



1997 International Education Association of South Africa - IEASA  
1996 South African Association of International Education - SAAIE  
1995 International Programs Association of South African Universities - IPASAU

# 10 years of IEASA history



Nico Jooste

## **10 Years of IEASA History**

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# Preface

For more than ten years, we have been involved in implementing internationalisation of South African Higher Education. The we I am referring too, are those who are both visionaries and passionately dedicated to the process of internationalisation. A small group of South African Higher Education administrators, academics and senior managers involved themselves in the process of internationalisation of their institutions, and collectively the South African system. This process of internationalisation started as an uncoordinated response to the demands of a South African higher education system that was determined to break with the past, and re-connect with global higher education. It was left to a few dedicated visionaries to create the support structure that would not only assist the higher education institutions, but also the system. The other bodies that were supposed to pay attention to this very important aspect of Higher Education in the 21st century were too busy with other, equally important, matters. It became clear that the priorities of organisations like SAUVCA were not internationalisation, and IEASA was established as the vehicle to promote it.

This story of IEASA needed to be told. This book is not aimed at IEASA members only, but also at the broader higher education public. This is the story of an organisation that touched all parts of South African Higher Education society as well as the broader society. It is partly the 'corporate memory' of Internationalisation, as well as a reflection on achievements. Ten years looked like a short period to reflect on an organisations history. I am however of the opinion that in a society that is changing so rapidly, we need to reflect more frequently on the past so that we can plan a better future.

For any historian operating in the modern era of electronic communication, access to sources of information has become a major challenge. IEASA, Thilor Manikam in particular, needs to be commended for the accurate record keeping of events over the

past ten years. Kirstin Nussgruber very diligently captured the efforts of the forces driving the establishment of IEASA for the first two years. This book was mainly based on evidence gathered from minutes, reports and letters that are in the possession of the IEASA Office. I also had the privilege, and advantage, to be a member of the Executive Committee for the past five years.

This book cannot be the last word on IEASA, as it is only the view of a member. The bias is thus toward IEASA and focusses mainly on its achievements. Chapter 3 focusses mainly on the achievements of a voluntary organisation. The efforts over the ten years of three persons namely, Roshen Kishun as President, Derek Swemmer as Treasurer, and Thilor Manikam as the Administrator stood out, and was the stabilising factor during the foundation years. The role of Roshen Kishun in the publication of Study South African cannot be underestimated. Without his vision, drive and effort, this publication would not be preparing for the launch of the seventh edition. It is a unique source of information about South African Higher Education. Very few other systems, if any, produce such a publication.

Although the author was requested by the IEASA Executive Committee to write this book, the views expressed in this publication is not the views of the Executive Committee, but that of the author.

I need to thank **ITS – Integrated Tertiary Software** - a company that provides their software package to the majority of South African Higher Education institutions, as well as to universities in other African, European and Australasian Countries for sponsoring the printing of this publication. They are indeed global higher education partners.

I also need to thank **Design@Bay** for managing the project from a creative and publishing standpoint.

**Nico Jooste.**

# 1

## The establishment of IEASA – visionary cooperation

**T**he desire to be formally linked to the family of Higher Education Institutions, after the isolation that was triggered by Apartheid, encouraged some of the progressive South African universities to either, overtly enhance existing international links, or establish new international links. This was evident in the establishment of International Offices by a number of universities prior to the 1994 elections. The isolation of South Africa's universities had a definite influence on its preparedness to deal with all the challenges that came its way, especially the handling of international students.

As the political challenges that faced South Africa in the early 90's required visionary leadership to find political solutions, Higher Education needed similar visionaries that were forward thinking, and not scared to take an isolated system back into the international fold. A combination of circumstances, and the right persons at the right time, provided South African Higher Education with two such individuals that identified the need to collectively address the internationalisation of the South African system.



Dr Derek Swemmer

As early as 1992, Derek Swemmer and Roshen Kishun, then Deputy Registrars of the Universities of the Witwatersrand and Natal respectively, met to discuss matters of common interest. The meetings that took place in Durban, KwaZulu-Natal, identified the lack of insistence to pay attention to the challenges of an international community that was prepared to accept South African universities back into the international arena, like the Committee of University Principles (the CUP). Another obstacle was establishing a common agenda by South African Higher Education, in dealing

collectively with matters related to international students. The CUP at this stage (1992-1995), was pre-occupied in dealing with other changes that were on the horizon for higher education.

The legacy of the past also played its part in not permitting the focus on internationalisation and its challenges. The divisions within the university sector between historically -Afrikaans, -English and -Black or disadvantaged universities, largely impeded the discussions of strategically important matters such as: how to deal with international students. This would be a common feature throughout the early periods of post-Apartheid higher education development. It was understandable that it was more important for Vice-Chancellors within the CUP ambit to focus on the dismantling of the Apartheid structures, than dealing with a phenomenon such as Internationalisation. However, as the international higher education community wanted to engage with South Africa, internationalisation and its challenges (of a system in flux), could not be ignored any longer. South African Higher Education however lacked the experience in the business of higher education, and needed leadership by practitioners that were practical and visionary.

It was left to the personal efforts of Kishun and Swemmer to get the focus of the internationalisation of South African Higher Education on track. For them, the only way to address this matter was to by-pass the CUP. During this period they also realised, as administrators, that international students required specialised services, and that very few higher education institutions had a clear understanding of this.



Dr Roshen Kishun

Kishun, who studied in California, USA from 1981 to 1990, had close links with US institutions that dealt with international students. He was fortunate to be directly exposed to the practices of an International Office in the US, as his wife worked in the International Office of the University of Southern California. He attended his first NAFSA (Association of International Educators) conference in 1987 in Long Beach, California. This provided a clear frame of reference that influenced the early discussions on the need to form a structure that would enable

South African higher education to deal with issues of concern in a more coherent fashion.<sup>1</sup>

## The First Consultative Meeting on International Education: 27 October 1995

After numerous requests were ignored by the CUP to discuss issues relating to internationalisation, Swemmer and Kishun decided to consult all universities with a view to establish an organisation that would be able to support institutions, and create organisational structures that could adequately deal with matters related to internationalisation. Soon after this decision in May 1995, Drs Kishun and Swemmer, ably assisted by the first head of the Wits International Office, Mrs Kirstin Nussgruber, started to organise such a meeting. Through the Vice-Chancellor Office's of the University of the Witwatersrand, invitations were sent to all South African universities, as well as a representative of the Committee of Technikon Principles (CTP). It was decided that they would be as inclusive as possible and invitations were sent to other role players in Higher Education. The following organisations were also invited to send representatives: the Committee of University Principles (CUP), The Human Resources Council (HSRC), the Departments of Home Affairs and Education, and the Matriculation Board. The reaction was astonishing. On the 27 October 1995, at the Wits Club of the University of the Witwatersrand in Johannesburg, 34 delegates representing 21 of the 22 South African universities, met to discuss matters of internationalisation on a carefully prepared agenda. The technikons were represented through the CTP in the person of Mr Jonathan Stead, whilst the Departments of Home Affairs, Education, the Matriculation Board and the HSRC, each sent a representative.



## ATTENDANCE REGISTER

*Meeting on International Education in South Africa  
Friday, 19 April 1996*

	University	Delegate	Signature
1	University of Cape Town	Mrs A Gilbertson	A. Gilbertson
2	University of Durban-Westville	Mr S Sookdew	S. Sookdew
3	University of Fort Hare	Mr K Mubu	K. Mubu
4	MEDUNSA	Mr N J de Beer	N. J. de Beer
5	University of Natal	Prof G J Trotter	G. J. Trotter
		Dr R Kishun	R. Kishun
6	University of the North	<del>Ms M C Mahumile</del>	WES THEM
		Ms N P Kwenaitse	N. P. Kwenaitse
7	University of the North-West	Mrs F T J Kgomo	F. T. J. Kgomo
		Dr M P Maaga	M. P. Maaga
8	University of the Orange Free State	Mr V F Collett	V. F. Collett
		Ms T de Kock	T. de Kock
		Mr N T Venter	N. T. Venter
9	University of Port Elizabeth	Mr J Coetzee	J. Coetzee
10	Potchefstroom University for CHE	Prof J van der Elst	J. van der Elst
11	University of Pretoria	Dr J Hendrikz	J. Hendrikz
		Prof J A Boon	J. A. Boon
		Ms E M van Schalkwyk	E. M. van Schalkwyk
12	RAU	Prof T R Botha	T. R. Botha
		Ms K Naumann	K. Naumann
13	Rhodes University	Mr J C S Lancaster	J. C. S. Lancaster
14	UNISA	Prof P J N Steyn	P. J. N. Steyn
15	University of Stellenbosch	Mr R J Kotze	R. J. Kotze
16	University of Venda	Prof J M Nchabeleng	J. M. Nchabeleng
17	Vista University	Prof J J Jacobs	J. J. Jacobs

*Absent*

18	University of the Western Cape	Dr S Ridge	<i>S. Ridge</i>
19	University of Zululand	Prof A J Thembela	<i>A. Thembela</i>
20	Wits University	Dr D K Swemmer	<i>D. Swemmer</i>
		Ms K Nussgruber	<i>K. Nussgruber</i>
		Prof J Sinclair	<i>J. Sinclair</i>
		Mrs W McAllister	<i>W. McAllister</i>
		Mrs F Eggleston	<i>F. Eggleston</i>
		Ms N Pierce	<i>N. Pierce</i>
21	CUP	Mr J P K Lotter	<i>J. Lotter</i>
22	CTP	Prof N I Morgan	<i>N. Morgan</i>
23	HSRC	Mrs N de Villiers	<i>N. de Villiers</i>
24	Department of Education	Dr P P Alberts	<i>P. Alberts</i>
		Mrs S Boshoff	<i>S. Boshoff</i>

Figure 1.1: Attendance Register of the first ever IEASA meeting.

The organisational responsibilities were assumed by Mrs Nussgruber, who meticulously planned and carried out the detailed arrangements. From organising the Wits Club, to arranging signs to be placed in strategic places to ensure the ease of movement of the delegates. The purpose of the meeting was clearly stated as: **"Meeting on International Education"**.

The Agenda was prepared in such a way that it allowed for general discussions essential to international education, but also to address specific matters on international education and its role in South African Higher Education.

The following is an exact copy of the Agenda of the meeting.

**MEETING ON INTERNATIONAL EDUCATION IN  
SOUTH AFRICA, Friday 27 October 1995.**

10:00 – 16:30

**AGENDA**

10:00 Registration Tea/Coffee

10:30 WELCOME Dr Derek Swemmer,  
Registrar  
(Academic) University of  
the Witwatersrand

10:35 Confirmation of Agenda Dr Roshen Kishun,  
Deputy Registrar  
(Academic) University  
of Natal.

Critical issues which need explanation.

**10:40 1. Potential income generation.**

The current policy regarding payment of full subsidy for international students registered at South African universities may soon be revised. In the interim, the opportunity exists (letter from Director General of the Department of Education, N C Manganyi, received April 1995) for universities to determine premium fee payments for international students. This practice is followed in many other countries and results in foreign capital earnings.

Delegates are asked to consider:

- 1) whether all universities should be encouraged to consider charging premium fees, and
- 2) what form of premium fee structure would be appropriate

in the light of issues such as: sources of funding, possible partial remission of fees, and access to bursaries.

**11:40      2.      Evaluation of overseas qualifications.**

- a) Brief presentation by Mrs N de Villiers of the Human Sciences Research Council.
- b) Delegates are asked to determine whether there is any merit in organising a workshop where international advisors from the universities could be trained to evaluate overseas qualifications received from international applicants. It is suggested that only exceptional cases be referred to the HSRC (Human Sciences Research Council).

**12:15      3.      Study Permits.**

The Department of Education has drafted a policy regarding the admission of international students to study at South African universities and technikons.

Delegates are asked to:

- a) identify those components of the policy, if any, that require revision.
- b) determine the nature of any revisions desired by the universities.
- c) define such reasons for the amendments which the government might regard as acceptable.
- d) consider whether the CUP be requested to send a delegation to the Ministers of Education and Home Affairs with the view of amending specific aspects of the current Policy Distinction needs to be made between undergraduate and post-graduate international students, and between full-time and exchange students.

**13:15 – 14:00      Lunch**

**14:00      4.      Requirements regarding language of instruction.**

- a) Western Australian universities have elected to require international students to have a 6.5 IELTS score (with no individual component less than 6.0), or a TOEFL score of 570 or higher.

Delegates are requested to consider whether in those universities where English is the medium of instruction, agreed levels of performance on appropriate international tests can be determined for national application.

- b) In order to qualify in terms of such agreed standards, not having the required levels of competence in the language in question, but who are able to fund their study in South Africa, will require an appropriate language immersion course.

Delegates are asked to determine whether such a course could most profitably be offered by accredited franchises through an identified tertiary institution (a university, tertiary college or technikon) in order to achieve economies of scale and relieve universities of this preparatory burden.

- c) Delegates are further asked to consider whether similar recommendations regarding mediums of instruction such as Afrikaans, should be made.

## **14:45    5.    Services expected by international students.**

Delegates are to consider the types of services all universities are encouraged to provide to international students (arranging accommodation, collecting students from the airport, induction programmes, health insurance, etc).

Delegates are asked to consider whether international students, both those visiting SA and those going abroad, should have compulsory overseas health cover, and which form this should take.

## **15:30     6.     Where do we go from here?**

Delegates are requested to consider the significance and usefulness of this meeting, and to decide whether or not to form an association (a suggested name may be International Programs Association of South African Universities – IPASAU). Should the creation of such an association be supported, issues that would need to be determined would include the structure, functions and objectives of the Association, and the possible appointment of a voluntary steering group to undertake the establishment of the Association.

This carefully crafted Agenda not only provided an outline for the first consultative meeting on International Education, but it set the agenda for the future Association.

Dr Roshen Kishun acted as chairperson of the meeting, whilst Dr Derek Swemmer, on behalf of Wits University, welcomed all present. The initial remarks by both Swemmer and Kishun were, as reflected in the minutes, a discussion “on the purpose of the meeting – a philosophical discussion to explore and clearly articulate the necessity of internationalising South African tertiary institutions in order to create greater understanding and support for collaboration.” Although student matters dominated the rest of the agenda, it was clear that the vision of the two initiators of the meeting was more than just a student focussed future for an organisation that was still in its embryo stage.

It was however clear that student matters dominated the need of the universities in 1995. Of the six matters that were placed on the agenda for this meeting, all but two were linked to matters related to international students. The matters on this agenda, as well as the discussions that followed, clearly illustrated the issues that were on the agenda of higher education institutions during this period. From the reports by the representatives of the different Government departments, it was also clear that most of the systems were in transition and that clear direction

on the matters on the agenda would not be forthcoming, as South Africa was still in the policy development phase. The lack of, and need for, a body that could coordinate activities relating to international students, became evident with these presentations. The new way of decision making in South Africa was also evident when the Department of Education, represented by Dr P Alberts, was questioned about the validity of a revised policy document regarding the admission of foreign students. This document was circulated amongst tertiary institutions and it was suggested that because no consultation took place, the document be treated as a transitional guide only.

The value of this meeting for the future organisation, as well as higher education institutions, became clear when the delegates highlighted future matters to be placed on the agenda for future meetings. These matters were:

- i. The value of having international students on campus.
- ii. To differentiate between legal selection via the Department of Home Affairs and academic selection by individual universities.
- iii. Possible agreement with the Department of Home Affairs to give educational institutions credibility. This would include one comprehensive form for study permit applications drafted by Home Affairs and tertiary education institutions. The form would be available from the respective university.
- iv. Distinction to be made between full-time international students, formal exchange students, and summer/winter school students.

The last item on the agenda of this meeting attempted to steer the thinking of the delegates in the direction of the formation of an organisation that takes charge of these and other important matters relating to internationalisation. The practical nature of thinking of the initiators are clearly reflected in the articulation of the Agenda.

The unnecessary division created by the binary divide in South African Higher Education was clearly demonstrated by the formulation of future discussions. It was however clear that the delegates wanted to break with the practice of having separate associations for Universities and Technikons. The notes made in the margin of Kirstin Nussgruber's agenda, bears evidence of a discussion on this matter, and the willingness by the meeting of university delegates to be sensitive not to exclude technikons from the first attempt of a name for the association. The official report reflected this when it was reported that it was agreed that a South African Association for International Education be formed at the next meeting scheduled for April 1996. Thus moving away from the first suggested name that was an exclusive university body.<sup>2</sup>

## The First Elected Steering Group

To drive the process of the formation of an association, the meeting elected a nationally representative steering group. Dr Roshen Kishun, elected as chairperson of the steering group, and the other four members were: Dr Derek Swemmer, Mr VF Collett, University of the Orange Free State; Dr S Ridge, University of the Western Cape; and Prof A Boon, University of Pretoria. These five persons did the groundwork for the establishment of the Association, after the official meeting. This ultimately led to the official creation of the Association.

Task Group	Function	Co-ordinator
<b>Task Group 1</b>	Income Generation	Dr D Swemmer
<b>Task Group 2</b>	Evaluation of overseas qualification	Mr V F Collett
<b>Task Group 3</b>	Study Permits	Prof J A Boon



<b>Task Group 4</b>	Language of Instruction	Prof S Ridge
<b>Task Group 5</b>	Services	Dr R Kishun

The members of this steering group would also act as co-ordinators of five regional task groups that would investigate and report back to the April 1996 meeting on the following matters: The report of the meeting, which also served as the minutes and action plan for the future, had as its last sentence: "Agreed that a South African Association for International Education should be formed." This was a clear indicator that there was already agreement that an organisation should be formed, but that 'homework' needed to be done.

The steering group met for the first time on 12 December 1995. This first meeting, a tele-conference, set the scene for most of the future committee meetings. Dr Kishun chaired the meeting, and in attendance were: Mr V Collett and Ms Elsa-Marie van Schalkwyk, from the University of Pretoria representing Prof Boon. The meeting mostly discussed micro-institutional matters related to study permits and the possible phasing out of subsidy payment for international students. What was again clear from the minutes of this meeting was that in a system that was undergoing radical changes without clear new policies, strong and dedicated leadership was needed. This group clearly understood the issues at hand and provided the necessary leadership, not only in the formal establishment of the association but also in giving the needed direction to a changing system.

They also took a critically important decision at this meeting. They recognised that it was of utmost importance to develop a draft constitution for the future association. This task was delegated to the initiators of the idea, namely Swemmer and Kishun. Dr Swemmer's involvement with the English Academy influenced the thinking on a possible constitution, as the English Academy Constitution was distributed to the steering committee for further comments.

It was also decided that the next meeting would take place the on 26th April 1996. The Agenda for this meeting was agreed upon, and included as item 6 on this Agenda - "Delegates were requested to consider whether, in principle, a proposed association as suggested in the draft constitution, be established". The date of this meeting was later brought forward to Friday the 19th April 1996. Mrs Nussgruber, again voluntarily acted as organiser for the second meeting.

## The Second Consultative Meeting: 19 April 1996

In late January 1996, she sent the previous participants an invitation to the "Second meeting on international university education in South Africa." The second meeting of 'stakeholders' again saw all but two of the South African universities in attendance. The non-university sector was represented by the following delegates:

The Committee of Technikon Principals –	Prof N I Morgan
Department of Education – Dr PP Alberts–	Deputy Director: Higher Education
	Mrs S Boshoff – Chief Education Systems Officer
The HSRC	Mrs HC de Villiers – Head: CEEQ
The CUP	Mr JPK Lotter – Director of the Matriculation Board.

From the list of representatives it became clear that there was a definite need for an organisation that should coordinate activities on-campus for international students. This was emphasised by

a clear call from the offices that dealt with student academic administration. Of the 19 universities that attended, 15 were represented by either the Registrar or his /her representative. It was also interesting to note that only 5 universities sent a person working in, or managing an office that dealt only with international students. It can thus be deduced that very few universities had, at this stage, developed a dedicated International Office with a focussed task to manage the affairs of international students.

Before the delegates entered into a detailed discussion on the establishment of the new Association, the Task Teams reported on the work they had done. Detailed reports were submitted on the matters that had to be investigated. In studying these reports ten years later, it is evident that the tasks at hand were addressed with a great deal of responsibility and compassion. No time and effort was spared by Higher Education Managers to put together documents that not only informed the sector, but also gave guidance to further development. It was also evident that institutional support for the development of the idea of international education was strong amongst most institutions, as participation in the task team activities were representative of most universities.

**Task Group 1**, coordinated by Dr Swemmer, proposed a well thought through fee structure for international students. The core of their proposal was that a sector wide policy be accepted, and that fees be charged as follows:

SADC Countries:	Local university tuition fee + 10%
Other African countries:	Full International Fee
All other countries:	Premium Fee. Full Fee + 20%

The philosophy behind this proposal was that a distinction needed to be made between students coming from developed-

and developing countries. The sense of good governance that prevailed amongst the members of this task team clearly came to the fore, as they also proposed that, in the light of the shared interest in international education matters (amongst tertiary institutions), a South African Code of Ethical Practice, be accepted. This was recommended to ensure a unified and committed approach to international education in South Africa. It was a clear indication of the willingness to self-regulate the system, instead of it being regulated from the outside.

**Task Group 2**, coordinated by Mr Collett, met on the 27th February 1996 in Pretoria at the offices of the HSRC to discuss the matter of the evaluation of overseas qualifications. The recommendations at this meeting were that the expertise, built up over years, within the HSRC, should not be lost but utilised towards the building of expertise in the South African sector so that institutions can be empowered to do some of their own credentials evaluation with the support of the HSRC and CEEQ.

**Task Group 3**, under the guidance of Prof Boon, was responsible for the important matter of study permits. Their work culminated in a meeting on the 27th February 1996 with the Department of Education, as well as representatives from the Departments of Foreign Affairs and Home Affairs. The discussion not only built good relationships, but also acted as an information session for the Government Departments. This influenced the way in which they developed new policies and regulations. The activities of this task group lead to a broad consultation process by the Department of Home Affairs on the development of procedures pertaining to applications for study permits. This action influenced the later development of new regulations governing the issuing of study permits to international students.

**Task Groups 3 and 4** also submitted reports that informed the delegates about matters of critical importance concerning the effective management of international students.

It was however, **Task Group 5** that had to report on International

Student Services, which provided a report that could be seen as the blue print for any institution that wanted to set up an International Office. The task group chaired by Dr Roshen Kishun, relied heavily on the experience of the USA based Association of International Educators (NAFSA).

In their report, the task team advised that, encouraging and supporting international students requires a large commitment. Unless the institution is not fully committed to internationalising its campus, a half-hearted attempt could lead to disaster. More importantly the students' needs must be taken into account if the services are going to be useful.

Through this report, the agenda was set for the future Association and its members. The message was that internationalisation is hugely beneficial to higher education institutions, but cannot be implemented without the necessary infrastructure and financial commitment from institutions. The seriousness of this was again highlighted during the discussion by the delegates when they agreed to the implementation of the Code of Ethical Practice to guide internationalisation.

The first part of this meeting clearly demonstrated that a need existed within higher education to address the challenges facing institutions operating in the knowledge society, which requires of these institutions to be fully internationalised. It also illustrated, in a very practical and competent way, that where cooperation existed, much could be accomplished. The reports of the task groups not only set the agenda for the future association, but also served as a rich source of information for any institution that was in the process of establishing a unit that would deal exclusively with international students.

The second half of the meeting was dedicated to discussions on the establishment of the new Association.

The historic decision to establish the South African Association of International Education – SAAIE was discussed. The minutes,

as reflected below, of the meeting, clearly captured the historic event to establish the Association, that would in future, drive internationalisation on behalf of South African Higher Education Institutions.

