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**Internationalization of Higher Education in Africa:
'Seeing Beyond Ourselves'**

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Abstract

The socio-political and economic situation in the World has obvious effects on all of us in the global arena. Subsequently, there are a lot of discussions on the nationalization and internationalization of education, particularly higher education in America and Europe, as well as in Africa. But what is internationalization of higher education if not a futuristic outlook that involves 'seeing beyond ourselves'? Issues raised include nationalization and internationalization of higher education, and the quality of education standards that inevitably leads to how quality of courses can be evaluated and improved. A definition of quality will include various facets such as standard of programmes, teaching and learning, research and publications, degrees and institutional resources. This paper advances the psychology of learning through internationalization of higher education in Africa in a global perspective.

Key words: Nationalization, Internationalization, Higher Education, Africa

Background to Education and Higher Education and a focus into the Future

At present, the social economic political and financial crisis in the world, not to mention the utmost tragedy evident in most low-income and developing countries has significant effects on all facets of life including education and specifically higher education (Arvanitakis & Hornsby, 2016; Jones, 2010; McCabe & Pavela, 2004; Smidt, 2015; Wango, 2017; Wong, 2012). Firstly, the new world order appears to threaten the economic growth models earlier developed based majorly on previous scientific and technological advancement. Secondly, it affects jobs and employment raising concerns about career and career progression in a world with increasing job layoffs and a progressively higher young population without jobs. Thirdly, and taken as most essential, is the sustainability of the economy. Lastly, it raises fundamental questions about education and training; particularly the knowledge, skills and techniques in the information and technological global age, quality of standards and accreditation.

To counter the present world social and economic crisis, various countries including in America and Europe have sought to (further) evolve to a knowledge-driven and information technology-based economy. This evolution or transformation raises fundamental issues with a presumed rise in the demand for personnel with post-secondary education, or does it? (Asif, Raouf & Searcy, 2012; Bandura, 1997; Braun & Clarke, 2006; Kaye & Bates, 2016; Green, Marmolejo & Egron-Polak, 2012; Shaidullin et al., 2014). Or does it? Is higher education the solution? Do jobs and employees require postsecondary education? Is a knowledge and technology-driven economy equivalent to improved higher education? This leads to nationalization and internationalization of higher education particularly for Africa.

Psychology of Teaching and Learning: Quality of Standards in Higher Education setting

There is a lot of discussion around the quality of standards in Higher Education internationally, particularly in America and Europe as well as in Africa (Asif & Raouf, 2012; Brooman & Darwent, 2014; European Association for Quality Assurance in Higher Education [ENQA], 2009; Kaye & Bates, 2016; Quality Assurance Agency for Higher Education [QAA], 2016; Sadler, 2017; Smith, 2010; Solon, 2016).

Issues raised include perspectives such as follows:

- (1) *Nationalization and Internationalization of higher education institutions.* What are the national goals of education, and hence what is its internationalization (globalisation)?
- (2) *Quality of standards in Higher Education.* What is quality of education standards? This inevitably leads to how should quality be ensured, evaluated and improved. Strategic management of higher education will include a definition of quality of standards in Higher Education. This in turn will include the standard of programmes, teaching and learning, research, degrees and resources.
- (3) *Fostering human development.* In the end, universities probably aim at nurturing heightened human development. Perhaps this should be achieved through expanding and sustaining several avenues for economic competitiveness. There must be a strong relationship between local contexts, cultures and knowledge and the global arena and these must be tied to technological, scientific and economic developments.

Perhaps, in our own view that arises out of concerns highlighted by several scholars, we need to ask ourselves a more fundamental question, that is, what are the pillars for higher education framework (Higher Education Academy, 2015; Hodson & Thomas, 2010; Lewis, 2008; Murtagh, 2012; Pennington, Bates, Kaye & Bolam, 2017; Ryan, 2015; Sharp, 2017). In that way, we need to rethink beyond ourselves into the distant future by adopting a national and international viewpoint. A starting point might be to outline the pillars of higher education in order to come up with a framework that allows effective conceptualisation. Six perspectives can be conspicuously outlined as follows:

