programme, registration and thereafter continuous care and welfare. Orientation is an ongoing exercise geared towards enlightening and concientising the student

Durban Bunny Chow *(E3)*

This was initiated in 2011 and we continue as it was very successful. This happens anytime when convenient for most students.

Durban Bunny Chow

This was initiated in 2011 and we continue as it was very successful. This happens anytime when convenient for most students.

Nationals and internationals have the opportunity to create dialogue engaging in a popular Durban bunny chow where potential friendships are explored. The bunny chow initiative was an invaluable opportunity for inter-cultural interaction. It offered an opportunity to interact with students from other international backgrounds. From conversations between students they had learnt a lot about their social life and culture.

City Tour - PMB *(E4)*

The tour of Pietermaritzburg and its surroundings is the continuation of Orientation for international students

City Tour - PMB

The tour of Pietermaritzburg and its surroundings is the continuation of Orientation for international students

The tour includes some notable sights of Pmb: the Gandhi statue, the city Victorian city Hall, the Pmb railway station where Gandhi was thrown off the train, Howick Falls and the flea market, Mphophomeni township to enjoy some local cuisine and dancing, ending with the view of the city from World's View. This tour helps to familiarise students with their new surroundings

Cultural Day *(E5)*

This initiative is university wide and has been happening successfully for the past 4 years. We normally have this initiative in October. In 2012 it is happening on the 5 October 2012.

Cultural Day

This initiative is university wide and has been happening successfully for the past 4 years. We normally have this initiative in October. In 2012 it is happening on the 5 October 2012.

There are certain expectations from international students as they look forward to going through a holistic experience with which they will embrace as visitors to South Africa. In coming here international students interact mainly with South African citizens without knowledge of diverse cultures that are in abundance from which they could learn, experience, and appreciate as a highlight of being in a foreign land. The objectives are as follows:

- Increased understanding of cultural/traditional norms and practices.
- Sharing of cultural experiences through social interaction.
- Display and demonstration of music, food, history, art, crafts and geography etc.

- Opening opportunities for local students to visit these countries.
- Giving foreign students the experience they could take home, acting as ambassadors of SA and enlighten others about what they learnt from their stay.
  - ○

http://ukzninternational.ukzn.ac.za/cevents.aspx (Retrieved 15/082012)

Appendix (iv) : Scholarship and employment opportunities for postgraduate international and local students at UKZN)

D.POSTGRADUATE STUDY *(S 1)*

POSTGRADUATE SCHOLARSHIPS
Awarded to top performing postgraduates at various levels of study. Candidates with consistently first-class academic results are considered automatically and no application is required.
Value: R20,000

DOCTORAL SCHOLARSHIP *(S 2)*
Awarded to the two best registered Doctoral students, one from the Natural, Pure and Applied Sciences and one from the Humanities.
On application to the Financial Aid Advisor in the colleges by 28 February.

GRADUATE SCHOLARSHIP FOR COURSEWORK MASTERS. *(S3)*
Awarded to all full-time registered Master's students [UKZN staff members and their dependents/spouses with fee remission do not qualify]. The previous degree must have been obtained with an average mark of at least 65%. The award will cover up to 70% of tuition costs.

MASTERS FULL-TIME RESEARCH & DOCTORAL FULL-TIME FEE REMISSION *(S4)*

All students pursuing the above degree types will have 100% of their Tuition Fee covered after registration.
[UKZN staff members and their dependents/spouses with fee remission do not qualify].

EMMA SMITH OVERSEAS SCHOLARSHIP *(S5)*
Awarded to the best female candidate from the Durban Metro area meeting the Trust's other specific conditions.
On application to the Scholarships Officer by 28 February.

SPECIAL AWARDS FOR HONOURS STUDIES *(S6)*
The purpose of these awards is to expand the pool of post-graduate students by providing special funding. Honours candidates must have obtained an average mark of at least 70% in the major subject which is to be pursued.
Automatic consideration after registration by the Scholarships Office. Value R10,000.

E. OTHER SCHOLARSHIPS *(S7)*
The University Scholarships Committee is requested from time-to-time to make nominations for Deceased Estates and other Scholarship trusts. These are done in strict

http://studentfunding.ukzn.ac.za/financial-support-incl-scholarships/scholarships.aspx (Retrieved 25/08/2012)

(FTE 1)
HRE/01/08/CO
POLICY ON FIXED-TERM CONTRACTS
DESCRIPTION
TITLE: POLICY ON FIXED-TERM CONTRACTS
POLICY NUMBER : HRE/01/08/CO
COMPILED BY:
DIVISION OF HUMAN RESOURCES AND
EQUITY
EFFECTIVE DATE: 20 OCTOBER 2008
REVIEW YEAR: 2011/2012
APPROVED BY:
STAFFING COMMITTEE: 1 OCTOBER 2008
COUNCIL: 17 OCTOBER 2008
POLICIES REPEALED
Annexure to Recruitment and Selection
Policy and Procedure and Guidelines
approved by Staffing Committee in May
2004 HRE/01/08/CO - 1 -

5.2.1.9. Any full-time student may only under exceptional circumstances be permitted to work for more than twenty three (23) hours per month.
5.2.1.10. A foreign student on a study permit may not be employed for more than eighty(80) hours per month.

http://chs.ukzn.ac.za/Libraries/Policies_and_Guidelines/FIXED_TERM_CONTRACT_POLICY_17Oct08.sflb.ashx (Retrieved 30/08/2012)