#### **“ 6. Proposed Association.**

- 6.1. Agreed that, in principle, there is a need for an association to be formed as existing structures such as the CUP have too broad agendas to give sufficient focus to detailed issues regarding international education.
- 6.2. Agreed that Technikons and other tertiary institutions (Nursing Colleges, private or distance learning colleges) be invited to join the Association once it is formed. Steering Group to investigate.
- 6.3. Noted that Prof Morgan will raise the issue of the participation of Technikons at the CTP meeting taking place on the 2nd May 1996.
- 6.4. Draft document on constitution ACCEPTED in principle. Necessary changes have been made.
- 6.5. Agreed to defer question of Association's affiliation with international organisations such as NAFSA – Association of International Educators, or EAIE – European Association for International Education, until Association has been formed.
- 6.6. Agreed that a mandate was required from each respective institution before an Association could be formed. Requested that an amended version of the constitution, together with a covering letter, be sent to delegate's present- for them to forward to the management committees of respective institutions for their comments.”

The steering committee elected during the first meeting, was

given the task to determine the nature and date of the official launch of SAAIE.

This meeting laid the foundation for the future organisation, and it needs to be noted that the involvement of senior and middle level managers, of all the institutions involved, was instrumental in this process. The 'buy-in' from institutions was assured, as in most cases either Registrars or other Senior Managers represented their institutions, and in most cases, participated in the preparation of the documents for the meeting.

## The establishment phase: The Steering Committee at work

As decided at the meeting on the 19th April 1996, an invitation was extended to all the persons that attended the second meeting, on the 5th May 1996, to sought official institutional support. Dr Kishun set the 31st May 1996 as a deadline, for institutions to respond whether they formally support the formation of the Association or not.

A special tele-conference of the coordinating committee was called for the 27th June 1996 to discuss the institutional feedback related to the formation of SAAIE. All five members were in attendance, and Mrs Nussgruber acted as secretary of the meeting. It was reported at the meeting that the following universities formally supported the formation of the Association:

- University of Cape Town
- University of Durban, Westville
- MEDUNSA
- University of Natal
- University of the North-West
- University of the Orange Free State
- University of Port Elizabeth

- Potchefstroom University for CHE
- University of Pretoria
- Rhodes University
- University of South Africa
- Vista University
- University of the Witwatersrand

After the meeting, the following three universities also gave their approval for the formation of the new Association:

- University of the Western Cape
- Randse Afrikaanse Universiteit
- University of Fort Hare

It was noted by the committee that the University of Stellenbosch did not support the formation of the Association in its present form. The University indicated that it would prefer the formation of a special committee within the CUP for international education or an association with only institutional membership.

The Steering Committee, after lengthy deliberation, agreed that the number of institutions in agreement, represents sufficient consensus, and that they would now formally go ahead with the preparations for the launch of the new Association. The 27th June 1996 is thus technically the date that SAAIE was formally established. The founding members of the Association were those institutions listed above.<sup>3</sup>

Regular meetings were now held by the Steering Committee to conceptualise and plan for the formal launch of the new Association. On the 30th July 1996 they met to formally agree on the venue of the conference to launch SAAIE.

It was agreed that it should take place in January 1997, and Dr Kishun proposed the University of the Western Cape (UWC) as the venue, as the CUP would be meeting at UWC. To gain maximum exposure, this was seen to be an ideal opportunity. UWC agreed to host the conference, together with the CUP conference.



At this early stage of the existence of the Organisation, its commitment to responsible financial management was already evident. The minutes of this meeting reflected under the heading Budget, the following:

- 'Plan A ("Rolls Royce" version) financially impossible, Plan B ("strip-down version") accepted.
- SAAIE membership fee to be decided at launch conference by executive committee. Suggested higher institutional membership fee of R2500, and a late joining fee (for those institutions who do not join at launch conference) of R3000'.<sup>4</sup>

The planning of the "strip-down version" of the launch, received most of the attention of the Steering Committee. The committee however viewed, as part of the organisation for the launch, not only the planning of the conference, but also the detail planning for the future Association. All the work done during this year laid the sound foundation on which the Association was built.

Another historic milestone was reached in the establishment phase of the Organisation when, for the first time, an Agenda was sent out to participants bearing the SAAIE logo and using the title of the Association. Thus, this meeting was the first where the notice of the meeting and the meeting itself, took place under the name of the Association. This sent a clear message that the Association was now an established and functioning entity. The meeting, which was held as a tele-conference, dated 26 August 1996, was thus the first meeting of the South African Association of International Educators where the Association assumed its own identity.



Figure 1.2: SAAIE logo.  
South Africa Association of International Education



## South African Association of International Educators

*Teleconference - 26 August 1996*

<i>Participants:</i>	<i>Ms E van Schalkwyk</i>	<i>University of Pretoria</i>	<i>012-420-2029</i>
	<i>Dr D K Swemmer</i>	<i>Wits University</i>	<i>011-403-7593</i>
	<i>Dr R Kishun</i>	<i>University of Natal</i>	<i>031-260-2204</i>
	<i>Mr V F Collett</i>	<i>University of the OFS</i>	<i>051-401-2117</i>
	<i>Prof S Ridge</i>	<i>University of the Western Cape</i>	<i>021-950-3115</i>
	<i>Ms K Nussgruber</i>	<i>Wits University</i>	<i>011-403-1385</i>

### **REPORT**

#### **1. *Proposed Logo***

Accepted unanimously, will be used in all correspondence from now on.

#### **2. *Nomination and Election of SAAIE Executive Committee***

Amended - include signature of nominator and change the "no" option (see revised form)

Add paragraphs

"Nominations are called for from those institutions that have already committed themselves to joining the Association. Any individual who attended any or both of the two meetings on international education held at Wits in October 1995 and April 1996 whose institution may not yet join the Association as an institutional member, and who may wish to participate as an individual member, may also nominate a person. Government departments do not qualify in terms of the constitution for institutional membership, but may wish to become associated organisations. However, individuals working in such departments are eligible for individual membership."

"It is the recommendation of the steering committee that all nominations should be received in good faith and based on the assumption that by the start of the conference confirmation will have been received regarding the intentions of the nominating institutions and individuals in connection with their membership. Should it be necessary to regularise any nominations when the Association is formed at the start of the conference those institutions and individuals committed to becoming members will ensure that standing nominations comply with the constitution."

Nomination forms are to be sent out immediately to all delegates who attended the previous two meetings on international education held at Wits. (Action: KN)

#### **2. *Conference - Launch of SAAIE (29 - 31 January 1997)***

##### **2.1 *Organising committee***

For all organisational details: contact Mrs Lindi Norman, PRO at UWC also in charge of CUP conference to be held simultaneously at UWC (Tel: 021 959 2626, email: [lnorman@saffie.uwc.ac.za](mailto:lnorman@saffie.uwc.ac.za)) (Action: KN)

Agreed that free accommodation for guest speakers cannot be guaranteed at this stage - need to find sponsorship. Suggested that organisations seeking possible guest speakers (such as British Council, IDP, Ford Foundation) be asked to sponsor the trip and stay of their members.

Other possible sources of sponsorship:     -     KLM Airline (Action: DKS/KN)  
   -     TELP (IISAID) (Action: SR)

Figure 1.3: SAAIE letterhead was first used at this tele-conference.

The proposed logo and letterhead was unanimously accepted and, it was decided that it would be used in all correspondence from this meeting onwards.

As previously stated the Steering Committee also saw, as part of its agenda, the putting in place of an outline for the structures that would be charged with the running of the Association after its formal launch. The governance of the Association received most of the attention. From the outset, the committee was sensitive to the current issues within Higher Education. This was clearly illustrated by their discussion of the composition of the future Executive Committee.<sup>5</sup>

“Point was made not to determine a particular formula with regard to race, gender, HDI/HAI, but to be proactive in general.

From the Steering Committee: Ms Elsa-Marie van Schalkwyk (who replaced Prof JA Boon) prepared to stand for nomination to EC, Mr V Collett prepared to step down.”

The Steering Committee also planned the composition of the Executive Committee. The proposed Constitution accepted at the second consultative meeting, was changed to allow a reduction in the number of members from at least ten to six and no more than fourteen to ten. This was a clear indication that they realised the organisation would require a small, but dedicated committee, to establish the new Association. They also agreed on the following portfolios of the Executive Committee:

President  
Vice-President  
Honorary Secretary  
Treasurer  
Development Officer  
Public Relations Officer/Publicity Agent  
International Liaison Officer  
Fundraiser.

In the establishment of any new organisation, unforeseen matters could surface which would require clear thinking, and quick reaction. Such a matter arose on the 19 September 1996, after most of the planning was done for the launch. An emergency meeting was scheduled to discuss the name of the Organisation. The meeting was informed that the acronym SAAIE also stands for the South African Association of Industrial Editors. The meeting was further advised that it would be unwise to knowingly adopt an existing acronym, as it may have a negative impact on future fundraising campaigns. Consensus was reached among steering group members to adopt a new name for the organisation. This new name was suggested by Professor Stan Ridge from the University of the Western Cape, and he suggested changing the Association's name to – International Education Association of South Africa – IEASA.

It was decided at the meeting that from that date, all correspondence of the Association would be in the new name. It was also agreed that the new name would be formally included in the Constitution for formal adoption at the Inaugural Conference in January 1997.

It is interesting to note that all the members of the Steering Committee were present at this meeting except for the Chair, Dr Roshen Kishun. A note was made that they could not telephonically connect with him during the meeting. The spirit of cooperation was clearly illustrated with this incident as the following note appeared on the report of this meeting:

"At a subsequent discussion held immediately after the teleconference between the Chair and Vice-Chair, the Chair wished to note that he did not agree with the above proposal but would accept the consensus decision." The Chair, Dr Kishun, was of the opinion that the name change should have been taken by a full gathering of institutional representatives, and that the Steering Committee did not have the powers to change the name. With this disagreement, IEASA was born.



Figure 1.3: Changed IEASA logo  
International Education Association of South Africa

## Detailed Planning of the Inaugural Conference

The tele-conference of the Steering Committee held on 1 October 1996 was presented with a detailed conference program. The theme of the conference was: "Internationalisation of Education in South Africa: Challenges and Opportunities".

The conference program did not only accommodate the normal conference sessions, where matters of interest could be debated, but also included on the last day, a series of workshops focussed on capacity building in managing internationalisation within institutions. The issues that were highlighted during the second consultative meeting were placed on the agenda of the workshops. This included themes such as study permits and medical insurance. The Code of Ethics was also placed on the agenda for the workshops.

By this stage, the arrangements were reaching near completion and only the finer details had to be clarified before the program was finalised. The urgency with which the finalisation of the program was viewed, is clearly illustrated by the frequency of the tele-conferences. The schedule of these conferences was as follows:

- 1 October 1996
- 15 October 1996
- 28 October 1996
- 18 November 1996
- 4 December 1996
- 14 January 1997

Most of the Steering Committee members attended all these meetings and it was obvious that the effort and dedication of this group was responsible for the success of the Inaugural Conference, and the formal launch of IEASA by the end of January 1997.

### **Conclusion.**

The first phase of the establishment of IEASA stretched from October 1995 until its formal launch on 29 January 1997. The work done initially by Derek Swemmer and Roshen Kishun however, goes back to the early 1990's. They were the visionaries and the initiators of the idea. Their tireless efforts were instrumental in the establishment of the Organisation. The esta-



Mrs Kirstin Nussgruber

ishment of the International Office at the University of the Witwatersrand, and the appointment of Kirstin Nussgruber as head, should not be underestimated in the process of the establishment of IEASA. She efficiently provided the necessary administrative and organisational support throughout the first phase.

After the first Consultative Meeting, and the election of the Steering Committee, the five members of the Steering Committee: Dr R Kishun, Dr D Swemmer, Prof H Boon, Prof S Ridge and Mr V Collett, with the administrative support of Mrs Nussgruber, voluntarily managed the process with the necessary insight and skill. They not only conceptualised the creation of the new Organisation, but also identified important matters that needed attention on international education. They simultaneously addressed those matters that needed immediate attention, such as immigration regulations, while establishing the Association. They laid the foundation for the future working of IEASA as a voluntary Organisation that demanded time without any remuneration.

#### **Endnotes:**

- 1 Both Dr R Kishun and Dr D Swemmer provided valuable insights on the reasons for the initial discussions regarding the formation of an Organisation. Questions were put to both in writing, and they provided e-mail responses to these questions. These documents are in the possession of the author.
- 2 Copies of all the documents referred to in the text is available in a file kept by Mrs Kirstin Nussgruber. File in possession of Dr D Swemmer.
- 3 Minutes of tele-conference meeting: 27 June 1996.
- 4 Minutes of tele-conference meeting: 30 July 1996.
- 5 Minutes of tele-conference meeting: 30 July 1996



# The International Education Association of South Africa

**M**onths of planning and hard work for the Steering Committee was rewarded with the launch of IEASA at a conference, from the 29th to the 31st January 1997. The importance for IEASA was two fold. It was very important that the Association was launched at the conference with the necessary status provided by the international and local guest speakers. It was equally important that the business of the "de jure" establishment of the organisation, took place within the constitutional framework provided by the thorough planning since the second consultative meeting in April 1996.

## Establishing the Executive Committee: the Business Meeting – 29 January 1997<sup>1</sup>

The legal formalities of constituting IEASA were carefully done, and the hand of seasoned university Registrars was evident in the planning and execution of this event. The official notice of the Inaugural General Meeting was sent out strictly in accordance to the Constitution.

The formal establishment of IEASA took place as planned during the Inaugural General Meeting held on Wednesday, 29 January 1997 at 11:00 in the Library Auditorium of the University of the Western Cape. The items on the Agenda of this meeting were as follows:

1. Acceptance of the Constitution
2. Acceptance of the Mission Statement



## International Education Association of South Africa

Inaugural Conference: 29 to 31 January 1997, Cape Town

Theme: Internationalisation of Education in South Africa: Challenges and Opportunities

### **Inaugural Conference IEASA**

### **Business Session**

*Notice is hereby given of the inaugural general meeting of the "International Education Association of South Africa" (IEASA) which will take place on 29 January 1997 at 11:00 in the Library Auditorium at the University of the Western Cape.*

*K Nussgruber*

*Member: IEASA Steering Committee*

### **AGENDA**

1. *Notice of meeting*
2. *Welcome and Apologies*
3. *Formation of Association and Adoption of proposed constitution*
4. *Acceptance of Mission Statement (Document A)*
5. *Membership application ratification*
6. *Election of members to Executive Committee*
7. *Confirmation that members of Executive Committee shall serve as signatories for all banking accounts opened on behalf of the Association in terms of Section 16 (g) in the Constitution*
8. *Ratification of fee structure (Document A)*
9. *General*

Figure 2.1: Notice of the Inaugural General Meeting.

3. Membership Ratification
4. Election of Members of the Executive Committee.

The unanimous acceptance of the Constitution formally established the Association.

The first mission statement of the Association was also formally accepted.<sup>2</sup> The Mission statement was a modest attempt to introduce to the outside world what the Association was, and what it intended to do for South African Higher Education.

#### **The IEASA Mission stated:**

IEASA aims to promote international exchange in tertiary education, to develop a common Ethical Code of Practice, and to provide a forum for institutions and individuals to address current issues in the field of international education.

A document was provided to all interested institutions and individuals on the aims and goals of the future institution. This was circulated and approved, along with the mission statement. The document clearly set the Agenda of the Association, when it was agreed that the organisation will:

#### **International Education Policy**

Maintain on-going communication and cooperative relationships with government departments, CUP and other bodies, with a view to participating in policymaking, which affects international education.

Monitor government policy on issues affecting international students and academic or administrative visitors from abroad.

#### **Services**

Develop a coordinated approach to disseminating relevant information and providing services to potential registered international students and to institutional visitors from abroad.

## **Exchanges**

Create opportunities for South African students to take advantage of exchange agreements and travel abroad.

Liaise with organisations, which are involved in promoting international academic cooperation.

Help its members to assist South African students returning from a study period abroad to reassimilate into South Africa.

## **Networking**

Develop and maintain a worldwide directory of international educators and their associations.

Develop and maintain a directory and research material on international education.

Organise regional conferences, workshops and seminars to promote networking among South African institutions.

Develop linkages with public and private organisations interested in supporting the promotion of international exchange.

Encourage South African publications on issues regarding international education.

## **Training**

Develop the skills of its members in obtaining travel and accommodation grants for students and staff to participate in exchanges.

Adapt the practices and expertise of international educators to meet South African needs in the following areas: cross-cultural communication; setting-up; marketing and running Study Abroad programmes; international student recruitment; government

regulations; advising and counselling.

### **Ethical Standards**

Develop and monitor internationally recognised standards in international education exchange practices in South Africa.

### **Accreditation**

Assist in training international advisors in the evaluation of credentials.

### **Globalisation**

Develop awareness of the need for the globalisation of the curriculum.

The Membership Ratification<sup>3</sup> was also done at the meeting in accordance with the constitution to enable the election of the Executive Committee of the Association. The Constitution provided for two categories of members that would have the right to vote for members of the Executive namely: Individual Membership and Institutional Members<sup>4</sup>. The historic first membership list of IEASA as rectified on the morning of the 29th January 1997 was as follows:

#### **Institutional Members:**

University of the Western Cape  
University of the Witwatersrand  
University of Potchefstroom for CHE  
University of Stellenbosch  
University of Port Elizabeth  
Randse Afrikaanse Universiteit  
Vaal Triangle Technikon  
ML Sultan Technikon  
University of Durban Westville  
Technikon Northern Transvaal



## International Education Association of South Africa

Inaugural Conference: 29 to 31 January 1997, Cape Town

Theme: *Internationalisation of Education in South Africa: Challenges and Opportunities*

c/o International Office

Wits University

Tel: 011 716 4342

Fax: 011 403 1385

14 October 1996

Dear Delegate

### *IEASA - institutional membership*

The following institutions listed below have given their support in principle to the formation of the *International Education Association of South Africa (IEASA)*. Please note that the steering committee was obliged to change the name of the proposed association from *South African Association for International Education (SAAIE)* to *International Education Association of South Africa (IEASA)* as the acronym SAAIE is used by another association. The steering committee sought legal advice and was informed that it was unwise to knowingly adopt an existing acronym due to financial rights associated with such acronyms and the potential impact this could have on fundraising campaigns.

Please indicate whether you will be the representative of your University in the Institutional Membership category by faxing a reply to *Kirstin Nussgruber*, Fax: 011 403 1385 or email: [160kir@atlas.wits.ac.za](mailto:160kir@atlas.wits.ac.za) BY LATEST 30 NOVEMBER 1996.

*Universities that have confirmed in writing their support for the formation of IEASA:*

*University of Cape Town  
University of Durban-Westville  
University of Fort Hare  
MEDUNSA  
University of Natal  
University of the North-West  
University of the Orange Free State  
University of Port Elizabeth  
Potchefstroom University for CHE  
University of Pretoria  
Rhodes University  
University of South Africa  
Vista University  
University of the Western Cape  
University of the Witwatersrand*

*Universities that have not yet replied:*

*University of the North  
RAU  
University of Transkei  
University of Venda*

The University of Stellenbosch does not support the formation of the Association in its present form. It would prefer the formation of a special committee within the CUTP for international education or an association with only institutional membership.

Yours sincerely

Dr D.K. Swimmer

Vice Chair: Steering Committee

Figure 2.2: Support for the formation of IEASA.

Technikon South Africa  
University of South Africa  
Rhodes University  
University of the Orange Free State  
University of Pretoria  
Interstudy.

**Individual Members:**

Mrs H C de Villiers (HSRC)  
Mr R J Kotze (US)  
Mr I Immanuel (University of Illinois)  
Mr HS Wolvaardt (Technikon OFS)  
LHT Owen (Sixth Forum)  
Dr DK Swemmer (Wits)  
Dr S Fourie (Rhodes)  
J Lancaster (Rhodes)  
Mrs E S du Preez (University OFS)  
Mr N T Venter (University OFS)  
Dr M Fowler (Technikon Pta)  
Dr Z Ofir (University Pretoria)  
Ms E van Schalkwyk (University Pretoria)  
Mr V S Purmasir (ML Sultan Technikon)

A total of 30 institutional and individual members constituted the first body of members of IEASA. From the above it was clear that the new Organisation had the support of the majority of South African universities and technikons. Seventeen of the 36 institutions joined immediately, and it was obvious that with all the responsibilities of organising the launch, the University of Natal, who joined subsequently, should have been included in the list. The initial members represented more than half of all the technikons and universities in South Africa. With its first meeting, IEASA demonstrated to the South African Higher Education system, that it was possible to bridge the binary divide, and other political divisions that were still evident in the South African Higher Education system in 1997.

## The scene was now set for the election of the first Executive Committee of IEASA

The planning process for the election of this very important Committee, started early in October 1996. The Steering Committee acted mostly within the Constitution that was in principle approved at the second consultative meeting. However, they had to manoeuvre carefully and innovatively to be able to deliver a representative Executive Committee within the boundaries of the Constitution. The closing date for nominations for the Executive Committee were the 31st October 1996.<sup>5</sup> The Steering Committee, through the nomination form, informed the broader Higher Education public that they recommend that the first Executive Committee consist of nine members for the initial period. By the 31st October 1996 nine nominations were received. The following persons were nominated to be elected to this Executive Committee:

1. J A Boon (University of Pretoria)
2. V F Collett (OFS)
3. J van der Elst (PU for CHE)
4. S Fourie (Rhodes)
5. R Kishun (Natal)
6. N P Kwenaita (University of the North)
7. N Morgan (TSA)
8. K Nussgruber (Wits)
9. D K Swemmer (Wits)

These names were placed on a carefully prepared ballot paper. This, and a document with a short curricula vitae of the nominated persons, were distributed at the launch meeting in January 1997. The way the personal information of these nominees were put together, was a demonstration of the professionalism of the Steering Committee, as well as a clear indication of the level of professionalism that could be expected from the Association<sup>6</sup>. At the business meeting, four more names were added to the list





## International Education Association of South Africa

Inaugural Conference: 29 to 31 January 1997, Cape Town

Theme: *Internationalisation of Education in South Africa: Challenges and Opportunities*

### ***Inaugural Conference IEASA***

#### ***Executive Committee Meeting: AGENDA***

***Friday, 31 January 1997, 14:00***

1. *Appointment of office bearers*
2. *Ratification of membership applications*
3. *Schedule of future teleconferences*
4. *Action Plan*
  - 4.1 *Appointment of administrative officer*
  - 4.2 *Location of admin officer*
  - 4.3 *Banking and Account details - location, choice of banking institution, nature of accounts*
  - 4.4 *Appointment of auditors*
  - 4.5 *Planning the year ahead*
    - 4.5.1 *Items arising from previous meeting on international education (19 April 1996)*
    - 4.5.2 *"Kickstarting" IEASA - planned activities, events, goals*
    - 4.5.3 *Next annual conference*

Figure 2.3: Agenda for Executive Committee Meeting.

previously distributed. They were:

1. Dr J Ellis (University of Western Cape)
2. Dr H S Wolvaardt (Technikon OFS),
3. Mr U Purmasir (ML Sultan Technikon)
4. Dr M P Maaga (University of North West)<sup>7</sup>

The voting was carefully orchestrated to ensure continuity within the Executive Committee, as it was determined that the three members with the most number of votes will serve a three year term, the members with the second most number of votes will serve a two year term, while the remaining members will serve for one year.

Before the election Professor N Morgan withdrew his nomination, and twelve members were thus nominated.