Table 1: The Six Pillars Higher Education Framework

	Component	Configuration
1	Course / Programme of Study (Degree)	<ul style="list-style-type: none"> - Prerequisites (fundamentals) - Designation (labelling) - Relevance (application/s)
2	Course Content (Course Description and Learning Outcomes)	<ul style="list-style-type: none"> - Tutor qualification and training - Tutor competency - Remuneration - Course progression and advancement - Information, Communication and Technology
3	Career and Career Progression	<ul style="list-style-type: none"> - Professional qualifications (knowledge, skills and techniques, attitude and aptitudes) - Formal and informal curriculum
4	Admission Criteria	<ul style="list-style-type: none"> - Qualifications (credentials) - System of education
5	Institutionalization (quality of programmes)	<ul style="list-style-type: none"> - Accreditation - Institutional framework - Research and publications - Student support services
6	Nationalization and internationalization	<ul style="list-style-type: none"> - Policies in Education (educational philosophy, goals and objectives) - Legal education framework

None of these aspects are that new; in fact, these have existed with us and form the foundations of our education (Bandura, 1997; Cher Ping & Wang, 2017; Council for Higher Education Accreditation [CHEA], 2007, 2014; European Association for Quality Assurance in Higher Education [ENQA], (2009; Hartley, Hilsdon, Keenan, Sinfield & Verity, 2011; Pajares, 1996; Popham, 2014; Russell & Airasian, 2012). There are clear fundamental difference between the educational needs (and certainly higher education is significant) of today's young people and

those of earlier generations. Perhaps what is different now, and in the future, is and will be the level of analysis that has gained increased importance. This includes aspects such as: (1) what is the name assigned to a programme or course of study; (2) what is the course content; (3) what does the education (degrees) lead to; (4) what are the course qualifications; (5) how does the institution prepare the student; and, (6) what is the relevance to society?

All these aspects are related to the purpose of university and higher education, that is:

1. Personal, growth and development (personality and character building);
2. Academic advancement, research and publications (knowledge, skills and techniques [critical thinking, innovation, research]; and,
3. Career, career progression and advancement and the world of work (professionalism).

This is all the more reason why other stakeholders must be engaged in the discussions.

Stakeholders and Stakeholder Involvement in Higher Education

There is a lot of discussion around higher education within and outside academics and scholarship (Arvanitakis & Hornsby, 2016; Quality Assurance Agency for Higher Education [QAA], 2016; Stukalina, 2014; Urbina & Salinas, 2014). A major concern is the quality of standards in higher education (Asif & Raouf, 2012; Council for Higher Education Accreditation [CHEA], 2007, 2014; European Association for Quality Assurance in Higher Education [ENQA], (2009; Lewis, 2008; Quality Assurance Agency for Higher Education [QAA], 2016; Ryan, 2015; Sadler, 2017; Schindler, Puls-Elvidge, Welzant & Crawford, 2015; Sharp, 2017; Smidt, 2015; Stukalina, 2014). Scholars along with the larger community including students, parents, industries, government, employers, accrediting agencies, university administrators and researchers want to find out the extent to which higher education is significant.

A set of procedures will outline the purpose and quality of standards in higher education:

- *Specific set of requirements for a college, university, or specific academic or course programme.* A profession can establish common requirements that all higher educational institutions will meet regarding student learning outcomes, methods of assessment and

improvement, faculty credentials, and resources to support specific aspect of higher education.

- *Rules and regulations, requirements.* Established requirements for learning outcomes, support services, financial well-being, library resources, and aspects for demonstrating effective planning, assessment, and improvement.
- *Quality as continuous improvement.* This includes quality standards for conformance to standard requirements.
- *Professionalism.* Accrediting organization / institution / professional organizations / common entrance examinations. Programmes and courses need to be aligned with the body of knowledge to ensure students are competent in their field.
- *Value Added Progress (Added value).* Are institutions of higher learning adding value to the community / society / consumer? Are there new products, new knowledge. You can refer to the now procedural university innovation week and other products.
- *Leadership and Administration skills.* This includes the organisational leadership at the Council and Senate, as well as Faculty / Departmental linkages. The quality of student learning and programmes clearly depends on activities that are within the control of the institution. Subsequently, major system components are the attributes as well as the abilities of the leadership / administration. This is essential in accreditation programmes and in increasingly expanding their review scope to consider institutions as entire systems with general and unique (specific) missions. The leadership will therefore be able to provide programmes that ensure quality assurance principles.
- *Contemporary (Global) approaches.* The broadening of framework to include innovation and a focusing on the reduction of variation in repeatable processes that would lead to continuous improvement. This includes aspects such as follows:
 - (a) Application / importance of culture.
 - (b) Human rights, equity and democratic values.
 - (c) Organizational learning.
 - (d) Applications of information (new) technology.