**The following members were then elected by those present:**

**Three year term:**

Dr R Kishun;  
Dr D Swemmer;  
Mrs K Nussgruber;

**Two year term:**

Ms N Kwenaita;  
Dr J Ellis;  
Dr M Maaga;

**One year term:**

Mr V F Collett;  
Prof J A Boon and;  
Mr U Purmasir.<sup>8</sup>

The business of finalising the initial governance structure of IEASA was done at the first meeting of the Executive Committee that took place on Friday, 31 January 1997 at 16:55 in the Library Auditorium of the University of the Western Cape. This was the

appointment of the elected members to particular portfolios. The first Executive Committee of IEASA was composed as follows:

<b>President:</b>	Dr R Kishun
<b>Vice-Presidents:</b>	Dr J Ellis and Ms NP Kwenaita
<b>Honorary Treasurer:</b>	Dr DK Swemmer
<b>Public Relations Officers:</b>	Mr VF Collett and Prof JA Boon
<b>Fundraiser:</b>	Mrs K Nussgruber
<b>Liaison to CTP:</b>	Mr U Purmasir
<b>Additional Member:</b>	Dr MP Maaga

The Committee used its right to cooption, and co-opted Ms E van Schalkwyk as the **Honorary Secretary**.

The meeting of 31 January 1997 decided that it would meet on the last Tuesday of every month from 17:00. It was also decided that members would take turns to host these meetings, which will take the form of tele-conferences. This method, and the frequency of meetings, became the norm on how IEASA managed its business.<sup>9</sup>

## The Inaugural Conference and the Official Launch

The Steering Committee, realising the importance of the Association for South African Higher Education, was determined to plan and execute the launch in such a way, that from the

outset, it would allow this organisation to be a key role player in South African and International Higher Education systems.

The calibre of Higher Education Managers that were involved in this initial planning played a definite role in how the launch was conceptualised. Having the Registrars of three of South Africa's leading universities as part of the Steering Committee, who knew that if this Organisation was not closely linked to the Office of Institutional Vice-Chancellors, it would not be able to play the role they envisaged for it. The date and place of the launch was chosen to coincide with the meeting of the Committee of University Principals (CUP) at the University of the Western Cape. The first available dates that would allow them to do all the necessary preparations were the 23 and 24 January 1997. They planned it in such a way that the launch should follow the CUP meetings so that the Vice-Chancellors could participate in some of the keynote sessions.<sup>10</sup>

The three drivers of the establishment of the new Association saw the launch as very important, and met separately on 3 and 4 July 1996 in Durban. At this informal meeting they conceptualised and planned the agenda of the conference. The outcome of this meeting was reported in the form of a formal report to the next meeting of the Steering Committee.<sup>11</sup> Also at this meeting, the date of the launch was confirmed as the 29 -31 January 1997, slightly later than the date (23 – 24 January 1997) announced previously.

The proposal to have the launch and the CUP meeting at the same time was probably made easier as Prof Stan Ridge, a member of the Steering Committee, was working at the University of the Western Cape. UWC then also accepted the challenge to host both events through their then Registrar, Prof Colin Bundy.<sup>12</sup>

To have a successful joint event necessitated early cooperation between the CUP secretariat and the Steering Committee to synchronize their planning. Typical of South African Higher Education of this time, changes did not take place incrementally,

but all at once. At the time that IEASA was being formed, the CUP was also changing. These changes coincided with the launch of IEASA at the end of January 1997, as the minutes of the tele-conference of 15 October 1996 reflects:

“Stan has been informed that there seems to be confusion re our conference and the CUP Wednesday afternoon session – the CUP executive was having a separate meeting on Wednesday afternoon and was attending a separate dinner that evening.”

Notwithstanding these problems, planning for both occasions went ahead. A pragmatic decision of the Committee was to divide the organisation of the launch in two. The organising committee, consisting of members from the University of Western Cape, would be responsible for detail organisation of the conference, while the Steering Committee would be responsible for the program, and would assume overall responsibility for the whole undertaking.<sup>13</sup>

The organising committee of the University of the Western Cape, under the guidance of Ms Colleen Carstens and Mrs Lolanthe (Linti) Norman, from the Department of Public Relations, took charge of the process of organising the conference along with the CUP meeting. Early in November, they provided invitation packs to all interested persons, as well as to all universities and technikons. Together with this documentation they also provided the preliminary program. The Steering Committee was without the necessary infrastructure to arrange this conference without the assistance of the UWC Public Relations Department. Their involvement was critical to the logistical success of this conference, and this allowed the Steering Committee to focus on the launch of IEASA.

The successful launch of IEASA was very closely linked to the quality of the program. The stature of the speakers in the field of Internationalisation, as well as the status that they would bring to the occasion, was identified as of critical success to the future role the Organisation would play in South African Higher Education.

The draft program was discussed for the first time by the Steering Committee at its meeting on the 26 August 1996. The theme of the conference was determined and kept broad enough to stimulate debates and discussions on a variety of matters, so that the agenda for future internationalisation debates could be identified. The Conference topic proposed at this first meeting, remained essentially the same as that which was finally accepted. The proposed topic was initially: 'Internationalisation and globalisation of education in South Africa'. The final topic accepted at the October tele-conference meeting was 'Internationalisation of Education in South Africa: Challenges and Opportunities.' Numerous drafts of the conference program were served at each of the tele-conferences after 26 August 1996. The program was finalised with the acceptance of the fourth draft at the tele-conference on the 18th November 1996.<sup>14</sup> The debates and discussions related to the conference program again illustrated the sense of responsibility shown by the members of the Steering Committee. They placed the future and well being of the new Association first, and it was clear that they had the desire for this Association to be an asset for Higher Education in South Africa.

The following is an exact copy of the finalised program. It is included in the text, not only for its historical significance, but also to demonstrate the insight and sense of strategic relevance of internationalisation shown by the founders of IEASA.

## **Conference: Official Launch of IEASA “Internationalisation of Education in South Africa: Challenges and Opportunities”**

29 January – 31 January 1997

### **CONFERENCE PROGRAM**

Venue: Library Auditorium, UWC

**Wednesday – 29 January 1997**

- 11h00** Business session
- 12h15** **LUNCH**
- 13h30** International Perspectives – A Learning Experience  
Official opening address: Prof Cecil Abrahams  
(Vice-Chancellor UWC)
- 13h35** Introduction: Prof M Gibbons, (Secretary General, ACU)
- 13h50** Dr D Blight (Director: IDP Education Australia):  
The Australian Experience
- 14h05** Prof P Scott (British Council): The European Experience
- 14h20** Prof D Ekong (Ford Foundation): The African Experience
- 14h35** Plenary discussion (Chairperson: Dr R Kishun,  
University of Natal)
- 15h05** **TEA**
- 15h30** South Africa and the World: Internationalising Education (CUP  
present) Prof N Ndebele ( Vice-Chancellor, University of the  
North, CUP Chair 1997)
- 15h55** Prof C Perdreau (President: NAFSA)
- 16h20** Prof S Bhengu (Minister of Education)
- 16h45** Plenary discussion (Chairperson: Prof S Ridge, University of the  
Western Cape)
- 18h00** Cocktail (Sponsored by Air France)
- 19h00** Dinner speaker: Prof J van der Water  
(Dean of International Education, Oregon State University):  
How to Internationalise your University.

#### **Thursday – 30 January 1997**

#### **THEME: THE ROLE OF SA TERTIARY INSTITUTIONS IN AFRICA**

#### **Focus The State of Tertiary Education in Africa**

- 09h00** Prof D Ekong (Ford Foundation)
- 09h30** Plenary discussion

<b>10h00</b>	<b>TEA</b>
	<b>Focus ‘South African Institutions-Possible Role in Africa’</b>
<b>10h00</b>	Ms S Rouhani (University of the North West) and Dr A Paterson (UWC)
<b>10h50</b>	Mr F Figaji (Rector: Peninsula Technikon)
<b>11h10</b>	Plenary discussion
<b>11h40</b>	Breakaway – Syndicate discussions
<b>12h40</b>	<b>LUNCH</b>
	<b>THEME: Student Exchanges</b>
<b>14h00</b>	Advantages to the individual Robert Collins (Director: INTERSTUDY) Advantages to the Individual
<b>14h15</b>	General Discussion
<b>14h30</b>	Prof C Perdreau (President: NAFSA) Advantages to the education programme in an institution.
<b>14h45</b>	General discussion.
<b>15h00</b>	<b>TEA</b>
<b>15h30</b>	Dr D Blight (Director: IDP Education Australia) Income generation
<b>15h45</b>	General discussion
<b>16h00</b>	Dr D K Swemmer (Registrar: University of the Witwatersrand) The merits and demerits of exchange agreements.
<b>16h15</b>	General discussion
<b>18h30</b>	Dinner Prof Axel Market (Founder Director EAIE) New ventures in the globalisation of education Dr D M Moore (Vice-Rector, Academic: Technikon SA) The Role of the International Council for Distance Education.

### **Friday – 31 January 1997**

<b>08h30</b>	Mrs A Glynne (IDP Education Australia) The need for a code of
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- ethics and the consequences: An International perspective.
- 08h50** Axel Market (Founder Director of EAIE) European Community Course Credits Transfer System (ECTS)
- 09h10** Mr Sam Isaacs (Peninsula Technikon) The Influence of bilateral agreements by the government: transfer of credits: a NQF perspective
- 09h30** General discussion
- 10h10** **TEA**
- 10h40** Dr D Swemmer (Registrar: University of the Witwatersrand) The financial and other value of International education in South Africa.
- 11h00** Mr H P Schoeman ( Regional Representative, Home Affairs, CT) Study Permits.
- 11h20** Mr Ivor Emmanuel (Director: Office of International Student Affairs, University of Illinois) Using data to advocate for international student services.
- 11h50** Close: Chairperson of Executive Committee: IEASA
- 12h30** **LUNCH**

This was not only a very full program, covering the most critical areas of internationalisation, but it also included the who's who of International Higher Education.

The historic moment in opening the conference, and setting the tone of this conference, was the honour of the Chair of the Steering Committee, Dr Roshen Kishun.

He opened the proceedings by welcoming all the dignitaries and conference goers with the following:

'As Chairperson of the Steering Committee I wish to welcome you to this Inaugural Conference of the International Education Association of South Africa (IEASA). It is not my intention to give a speech because we have very limited time, but also because we have a host of distinguished speakers here this afternoon and during the rest of the conference. I would like, however, to make

a few comments that we believe will determine the context in which our Association will be working.

Earlier this month in Lusaka, at the African Association of Universities meeting, a keynote speaker emphasised the fact that globalisation, in all its forms, is not a choice. Whether we like it or not, the forces promoting globalisation will continue. Globalisation is not a matter of wanting it- it is a reality.

The challenge facing us, I believe, is how to manage this globalisation and the opportunities that it provides. In this regard we pose a few questions for consideration.

- Is globalisation merely the rich countries looking after themselves?
- Will new forms of global stratification exclude, some countries and institutions from the benefits of information technology, for example, and lead to diminished resources at universities for tackling underdevelopment and other issues that we face?
- Will countries and institutions excluded be able to catch-up, and at what cost?
- Do we need to formulate a vision of immigration that recognises that properly managed immigration can be of great economic, social and educational benefit?
- How do we harmonise the local demands and the global challenges?
- These and other crucial questions will need our urgent attention.

International Education Association of South Africa believes that the challenge for us is to manage the global links to our benefit. We hope in this regard we can be of some value to member institutions and individuals.

We believe that as an Association we need to demonstrate the benefits of internationalising for students, institutions and for the country. We hope that together the Department of Education,

South African Universities Vice-Chancellors Association, and other partners, we can take advantage of the opportunities and challenges for the benefit of all students, communities and society.

We are looking forward to hearing from our distinguished speaker. I now call upon Professor Stanley Ridge, Director of the Office Development and Public Affairs, at the University of the Western Cape to introduce the speakers.'

With these words the first conference of IEASA was opened.

## Conference Presentations

For IEASA, a critical element of support for its establishment and its future role in South African Higher Education was recognition by government, especially the Department of Education. The participation of the Minister of Education, Professor Sibusiso Bhengu was thus very important. His contribution was not only important from a political point of view, but the focus of his speech was on informing the participants about the government agenda towards the Internationalisation of South African Higher Education. He not only pledged his support to the new Association, but also indicated that it could play a role in the transformation of South African Higher Education. He highlighted this by saying: "Within the context of the transformation of Higher Education in South Africa, which I have briefly sketched, it should be clear that we regard academic exchange within our country, but also between South Africa and foreign countries, as of fundamental importance." He went on to say that to implement the goals and aims of the South African Government it would "... require participatory, responsible and accountable structures, all of which will depend on trust, constructive interaction and goodwill among all the participants. Here, I believe, is precisely the area where IEASA can play a major role."<sup>15</sup>

For IEASA, another important stakeholder whose support they

needed to enable it to play the role that they envisaged in South African Higher Education, was that of the newly created South African University Vice-Chancellors Association (SAUVCA). Its in-coming chairperson, Prof NS Ndebele, reached out to IEASA, by not only welcoming them onto the Higher Education scene, but also inviting them to play an enabling role in assisting with the internationalisation process. He highlighted the fact that most South African Institutions were overwhelmed by the influx of visitors from international universities as well as a dramatic increase in the number of international students that wanted to study at South African universities. He also identified the lack of real capacity in dealing with this demand as one of South African Higher Education's challenges. He identified the role that IEASA should play for the South African Higher Education system by stating that: "It became clear that some mechanism was required by which international relations could be handled more coherently and professionally. IEASA, in this regard, has come at the right time. Such an Association will be an important addition to the higher education infrastructure...It plans to do much more than perform a range of liaison functions in the field of international education between overseas and South African institutions. It also plans to engage in serious policy developments in a field with immense prospects."<sup>16</sup>

Ndebele went further in his presentation than just pledging his support; he also challenged IEASA, on behalf of South African Higher Education, to pay particular attention to:

- What South Africa's framing national values are, and how could we promote them through IEASA?
- What role foreign expertise in the development of our new democracy should be?
- What are the opportunities and limits of globalisation?
- What are the curriculum implications of multiculturalism and internationalisation?
- What do these curriculum questions mean for the individual institutional cultures, and how do these cultures define the entire tertiary education system.

He finally challenged the International Education Association of South Africa to address these matters, within the higher education system in such a manner that it will be much more than just an instrument for academic tourism.<sup>17</sup>

The other highlight on the program was the short presentations by persons representing other higher education systems focussing specifically on the importance of internationalisation. The session with the title: 'International perspectives – a Learning Experience', included knowledgeable higher education specialists that were invited to represent the Australian, European and the British system of Higher Education. In the next session the First World representation was completed by the presentation of Connie Perdreau, the 1996/97 President of NAFSA.

Presenting the Australian Experience, Dr Denis Blight presented a paper that highlighted the need for good practice in internationalisation, to ensure that the benefits of this process reach the students. He saw in IEASA the organisation that should drive the process of advocating the good practice models. He identified the following areas where particular focus should be given to enhance internationalisation:

1. Internationalisation needs to be located in the context of the culture and policy of the university, its mission statements and corporate plans, as well as in its organisational structures. He advised that IEASA should not advocate a one fits all model, but rather an institutional model of internationalisation.
2. He strongly advocated that an institutional good practice model be developed that involves the flow of funds from the international student program to other internationalisation and program strategies.
3. Creation of an institutional base for internationalisation within the university. He advocated the existence of a central institutional base in the university to compliment internationalisation strategies.<sup>18</sup>

The well known Higher Education writer and manager, Prof Peter Scott, then Pro Vice-Chancellor of the University of Leeds, in the UK, was invited to give the European perspective on internationalisation of higher education. He masterfully provided IEASA with his view of the changing Higher Education environment, which demanded a different type of higher education institution. He suggested that we do not take either the European origins or the apparent antiquity of the university too seriously. He suggested that the nature of the modern university has changed so dramatically that their long traditions would not assist them to navigate the modern day demands. One of these demands, that had to be addressed by IEASA, was the quickening pace of internationalisation. He identified the motive behind the pace of internationalisation as being driven by the changing nature of the university as an institution. It has become a mass institution rather than an elite one, with an open agenda, and plural purpose rather than a narrowly prescribed mission. He stated that, in the international arena processes are under way that will demand a new approach as they will be reaching out to new kinds of students, developing new kinds of teaching programs, and engaging in new kinds of research and consultancy with a much wider range of stakeholders. He highlighted the fact that the emphasis is no longer on linear, one-way, flows of students, but on two-way, multi-dimensional partnerships.<sup>19</sup>

The African perspective on internationalisation and it challenges for IEASA, and South African Higher Education, was presented by Prof Donald Ekong from the Ford Foundation. He focussed on the challenges that are faced by African Higher Education to provide in the human resources needs of a developing continent. He however reminded South African's that:

"...South Africa should understandably give priority to the needs of its own citizens while taking into account the contribution of foreign students towards building relationships of trust and understanding more lasting than formal political connections, especially for a country with aspirations to political and economic leadership on the continent."<sup>20</sup>

The rest of the program also involved numerous other International Higher Education practitioners that, in their presentations, not only shared their experiences with IEASA, but also challenged this new organisation to be the driver of the process of internationalisation at a systems level. At the dinner the first evening, Jack van de Water delivered the keynote address. As an International Education practitioner with more than 30 years of experience, including being the President of NAFSA, he provided the IEASA members with advice on how to internationalise their institutions and concluded his address by challenging them to be:

“... the agents of change, the gap closers, the leaders who have the vision for the future and who recognise that the time for change is now. People who know how to link rhetoric to a plan of action, who can influence how we educate voters, who know how to form new alliances to lobby political leaders, who recognise the lack of distinction between domestic and international, and who are ready to move into the gap, to be change agents, which we need as we look to the future and focus on the fundamentals of internationalisation.”<sup>21</sup>

## **Conclusion.**

An eventful three days came to an end at lunch time on Friday, the 31st January. IEASA was now formally part of the Higher Education scene in South Africa, and with the major role players in internationalisation from across the globe present, it was also launched internationally. The media exposure that the launch attracted, set the stage for IEASA with newspaper headings such as: “Tertiary institutions unite to go global”. It was now up to the Organisation and its new leadership to deliver in accordance with the IEASA mission and expectations.

The launch also introduced a new leadership to Higher Education. The newly elected Executive Committee replaced the Steering Committee, and it was only Prof Stan Ridge from the Steering Committee (he was not available for election) that was not

elected to the Executive Committee. This was a clear vote of confidence in the members of the Steering Committee, as well as Kirstin Nussgruber, who volunteered her services to the Steering Committee. The Steering Committee set an example of how to tirelessly give their time and energy as volunteers to the internationalisation of South African Higher Education. The events preceding the launch, as well as the launch of IEASA, (from an organisational as well as an Internationalisation point of view) laid a firm foundation for the Organisation. It was now up to the members of the universities and technikons to respond.

**Endnotes:**

1. Minutes of the Inaugural General Meeting: 29 January 1997.
2. Document distributed to all registered attendees of the Conference of 29 –31 January 1997. Original in Office file.
3. Attachment to Minutes of Inaugural Meeting: 29 January 1997.
4. Refer to sections 4.2 and 4.3 of the Constitution.
5. Minutes of Tele-conference: 30 July 1996.
6. Ballot paper distributed to all attendees of the Conference of 29 –31 January 1997. Original in Office file.
7. Minutes of the Inaugural General Meeting: 29 January 1997.
8. Ibid.
9. Minutes of First Executive Committee Meeting: 30 January 1997.
10. Minutes of Tele-conference Meeting: 27 June 1996.



11. Report, SAAIE Planning Launch. Meeting 3 – 4 July 1996.
12. Minutes of Tele-conference Meeting: 30 July 1996.
13. Minutes of Tele-conference Meeting: 27 June 1996.
14. Minutes of Tele-conference Meeting: 18 November 1996.
15. Speech by the Honourable Minister Sibisiso Bhengu at the launch of the International Education Association of South Africa on Wednesday 29 January 1997, pp. 6-7.
16. Ndebele, N.S.-Presentation at the Inaugural Conference of IEASA, Incoming Chair SAUVA, 29 January 1997,p.3.
17. Ibid. p.5.
18. Bligh, Denis – Presentation at the Inaugural Conference of IEASA. Internationalisation of Education: The Australian Experience, 29 January 1997, pp. 3-4.
19. Scott, Peter – Presentation at the Inaugural Conference of IEASA. A European Perspective, 29 January 1997, pp. 6-7.
20. Ekong, Donald – Presentation at the Inaugural Conference of IEASA. The role of South African Tertiary Institutions in Africa, 29 January 1997, p.4.
21. Van de Water, J Dinner Speech. How to internationalise your University: 29 January 1997, pp. 22 -23.

# The Executive Committee at work<sup>1</sup>

The Association was created with great care and purpose to position it in such a way that it could be the focus point of internationalisation for South African Higher Education. With the election of the first Executive Committee of IEASA, under the leadership of Dr Roshen Kishun, it was now up to IEASA, through its Executive Committee to provide the leadership in Internationalising South African Higher Education in a focused manner. This chapter discusses the most critical matters addressed by the Executive Committee during the first ten years of its existence, and provide the reader with an insight on the challenges, limitations and innovative leadership provided by the Association. It was clear from the beginning that IEASA would be as effective an organisation, as the Executive Committee would allow it to be. Although it is a member based Organisation, very few, if any, of the goals set during the initial Consultative meetings, were accomplishable through the efforts of all the members. It was only the time and dedication of the smaller leadership that would make this Organisation an important and influential part of South African Higher Education.

The functioning of the Executive Committee was pre-determined by the Constitution that clearly charged the Committee with the total running of the Organisation. The Constitution determined that the Committee meet at least twice a year.<sup>2</sup> The first Executive Committee however, developed a work ethic that exceeded what was expected from them as they, through the use of tele-conferences, met, when possible, once a month. They decided at the first meeting held at the Inaugural Conference that tele-conferences would generally take place at 17:00 on the last Tuesday of every month.<sup>3</sup> This was strictly applied, and regular meetings took place throughout the first ten years of the

existence of the Association. Detailed minutes were generated, which provide a clear view of the activities of this Organisation. To understand the functioning of IEASA, it is necessary to describe the Organisation of the Executive Committee. The first part of this chapter attempts to provide the reader with the necessary background on the committee, its members, and its functioning.

## Executive Committee Portfolios

The business of finalising the initial governance structure of IEASA was done at the first meeting of the Executive Committee that took place on Thursday, 31 January 1997 at 16:55 in the Library Auditorium of the University of the Western Cape. This was the appointment of the elected members to particular portfolios. The first Executive Committee of IEASA was composed as follows:

<b>President:</b>	Dr R Kishun
<b>Vice-Presidents:</b>	Dr J Ellis and Ms NP Kwenaitse
<b>Honorary Treasurer:</b>	Dr DK Swemmer
<b>Public Relations Officers:</b>	Mr VF Collett and Prof JA Boon
<b>Fundraiser:</b>	Mrs K Nussgruber
<b>Liaison to CTP:</b>	Mr U Purmasir
<b>Additional Member:</b>	Dr MP Maaga

In accordance with Clause 17.3 of the Constitution, Ms E van Schalkwyk was appointed as the first Honorary Secretary of this Executive Committee.

The Constitution prescribed the election of Office Bearers by the Executive Committee, and did not prescribe the portfolios of the other persons on the committee. At the first General Meeting, the Steering Committee drafted, and circulated, a document that described the functions of seven portfolios for the Executive Committee. This largely pre-determined the functioning of the Committee, and at the first meeting of the Executive, elected members were assigned positions on the Executive within this structure. The functioning of the Committee, and its functioning over the first ten years of its existence, was closely linked to a portfolio system that over time, changed as the needs of IEASA changed. The functioning of IEASA was thus linked to the portfolio system driven by the changing needs of an Organisation driven by volunteers.

The first Executive Committee (the 1997 Committee) was composed as follows:

**President – Dr Roshen Kishun**

- Provide overall leadership to the Association.
- Chairs all meetings of IEASA and the Executive Committee.
- Represents IEASA locally and internationally.
- Acts as an official signatory for the Association.
- Speaks on behalf of the Association.
- Oversees the functioning of the Executive Committee and Administrative Officer.
- Represents the Association in any litigation brought against it.
- Takes overall financial responsibility for IEASA.
- Takes responsibility for the implementation of any required disciplinary measures.

**Vice-President: two persons elected- Dr J Ellis and Ms NP Kwenaita**

- Performs all duties of the President in his/her absence.
- Carries the portfolio of 'Development Officer'.

- Develops and diversifies the membership of IEASA.
- Seeks and obtains latest initiatives/developments regarding international education across the globe.
- Responsible for organising/coordinating the annual conference.
- Establishes program for annual conference.

### **Honorary Secretary - Ms E van Schalkwyk**

- Takes responsibility for accuracy of minutes of meeting.
- Structures the agenda in consultation with administrative officer for all meetings.
- Provide guidance to Executive Committee in respect of compliance with the Constitution.
- Acts as signatory for the Association.
- Drafts important items of correspondence.
- Overseas development of effective administrative systems and procedures.
- Develop an appropriate form of employment contract for employees of the Association.
- Ensures that appropriate arrangements are made regarding employee benefits.
- Authorises all official notices of forthcoming events and meetings from IEASA.
- Develop and overseas electoral procedures.
- Develops appropriate telephone conference agendas in consultation with the President.
- Assesses the merits of required equipment purchases and contracts regarding administrative needs such as photocopy leases etc.
- Takes responsibility for the training and supervision of the administrative officer as required, including annual review of remuneration.

### **Honorary Treasurer – Dr D Swemmer**

- Responsible for developing appropriate financial recording systems.

- Develops and overseas regular financial reports to the Executive Committee.
- Takes responsibility for preparing accounts for audit purposes.
- Overseas appropriate investment of financial assets.
- Responsible for developing and implementing an accounts-payable system.
- Responsible for reconciling bank statements with ledgers.
- Ensures appropriate implementation of financial controls.
- Develops annual budgets for approval by the Executive Committee, including annual subscription fee increases.
- Opens and overseas the use of appropriate current, savings and investment accounts.
- Ensures the compliance with banking requirements.
- Conducts internal audits of petty cash from time to time.
- Negotiates discounts with regular suppliers.

#### **Public Relations Officer- Mr VF Collett and Prof JA Boon**

- Responsible for national/international image of IEASA.
- Responsible for service quality.
- Arranges publicity for the Association itself, and its various functions.
- Liaises with local, national, international media (newspapers, magazines, journals, TV).
- Explores new initiatives with regard to widespread publicity.
- Explores possibilities of sponsorship.
- Responsible for arrangements for, and well-being of all visitors.

#### **International Liaison Officer- Portfolio not assigned**

- Liaises with IEASA's counterparts overseas (NAFSA, EAIE, etc).
- Keeps up to date with developments and annual themes of respective overseas counterparts.
- Ensures that IEASA is included in worldwide initiatives regarding international education.

- Arranges schedules and programs for overseas visits by members of the Executive Committee.

#### **Fundraiser- Mrs K Nussgruber**

- Responsible for raising funds through membership, seeking donor support and sponsorships, and exploring new possibilities on an ongoing basis.

It is clear that this structure was designed to do the basics. Very little attention was given to some of the matters that would need specific attention of the Committee, such as liaising with SAUVCA, the Departments of Education and Home Affairs.

The Committee, at this meeting, realised that as volunteers, but also as responsible university administrators, permanent administrative support would be required if they wanted to sustain the workload taken on. It was decided that Dr Swemmer will amend the budget to enable the Committee to appoint an administrative officer.

Changes in the portfolios did however take place as the needs of the Organisation changed. The composition of the Committee also changed over time, as elected members, were not available for re-election. The first ten years of the existence of the Organisation was however characterised by the continuous membership on the Executive Committee by three members of the original Executive Committee namely, Dr R Kishun as President, Dr D Swemmer as Honorary Treasurer, and Dr J Ellis as Vice- President and later as Special Projects Manager. The commitment of other founding members along with the above three members was throughout the first ten years of IEASA, a stabilising influence to develop it as the only mouth piece of internationalisation in the South African Higher Education system.

## International Education Association of South Africa



Centre for Foreign Students and Guest Professors  
University of Pretoria  
PRETORIA  
0002

### IEASA Membership Application 1997

#### INDIVIDUAL

**Regular.** The IEASA Executive Committee may nominate any person who by virtue of his/her vocation, position or interest is committed to the objects of the Association and who has made application for individual Membership on the prescribed form.

**Annual Fee: R100**

**Students.** Open by application to individuals enrolled as full-time students in South African institutions of higher learning. Application for membership must be accompanied by verification of enrolment in a full

course of study, by appropriate university official (e.g. Registrar).

**Annual Fee: R75**

**Africa/Overseas.** Open by application to individuals residing outside South Africa.

**Annual Fee:** Africa R100  
Overseas R250

#### INSTITUTIONAL

**Academic Institutions.** Any Educational institution and training or research facility in South Africa enrolling one or more international student. An international student is defined as anyone who is enrolled in courses in South Africa who is not a citizen or an immigrant (permanent resident).

Application for such Membership shall be made on the prescribed form.

Each Institutional Member shall be entitled to appoint a representative and an alternate. The names of the representative and the alternate shall be notified in writing to the Honorary Secretary of the Association, and no appointment shall be effective until it has been approved in writing by the Executive Committee.

The representative or the alternate of an Institutional Member shall be entitled to attend, speak, and vote at any meeting of the Association open to Individual Members, and to receive notices and circulars sent to Individual Members.

**Annual Fee: R2500**

**Associated Organizations:** Any organization or association having objects similar in whole or in part to the Association may be admitted by the Executive Committee to the status of an Associated Organization.

The terms and conditions of such association shall be

fixed in each case by an agreement in writing between the Executive Committee acting for the Association, and the Associated Organization. This category includes:

**Student Associations.** Campus organisations recognised and approved by umbrella student association of universities, colleges or technikons. Must be international in objectives and generally representative of all national groups on campus. Only one such organisation per campus may become an IEASA member. Application must be accompanied by a statement of purpose and activities, and proof of recognition by an appropriate university official (e.g., Dean of Student Services).

**Annual Fee: R2500**

**Corporate.** Corporations, professional associations and service providers, foundations, and governments with special interest in international educational exchange.

**Annual Fee: R3500**

**African and Overseas institutions.** Academic or nonacademic institutions outside South Africa. Two representatives are allotted for the base fee as indicated below. Payment must be made in SA rands.

**Annual Fee:** Africa R2500  
Overseas R3500

Figure 3.1: IEASA Membership Application.



## A Committee for all Seasons<sup>4</sup>

As indicated earlier, the Executive Committee (Exco) was composed of persons that offered their services voluntarily, notwithstanding the fact that most of them also occupied senior management positions within their institutions. Serving on the IEASA executive constituted additional work and costs that were absorbed in full by the individual, and his or her institution concerned. The changes within the first Committee were a clear indication of the additional commitments required to serve on the Exco. Within the first year of the existence of IEASA, the Executive Committee experienced the following changes in membership:

- Mr A Cheddie from M L Sultan Technikon was co-opted in and replaced Mr U Purmasir. Mr Cheddie also represented the Technikon Movement on the Exco.
- Mr N Venter was requested by Mr V Collett, the Registrar of the University of the Orange Free State to represent him on the committee.
- The other Registrar on the Exco, Prof H Boon also resigned from the committee before the end of his term due to work pressure.
- Mrs K Nussgruber also asked to be relieved from her responsibility as fundraiser on the committee. She however did remain a member of the Exco.
- The final change to the composition of the 1997 Exco took place in April 1998, when Dr S Fourie, Registrar from Rhodes was co-opted onto the Exco.

The second Executive Committee was elected during the second IEASA conference in September 1998.

Only three new persons were elected during the conference, namely: Ms NC Siillo-Tshishanga from the University of Pretoria, Mr NT Venter from the University of the Orange Free State, and Mr P Ramlachan from the University of Durban, Westville. Mr

D Carstens from the Cape Technikon was co-opted to represent the Technikon Movement on the Committee. Dr J Ellis from the University of the Western Cape resigned in March 1999 from the Committee, as he took up a new position at the Randse Afrikaanse Universiteit. Mr Robert Kotze from the University of Stellenbosch was co-opted in April 1999 to replace Dr Ellis.

The third Executive Committee, elected during the 1999 conference saw the return of Dr J Ellis to the Committee; he thus had a break in service of 5 months from the Committee for the ten years of its existence. The election of the third Committee was the most contested election to date, as it saw seven nominations for the four vacancies on the Committee. The four new members elected were Dr J Ellis, Dr M Wolfaardt from the Free State Technikon, Ms C Thomas from the University of Cape Town and Mr D Carstens. We thus saw the election of two new members, whilst most of the other members of the Committee served during the previous year. During the term of office of this Committee, the only resignation was that of Mr Carstens.

The 2000 Committee again did not experience major changes. The only new member that was elected to the committee was Ms E-M van Schalkwyk from the Pretoria Technikon. This was her first election to the Committee, although she was co-opted as honorary secretary to the first Committee. Ms Sililo-Tshishonga resigned from the Committee in February 2001, and Mr A Christoffels from the Eastern Cape Technikon was co-opted in her place.

The above gives an insight in the pattern of election to the Executive Committee, followed by a few resignations. Co-option became the functioning rule to ensure the efficient functioning of the Committee. As the Organisation got involved in more substantial work, it demanded more time, only a few members could fit IEASA into their schedules and remain on the Exco. It is clear from the following list of all members that served on the Exco during the first ten years of the existence of IEASA, that all members realised that serving on the committee required dedi-

cation and passion, and it was not a glamorous position at all.

Name of Exco Member	Date Elected	Date Co-opted	Date: Ending membership to committee
Barnard, H (Ms)	Sept. 2001		Nov. 2002
Boon, H (Prof)	Jan. 1997		Apr. 1998
Carstens, D (Mr)	Sept. 1999	Sept. 1998	Feb. 2000
Cheddie, A (Mr)		Apr. 1997	Sept. 1998
Christoffels, A (Mr)	Sept. 2002	Feb. 2001	Sept. 2003
Collett, V (Mr)	Jan. 1997		Sept. 1998
Ellis, JHP (Dr)	Jan. 1997, Sept. 1999		Sept. 2006
Fourie, S (Dr)		Apr. 1998	Sept. 2002
Jooste, N J (Dr)	Sept. 2003	Nov. 2001	
Kishun, R (Dr)	Jan. 1997		Sept. 2006
Kotze, R (Mr)		Apr. 1999	Sept. 1999
Kwenaitse, NP (Ms)	Jan. 1997		Sept. 1999
Maaga, MP (Dr)	Jan. 1997		Sept. 1999
Magubane, S (Ms)	Sept. 2004		Sept. 2006
Mahlangu, S (Mrs)	Sept. 2005		Sept. 2006
Malefo, L (Mr)	Sept. 2005		
Maqubela, C (Mr)	Sept. 2001		Sept. 2006
Mubu, K (Mr)		Apr. 2002	Apr. 2003
Nusagruher, K (Ms)	Jan. 1997		Sept. 1999
Presens, J (Prof)	Sept. 2004	Sept. 2003	Sept. 2006
Purnasir, U (Mr)	Jan. 1997		Apr. 1997
Ramlachan, P (Mr)	Sept. 1998		Jul. 2001
September, J (Mr)	Sept. 2002		Oct. 2004
Sihle-Tshibonga, NC (Ms)	Sept. 1998		Feb. 2001
Swemmer, D (Dr)	Jan. 1997		
Thomas, C (Ms)	Sept. 1999		
Van der Elst, J (Prof)	Sept. 2003	Oct. 2002	Jan. 2005
Van Schalkwyk, E-M (Ms)	Sept. 2000		Sept. 2003

Name of Exco Member	Date Elected	Date Co-opted	Date: Ending membership to committee
Venter, N (Mr)	Sept. 1998		Sept. 2001
Wolvaardt, M (Dr)	Sept. 1999		Sept. 2002
Zondo, B (Mr)		Oct. 2004	Sept. 2000

A careful analysis of the list of names that served on the Executive Committee, as well as the pattern of elections and co-options, revealed that as higher education institutions in South Africa developed their capacity to manage internationalisation on their campuses-through the establishment of International Offices or units whose sole responsibility it was to manage the institutional internationalisation-the more the representation on the Exco became representative of such persons. The only person that was not from such a unit in 2006 was Dr D Swemmer who, as an individual IEASA member, served on the Exco as the honorary treasurer from the inception of the Organisation.

## Permanent help stabilises IEASA

Another feature of the Executive Committees was that at least half of the Exco membership stretched over at least three years at any given time, creating continuity in carrying forward the vision and mission of the Organisation, as well as developing a core of expertise that as volunteers, were able to develop and manage IEASA in a professional manner. A matter that became a talking point amongst ordinary members were the fact that only a selected group of persons could be elected to the Executive. Serving on this body would not only require the time of the person concerned, but also some funding provided by the member's employer, as at least two of the meetings were face-to-face meetings, and at least one of the tele-conferences would have been hosted by the member concerned. If the institution did not provide the budget for the activities, continued participation became a problem.

This 'de facto' limited the election of members to senior members of International Offices. This most probably was one of the main contributing factors that limited the number of persons available for nomination. Since 2001, when four persons were nominated for three vacancies, no further election was held as only the minimum number of nominations were received when nominations closed. The fact that the Constitution was amended to allow for internet and e-mail based nominations to make the election of members to the Executive Committee more accessible, did not change the level of interest.

Another stabilising factor that assisted IEASA in developing into a professional Organisation, was the early realisation that it would require some form of permanent administrative assistance. This would provide the necessary support to the group of volunteers that had all the enthusiasm in executing some of their functions, but lacked capacity.

As early as the first Executive meeting it was decided that the Treasurer would make provision in the budget for the services of an Administrative Officer. Ms Amalia Altin was then appointed as the first Administrative Officer for an initial period of three months on an hourly remuneration of R20 per hour.<sup>5</sup> A post that she held until the end of December 1998.

To minimise the initial costs in running this new Organisation, it was decided that the IEASA Offices would be located at a Higher Education Institution. The University of Pretoria was the first to host the IEASA Office. In 1998 it was decided that the Office should move to be closer to the office of the IEASA President, and subsequently re-located to the University of Natal as from 1 January 1999.<sup>6</sup> To create more capacity to assist with the day to day operations of the ever growing demand on IEASA's services, Ms Thilor Manikam was appointed as from February 1999 as Administrative Officer.<sup>7</sup> Due to the ever increasing pressure on the administrative office, it was decided that her position be changed from a half-day post to that of a full-time position. Her position became a full-time position as from

1 May 2002.<sup>8</sup> To further operationalise the Organisation, the first bank account was opened in February 1997 by Dr Swemmer.

The role of Ms Manikam in stabilising IEASA during the first ten years of its existence cannot be underestimated. She did not only keep the 'corporate' memory, but provided to all members a professional and efficient service. As much as the continued presence of some members from the original Steering Committee on the Exco played a stabilising role, so did her dedication, loyalty and passion for IEASA sustain the Organisation.

## The IEASA Executive Committee gives direction

IEASA, through its membership, assigned to a selected group of people (30 over the first ten years of its existence) the responsibility to give direction and establish it as the voice of Internationalisation of South African Higher Education. The Committee, chaired by the President of IEASA, did not only give direction to the Organisation, but also saw itself as the Organisation that should enhance the internationalisation of South African Higher Education nationally, and internationally. It assumed a work method that was closely linked to modern management principles, by being lead by a strategic plan that received attention annually. This practice of reviewing the strategic plan during a meeting in November every year, at the location of the next Annual Conference, did not only establish a best practice in management of organisations of this nature, but also provided the Organisation with the necessary direction and focus.

The first direction-giving Strategic Planning session of the newly launched IEASA took place on 21 and 22 March 1997 at the University of Pretoria, the host of the second conference.

The Mission statement that was accepted at the Inaugural Conference served as the point of departure, and was again accepted. It was again agreed that the Mission of IEASA was to: "Promote international exchange in tertiary education, to develop a common Ethical Code of Practice, and to provide a forum for institutions and individuals to address current issues in the field of international education."

To focus IEASA's future activities, a set of goals was also developed during the planning sessions. Eleven goals were developed with a view to steer the activities of the Organisation. The eleven goals were:

1. To develop credibility in order to be influential.
2. To establish IEASA as a useful source of information regarding international education.
3. To develop IEASA as the point of reference in Southern Africa on ethical standards and practices in international education.
4. To develop IEASA's capacity to train personnel of international offices.
5. To promote the creation of appropriate support mechanisms for international activities in educational institutions.
6. To create policies and guidelines for the recruitment of international students.
7. To promote and facilitate participation in exchanges and in study abroad programs.
8. To develop appropriate communication mechanisms amongst interested parties.
9. To create learning opportunities for the interaction of those interested in international education.
10. To develop awareness of the need for globalisation of the curricula.
11. To create effective operational infrastructures and systems.<sup>9</sup>

The above goals were used to set the necessary objectives that were also used as specific activity guidelines for members of the Executive Committee to promote IEASA.

The enthusiasm and dedication of the first Executive Committee was illustrated by the goals agreed on by the group, as well as the timelines that were agreed to.

These 'early day' goals of IEASA were clearly formulated during a time when very few institutions had well established entities to manage and promote institutional internationalisation. This gave rise to IEASA identifying as part of their goals, matters that required institutional capacity, and was not in the domain of the Organisation. In this regard, goals 6 and 7 were clearly not the responsibility of IEASA.

As time went by, and reality set in, the goals were changed to include matters that were relevant to the enhancement of internationalisation of the South African Higher Education system only.

In 2003, the Strategic Plan was updated during the November meeting at the University of Cape Town. Only five goals were now identified and it clearly indicated a shift in thinking.

The five goals now identified were:

1. Develop sustainable mechanisms of resource procurement for IEASA's programs.
2. Strengthen the operational infrastructures, systems and communication mechanisms.
3. Develop capacity of academics and professionals in international education
4. Further develop IEASA as a useful information source and a resource for best practice and ethical standards regarding international education.
5. Further, develop IEASA's standing by engaging in an active and effective advocacy, promotional and support role.

It is interesting to note that the November 2003 Mission of the Organisation did not change much from the initial Mission developed. The 2003 Mission stated that IEASA would endeavour to: "advocate, promote and support the internationalisation of Higher



Education by providing a professional forum for institutions and individuals to address challenges and develop opportunities in international education.”<sup>10</sup>

The above clearly illustrates that the initial goals set by the idealism of the early group that established the Organisation were moderated over time. This change can be ascribed to the following factors. Firstly, a number of South African universities developed International Offices that not only managed their own institutional internationalisation drives, but also created capacity within the higher education sector. Secondly, IEASA realised that it does not have the capacity to deliver on all the goals set with the very basic permanent infrastructure. A third factor for the moderation in the goals set can also be ascribed to the fact that through time, the Organisation became more aware of the fact that it needed to focus on basic needs of the system, and not on the needs of specific institutions.

The goals set during the annual Strategic Planning exercises directly influenced the roles played by the different members of the Executive Committee. The goals were divided into several objectives that were allocated to the members of the Executive.

The following is an example of how the strategic plan was proposed to be implemented. Goal 1 was to be implemented as follows:



No/ Rating	What	OUTPUT/MEASURE	WHEN	WHO
<b>1.5 H</b>	Organise training/ workshops <ul style="list-style-type: none"> <li>• Needs analysis</li> <li>• Program</li> <li>• Relationship to fees</li> </ul>	Business plan for training	May 2004	CT/ Task Group
<b>1.6</b>	Investigate the possibility of expansion of institutional membership into the following Educational sectors: Technical Colleges, IEB members who offer Higher Education, SABETA and private non-profit institutions and also the possible services that can be offered to parastatals and other large employers.	Report to EXCO	May 2004	CT/ Task Group

Note: The abbreviations in the 'Who' column refers to members of the EXCO in these cases: JP refers to Prof Jan Presens, JvdE refers to Prof J van der Els, KSM refers to Ms S Maqubane, CT refers to Ms Caz Thomas, and DKS refers to Dr Derek Swemmer.

The strategic planning practice used by IEASA for the first ten years of its existence was a methodology developed and applied through the strategic planning skills of Dr D Swemmer who was the Strategic Planning facilitator at all the strategic planning sessions since the establishment of the Organisation.

This normally took place during the annual strategic planning session, arranged by the host of the next conference.

The Executive Committee was not only involved in providing strategic vision to the Organisation, but through the Executive Committee system, was also involved in the micro-management of the Organisation. These activities, supported by the able assistance of a single administrator, did not only provide direction to 'the Organisation but also gave it the status as the recognised South African Organisation for the internationalisation of Higher Education'. This established IEASA as the only role player that could deliver on behalf of the South African Higher Education system.

To illustrate the role IEASA played, the following are examples of activities it involved itself with to enhance the internationalisation of the South African system. In some cases, matters were placed on the Agenda and remained unresolved, in most of the instances however, the Exco members, through hard work and dedication, delivered and provided the necessary results set out in the Strategic Plans.

## International Student Fees

One of the matters that remained on the Agenda unresolved, because it was not within the powers of the Organisation to resolve, was the matter of International Student Fees. This, and matters related to the student study visa's, was part of the discussions before the Organisation was established. This matter was again addressed in October 1997 when it was reported that the Department of Education was busy with the finalisation of an International Student Fee Policy. It was envisaged that it would be implemented in 1998.<sup>11</sup> The Exco engaged also with SAUVCA on this matter to prevent the sudden introduction of International Fees with the possible loss of subsidy for certain categories of international students. The activities, and intervention of IEASA in recommendation to SAUVCA, resulted in the Governmental policy, that provided for a differentiated fees structure that treated SADC students as local students,<sup>12</sup> but that allowed institutions to charge an administrative levy for the SADC students. The matter of international fees was however still not fully resolved at the end of 2006.

## Code of Ethical Practice

A second matter that received the early attention of the Exco was the matter of the development of a Code of Ethical Practice that should guide the management of international education

institutionally. The Exco did take this matter seriously. It was clearly defined as part of the goals of the first Strategic Planning document. Goal 3 clearly indicated that the Organisation will 'develop IEASA as the point of reference in Southern Africa on ethical standards and practices in international education'. This matter was discussed at all the meetings of the Exco in 1997, and in June 1999 the Exco decided that the document that was drafted by Dr D Swemmer for one of the establishment meetings of the Organisation, should be placed on the IEASA 'list serv' for comments by its members.<sup>13</sup> The final document was distributed at the 2000 conference, and was then adopted as the official document determining the standards of Ethical Practice in the internationalisation of Higher Education. It was adopted at the Annual General Meeting of IEASA held during the August 2000 conference in Durban. Once the document was officially accepted by the IEASA membership, it was sent to SAUVCA and the CTP for full institutional endorsement. This document was accepted by both the CTP and SAUVCA, and became the official Code of Ethical Practice in International Education for South African Higher Education. This was one of the first major achievements for IEASA.<sup>14</sup>

## Immigration Act

The matter of study visa's for international students was one of the major discussion points during the initial Consultative Meetings, and remained on the agenda for most of the Exco meetings for the first ten years of IEASA's existence.

The role IEASA played in this regard was not only to inform its members about the latest developments in the legislation that would affect international students, but it also played an active advocacy role. It regularly interacted with the Department of Home Affairs in advising them on new legislation regarding the Immigration Act.

The three Western Cape universities, the University of Cape Town, the University of Stellenbosch and the University of the Western Cape, gave the discussion around study permits and visitors visa's direction, when they submitted a memorandum to the Exco with matters that needed urgent attention, as well as why this matter should receive urgent attention. The memorandum included issues such as the 25% increase in the visa application and extension fees. It also expressed its concern about the problems experienced by foreign missions concerning the correctness of information provided to students applying for visa's. It further expressed concern that the length of study permits was only a year, and this forced students to renew study permits annually at the newly increased fees that created an impression of unfriendliness. The conclusion of the memorandum expressed their dissatisfaction:

'The message currently received by international students is that they are not really welcome to South Africa. The reality at the universities is that they are enriching the lives of South African students, bringing much needed income into our universities as well as gaining enormous benefits themselves.'