The timing, sequence and weighting of assessment of higher education must be appropriate to ensure that students demonstrate achievement of their learning. In that case, graduate attributes

must be integrated and encompassed as part of learning in order to deliver quality products and services to customers.

Information, Communication and Technology (ICT) in educational contexts, with emphasis on higher education must be enhanced to directly relate to teaching and learning, research and publications. ICT must also assist to cope with these competences in precariously designed methods. This is because technology is more personalized and institutionalized as it enables to interact, assess and share content, thereby organizing materials to communicate results. All aspects including the teaching-learning process is more enhanced and hopefully increases and improves student interactions with up-to-date information, skills and techniques leading to superior knowledge and higher competences. The context and content should encourage collaborative learning and assumed to lead to nationalization and internationalization.

Focus on quality of Education in Higher Education

Schindler, Puls-Elvidge, Welzant and Crawford (2015) outline four broad conceptualizations of quality in higher education, that is: purposeful, transformative, exceptional and accountable. Assessments and evaluation of higher education must extend beyond the routine use of tests and examinations, practical's and practicum. In this approach, there is need to develop explicit standards and guidelines to demonstrate quality, including assessment as well as implicit evaluation of student and programme performance. This assessment approach will enable various stakeholders identify issues of concern and make (more effective) and immediate improvements.

A major question is, what is a degree (programme) worth? This includes the following:

- *National examinations.* Direct student learning measures in specific classrooms are often used. This approach requires Faculty to not just teach a subject, but to engage in critical reflection on how they are teaching their subject by observing how well their students are learning (key competencies).
- *Course programmes.* Faculty can evaluate a programme through the auspices of a curriculum committee to redesign an academic programme or to identify specific deficiencies in the teaching of a subject / course.

- *Student learning outcomes.* Student gain in both content mastery (through major field tests) and performance of skills such as reading and critical thinking. This approach also includes some indirect measures, such as surveying employers to understand their perceptions about the new graduates' abilities to function effectively in the workplace.

It will be appropriate to combine various components and perspectives in order to refocus on quality higher education.

The focus on quality must include leadership. Leadership, in the context of higher education, includes the helm (President / Provost / Chancellor), the Board of Trustees / Council / Senate and other aspects including state legislation. Management makes critical funding decisions that impact on quality, regardless of how it is defined and measured. Many accrediting programmes are relatively silent on the issue of leadership, simply requiring that the governing Board / Council is not too involved in operational issues and that the chief executive receives a periodic performance review. Leadership must set the expectation of studying processes, empowering faculty or staff with time and resources to analyze their processes, and working to implement proposed improvements. Institutions could enhance the effectiveness of these efforts by using well-established guidelines and methods such as flow charting, basic data collection, cause-and-effect diagrams, and other methods that promote innovation through creative thinking. This synergy must be harnessed.

Data and Data Collection

Part of quality assurance is data collection and analysis. It is imperative to invest in data collection and analysis. This provides feedback to various stakeholders including government agencies (in several countries there is a Commission for University Education), Faculty / Council / Senate / Administration to help interpret performance. Performance includes comparison with similar institutions / programmes. Along with this, there must be institutionalisation of quality – in institutions and within institutions. Subsequently, an institution needs to embrace the concept of competence management, understanding quality and why it is necessary to effectively execute all processes that harness the institution and established programmes.

Accreditation and standardisation must embrace the management component, including data collection and analysis. There must be international and national consensus on the minimal requirements for a programme / course of study / degree. Subsequently, institutions must collect data and disseminate performance information throughout institutions, other than the requirements to report some data to a central legislative or information system. Data warehousing, for example, is perhaps considered a best practice, but is generally not a requirement for accreditation. This is why present research and publications has a global perspective that includes ORCID, Research gate, Google scholar and others. We must therefore ask the purpose and need for data including: data for comparative purposes across institutions; longitudinal and altitudinal data collection; and, data analysis (including value addition in terms of student learning and experiences).

Data must provide comparative programmes because the requirements, observations and recommendations are attached to the field of study, individual programme and university. Thus, the formative assessment focus is part of quality assurance.