This was symptomatic of the redefinition of South Africa since 1994. To assist in re-shaping South Africa, IEASA played a small part by actively participating in preparing comments with SAUVCA and the CTP on the White Paper dealing with International Migration. In this regard, Ms Caz Thomas from the University of Cape Town played a prominent role on behalf of IEASA.<sup>15</sup>

IEASA, through its Executive Committee played a critical role in ensuring that the best possible dispensation that would enhance internationalisation was created with the promulgation of the new Immigration Act, as well as the regulations guiding the implementation of the Act. This was one of the success stories of IEASA, and resulted in a publication of an IEASA guide on the Immigration Act and regulations.<sup>16</sup>

# Medical cover for International Students

The growth in international student numbers constantly challenged the innovation and higher education management skills of the Exco members. Notwithstanding the lack of permanent capacity supporting the internationalisation efforts, the members of the Exco was challenged to be on the forefront of new developments that would enhance the capacity of South African Higher Education to internationalise itself. One such a matter was the introduction of a medical aid scheme specifically focussed on the International Student. The intervention of Dr Derrick Swemmer in this regard provided the necessary focus. With the assistance of Alexander Forbes, an Insurance Consultancy firm, who proposed that IEASA involve itself in supporting the establishment of a Medical Aid Scheme for international students. It was suggested that IEASA encourages all universities to participate in the scheme to ensure the lowest possible premium for the students.<sup>17</sup> This recommendation was the beginning of a long standing relationship between Ingwe Health Medical Scheme and IEASA. The Exco endorsed the Ingwe product, and agreed to support the product by encouraging all institutions to recommend the scheme to all its members.<sup>18</sup>

The direct involvement of IEASA with the Ingwe Health Scheme was not without problems. The company experienced service delivery problems that were regularly reported to the Exco, who had to act on all the complaints, as it received regular sponsorships from Ingwe for its endorsement of the product.<sup>19</sup>

The support of the international students for this initiative was reported to be at 8,500 international students in November 2002. IEASA constantly engaged with Ingwe to enhance the quality of service to the students.

This initiative was another success story of IEASA. It did not only initiate the development of the necessary capacity to deal with a very important matter on behalf of South African Higher

Education, but also ensured that an affordable product was available to all international students. It however did not hesitate to intervene on behalf of institutions to ensure proper service delivery.

## Communication and Publications

The Exco was aware of the need for proper internal and external communication regarding its activities, and about South African Higher Education. To enhance the internal communication, it decided to utilise the electronic media. After the move of the office to Durban, its first website was developed and became operational in April 2000. It was reported that its web address was [www.und.ac.za/und/ieasa](http://www.und.ac.za/und/ieasa). In addition to the website, a list service was developed with whom communication was facilitated to all members.<sup>20</sup>

The Exco also participated in the *Journal of Studies in International Education*, an international journal that focussed on internationalisation issues.

One of the major achievements of IEASA was the publishing of its *Guide to Universities and Technikons* that became known as the *Study South Africa* magazine. The details of this publication will be discussed in Chapter 5. IEASA, from the outset, was aware of the challenges facing it to communicate with its members, and different stakeholders. It chose the most obvious communication tool in the modern era, namely the internet and other forms of electronic communication. Shortly after its move to Durban, it commenced discussions with the University of Natal to use its facilities for dedicated e-mail communication with all its members. It became the only communication tool for members, and allowed individual members to communicate matters of common interest to all other members using a list service that included the e-mail addresses of all members.



# Branding and Marketing

From the outset, the Executive Committee saw the need to get clarity about the **marketing role** to be played by IEASA. In its early debates about this topic, it considered strategies how to recruit study abroad students for institutions, and once reality set in, the discussion moved towards a marketing focus for IEASA. The Exco requested Dr N Jooste to develop a marketing policy for IEASA.<sup>21</sup>

The policy was discussed at the 2002 IEASA Conference in Grahamstown. The document was accepted by the Conference, and became the official marketing policy of IEASA. The document was also presented to the Executive Committees of SAUVCA and the CTP. Both organisations took note of the document, and accepted the role of IEASA to market the South African Higher Education System, and not individual marketing of institutions. IEASA played the role of coordinator and information distributor of student marketing opportunities for individual institutions, but not the marketing agent.<sup>22</sup>

The role of marketing coordinator proposed for IEASA, was put into practice when six South African universities participated in the Education India student recruitment fair in March 2002. In March 2006, four South African universities also participated in the GETEX Dubai exhibition arranged by the South African Embassy in the United Arab Emirates. These were positive illustrations how IEASA could play a coordination role, and add value to the individual institutions.<sup>23</sup>

As part of the implementation of the marketing of IEASA, it was also decided to develop a brand policy for the Organisation. The brand, Study South Africa, was chosen to market the universities under the IEASA banner. A project was launched to develop a new look for the Study South Africa brand when IEASA and institutions will be participating in marketing events e.g. exhibiting at NAFSA and other similar events. The following was then finally decided

upon as the IEASA 'look'. It was decided that this would be used for the next five years to establish the Study South Africa and IEASA brand. The logic was that Study South Africa would refer to IEASA, and IEASA to Study South Africa.



Figure 3.2: Study South Africa banner wall.

## **International Education Association of South Africa**



Figure 3.3: The new IEASA logo was designed by Marita van Jaarsveld, and approved by the Exco on the 11th September 1998.

## **Other Activities**

The activities discussed above consumed most of the time of the Executive, and IEASA as an Organisation during its first ten years of existence. A number of matters however also received attention during this period. In the following paragraphs the most important of these activities are discussed.

The first of these is the endeavour to connect with organisations that would assist IEASA to enhance its global reach and to position the South African Higher Education system internationally. To achieve this it was decided to link IEASA with NAFSA. This was however also a deliberate move on the side of NAFSA to support the growth of IEASA. The first official

interaction between IEASA and NAFSA was during the Inaugural Conference when the President of NAFSA, Prof C Perdreau participated in the program, and addressed the attendees on the advantages of internationalisation to the education program in an institution. This was followed by regular visits of NAFSA to the IEASA conferences, such as Ms Marlene Johnson the CEO in 2000, when she attended the Durban conference. In 2003, Prof June Noronah the then President attended the Grahamstown Conference, and also delivered a presentation during the Gala Function of the conference.



NAFSA 2004.

The activities were however not only confined to NAFSA coming to South Africa. To represent and showcase South African Higher Education, IEASA also participated in the annual NAFSA conference that was held in the USA. The first official participation of IEASA in a NAFSA conference was in May 1997. The Exco agreed that Dr R Kishun, Mrs K Nussgruber and Dr MP Maaga represent IEASA at the conference that took place in Vancouver, Canada. Dr Kishun and Mrs Nussgruber presented a paper at the conference on the effects of the academic boycott on South African Higher Education during the Apartheid years.

NAFSA recognised the role that IEASA could play in future years, and as such invited IEASA to become a sister organisation in 1997. The Exco formally accepted this invitation, which confirmed its status as a sister organisation of NAFSA at its meeting of 24 February 1997.<sup>24</sup>

IEASA decided to raise its profile during the annual NAFSA conferences. During the 1998 conference, its representation increased to five members. It decided to increase its visibility further by having its own booth at the conference. The decision to participate was made easier when NAFSA offered IEASA the space for a booth during the 2000 conference in San Diego for free. Six South African Institutions confirmed that they would participate. To assist with the organisation of the event, these organisations were required to pay R6500 per institutions to cover the costs of the coordinator. The organisation of this event proved to be a

challenge for the organiser, as some of the institutions expressed their dissatisfaction with some parts of the Organisation.<sup>25</sup> Notwithstanding the organisational challenges, the participation of South African Higher Education was seen as a great success, and it was then agreed to participate again without the financial support of NAFSA. The 2001 NAFSA conference that took place in Philadelphia was a great improvement on the first attempt. The IEASA booth was opened by the South African Consul General whilst five South African institutions participated in the event, and shared the cost of the booth and organisation.<sup>26</sup>

The formal participation of IEASA in the NAFSA conferences highlighted the limitations of an Organisation that relied mainly on volunteers. It was then decided at the AGM that took place during the 2001 Bloemfontein Conference, that the IEASA participation should be organised in a more professional manner, and that a marketing plan be developed within the framework of the promotion of the South African Higher Education Institutions, and not purely IEASA.<sup>27</sup>

After the acceptance of the IEASA Marketing plan in 2002, the coordination and participation in the annual NAFSA event was placed on a more professional footing. The IEASA administrator, who was a full-time employee, took over the coordination of the booth. A professional display banner that promoted the concept of Study South Africa was designed, and used at the NAFSA conferences from 2005. It was also accepted that participating institutions would carry the necessary costs.

By 2005 IEASA achieved its goal to market South Africa in a professional manner. The participation in the NAFSA events was also one of the major achievements of IEASA. It not only represented South African Higher Education in a professional manner, but it illustrated to the rest of the world's Higher Education entries that South Africa can compete at one of the premier international education events. Although the presence of South African Higher Education was normally small, occupying one small stand amongst more than 700 other participants,

the significance of its participation needs to be evaluated in the context of who is not represented at NAFSA. South Africa, during the first ten years of its participation at NAFSA, was the only African country that presented itself. It was also one of a few developing countries that were prepared to showcase its higher education system on the world stage.

The importance in participating in events that not only discussed internationalisation, but also where active participation was possible with a view to promote South Africa as a system, as well as the individual institutions, was always high on the agenda of IEASA's external relations. It also encouraged institutions to participate in the EaIE conference. The conference that focussed mainly on the needs of European Institutions was also attended by South African institutions on an individual bases.

IEASA decided to formally participate in the EaIE conference after a strong motivation, received from Ms Caz Thomas in 2001, after she attended the 2000 Leipzig conference.<sup>28</sup> The value of these events to promote South Africa was however also identified in the marketing strategy of IEASA. It was then decided that IEASA should organise the participation in this event. It then organised the IEASA participation in the EaIE conference in Turin, Italy in 2004. The principle of its participation was the same as that of NAFSA.<sup>29</sup>

The above events clearly served the purpose to promote IEASA and South African Higher Education. One of the other benefits of the attendance of these events was the opportunity created by the participation in these events to develop the IEASA members and professionalise the internationalisation activities, as well as the personal development of the participants. An event that had the same effect was the generous offer by the Baden-Wurttemberg Institutions and Government to invite South African Institutions to visit Higher Education Institutions in the province of Germany. The purpose of the **"Baden-Wurttemberg" seminar** was not only to expose the participants to the different higher education types in Germany, but also to provide a forum to

discuss the different forms of internationalisation practices. The organisation of this seminar was mainly the brain child of Mr Axel Markert from Tübingen University. The first seminar took place in 1998, and was attended by 12 IEASA members. This included the President of IEASA, Dr Roshen Kishun and other Exco members such as Mr V Collett and Mr P Ramlachan. The seminar became an annual event with the last one organised in 2002. This seminar provided an opportunity for 60 South Africans working in higher education to be exposed to international best practices and to experience international travel. The value of this program to assist individuals, and indirectly institutions, to internationalise, cannot be underestimated.

IEASA played the role of coordinator and information distributor of student marketing opportunities for individual institutions, but not the marketing agent.<sup>31</sup> The role of marketing coordinator proposed for IEASA was put in practice when six South African Universities participated in the Education India student recruitment fair in March 2002. In March 2006, four South African universities also participated in the GETEX Dubai exhibition arranged by the South African Embassy in the United Arab Emirates. These were positive illustrations how IEASA could play a coordination role and add value to the individual institutions.<sup>32</sup>

A matter that was raised at the foundation meetings of IEASA, and that received sporadic attention, was the development of an **Internationalisation Policy**. The matter was formally placed on the Exco Agenda in 2001. It was subsequently discussed at most of the Exco meetings, and Dr J Ellis was tasked to drive it as a special project. A draft conceptualisation document was approved during the AGM in September 2004. Notwithstanding all the discussions on this matter, an Internationalisation Policy still needed to be developed for IEASA on the Higher Education sector. After ten years it can be summarised as work in progress.

## Regional Committees

The above achievements and activities that were attempted by IEASA through its Executive Committee, gives an indication of all the activities attempted with various levels of success. The achievements clearly speak to the dedication and passion for the Organisation, and the ideal of internationalisation that existed amongst these members. As volunteers they tirelessly spent many hours on IEASA business instead of their full time occupations, mostly in understaffed International Offices.

The President and some of the other members of the Exco had a vision to extend the same dedication of the Exco to a regional structure. Mr N Venter was tasked to drive the process of the establishment of regional committees.<sup>30</sup> He reported at the Annual General Meeting in August 2001, and recommended that a Regional Committee be comprised of one member from the member institutions in the region. It was also recommended that all institutional members form part of the regional committee.<sup>31</sup>

Notwithstanding all the enthusiasm and motivation provided by the Exco, and notwithstanding the fact that a position on the Exco was allocated to this activity alone, it remained largely one of the unfulfilled ideals of IEASA. Only the Western Cape regional committee met regularly and shared best practices and addressed common problems concerning internationalisation in their region. Most of the other regions met only sporadically and was mostly inactive.

## Financial Matters

The Organisation realised from its inception that it would only have a future if it can structure it in such a way that it would be financially self-sustainable. This should be linked to its internationalisation activities with the focus on providing a service



to its members, as well as the broader higher education sector. In this regard Marlene Johnson – CEO of NAFSA advised IEASA that it ‘... needed to move away from being an organisation relying on fundraising to exist as an organisation, to an organisation that earn its income through it’s services to the higher education sector’.<sup>32</sup> This was the attitude of the Exco from the creation of IEASA.

The table at the end of this chapter clearly indicates that after 10 years of existence, income generated from membership fees, as well as income from donations received especially from Ingwe Health is currently sustaining the Organisation. It is however clear that the generation of income from support activities, especially through the annual conference and workshops for members, did not take off as envisaged. The fact that IEASA only have one full-time employee plays a major role in its inability to generate income through other activities.

It however needs to be highlighted that from its inception IEASA, through its Exco, exercised strict financial control, and through its conservative financial management, built a reserve of nearly one million rand over the ten-year period. The role of Dr D Swemmer that acted as honorary treasurer since the inception of IEASA needs to be highlighted in this regard. His advice, and the financial control put in place, is largely responsible for the financial well-being of the Organisation.

The financial statements, as well as membership lists, show that IEASA grew its institutional and individual membership rapidly over the first few years, but the membership growth slowed down since 2000. The fact that IEASA operates within a given geographic area with limited growth potential, is most probably the reason for this. Most of the interested individuals joined the Organisation, and all the Higher Education Institutions that operate in the international sphere, became members during the first four years. This is clearly illustrated by the following figures:

- In 1999, IEASA had 20 Institutional members (11 SA Universities and 7 Technikons) and 44 individual members.
- In 2001, the membership increased to 29 Institutional members (14 SA Universities and 10 Technikons).
- In 2004, there were 82 individual members, but unfortunately, the institutional membership declined to 28.

After ten years IEASA managed to accrue more than R1 million. In its tenth year of excellence, it increased its income from sources received, other than that received from members, to more than R700, 000. The Study South Africa magazine generated more than R150, 000 surplus, and the Ingwe donations also generously contributed to the surplus.

#### **Income and Expenditure Statement for the period January 1997 to December 2006.<sup>33</sup>**

<b>Income</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Membership fees</b>	55 150	84 320	82 600	91 934	85 413	98 275	99 737	92 950	114 570
<b>Workshop income</b>	5 950	-	1 220	-	-	-	27 750	-	-
<b>Interest Received</b>	1 257	10 133	13 513	27 455	32 058	59 346	65 982	63 440	64 402
<b>Donations</b>	-	13 000	-	-	-	-	-	-	-
<b>Commissions</b>	-	25 936	-	45 350	50 930	44 814	177 642	163 168	327 257
<b>Conference Income</b>	-	42 117	-	126 302	-	-	-	-	48 000
<b>Grants Received</b>	-	-	-	179 095	-	-	10 000	-	-
<b>Publication Sales</b>	-	-	-	-	7 995	15 000	4 152	-	660
<b>Joint Venture Income</b>	-	-	-	-	-	-	-	2 020	-
<b>Study South Africa Income</b>	-	-	-	-	-	-	-	297 607	366 875
<b>Total for year</b>	<b>62 357</b>	<b>175 486</b>	<b>97 333</b>	<b>470 136</b>	<b>211 555</b>	<b>217 435</b>	<b>385 263</b>	<b>619 195</b>	<b>921 764</b>

<b>Expenses</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Audit fees</b>	-	-	-	2 850	-	4 845	3 135	3 511	7926
<b>Awards</b>	-	-	-	-	-	-	5 975	2 600	2700
<b>Bad debts</b>	-	-	-	-	-	1 970	11 300	921	1130
<b>Bank Charges</b>	252	800	880	1 910	1 162	1 292	1 313	1 951	3099
<b>Computer Software</b>	-	799	-	-	2 799	500	376	-	
<b>Conference Expenses</b>	-	37 473	2 000	74 281	11 119	5 704	3 584	848	27910
<b>Depreciation</b>	-	-	371	455	445	75	67	896	952
<b>Operational Expense</b>	-	18 550	2 432	6 646	15 010	12 687	22 181	18 438	
<b>Grant Expenses</b>	-	-	-	-	-	15 652	34 586	2 697	9349
<b>Postage, printing etc.</b>	586	628	5 159	2 134	2 418	-	-		
<b>Professional Fees</b>	-	800	2 349	1 580	2 307	-	-	6 840	
<b>Recruitment Expenses</b>	550	-		-	-	-	-		
<b>Subscriptions</b>	-	-	-	-	2 307	3 780	-	1 554	1254
<b>Publications</b>	-	-	10 026		-	136	5 000	-	40416
<b>Publicity</b>	-	-	-	18 902	1 050	1 050	49 857	93 189	116 368
<b>Salaries</b>	13 200	26 864	18 375	45 987	48 428	82 117	99 090	128 882	208 792
<b>Study SA &amp; Joint</b>	-	-	-	-	-	-	-	243 510	216 814
<b>Travel &amp; Entertainment</b>	-	3 315	4 021	4 459	13 516	13 772	22 647	15 527	30 674
<b>Workshop Expenses</b>	3 012	-	3 923	1 732	-	10 000	-	-	
<b>Total year Expenses</b>	<b>21 100</b>	<b>89 229</b>	<b>49 536</b>	<b>160 926</b>	<b>98 254</b>	<b>153 580</b>	<b>259 111</b>	<b>519 364</b>	<b>712 818</b>
<b>Surplus for year</b>	<b>42 257</b>	<b>86 257</b>	<b>47 797</b>	<b>309 210</b>	<b>113 301</b>	<b>63 855</b>	<b>126 152</b>	<b>99 831</b>	<b>208 946</b>

Income	1998	1999	2000	2001	2002	2003	2004	2005	2006
Unexpended funds beginning of the year		42 257	128 514	176 311	485 521	598 822	662 677	788 829	887 528
Unexpended funds at the end of the year	42 257	128 514	176 311	485 521	598 822	662 677	788 829	887 528	1096474

### Conclusion.

Although the above discussion only focussed on the major achievements, and some of the goals set that were not achieved during its first ten years, one can come to only one conclusion. IEASA was managed by a group of volunteers that showed the necessary commitment towards internationalisation, with a clear vision, which without their commitment, the Organisation would not be able to achieve the goals set. It was clear that the first ten years was the establishment phase. The growth of IEASA was clearly linked to the development of internationalisation within the South African Higher Education Institutions.

The uneven participation by institutions is a clear indication of the institutional focus. Some of the older, more established universities, played a dominant role during the establishment years of IEASA, but due to lack of capacity, and perhaps the absence of a vision on internationalisation, became absent participants. IEASA however, was managed not only by volunteers, but also by a group of professionals that took pride in the effective management of the Organisation. The first ten years was clearly the establishment years, but the achievements of the Exco during this period went beyond what could be expected from a volunteer organisation.

It needs to be noted that most of the persons involved in the Exco was also busy establishing their own international offices within their institutions. Although the best practises shared during the conferences assisted institutions to establish well-

resourced international offices, the time needed for IEASA work was valuable time that could have been spent at the member institution. In most cases, IEASA received as high a priority as could be given by the Exco members as they all shared the vision that a successful IEASA could enhance their own institutional internationalisation activities.

**Endnotes:**

1. This chapter will not follow a strict chronological reflection of the activities of the Executive Committee but would rather highlight those activities that received the attention of the Committee and will report on them as they occurred throughout the ten year period. The author thus followed a thematic chronological approach and not a strict chronological or thematic approach.
2. 1997 Constitution, paragraph 15.1
3. Minutes of the First Executive Committee Meeting of IEASA. 30 January 1997
4. Data used in this part was collected from the Minutes of the Executive Committee Meetings January 1997 – September 2006.
5. Minutes of Exco Meeting: 24 January 1997
6. Minutes of Exco Meeting: 11 September 1998.
7. Minutes of Exco Meeting: 8 March 1999.
8. Minutes of Exco Meeting: 21 May 2002
9. Official Document: IEASA Strategic Plan 2000.
10. IEASA Strategic plan, November 2003

11. Minutes of Exco Meeting: 14 October 1997.
12. Minutes of Exco Meeting 12 June 2001
13. Minutes of Exco Meeting: 10 June 1999.
14. Minutes of Exco Meeting: 5 September 2001.
15. Minutes of Exco Meetings: 17 June 1997 and 28 October 1999.
16. Minutes of Exco Meetings: 10 November 2001 and 4 July 2002.
17. Minutes of Exco Meeting: 24 June 1997.
18. Minutes of Exco Meeting: 28 October 1999.
19. Minutes of Exco Meeting: 10 March 2000.
20. Minutes of Exco Meetings: 18 May 2000 and 21 August 2000.
21. Minutes of Exco Meetings 26 July 2001 and 10 April 2002.
22. A copy of the Marketing Document is available on the IEASA website.
23. Minutes of Exco Meetings 10 April 2002 and November 2005.
24. Minutes of Exco Meeting: 24 February 1997.
25. Minutes of Exco Meeting: 9 September 2000.
26. Minutes of Exco Meeting: 12 June 2001.
27. Minutes of AGM: 6 September 2001.

- 28. Minutes of Exco Meeting: 15 February 2001.
- 29. Minutes of Exco Meeting: 24 April 2004
- 30. Minutes of Exco Meeting 3 November 1998. Refer also to the President's Annual Report to the AGM 9-11 September 1998, Pretoria Technikon Conference.
- 31. Mr N Venter, member of the Exco, Report on Regional Committees. August 2001.
- 32. Minutes of Exco Meeting: 6 September 2000.
- 33. Annual Reports 1998 -2006.

# 10 Conferences - Building excellence in Internationalisation

The Inaugural Conference of IEASA that took place at the University of the Western Cape, set an example to be followed by future conferences. Some of the features of all the conferences were that they were hosted by a South African Higher Education Institution. Each conference focussed on a particular theme in internationalisation of Higher Education, and the IEASA Executive Committee involved itself largely in the planning of parts of the conference, and provided the financial guarantees.

The first conference also set a 'financial' example that the conference should, as far as possible, not cost the Organisation money, but should - as membership grows - become an income-generating source for the Organisation.

The format of the conferences over time followed largely the format set by other similar organisations such as NAFSA and the EaIE. A common feature that was incorporated into the IEASA conference planning from the second conference onwards, was the organising of a series of workshops before the conference with a focus on skills development in matters related to internationalisation.

The IEASA conference was seen every year to be the highlight on the South African Internationalisation calendar. Not only did the members use this as a time to upgrade their skills, and find out about the latest developments in internationalisation, but it also used the event as a networking occasion. As internationalisation was relatively new for most Higher Education Managers in South Africa, the IEASA Exco used the conference as an occasion to not only inform, but also educate.



The conferences also assisted the Organisation to showcase South African Higher Education. From the onset, international higher education specialists, as well as representatives of institutional partner universities, attended the conferences, and in many cases presented papers on Internationalisation of Higher Education.

As the conferences formed such an important part of IEASA's activities, and in an informal way built capacity towards the internationalisation of the South African Higher Education System, special attention is individually given to each conference.

## **The First Conference:** **29 - 31 January 1997, Cape Town.** **Hosted by: University of the Western Cape.**

**Theme: Internationalisation of Education in South Africa:  
Challenges and Opportunities.**

The conference was discussed in detail in Chapter 2 of this publication, as its main purpose was that of an Inaugural Conference and, as such officially launched IEASA as the Organisation that would drive the internationalisation activities of South African Higher Education.

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# INTERNATIONAL EDUCATION ASSOCIATION OF SOUTH AFRICA



## PROGRAMME

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Inaugural conference: 29 to 31 January 1997, Cape Town  
Theme: Internationalisation of Education in South Africa: Challenges  
and Opportunities

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Figure 4.1: Programme of the first IEASA Conference.

# The Second Conference:

## 9 - 11 September 1998, Pretoria.

Hosted by: Pretoria Technikon

**Theme: Internationalisation of Education in Southern Africa:  
Building Bridges.**

This, being the second conference of IEASA, was again largely planned by the Exco. Planning of this conference already commenced in March 1997. The Exco, being sensitive to send the correct message to the higher education sector, decided that the next conference should be hosted by a technikon. Two possible hosts were identified, namely: ML Sultan Technikon in Durban and, Pretoria Technikon. Pretoria Technikon was then requested to host this conference. Once the host was identified, the next decision to be made was the date of the conference. After discussion amongst the Exco members, it was decided that a date later in the year would be more suitable to attract more delegates.

January is the beginning of the South African academic year and for administrators, and persons involved in the management of international students, a very busy time of year. It was then decided that the conference will be arranged for September 1998.<sup>1</sup> The first decision taken about the conference was that an organising committee would be formed to assist in the planning of the conference, whilst the Exco planned the program. The organising committee consisted of persons living in either Johannesburg or Pretoria, and consisted of Mrs Elsa-Marie van Schalkwyk (that was working at the Pretoria Technikon), Ms Kirstin Nussgruber from Wits (an Exco Member), Mrs Katja Naumann from Wits (an ordinary member), and Mrs Amalia Altin the first administrator of IEASA. Staff from the Pretoria Technikon was co-opted onto this committee to assist and strengthen the Institutional representation.<sup>2</sup>

The arrangement of workshops before the conference that would address topical matters related to internationalisation and the management thereof, was for the first time in the pipeline for this conference. The workshops for this conference was then planned to develop capacity in the management of institutional internationalisation, and workshops with topics like 'How to start an International Office', and 'Management of exchange programs', was proposed.<sup>3</sup>

The arrangements of the second conference did not go as smoothly as anticipated. The excitement that existed for the first conference was not there any more, and the organising committee and the Exco were now faced with a motivational problem. How could they attract more persons to the conference? To solve this problem, the Exco encouraged all existing members to invite two non-members from their institution to attend.<sup>4</sup> In July 1998, both Dr Kishun and Dr Swemmer considered the cancellation of the conference due to the lack of interest. They decided however that in the interest of the Organisation to go ahead with the conference.<sup>5</sup> By early August 1998, only 38 delegates registered for the conference.

The conference in the end was attended by 68 delegates, including representatives from other SADC countries. The goal to organise a conference that would at least break even financially, was however not accomplished, and the conference showed a loss of R 14 990.06.<sup>6</sup> A report prepared by Mr Prem Ramlachan, the IEASA Exco member responsible for public relations, identified some of the more obvious problems with the conference. These can be summarised as:

- The complete Executive should be at the conference a day before the conference.
- More networking opportunities need to be created between the papers.
- Planning of the next conference should commence immediately.<sup>7</sup>

Notwithstanding the problems to generate enough interest, the contents of the program were substantial and enhanced the debate about internationalisation.

The purpose of the conference to:

- Vigorously promote internationalisation, and provide a forum where institutions regionally, nationally and internationally address current issues created by forces of globalisation;
- Assist the higher education sector to manage rapid and unprecedented change;
- Create, and encourage intra- and inter-regional co-operation as a first step of institutional co-operation.

Noteworthy papers that were presented at this conference included a paper by Dr Irene Jansen (DAAD Program Co-Coordinator SA) with the title: "A shift from individual mobility to project, and co-operation related initiatives". She highlighted in her presentation the joint effort of the German industry, DAAD and German embassies to support "International University Marketing". She further highlighted the challenges for German Higher Education, by concluding her presentation by stating that:

"Nevertheless, Germany needs to overcome those last regulative hurdles to open it even more. We need to enhance efforts to improve the quality of co-operation to meet the requirements of the future, which will be what social scientists have called an entrepreneurial knowledge society where only 20% of the population have worked and the others not. That implies that education will become the new social question. And all political entities, may they be nation states or other bodies, need to ensure that they share the profits those 20% produce."<sup>8</sup>

Dr Jane Knight (Reyerson Polytechnic University, Toronto, Canada) added to the status of the conference. She presented a paper entitled: "Adding the International Dimension to Higher Education". She focussed largely on the internationalisation of the curri-

culum, and international competencies that students need to acquire during their studies. She highlighted the fact that a successfully internationalised curriculum should provide students with: "The knowledge, skills and values to perform competently, professionally and socially in an international and inter-cultural environment. Students should have increased understanding of diverse perspectives of their own, and of other cultures."

One of the highlights of the conference was the paper delivered by Prof Colin Bundy, Vice-Chancellor of the University of the Witwatersrand. His paper entitled: "A world of difference: Higher Education in the Global Era", gave a timeous look at the challenges facing South African Higher Education in its re-entry to the global fold of the Higher Education family. He not only provided a valuable look into the struggle of higher education to, notwithstanding the cultural boycott, be part of the global world. In his presentation, he summed the effects of the academic boycott to South African Higher Education up as follows:

".....South African academics were barred from attending the World Congress on Archaeology, in Southampton. Like the O'Brien Affair, the Southampton Congress and the furore it caused were high-water marks, visible, well-publicised episodes in the attempts to boycott South African scholars and their institutions. Much harder to measure or describe were the invisible effects of the academic boycott. I do not suppose that we will ever know how many overseas scholars simply refused to come to South Africa during the high noon of Apartheid; nor how many South African scholars were left-off invitation lists, or cold-shouldered when they attended international conferences. The brain drain of South African academics over forty years of Apartheid rule has never been accurately measured. And I am not sure that even now, South African universities fully realise how damaging their partial exclusion from the global community of scholars was.

This may seem an odd starting point for my paper, but I do not think that we can fully understand the challenges and the opportunities involved in the internationalisation of higher

education in this country without a sense of where we have come from. It was during the 1970's and 1980's that the internationalisation of campuses, curricula and the entire Higher Education system gathered pace globally...Therefore, we are in a position of catching up.

At Wits – for example- our International Office is less than two years old. The Senate Internationalisation Relations Committee held its first meeting this week. Next month, when the new DVC takes office, we will be making international partnerships an executive portfolio for the first time. South African universities are late-comers to the internationalisation of higher education.”<sup>9</sup>

Bundy concluded his presentation by challenging South African Higher Education to ask the uncomfortable questions about globalisation in establishing themselves in global Higher Education.

## The Third Conference:

8 – 11 September 1999, Stellenbosch.

Hosted by: University of Stellenbosch

**Theme: International Mobility: Partners, Practices and Processes. Challenges facing Higher Education in developing countries.**

With the organisation of this conference the Exco for the first time became less involved in the detailed organisation. It was left largely to the organising committee to do the necessary. The detailed program was finalised in July 1999 by the organising committee, and submitted to the Exco for approval.<sup>10</sup> This conference set an example with the design of its program and program cover. It set the tone towards the professionalisation of IEASA and its conferences.

The conference was a very practical conference. It started with

a workshop on the pre-conference day. The workshop was facilitated by Dr Marijk van der Wende, Senior researcher and consultant at the Centre for Higher Education Policy Studies (CHEPS), University of Twente, the Netherlands. Forty-seven delegates, representing 24 South-and Southern African Higher Education Institutions attended the workshop.<sup>11</sup> The workshop provided the delegates with theoretical knowledge about internationalisation, but also practical information on matters related to internationalisation. The presence of Marlene Johnson the CEO of NAFSA, provided the attendees with first-hand information about challenges and best practises in international education.

The conference dinner was hosted by the Chancellor of the University of Stellenbosch, with the keynote address delivered by the Minister of Education, Professor Kader Asmal.

The practical tone of the conference was also reflected in the program, as it included sessions that presented case studies that allowed for debate and discussions on topics such as the mobility of students in SADC.

The conference organisers also planned the program in such a way that delegates could visit the other Higher Education Institutions in the Western Cape.



# INTERNATIONAL MOBILITY:

3rd Annual Conference

**Partners,  
Practices  
and  
Processes**

*Challenges  
facing Higher  
Education in  
developing  
countries*



*Programme*

Stellenbosch  
8-11 September 1999

Figure 4.2: The first professionally designed conference programme.

## **The Fourth Conference:**

**6 – 9 September 2000, Durban.**

**Hosted by: the University of Natal, University of Durban-Westville, ML Sultan Technikon, and Technikon Natal**

**Theme: Study Abroad in Africa: Opportunities for Internationalisation.**

The planning of this conference commenced soon after the Stellenbosch Conference. The organising committee was chaired by Mr Prem Ramlachan from the University of Durban-Westville, whilst the rest of the committee was representative of members of the Kwa-Zulu Natal/ Free State Regional Committee of IEASA. At the March 2003 Exco meeting, Dr Kishun reported that they expect a shortfall of approximately R44,000 and that they will be seeking sponsorships to cover the shortfall. This was the first of the conferences, although it was hosted by a university, it did not take place on a host University campus. The conference was arranged in the Conference Centre of the Riverside Hotel in Durban, this explained why it was much more expensive than previous conferences.<sup>12</sup> In the light of this, the Exco agreed to accept a deficit of R15,000 for this conference.<sup>13</sup>

The final registration number of attendees of this conference was 134.<sup>14</sup> The program was also professionally designed, and followed the professional standard set by the Stellenbosch conference. This now became the norm for all future conferences.

The program clearly stated the purpose of the conference. It also identified IEASA with the rest of the African continent when it declared that: "This theme is in line with IEASA's aim to promote the internationalisation of higher education on the African continent, and to market African Higher Education Institutions to

the rest of the world. Currently the flow of students is from Africa to the rest of the world, and we need to achieve some measure of reciprocity in this regard”.

In contributing to the African Renaissance, the challenge for Africa is to formulate policy that takes advantage of the positive aspects of globalisation, including the unprecedented movement of people with skills, expertise, resources, entrepreneurship and capital, which will support the continent’s efforts at reconstruction and development. A further challenge is how to compete with all the high profile universities in the world for an increasingly valuable resource, namely, international students.”<sup>15</sup>

The program allowed for papers to be delivered on topics addressing the internationalisation of Higher Education in Africa. Professor Daniel Mkude (University of Dar Es Salaam, Tanzania) presented a paper on: “How African Universities can make themselves attractive to foreign students”, while Dr James Shute (Director: Centre for International Programs and Professor: Faculty of Environmental Design and Rural Development; University of Guelph, Canada) addressed the “Challenges in Studying in Africa: A Canadian Perspective”.

Ms Marlene Johnson again represented NAFSA at this conference, and provided her insights on the development of a national policy on internationalisation. The NAFSA document: “Towards an International Education Policy for the United States”, was also distributed at the conference to assist IEASA in the development of its own policy. At the end of the first ten years, this matter was still pending and proved to be much more difficult to resolve than originally anticipated.

## The Fifth Conference:

5 - 8 September 2001, Bloemfontein.

Hosted by: the **Technikon Free State and the University of the Free State**

### **Theme: Internationalisation: Benchmarking for the future.**

The Chair of the organising committee for this conference, Dr M Wolvaardt, reported to the Exco that the organisation of the conference will be a joint venture between the two Bloemfontein institutions namely: the University of the Free State, and the Technikon Free State. He also informed the committee that they will be making use of a conference organiser, due the fact that they lack the capacity to organise it themselves.<sup>16</sup> The Exco also provided the organising committee with an advance of R20,000 as bridging finance to assist them with the initial costs in organising the event. The conference was attended by 130 delegates and broke even financially.

The common theme of most of the papers delivered at the conference linked internationalisation and benchmarking. One of the keynote presentations was delivered by the Vice-Chancellor of the University of the Free State, Professor SF Coetzee. He challenged South African Higher Education Institutions to accept the challenges of internationalisation. He identified internationalisation practices at higher education institutions as one of the major external forces impacting on higher education. He challenged South African universities to harness and utilise internationalisation and benchmarking, in ways that will preserve their integrity and identity, but will also contribute to equipping them to become major global players in knowledge production and dissemination.<sup>17</sup> Another paper that was delivered, and that challenged South- and Southern African Higher Education Institutions, was the paper by Dr J Ellis on a "Regional Collaboration Strategy Regarding Higher Education: A

Proposed Response to the National Plan for Higher Education, and the SADC Protocol on Education and Training". In the paper, he presented a plan that will enhance the movement of students within the SADC region. The proposal was based on the European Erasmus –model that became the vehicle to promote the mobility of European students.

NAFSA showed its continuous support for IEASA through the presence of Dr Norman Peterson. He continued the conversation with IEASA that was started the previous year by Marlene Johnson, the Executive Director of NAFSA on the development of an internationalisation policy. The topic of his presentation was: "Building a Policy Environment for Tertiary International Programs".

A further sixteen papers were presented on the topic, and contributed to a very successful conference.



Figure 4.3: Bloemfontein conference programme.

# The Sixth Conference:

## 4 - 7 September 2002, Grahamstown.

Hosted by: Rhodes University

### **Theme: Internationalisation and Cultural Diversity.**

The Grahamstown conference was largely organised by the University organising committee, with Dr S Fourie as the committee chairperson. As one of the founding members of IEASA, and being a member of the Exco for a number of years, very little involvement was needed by other members. The organisation of this conference set the example for the arrangement of future conferences as far as the involvement of the Exco. Conferences now became more the responsibility of the hosting institution than that of the Executive Committee. The conference was attended by 110 delegates, and one of the lessons learnt from this conference was that if it is not in one of the major cities, the number of delegates attending would most probably be restricted due to the difficulties created by the convenience of accessibility.



Guest speaker at the  
Grahamstown Conference,  
June Noronha,  
President of NAFSA.

The conference was attended by a group of international administrators from Baden-Wurttemberg universities in Germany. They visited a number of South African universities in an attempt to develop further relationships between South Africa and Germany. The President of NAFSA, June Noronha was also invited, and acted as keynote speaker during the gala evening. Her address focused on the theme of the conference, and largely summarised the need for the internationalisation of South African Higher Education. She also, as President of NAFSA, illustrated clearly how well NAFSA understand internationalisation and its values. The following is relevant quotations from her address:

**June Noronha – Address to the IEASA Conference  
Grahamstown, September 2002.**

"I believe that both diversity and internationalisation share the following imperatives, namely:

**First** – we share the notion:

- One must understand the diversity of cultures – understand and live with cultures different from our own in our nation and with other nations. Implicit in this approach is the recognition that no nation is a homogenous unit; all nations are multicultural. Respect for, and living with, subcultures in one's own nation will prepare one to appreciate and interact with those in other countries. For us in the U.S, this also means we must understand the comparative power and privileges of being from the U.S.

**Second**– we share the notion:

- One must develop inter-cultural skills, by working or immersing oneself in a language or in another culture/community, within one nation or abroad.

**Third**– we share the notion:

- One must prepare to be a citizen, locally and globally, by building tolerance and respect for others, and thereby strengthening the capacity to participate in civil society.

I don't really need to tell you what an international experience does for a person. It is a life-changing experience, because after this, like a kaleidoscope everything shifts, and all the patterns are scrambled into a new form. For those of us who live at the margins of privilege, or at a social disadvantage, this experience proves even more powerful. For example, for the South African students who came to my university, it gave them:

- space to reflect on their lives within a larger context;
- space to practice inter-cultural skills they would use back home;
- a comparative view of inter-ethnic issues and solutions in another country with similar issues;
- it provided an external perspective about their culture, their



country, themselves, and in addition, they got a degree!

Sometimes, I think that instead of exchanging elites, as international education often becomes, we must have exchanges of the less privileged. If we could ensure that homogenization of culture would not occur, there would be a better chance of transformation and mutual understanding than we have now.

- “Homogenization of culture”  
So why is international education so important for all our nations? Especially the culturally diverse nations?
- It is important because rapid and dramatic changes are happening in higher education around the world because of technology, the globalisation of the economy, and advances in disciplines.
- It is important because global transportation and communication make it impossible for any nation, town or community to be isolated.
- It is important because our countries are made up of many “mini-countries,” and our economies are inextricably interlocked.
- It is important because we need to have a continual and expanded worldview, and inter-cultural sensitivity and understanding are crucial to our national survival, as we in the United States are finally aware.
- It is important for all our citizens, black or white to be able to participate in the global economy.”

She also addressed the value of internationalisation for Africa in general, and South Africa in particular when she referred to: “.... the term ‘ubuntu’ comes from the African, meaning, “I am human because you are human.”

Equality might require us to tolerate difference, but ubuntu embodies the active appreciation of the value of human difference, of mutual understanding, of respecting the other as you respect yourself. This is internationalisation at its best; this is cultural diversity at its best.

All these values are at the core of our field of international education exchange and cultural diversity. The bridges are there; we just need to reach out and grasp each other's hands and walk across!

We must prepare ourselves and all our students, whether, black, brown, white, colored, or green-

- To be able to move easily among their fellow citizens and those from other nations and cultures;
- To go beyond applying their own labels and categories to "foreign" practices;
- To seek out the common humanity in those of us whose beliefs and practices are different;
- To make critical and contextual choices for themselves, their communities and their countries;
- To further international understanding and peace.

In a world that is increasingly unpredictable and violent, we have this evidence among our own students, successive generations of international leaders who left their native countries to study abroad, and ended up speaking the language of, and breaking bread with strangers and former foes, building better alliances for a less fractured world. In a small way, I represent one of those students myself!

Now, more than ever, we need to speak each other's languages, understand each other's religious and cultural traditions, walk in each other's fields, eat in each other's homes, and play with each other's children, in our own nations and with other nations. And welcome all these children to our universities to live and study and forge life long friendships and alliances. To build respect among different peoples; to build bridges across boundaries and borderlands."

# **The Seventh Conference:**

## **3 – 6 September 2003, Potchefstroom.**

Hosted by: the **University of Potchefstroom**

**Theme: Internationalisation and Human Resource Development in the African Union: Challenges for the Tertiary Education Sector.**

The conference was again an illustration of the IEASA members' commitment to Internationalisation with a special focus on South Africa's place in Africa. This conference was again a first. The style of this conference was that of choice. The conference attendees were presented with a program of 34 different papers, 29 of these were offered in parallel sessions allowing a choice of topics from different interest areas.

**The opening address was presented by Dr Nico Jooste (University of Port Elizabeth) on:**

"South African Higher Education – an Important Role Player in the Development of Relevant Human Resources Skills for Southern Africa in Particular, and Africa in General"

The main focus of the presentation was the challenges facing South African Higher Education in the demand for higher education provision from students from other African countries. His presentation highlighted the following:

"Internationalisation of higher education created an unpredictable external environment in which higher education is forced to operate. This unpredictability is similarly applicable to the world in which our graduates will be required to function. It would however be safe to say that the general rate of change will further accelerate, and that individual lives will be increasingly affected by direct and indirect interaction with societies and cultures that

were not part of the graduate's frame of reference. The impact of information technologies; and the volume, complexity and specialisation of knowledge will continue to expand beyond what we can presently imagine. This external environment demands from higher education institutions to be responsive and flexible in its presentation of knowledge, and the transfer of skills to students/graduates to enable them to function effectively in this ever-changing environment. It has been recognised by policy makers that modern academic environments demand formal knowledge of unprecedented scope and magnitude, but, since much of this knowledge has not yet been discovered or created, no amount of discipline-specific only training will be sufficient. General intellectual and personal qualities and abilities will determine how well individuals will be able to function, and whether they have a positive impact on their society.

It is important to recognise that one of the critical outcomes of higher education in the 21st century is related to international education, in that it provides the necessary interaction with an environment that exposed the student to:

- know how to relate new knowledge to what is already known;
- be able to read the signals of an unfamiliar situation, interpret its elements and relate them to each other;
- understanding the process of cultural interaction and be able to discern differences and similarities between cultures, including differences within similarities and vice-versa;
- be able to communicate with diverse groups;
- be able to adjust to an environment without losing one's identity and compromising one's values (Grünzweig, 2002, p 18).

The African Renaissance and its demands on African Higher Education. In the words of President Thabo Mbeki, the African Renaissance must encapsulate the following conditions:

- peace
- stability
- prosperity and,
- intellectual creativity (Mbeki, 1998, p 240).

The challenge to higher education is further defined by Mbeki, and serves as a challenge to higher education when he says:

“The beginning of our rebirth as a continent must be our own rediscovery of our soul, captured and made permanently available in the great works of creativity represented by the pyramids and sphinx of Egypt, the stone buildings of Axum and the ruins of Carthage and Zimbabwe, the rock paintings of the San, the Benin bronzes and the African masks, the carvings of the Makonde and the stone sculptures of the Shona.

A people capable of such creativity could never have been less human than other human beings, and being human as any other, such people can, and must be, its own liberator from the conditions which seeks to describe our continent and its people as the poverty-stricken and disease –ridden primitives in a world riding the crest of a wave of progress and human upliftment” (Mbeki, 1998, pp 299-300).

The rediscovery of us should become the focus of African Higher Education. We however need to recognise that the development of international education since the end of the Second World War was mainly influenced by European and American initiatives. This leads to the current Eurocentric focus of international education. The so-called ‘developed world’ is the current voice of internationalisation and globalisation. As these are central issues for higher education world wide, Africa’s participation, and its role, will always remain that of an artefact - if African Higher Education does not engage other international higher education systems, in a cohesive manner through research and other academic interventions. In this regard, it is required from South African Higher Education Institutions to take the lead in developing relationships with African Higher Education

Institutions, other Institutions from the developing world as well as with the developed world. The challenges for African Higher Education are highlighted by the Vice-Chancellor of the University of Namibia when he says:

“Information and knowledge are at the centre of the world economy of the 21st century. African Higher Education Institutions, and African societies in general, will need to adapt to the new realities. The universities will be called upon to produce the competent and highly trained personnel required not only for national development, but also to ensure communication with the rest of the international community. African Universities will be forced to be versatile. They will be called upon to serve local needs, while operating as part of the international knowledge system. They will be pulled in different directions while attempting to launch their communities into orbit in the vital global political, social and economic universe.

We face an undeniable imperative for educational improvement that will enhance Africa's competitive edge in the world Economic community... The foundation of global education, which leads to the need for internationalisation of higher education is an attitude; an attitude that affirms the oneness of the human family, an attitude best embodied in the phrase 'with malice for none, with charity for all' (Katjavivi, 2002, p.3).

1. South African Higher Education's current contribution to the African knowledge society.

In defining the environment in which African Higher Education functions, and the challenges it faces, the question should be asked what is the current participation in South African Higher Education by students from SADC countries and Africa.