The Future: Interventions and Transitional Support

In my own view, universities and institutions of higher education in Africa need a Higher Education Learning Development framework (HELD) to take forward institutional learning and development. This is because institutions and countries require a common framework for assessment and evaluation of higher education in terms of learning design, content and pedagogy. The principal aim of HELD is to re-conceptualise higher education to ensure that it is a fundamental feature of social economic and political development.

The aim of HELD is to bring together various stakeholders from across institution of higher learning to:

- (1) Carry out a systematic review, audit and evaluation of higher education across the institutions;
- (2) Facilitate a shared understanding of higher education and establish the most effective ways of providing embedded higher education opportunities;

- (3) Develop a culture of higher education by exchanging ideas, developing expertise and sharing examples of best practice; and,
- (4) Develop a higher education framework which outlines the skills, knowledge and attributes required of students at higher education and modes of study.

Higher education and universities will have a growing role in knowledge and skills development. This is because the educational process demands a more transformed set up, improved knowledge and renewed spaces, a learning environment with new ideas on new roles and career occupation. In this sense, higher education must take into account other types of models in order to position advanced education at every moment of our lives, including in career and job placement.

A higher education learning development framework will take in the six pillars (figure 1) encompassing them into a six dimension of intervention and transition, proposed as follows:

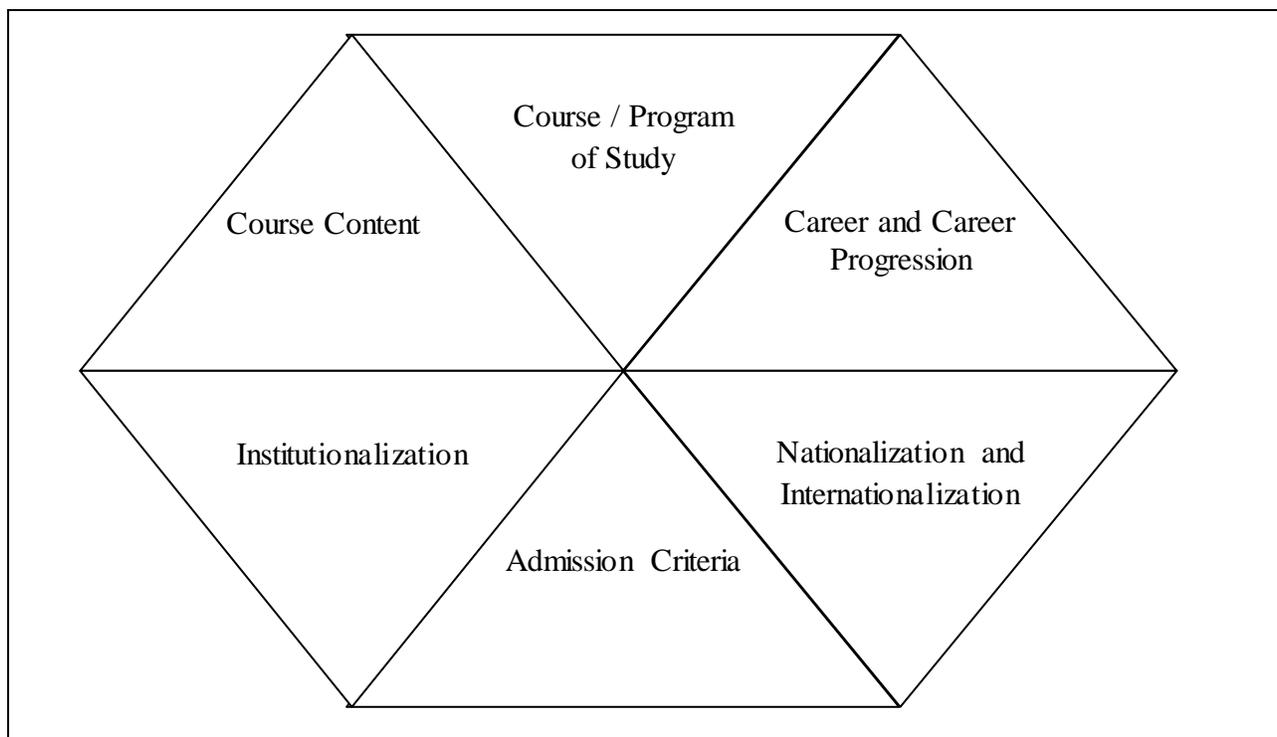


Figure 1: The Six Dimensions of Intervention and Transitional Support

Interwoven with the six pillars is a reconceptualization of the mediating factors that are intertwined with higher education (Higher Education Academy, 2015; Hodson & Thomas, 2010; Lewis, 2008; Murtagh, 2012; Pennington, Bates, Kaye & Bolam, 2017; Quality Assurance Agency for Higher Education [QAA], 2016; Ryan, 2015; Sharp, 2017). This involves a reawakening of what constitutes university education through a review of the major motivational accomplishments in universities. A motivational framework for student accomplishment in universities consists of both individual and contextual factors as well as the guiding motivational questions. This can be conceptualised as follows:

Table 2: Motivational Framework for Student Accomplishment in Universities

Individual factors	Contextual factors	Guiding motivational questions
<ul style="list-style-type: none"> - Gender - Age - Personality - Prior achievement 	<ul style="list-style-type: none"> - Peer pressure - Course / Programme of study - Career and career progression 	<p><i>Purpose of university education.</i> This will be guided by:</p> <ol style="list-style-type: none"> 1. Intrinsic and extrinsic goals 2. Performance orientation goals 3. National and international goals
<ul style="list-style-type: none"> - Personal ability - Personal effort - Personal accomplishments 	<ul style="list-style-type: none"> - Programme of study / Course - Quality of standards - Teacher pedagogical skills 	<p><i>Achievement of goals.</i> Student will strive towards goal/s as a result of:</p> <ol style="list-style-type: none"> 1. Self efficacy 2. Outcome expectations