- 6.5% of student population international.
- 4% from SADC.
- National Plan 5%.
- 1% Rest of Africa.

- 34,500 students from Africa studying in the US in 2001, of those approximately 35% was from East-Africa. (According to Open Doors).

## 2. Challenges for South African Higher Education.

- As South African Higher Education becomes known as a quality, relevant knowledge partner in Africa, more and more individual parents/students would prefer South African Higher Education to those of Europe and the US. A clear indicator is the growth in SADC numbers over the past three years.

The fundamental question for SA Higher Education is not how do we grow, or contain the number of African students, but rather, motivated by our commitment to the African Renaissance and NEPAD, the question should be how do we turn this into an advantage for Africa."

Some of the other noteworthy papers that were presented were those by Prof MM Mboya on: "NEPAD: Education and Universities", as well as Prof ML Golola representing the Inter-University Council for Eastern Africa. He shared with the conference the co-operation model of the Inter-University Council for East Africa.

The parallel session provided researchers and other higher educationalists to present some of their research findings, as well as work that were still in progress. Some of the most notable presentations in this regard were:

**Chamutemba, B** (Evelyn Hone College, Zambia): "The Role of International Offices at Tertiary Institutions".

**Morton, M and Neale-Shutte, M** (University of Port Elizabeth): "International Students Evaluations of their Experiences at UPE on exiting their exchange/study abroad programs."

**Persens, J (Prof)** (University of the Western Cape):  
“Internationalisation in Tertiary Education and the Development of Human Resources for a Knowledge and Learning Society in Africa”.

**Shenge, NA (Dr)** (University of Ibadan, Nigeria):  
“Internationalising the African tertiary education and human resource development through institutional linkages, local resource utilization and total quality management”.

**Warner, N and Ojwang, C** (University of Cape Town):  
The USHEPIA Program.

The Exco received a neatly bound publication of all the papers delivered at the conference, as well as a report on the conference in June 2004. The standard of this publication set a new benchmark for future conferences on how to publish the conference proceedings.



University of Stellenbosch, the first recipient of the IEASA/Golden Key International Honour Society Best International Office Award.



# The Eight Conference:

## 1 – 4 September 2004, Cape Town.

Hosted by: the University of Cape Town

### **Theme: Facilitating Internationalisation.**

The conference committee was chaired by Ms Lesley Shackleton the previous Director of the University of Cape Town International Office. The IEASA Exco received regular feedback from her on the progress of the arrangements. Two members of the conference committee was however also members of the Exco, Ms C Thomas and Mr J September. By March 2004 the program outline was approved by the Exco, the rest of the planning of the committee went ahead with little involvement from the Exco. The conference program largely followed the Stellenbosch Conference example, as they arranged visits to other Western Cape campuses on the 1st September.

The Cape Town Conference was attended by a number of international guests that were mainly partners from other South African universities. This was because of a practice started by the University of Stellenbosch, arranging a few days before the IEASA conference a meeting for partner universities. The majority of these visitors would then stay on for the IEASA conference. The Stellenbosch example was followed in 2004 by the University of Port Elizabeth, and in 2005 by the University of Kwa-Zulu Natal. This practise contributed to a growing international audience attending the IEASA conferences.

There were 157 delegates registered for the Cape Town Conference. Numerous papers on the topic of the conference were presented, with an outstanding feature of this conference being the number of exhibition stalls. The guest speaker at the gala evening was the President of the European Association for International Education, Joroen Torenbeek.

# The Ninth Conference: 31 August – 2 September 2005, Johannesburg.

Hosted by: the University of Johannesburg

**Theme: The Gold Standard: Developing Internationalisation Policy.**

The organising of conferences has by now reached the stage where they were mostly organised by a local conference committee, with very little interference by the Exco. In the case of the 9th Conference, the organising committee had as members: Dr J Ellis from the University of Johannesburg, as well as Dr Derek Swemmer from Wits. They were both founding members of IEASA, and served on the Exco from the beginning. They reported back to the Exco about the progress and needed very little advice. The Exco however requested that they, in their planning, try to arrange the conference in such a manner that it generated some income for the Organisation. Although the conference was not arranged on the campus, but in the Rosebank Hotel, they received sponsors for the conference, and declared a surplus at the end of the conference. This set an example for future conferences, and the Exco set a target of 20% of the registration fee as a surplus to be generated by future conferences. In the case of the University of Johannesburg conference, a surplus of more than R140,000 was generated.

The conference again started on the Wednesday (31 August 2005), with workshops on relevant topics on internationalisation. A full-day workshop was arranged on foreign credentials evaluation for staff of International Offices.

The conference started on Thursday, 1 September 2005, with a breakfast for all delegates. The guest speaker at this event was Prof Naseema Badsha, the Deputy-Director General for

Higher Education in the National Department of Education. The conference also built on the Potchefstroom model, and arranged a number of parallel sessions. At the conference a total of 18 papers were delivered.

The conference set new standards from an organisational point of view, and was concluded with a gala dinner with very few speeches, but a lot of fun.

## **The Tenth Conference:**

### **30 August – 2 September 2006,**

### **Cape Town.**

Hosted by: the **University of Western Cape**

#### **Theme: Internationalisation: Serving South African Needs.**

The tenth conference was arranged to take place at the University of the Western Cape to celebrate IEASA's tenth birthday. In advertising the conference, the organising committee, under the leadership of Prof Jan Presens, introduced IEASA as follows:

"The International Education Association of South Africa (IEASA), held its founding conference in January 1997 at the University of the Western Cape. It is therefore an honour for UWC to host IEASA's tenth annual conference. Several of the present executive members, including the president Dr Roshen Kishun (University of KwaZulu-Natal), Vice-President, Dr Jimmy Ellis (University of Johannesburg formerly known as the Randse Afrikaanse Universiteit), and Honorary Secretary, Dr Derek Swemmer (University of the Witwatersrand), attended this conference. A number of international role players in International Education also attended the Inaugural. Over the years, IEASA developed into an Organisation which can rightfully be considered as the mainstay of policies, practices, training and

activities involving international education or internationalisation of (higher) education in South Africa. While the South African Government has not fully developed an international education policy, interactions with officials at several levels expressed support for such a policy. Even Higher Education South Africa (HESA), formerly known as the South African Universities Vice Chancellors Association (SAUVCA), agreed that "central to the ... transformation and structuring ... (of higher education in South Africa) is the process of internationalisation – the integration of an international, inter-cultural or global dimension into the purposes, functions and delivery of higher education".

The 1997 Southern African Developing Community (SADC) Protocol on Education and Training urged member countries to strive "to reserve at least 5% of admission, for students from SADC nations, other than their own". IEASA member institutions have certainly played a significant role to achieve this goal. Over the years, IEASA hosted several international theorists and practitioners on internationalisation in higher education."

The Conference was introduced by describing it as follows:

#### **"CONFERENCE THEME**

The theme for the IEASA 2006 Conference is  
"INTERNATIONALISATION: SERVING SOUTH AFRICAN NEEDS".

Internationalisation in education, in particular, higher education, has indeed become a global phenomenon. As NAFSA declared: "The world is coming to us, whether we like it or not." Thus, it is not surprising that over the past ten years or so, internationalisation in South Africa had been substantially influenced by policies and practices in other parts of the world. However, South Africa is faced with unique realities: A major process of Transformation and Reconstruction is still underway. South Africa plays an integral part within African education, economy, politics and culture. The philosophy of ubuntu calls for a special approach to education. The dual economic nature of South Africa is also reflected in the realities of higher education.

As a way of gaining maximally from the momentous nature of celebrating the tenth conference, the IEASA leadership and membership have begun a process of retrospection and introspection with a view of carving a 'new' IEASA on the basis of lessons learned. The conference theme is, therefore, posing a challenge to all involved, including those from partner associations, to reflect upon the theoretical and practical uniqueness of a South African brand of internationalisation."

With this conference attended by more than 150 delegates from all over the world, IEASA celebrated its tenth birthday. By this conference it demonstrated that it was a dynamic Organisation capable to shoulder the responsibility of internationalising the South African Higher Education system.

# 10<sup>TH</sup> IEASA CONFERENCE 2006

17-21 August 06 / 1-5 Sept 06, 07-11 Sept 06  
INTERNATIONAL EDUCATION ASSOCIATION  
OF SOUTH AFRICA

CELEBRATING 10 YEARS OF IEASA



UNIVERSITY of the  
WITWATERSRAND

Figure 4.4: Programme of the 10th IEASA Conference-Celebrating 10 years of IEASA in South Africa.

## **Conclusion.**

The ten conferences discussed above, each had its own character, but a golden thread that ran through all the conferences was its connectedness to the African continent. Most of the conference topics somehow introduced this as a topic. It was also a place to showcase South African Higher Education, and it played a major role as a training event for administrative staff working in International Offices. The conference papers are still available in some format, either in a printed format or in the case of the 8th and 9th conferences, in digital format. A collection of the best papers delivered at the IEASA conferences would not only be a handy source of information for South African Higher Education, but would enhance the global knowledge on internationalisation of Higher Education.

## **Endnotes:**

1. Minutes of Exco Meeting: 10 March 1997.
2. Minutes of Exco Meeting: 24 June 1997
3. Minutes Exco Meeting: 24 January 1998
4. Ibid.
5. Minutes of Exco Meeting: 28 July 1998.
6. Minutes of Exco Meeting: 3 November 1998.
7. Overview of the 2nd Annual IEASA Conference.  
Mr P Ramlachan, November 1998.
8. Jansen, I. Paper Presented at 2nd Annual IEASA Conference,  
1998. p 13.
9. Bundy, C. "A world of Difference: Higher Education in the

Global Era". Address to IEASA Conference,  
10 September 1998.

10. Minutes of Exco Meeting: 10 June 1999.
11. Workshop Attendance Register. IEASA Conference,  
8 September 1999.
12. Minutes of Exco Meeting: 18 May 2000
13. Minutes of Exco Meeting: 13 July 2000.
14. Minutes of Exco Meeting: 21 August 2000.
15. Program. 4th Annual Conference, 6-9 September 2000,  
no page number.
16. Minutes of Exco Meetings: 6 September 2000 and  
16 November 2000.
17. Coetzee, S F. "Benchmarking and Internationalisation:  
Are they in the interest of South African Universities?"  
Keynote address at the 5th Annual Conference of IEASA,  
5-8 September 2001.



# Study South Africa: IEASA providing global reach

**T**he need to promote South African Higher Education was identified as one of the major projects of the first Executive Committee. It was decided that the most appropriate way to do this, was through the development of a publication that would promote South Africa as a study destination on the one hand, and also highlight the South African Higher Education Institutions. A publication described as a 'Guide to Study at South African Universities and Technikons'<sup>1</sup> was proposed.

It was clear that this was a project that could not be done by the volunteer group of the committee alone. Dr Kishun took the lead in the development of this publication, and commenced discussions with a Durban based publishing company, trading as Artworks Publishing. The Exco approved that IEASA enter into a joint venture with Artworks to produce the publication.<sup>2</sup> It was decided that the profit from this venture would be divided equally, and that IEASA would not be required to provide any financial commitments. The conditions set out from the beginning in developing this publication, were that IEASA would retain the editorial rights of the publication, and that private higher education institutions would not be allowed to participate in the publication. To service the entire public higher education sector, IEASA decided that the publication should showcase all the higher education institutions and not only those that could pay for advertisements. To achieve this goal, and reduce the financial risk, Dr Kishun approached both the Committee of Technikon Principles (CTP), and the South African Vice-Chancellors Association (SAUVCA) to provide financial support. The two organisations agreed, and contributed as follows to the publication:

R25 000 by the CTP and, R35 000 by SAUVCA. It was agreed that the launch of the publication should be during the 1999 IEASA Conference.<sup>3</sup>



Figure S.1: First Edition: Study Aboard in South Africa.

# The First Edition – 1999

With the development of the first edition, the focus was on producing a publication that would be informative, but also showcase the higher education sector with a bias towards students. As a first publication, it did not pretend to set the scene for an extended period, but it produced the publication in such a way that it could have a shelf life that would be longer than the year in which it was published. The message from the publisher states its intentions clearly, and did not pretend to be more than a source of information. The message states the following:

## **'Message from the Publisher'**

'Study abroad in South Africa is the first Guide to include details of all of South Africa's 21 universities and 15 technikons. It is compiled as a source of information for the international academic community and others who may be interested in South Africa's tertiary education sector.

The project was initiated by Dr Roshen Kishun of IEASA and the publication of the Guide is credit to his perseverance despite numerous difficulties. Acknowledgement is also due to SAUVCA and CTP, who not only gave official recognition to the project, but also provided financial support to ensure that every single university and technikon would be able to be represented in the Guide. Our thanks go to Ms Piyushi Kotecha, CEO of SAUVCA and Mr Bryan Whyte, Registrar of the CTP, for their assistance. Our thanks are also due to the Department of Foreign Affairs who have undertaken to supply copies of the Guide to all of South Africa's Missions around the world. Many people assisted in compiling and editing the text, but special mention should go to Professor Yonah Seleti, who commented on the historical material, Cathy Luckett who wrote on transformation in higher education, and Chris Chapman whose editorial input was most valuable. Lastly, our appreciation is due to those universities and technikons, who, wisely we believe, saw fit to invest in

this publication, and in doing so have contributed positively to the internationalisation of South African higher education, and to the promotion internationally of this country as an academic destination.’<sup>4</sup>

The layout and contents of the first edition did not only set the scene for future editions, but provided comprehensive and concise information about South Africa, and its higher education sector. The following table of contents illustrates this clearly:

<b>General Information</b>	<b>page</b>
Messages of Support: SAUVCA & CTP	4
Context: Studying in South Africa & Higher Education in Transition	5
Natural History: A Dramatic Setting	6
History: A New Nation	8
Politics and Government: An African Renaissance	10
Population and Culture: People of the Rainbow	12
Arts and Entertainment: An Awakening of Creativity	14
Sport and Adventure: An Adventures Spirit	16
Towns and Cities: Study Destinations	18
Student Information: Study Permits and Admission Requirements	20
Profiles: The Universities	21
List of University Faculties University Profiles	22

Profiles: The Technikons	61
List of Technikon Programmes	62
Technikon Profiles	

The first edition filled 76 pages with information, enthusiasm and promise. It presented a higher education system that showcased a new country that was excited to attract and welcome international students. The Minister of Education, Professor Kader Asmal provided a message that was published under the title 'Meeting the Challenges of the 21st Century'.

The publication did not only provide valuable information to prospective students, but also served as the only source of information to universities who wanted to know more about South African Higher Education with a view to establish international linkages. In the first edition the South African Universities and Technikons, that can be described as the 'early starters' and that established international offices, or were closely involved in the establishment of IEASA, 'invested' in the first edition by taking additional pages in the publication that promoted their universities as possible study abroad sites. In this regard, the University of Natal took the lead and placed five pages that promoted not only degree studies but also short-stay programs during the Natal winter. The University of Stellenbosch placed four pages, whilst Wits and Vista filled three and a half pages. Cape Town University bought three pages, and amongst the Technikons, Pretoria Technikon and Techikon South Africa bought two pages. Although valuable information about South Africa in general was provided, the focus of the publication was on the institutions with 50 of the 76 pages dedicated to information on the individual institutions.

## The Second Edition – 2001

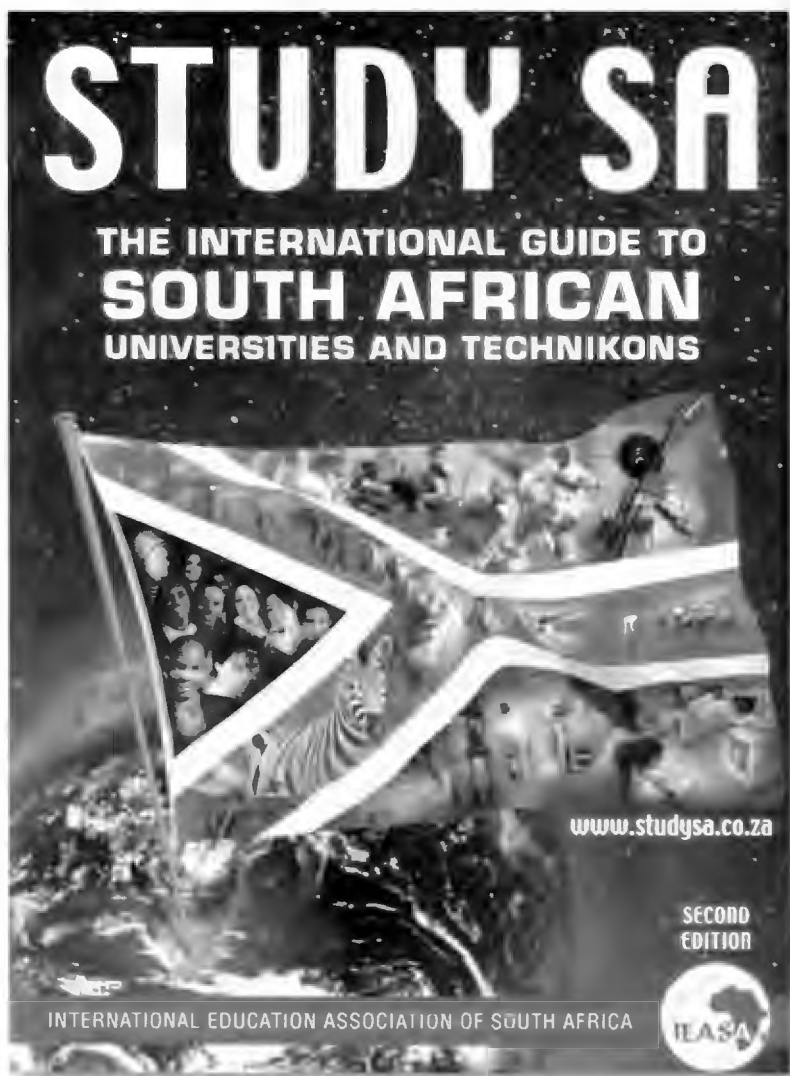


Figure 5.2: Second Edition: Study SA is launched.

The first edition was seen to be very successful. It showed a surplus of R 41 742 as a joint venture. This prompted the immediate planning of the second edition, which commenced soon after the launch of the first edition.<sup>5</sup> It was however decided that the name of the publication would change to 'Study SA: The International Guide to South African Universities and Technikons'. The format and focus of the second edition was discussed with all the role players, especially with the CTP and SAUVCA. After various discussions about the purpose and function of the Guide, Dr Kishun convinced all interested parties that the Guide should retain its original purpose as a publication aimed primarily at the international academic community. The second edition provided an overview of the South African Higher Education sector, with a particular focus on research and development.<sup>6</sup>

Seven thousand copies of this edition were printed with only one-thousand-three hundred being reserved for sales to the public. The majority of the copies went to universities and technikons with a thousand copies being distributed to 93 South African foreign Missions by the Department of Foreign Affairs.

The second edition under the heading: 'Portrait of a Nation', provided valuable information about South Africa. It focussed on the natural beauty of the country, its cultural diversity and economic characteristics. The publication provided valuable statistical information about South Africa, and more importantly, information about the South African Higher Education sector. It also dedicated three pages of the publication on research data and showcased South Africa as 'A World of Opportunity'. In the spirit of building a new nation, the publishers followed the national Government's focus on science and technology research and development. The size of the publication increased to 80 pages with the advertisements placed by individual institutions covering 51 of the 80 pages. Most universities and technikons participated in the publication by placing from one to five pages of information about their institutions. The second edition, like the first edition, truly provided a comprehensive look into South

## The Third Edition – 2002

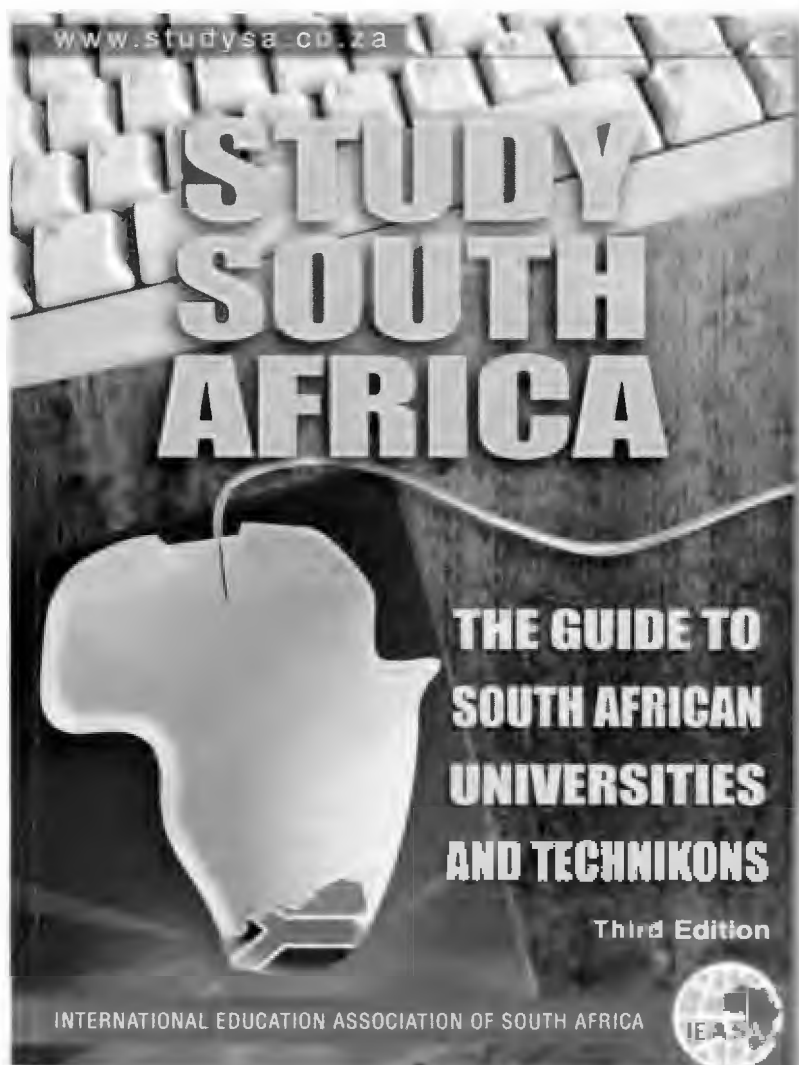


Figure 5.3: Third Edition.



African Higher Education. Study South Africa after only two publications, became an establishment within South African Higher Education. It became much more than just an information brochure to lure students to South Africa. It became the premier publication that provided the necessary information about the South African Higher Education system, and was used globally as a source of reference. The publishers recognised the demand for the book, and stated in the message from the publisher that: "In order to meet the domestic demand for the book, this edition will be widely available in bookshops throughout South Africa."

As the need to research and write about matters that were topical and current in South African Higher Education, the services of Karen McGregor, a specialist higher education writer was obtained. This edition was the first where she wrote an introductory essay about Higher Education in transition. The publication accurately reflected the transformation that was taking place in South African Higher Education and again provided accurate information about South Africa and its higher education system.

Institutional profiles dominated the publication, and more than 75 percent of the pages in the publication were taken up by institution specific information.

## The Fourth Edition – 2004

Coinciding with the celebrations of South Africa's tenth anniversary of democracy (after the 1994 elections that ended Apartheid), IEASA decided to undertake the publication of Study South Africa on its own. The relationship between IEASA and Artworks Publishing came to an end with the publication of the third edition. The decision to 'go it alone' was prompted by differences about accounting practices, as well as the risks involved for both parties. Evidence of the deteriorating relationship between the two parties became evident when the

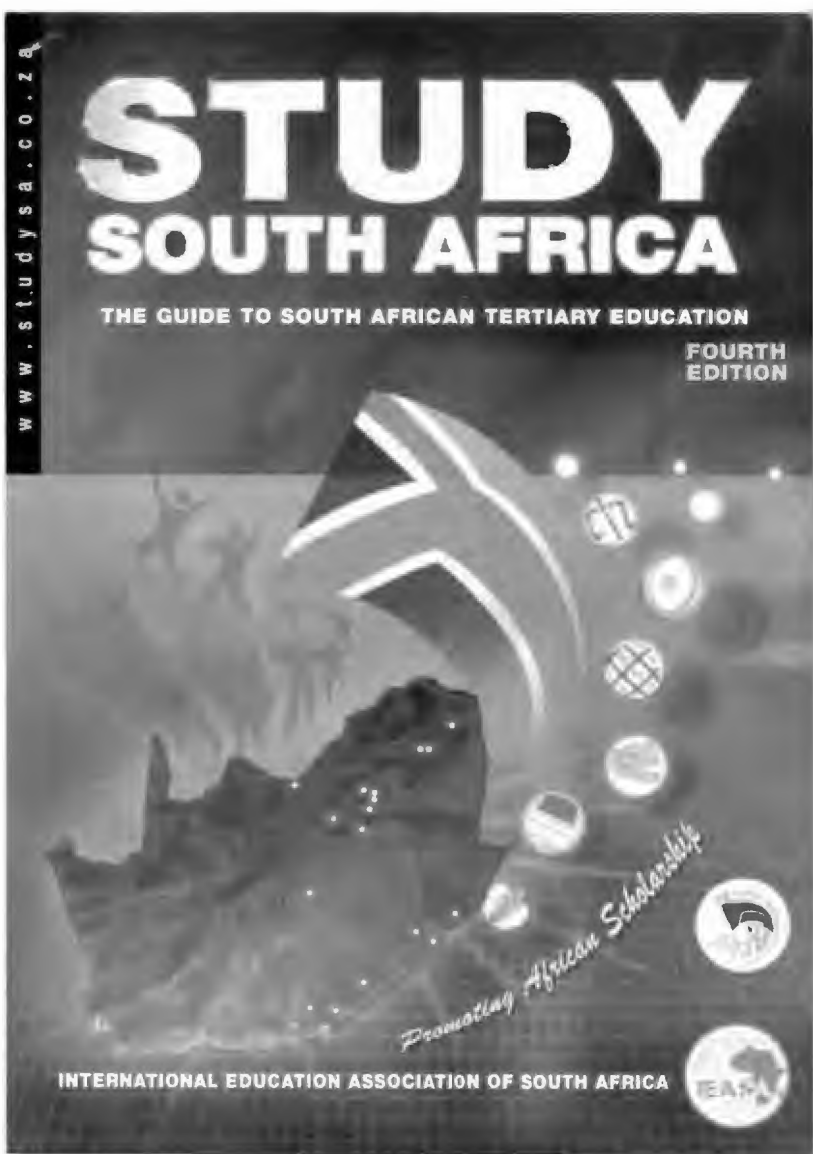


Figure 5.4: Fourth Edition: Promoting African Scholarship.

Exco of IEASA, at a meeting held in October 2002, after the publication of the third edition, requested that the agreement for this publication be signed by Artworks and Dr Kishun as soon as possible. The official signing of the document by both parties was only completed in March 2003.

The volatility created by the changes in South African Higher Education created further uncertainty as to the financial viability of the project for a publisher like Artworks. Mr A Mason voiced his concerns by stating that in the light of the decline in the number of institutions, and the fact that a number of institutions, due to the changes at hand, may be unwilling to participate in the fourth edition, they would only be willing to participate if the contractual agreement was changed and would include IEASA taking at least 50% of the financial risk in the project.<sup>8</sup>

It was then decided that IEASA would manage the project, and only use Artworks for the production of the book. The Exco decided that the publication Study South Africa would be seen as a self-funding project of IEASA that could generate additional income. Bridging finance would be provided by the Exco to the Study South Africa project to pay the publisher and the Project Manager.<sup>9</sup> Capacity was then created in the IEASA office to assist with the project. Dr Kishun took this on as a special project outside his normal duties as President of IEASA. It was also decided that the Project Manager for this edition would be Alexandra van Essche. She was now working for IEASA on a project basis and not for Artworks. Her involvement created continuity and greatly assisted with the success of the fourth edition.

Notwithstanding the changes in the editorial team, the fourth edition was again an excellent publication. Not only did it celebrate the tenth birthday of democracy, but it also aptly provided valuable information about a changing South African Higher Education landscape.

This was the first publication that had to address the changes

triggered by the series of mergers announced in 2003. The institutional mergers that were re-shaping the entire South African Higher Education landscape dominated the first pages of the publication. The institutions that undergone name changes through the merger process used the publication to showcase the new institutions, as in the case of the University of KwaZulu-Natal that used the opportunity to explain the merger between the University of Natal and Durban-Westville as from 1 January 2004.

They paid for six pages to showcase the new institution. The other new university, North-West University however only paid for one page to announce their new institution. The newly created Universities of Technology also did not take the opportunity to re-brand themselves in this publication. They mostly took one page in the publication for this purpose. Institutions that were identified to merge and change name in 2005 used this publication to link the new names and brands to the old institutions. Examples of this were the Nelson Mandela Metropolitan University that would be created in January 2005 through the merger between the University of Port Elizabeth and the Port Elizabeth Technikon.

They used one of the six pages to announce the new institution, and the rest to showcase the existing programs of the two institutions'; the University of Johannesburg, that was the merger between the Randse Afrikaanse Universiteit and Technikon Witwatersrand did exactly the same.

The fourth edition was a great success and provided excellent information to the global higher education market about the new face of South African Higher Education.

# The Fifth Edition – 2005

The fifth edition, launched during the 9th Annual Conference in Johannesburg, was the first solo flight of IEASA in the publication of Study South Africa. Without any specific reference to this fact in the publication, it merely stated under the heading:

**Credits:**

Published by the International Education Association of South Africa (IEASA), in association with Higher Education South Africa (HESA).

<b>Publisher:</b>	Dr Roshen Kishun, IEASA.
<b>Project Manager:</b>	Dr Roshen Kishun, IEASA.
<b>Project Coordinator:</b>	Thilor Manikam, IEASA.
<b>Editor and writer:</b>	Karen MacGregor.
<b>Design and Print:</b>	Astro Printers.

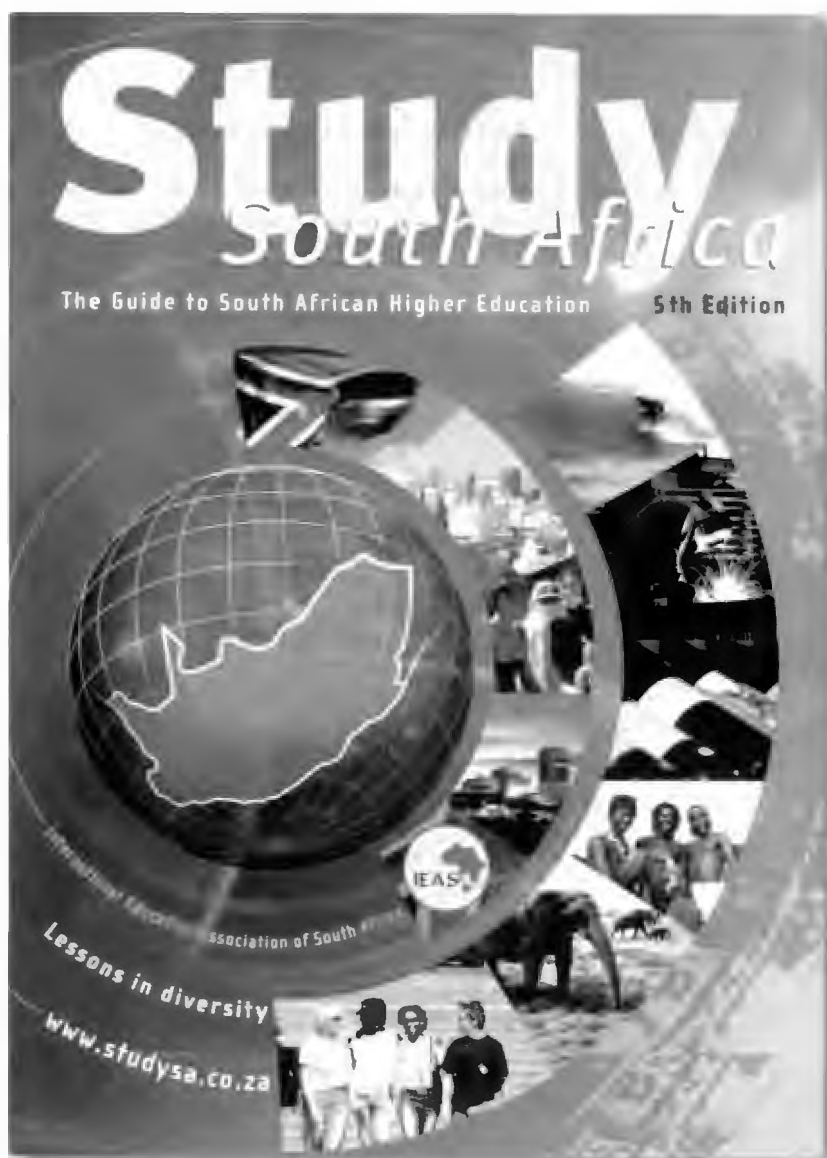


Figure 5.5: Fifth Edition: Lessons in diversity.

As this indicated, IEASA took complete control over of the publication and could now proudly claim all the credit. The design and layout of the cover of the publication was largely a replica of the marketing footprint that was developed for use during NAFSA and other marketing events. It complied with the marketing strategy approved three years earlier, and was a clear statement of the development of a marketing footprint that was designed to market the South African system. The General Manager of Unitech, Mr Caleb Maqubela complimented IEASA as he said that '...the project is truly marketing South Africa and its people to international students and their parents, and policymakers and analysts around the world.'<sup>10</sup>

The theme of this publication was: 'Lessons in diversity'. The seventeen pages covered equity and diversity: the diversity of the student body, diversity amongst staff, as well as how the transformation of the higher education sector created a diverse higher education landscape.

This edition also provided the first opportunity to introduce the new face of South African Higher Education after the series of mergers. Only four institutions used the opportunity to properly advertise themselves by buying six pages in the publication. The majority of institutions however only bought one page in the publication. Notwithstanding the tendency by some of the more established universities to only buy one page in the publication; it became the most voluminous of all the editions with 95 pages. This was probably the most informative of all the editions published, as it thoroughly covered the higher education scene in South Africa.

## The Sixth Edition – 2006

The sixth edition repeated the formula used in the fifth edition with the theme: 'Celebrating IEASA'S Ten Years of Existence'. This edition concluded its discussions about study abroad by

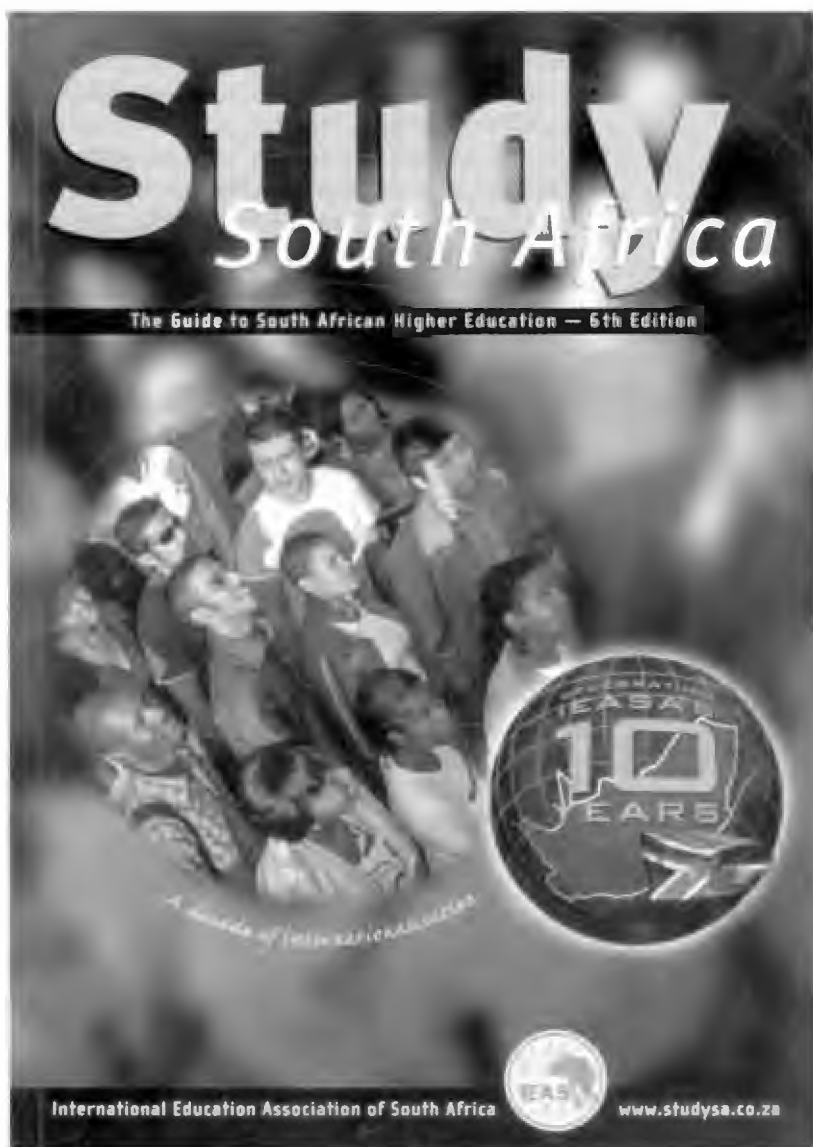


Figure 5.6: Sixth Edition: A decade of Internationalization.



highlighting the challenges facing South African Universities in years to come, as it states under the heading:

**‘The way ahead:**

As in many other student destination countries, South African universities have established international offices to market their courses and support foreign students, and to encourage and coordinate international research and international linkages. Information on institutions and their courses is widely available, including on the internet. However to remain a popular destination, in a global environment of increasing competition for international students, South Africa will need to commit more resources to international recruitment, more vigorously market its courses and institutions, ease study visa processes, and finalise an international education policy framework that formalises, supports and advances international activities.’

This edition was again distributed across the world with the assistance of the Department of Foreign Affairs.

**Conclusion.**

Study South Africa grew from a Guide to South African Universities and Technikons in 1999, to the only resource that comprehensively showcase’s South African Higher Education. This is most probably the success story of IEASA. Credit for the publication should go to Dr Roshen Kishun. He took it on as a project and diligently pursued its publication notwithstanding all the capacity problems created by a under resourced IEASA Office. Roshen Kishun, Thilor Manikam and Karen MacGregor developed into a publishing team that produced a quality publication that benefited South African Higher Education in general, and the institutions that saw the benefits of the publication by utilising it as part of their international brand strategy in particular.

When the collection of six editions is read as one, it provides a wonderful collage of information, pictures and institutions

that presents a picture of the New South Africa that is worth looking at.

**Endnotes:**

1. President's Annual Report to AGM – 9 – 11 September 1998.
2. Minutes of Exco Meeting: 8 September 1998.
3. Minutes of Exco Meeting: 10 July 1999.
4. Study Abroad in South Africa, First Edition: 2000 -2001, p.2.
5. President's Annual Report to AGM, 8 – 11 September 1999; Study Abroad in South Africa: The Official Guide to Universities and Technikons (First Edition) Joint Venture. Financial Statements for the six months ended 29 February 2000.
6. President's Annual Report to AGM, 6 September 2001, Annexure 5, Study SA, Publisher's Report.
7. Study South Africa. The Guide to South African Universities and Technikons. Third Edition, 2002, p.3.
8. Letter form A Mason to R Kishun. 17 August 2003.
9. Minutes of Exco Meeting: 18 June 2004.
10. Study South Africa. The Guide to South African Higher Education. 5th Edition, 2005, p.9.

# The next ten years

**W**ith the celebration of its tenth birthday, IEASA agreed to undergo substantial constitutional changes in an attempt to ensure that the organisation can deliver a service to its members in particular, and to South African Higher Education in general. This will enable the Organisation to live up to its vision to becoming the South African Organisation for the Internationalisation of Higher Education. The process to change the current Constitution, started in 2003 with discussions during the November strategic planning session. One of the deciding meetings of the Exco that discussed the constitutional changes, took place at the same venue as the first meeting of stakeholders in October 1995 – the Staff Club, Hofmeyer House, University of the Witwatersrand.<sup>1</sup>

The focus of the discussions: on how to take IEASA forward, centred around the need to build more capacity to deliver on its commitments. In a report to the Annual General Meeting on the 31st August 2005, Dr Kishun wrote about this as follows:

“The need to build capacity in IEASA is starkly demonstrated by the inability of members to complete their tasks as identified in the strategic documents. While IEASA needed to be congratulated on its yearly in-depth evaluation of its strategic direction, its members served on a voluntary basis and were in full-time employment. It became evident that IEASA needed full-time personnel in order to meet its core responsibilities and maintain its leadership role.”<sup>2</sup>

He concluded his report on this matter by stating that:

"Since its very inception in 1997, IEASA continuously focused its attention on reviewing its strategic plan on a yearly basis. Over the years, this exercise has lead to values that IEASA holds dear and ... which underpin its work. These values include professionalism, excellence, ethical commitment, tolerance, collegiality and sustainability. If IEASA is going to develop sustainable mechanisms to procure resources for its future programmes, strengthen its infrastructure, systems and communications, develop the organisation as a useful information source and resource for best practice and ethical standards in international education, and develop its leadership standing in meeting its core obligations, then it needs to make the fundamental changes outlined in this document."<sup>3</sup>

In depth discussions on future governance of IEASA took place, and culminated in a final discussion of the Strategic Planning session that preceded the 2006 conference. This took place at the University of the Western Cape from 28 to 30 October 2005. A constitutional review committee was established at this meeting to take the process of reform forward. With the same diligence that the establishment of IEASA took place, this committee also worked towards the drafting of a new Constitution to be presented to a special Annual General Meeting scheduled for 21 and 22 April 2006 at the Midrand campus of UNISA.<sup>4</sup>

The April 2006 Constitution of IEASA mainly changed the future governance structures of IEASA. The essence of these changes was that the Executive Committee consisted of at least six, and not more than ten, members elected by individual members and nominated representatives of institutional members.<sup>5</sup>

This was replaced by a Management Council that was composed as follows:

"The Management Council of the Association shall consist of at least eight (8) and not more than twelve (12) members, as follows:

- (a) four (4) members elected by Individual Members and nominated representatives of Institutional Members;
- (b) four (4) Directors of International Offices (or their equivalent structures) from the Institutional Members, elected by the Directors Forum;
- (c) one (1) representative elected by Higher Education South Africa;
- (d) two (2) representatives elected by combined membership of the active Regional Committees established by the Association;
- (e) the Executive Director of the Association is an ex officio member."<sup>6</sup>

Through this, IEASA introduced a different governance style that set itself the goal to introduce an Executive Director with other staff in the IEASA Office that should be able to do most of the tasks that were previously done by the members of the Executive Committee. This should introduce a new level of professionalism to the Organisation and should enhance service delivery to the members of the Organisation.

One of the prerequisites to the full implementation of this new Constitution, especially the appointment of an Executive Director and the move to its own premises, was reliant on funding. This was one of the immediate challenges facing IEASA and its new Management Council.

The introduction of the Directors Forum was seen as an attempt to provide the Management Council, and IEASA, with access to management and international education expertise seated at the member institutions.

The final phase of the implementation of the April 2006 Constitution took place at the 10th Anniversary Conference, with

the election of the Management Council. The process of election commenced with the first meeting of the Directors Forum on 24 July 2006 at the OR Tambo International Airport. At this meeting, attended by eleven institutional members, the following persons were elected to the first Management Council, representing the Directors Forum of IEASA:

**Dr Nico Jooste** (Nelson Mandela Metropolitan University) Chairperson of Director Forum, **Dr Moroatshage Takalo** (North-West University), **Mr Alwyn van Gensen** (Cape Peninsula University of Technology) and **Mr Khaya Maphinda** (Walter Sisulu University).<sup>7</sup>

The rest of the elections were carefully planned by the IEASA Office to ensure a smooth handover from the old Executive Committee to the new Management Council. The new Management Council was then constituted as follows:

Four persons elected by the general membership:

- Ms Fazela Haniff - Wits
- Mr Lebethe Malefo - Wits
- Ms Caz Thomas - UCT
- Dr Derek Swemmer - Wits

Two persons elected by the Regional Committees:

- Mr Jabu Mazibuku – CPUT
- Mr Prem Ramlachan – UKZN

One person nominated by HESA:

- Mr Patric Fish

Four persons elected by the Directors Forum:

- Dr Nico Jooste – NMMU
- Dr Moroatshage Takalo – NWU
- Mr Alwyn van Gensen – CPUT
- Mr Khaya Maphinda – WSU

Ms Fazela Haniff was also elected as the new President of IEASA

for the period 2007-2009.<sup>8</sup>

The election process that preceded the Annual General Meeting of the 2006 conference, introduced a new era in the history of IEASA, and saw the closure of the first chapter. For ten years IEASA was cherished and protected by its founding members. Roshen Kishun and Derek Swemmer, who ensured that the Organisation stayed on course, and focussed on the Internationalisation of South African Higher Education. The two of them, along with Jimmy Ellis, who also retired from the IEASA Exco in 1996, served IEASA for ten years. The three of them were members of the Exco from the beginning, with Dr Kishun being the President for ten years, and Dr Swemmer the Treasurer for ten years. Dr Ellis served as Vice-President and Special Projects Coordinator on the Exco.

The three of them provided the necessary continuity during the establishment years. Dr Swemmer is serving a further term on the Exco, again as treasurer, and would keep the original organisational memory alive for the next few years whilst the new structure settles in, and takes IEASA forward on its new course. Some of the founding characteristics of IEASA would however not disappear. It would remain by enlarge a voluntary organisation that would still demand time without any remuneration of those that would be prepared to serve the organisation on the Management Council, the Directors Forum and the Regional Bodies. The Annual Conference, the Study South Africa magazine and the participation in NAFSA, would still be the mainstay of the Organisation's internal and external endeavours.

Future challenges would be to establish a funding model that would allow it to employ more staff on a full-time basis to deliver a different service to its members. This would include the offering of more capacity building and training events for institutional staff on matters related to internationalisation. It would have to play a more active advocacy role with HESA in promoting internationalisation of Higher Education at all levels of society. It would have to be more actively involved in the academic discourse

on Internationalisation to assist all South African institutions to implement internationalisation institutionally.

This book cannot be the final word on the first ten years of IEASA, it is however the beginning of a process to evaluate the value of the Organisation. We can however not deny the fact that South African Higher Education would have been much poorer without IEASA. The fact that it is one of the very few Higher Education systems from developing countries, the only from the African Continent, participating at premier international events like the annual NAFSA and IEIA Conferences, is testimony to the insight and vision of the founding members. The fact that the South African Higher Education system recorded the highest percentage growth globally in international students over the past five years, also illustrates the value and effectiveness of IEASA. Higher Education South Africa should cherish this Organisation, and give it all the support necessary for it to spread its wings, and make internationalisation a palpable phenomenon in South African Higher Education.

### **Endnotes**

1. Minutes of Exco Meeting: 25 June 2005.
2. 2005 Annual Report Annexure 1- The future of IEASA, p.5.
3. Ibid. p. 13.
4. 2006 Annual Report – p. 4.
5. January 1997 Constitution, Clause 14.1.
6. April 2006 Constitution, Clause 15.1.
7. Minutes of Directors Forum Meeting: 24 July 2006.
8. Minutes of IEASA Management Council Meeting: 2 September 2006.



## Notes



## 10 Years of IEASA history

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