<ul style="list-style-type: none"> - Personal ethics (morality) - Self efficacy - Moral / social development 	<ul style="list-style-type: none"> - Assessment and evaluation of student progress - Collaborative learning - Student support services 	<p><i>Institutional support services.</i> Educational goals will be outlined and aligned to:</p> <ol style="list-style-type: none"> 1. National goals (nationalization) 2. International goals (globalization)

Again, it is fundamental that higher education be recognized as developmental, contextual and critical to encouraging advanced knowledge, skills, values and attitudes that encompass creativity and innovativeness, learner independence and autonomy. This will in future provide greater opportunities for motivating learning and also offers collaborative nuances that mainstream gender, persons with disability, human rights and citizenship education.

Information and Communication Technologies and Higher Education in Africa

The World today is majorly an information-based economy. The impact of ICT is enormous in all professions and courses including medicine, tourism, travel, business, law, banking, engineering and architecture, as well as the service industries. Information and Communication Technologies (ICT) enables the acquisition, production, storage and processing, reporting, recording and presenting information in the form of voice, images and data contained in acoustic signals, optical or electromagnetic (Duță & Martínez-Rivera, 2015; Martin, Diaz, Sancristobal, et al., 2011; Oliver, 2002). The use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavour within business, governance and in education. ICTs includes electronics as a base technology that supports the development of telecommunications technology, computers and audio-visual aids.

Higher education is socially and economically highly relevant to Africa with a majority of low income and developing countries, hence need to continuously review our gains as well as strong points in order to bridge the global divide. The use of ICT in higher education leads to more student-centred learning settings. This is because advancement in higher education through e-education creates new digital revolutions and technological verticals that should (and will) serve public and private sectors as well as enable intricate integration of national and international systems.

The role of ICT in education is becoming more and more important; this importance will continue to grow and develop in the 21st Century, particularly in Africa as higher education explores potential future developments and transformations in teaching and learning. ICT enabled education with a robust student / customer landscape will advance students' knowledge, skills and techniques and other capabilities thus positioning them in a global technological hub. Universities and courses will be vastly different from earlier more traditional orientations. Institutions of higher learning, teachers and students, courses and programme will adopt use of new technologies in university education, which is significant for advancement. The technologies provide opportunities for motivating learning and also collaborative nuances. Today's society, including institutions of higher learning will prepare for the present and future

challenges, and the opportunities and benefits of new technologies (Duță & Martínez-Rivera, 2015).

Key Performance Indicators: Nationalization and Internationalization, National and/or International Students

Performance is linked to indicators. Institutions and programmes must have certain performance indicators based on good practice. This includes the mission and vision of the institution as well as key performance indicators that enable an assessment and evaluation of the extent of their achievement. For us in Africa (or as Africans?), we must also address the question of African, Africanism, Africanisation, Africanist, African-Centeredness and African Studies, that is, studies on Africa and African culture and specialisation in Africa studies. This includes a focus on African disciplines (approaches methods, themes and trends). There are several endeavours directed in this direction, in Africa and elsewhere such as: African Research Institute; Centre for African Studies; Department of African Studies; and, Institute of African Studies. There will be several courses such as: African History, African Journalism, African Languages, African Literature, African Oral Literature, African Medicine (Tropical Medicine), African Philosophy and Religion, African Politics, African Psychology and African Studies. Overall, we must aim at Global Citizenship Education (GCED) in which our people and our students are nurtured to belong to a common humanity with a sense of belonging to the global community.

In Africa, globalisation and citizenship education will be achieved through countless efforts to refocus learner development and match it with various components of anticipated learner development. This can be demonstrated as follows:

Table 3: Mainstreaming Global Citizenship Education

Learner development	Components of learner development
<ul style="list-style-type: none"> ▪ Knowledge ▪ Skills ▪ Values ▪ Attitudes 	<ul style="list-style-type: none"> ➤ Human rights ➤ Social justice ➤ Gender equity ➤ Collective responsibility and integration at global level ➤ Environmental sustainability ➤ Effective communication and conflict resolution and management

We should therefore aim at multiple intelligences integrating critical thinking and analysis (including, social and emotional intelligences), learner autonomy, self-directed learning including other wider perspectives such as the concept of lifelong learning rather than a constrained curriculum that prepares young people for prescribed careers (Barlow, Acroyd & Phillips, 2011; Zimdars et al., 2015). This calls for increased mobility of students, programmes / courses and higher education institutions in a global network.

According to the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education Standards, assessment quality includes: reliability; validity; and, fairness. Education, and for our purpose, higher education will be evaluated and assessed using similar parameters. In that case, it must inculcate the values of our world that include interconnectedness and interdependence. This is because cultural content and context and cultural diversity are a foremost feature of our world. Consequently, individuals and societies must be equipped to live together in peace, and thus we must include human values as fundamental principles of universal safeguards. Yet human rights entail both rights and responsibilities. The types of indicators selected will certainly depend on how the institution (and programmes / courses of study) defines quality and should link to the desired outcomes of the strategic plan as well as indicators of operational activities. Several specialized and regional accrediting organizations have significantly improved their accreditation models and criteria.

Recommendations and Conclusions

The concept of quality of standards in education has found its way into higher education and universities. It must be embraced, with a critical focus on the future with closer links to niche areas linked with organisations, industries and corporations. This is because defined (and refined) requirements must keep pace with modernity, including information and technological advancement. Quality of education standards, and aspects such as nationalization and internationalization should mean achieving for the students and the institution. This involves innovation and improvement in all aspects of an institution, including the programmes and research. Thereby, institutions of higher learning must accommodate the needs of today's society and prepare for future challenges, the opportunities and benefits of (new, additional) careers as well as adjustments to technologies.

Quality of education in the modern contemporary world includes added value to the individual / community / institution / consumer / society. This perspective suggests to various stakeholders (parents, students, researchers, professional organizations, industries, corporations and community) that students should improve (have added [more] knowledge and significance) after they complete an academic programme. African universities in particular will have a context and content, but at the same time must acknowledge the intrinsic nature of diversity that majorly stems from recognition of the universal human rights and fundamental respect for all, and thus an ethical imperative and part of human dignity. This includes knowledge, competence and other skills (social skills, etiquette, social contacts, writing and communication skills, reading skills, critical thinking, and other attributes that are consistent with the society and must be part of the mission of institutions of higher learning). This interconnectedness of networks implies some (measurable) improvement in learning, including the quality of higher education.

Notes

Nationalization (or nationalisation) is the process of transforming private assets into public assets by bringing them under the public ownership of a national government or state. Education in almost all African states is governed by national government or state with institutional laws and policies aimed to nationalize education and thus provide a national perspective. As nouns there appears no clear distinction between internationalization and internationalisation, though internationalization is refers to the conversion of something (such as higher education) in order to make it international. Internationalization is therefore interlinked with globalization, the process of interaction and integration among people, companies, and governments worldwide. The author takes cognizance of the need for greater interconnectedness among people, including Africans among themselves (the us-ness) as well as with other continents and peoples.

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