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12. BALANCING THE LOCAL AND THE GLOBAL THROUGH TRANSNATIONAL EDUCATION

The Case of the University of Botswana

Literature is replete with globalisation and its continuing influence on paradigm shifts in education. One of the many areas of the impact of globalisation is the imperative of opening up learning beyond the national borders of higher institutions. While it is possible for higher institutions in the developed world to take giants steps in line with the rise of transnational education (TNE), the same cannot be said of institutions in the developing world. Consequently, higher education institutions especially in Africa are taking little but steady steps towards reaping the benefits of TNE. In order to avoid past mistakes of third world countries and institutions adopting global ideas outside their own local realities the University of Botswana (UB) is approaching TNE from within its local realities.

TNE in UB subsists within the University's comprehensive internationalization process. As part of its commitment to build global networks, the UB developed and is updating a policy on internationalization and opened an International Education Office headed by a Director and a full complement of staff.

This chapter focuses on the experiences of students (local and foreign) who have participated or are participating in UB's exchange programs. A focus group discussion with a select group of beneficiaries of UB's internationalization program was conducted to tease out the emerging themes of TNE at UB.

INTRODUCTION

As the phenomenon of globalization takes unprecedented strides among nations of the world, higher education has become automatically engulfed in this process. The imperative of the knowledge economy and the interdependence of world nations have also placed demands for people to have cross cultural knowledge and skills. The internationalisation of education cannot be avoided or ignored therefore. It is on this background that "policymakers in government and universities around the world are responding to this call by internationalizing higher education (Daly, 2011; Yonezaura et al., 2009; Kishun, 2009; Li & Bray, 2007). Student Exchange programs, which are the focus of this chapter are among the various ways of internationalising

higher education and assisting students with employability skills in a globalised knowledge economy.

The concept of transnational education is not a new phenomenon in Africa. In the case of Botswana, TNE has been embraced significantly in the post-independence period due to the under-developed local education system. At independence Botswana lacked most higher education resources especially the human resources. Botswana's initial involvement in TNE was therefore mainly one way because of the dearth of higher education institutions nationally. The other limited factor was that the few higher education opportunities available were limited to select disciplines. Initially, there was reluctance by universities the world over to offer their students' academic credit for courses taken at another university. This lack of confidence in Botswana's academic institutions by outsiders resulted in prolonged study periods for students. Consequently most students preferred to spend the entire duration of their university education in their home institution.

The University of Botswana (UB) has steadily positioned itself since about a decade now to enjoy stable and successful partnerships with international partners. Several factors work in favour of UB in creating an environment conducive for partnership. UB's policy document on her internalisation project highlights some of the factors that work in her favour as follows:

> Whilst on the one hand the University's vision inspires its staff and students to reach out to the world, on the other hand, the University is fast becoming a most attractive destination for students and scholars in many countries seeking to study and undertake research in Africa. There are several reasons for this trend. Particularly important is that the University is one of the best resourced and staffed institutions on the African continent. Another significant reason is the University's location in a country with a strong international reputation for its rapidly developing economy and stable political system. (UB, 2007, p. 3)

It is therefore, not surprising to note that there have been positive results for Internationalization at the University of Botswana as demonstrated by the number of new international partnerships, persistent activity around present ones, and improved staff and student movement connected to numerous projects. The University of Botswana has reported that noteworthy progress has been made in student exchange programs, staff movement associated to research and scientific meetings. In a document outlining some of the progress of its internationalization policy, the Office of International Education and Partnerships (OIEP, n.d., p. 6) used the following table to show the positive trend:

The progress noted in Table 12.1 includes partnerships with universities in Asia, India, China, Japan and South Korea. A challenge has been the lack of progress with African partnerships beyond South Africa. These challenges are linked to lack of funding and weak internationalization infrastructure. The 2009/10 Annual Report to Senate on Implementation of the Internationalization Policy recognized the need to

Table 12.1. Summary of data from International Research Cooperation Department

Item	2006/07	2007/08	2008/09	2009/10
Number of active new collaborative research agreements	9	8	9	7
Number of scholarly meetings attended outside of Botswana by UB staff members	58	68	90	33
Number of international staff members participating in supervision of graduate students at UB	7	27	11	No data
Number of UB staff participating in supervision of students outside UB	30	11	37	23

Source: UB's OIEP

improve the quality of service to international fulltime and visiting students as well as the need to assess and realign the human resource needs of the Office of International Education and Partnerships, workloads and improve office management efficiency. This study therefore, attempted among other things to interrogate issues of quality of service to international students

The recruitment of international students has become a significant factor for institutional income and national economic interest. Higher education has become undoubtedly a significant part of the globalization process. This chapter reports experiences of international students at the University of Botswana. The authors take a close look at how the students balance the local with the international to develop cultural understanding of the new environment while attaining knowledge and skills to work and live in a globally interconnected labour market. Firstly, the authors review relevant literature to illuminate experiences elsewhere and to aid in the interpretation of the situation at the University of Botswana. Secondly, the method used to gather information from participants is discussed. Thirdly, authors present findings of the focus group discussions and end the chapter with conclusions and recommendations for future directions. The authors conclude that the international dimension of higher education is an important component of universities across the world that requires careful planning and re-training of those involved, because it is grounded on an ever changing landscape of a globalised world.

THEORETICAL FRAMEWORK

This chapter is influenced by the human capital theory. Human capital theory emphasizes the inevitability of an educated, skilled, and technologically competent labor force as the pillar for any viable economy. McMahon (2009) defines human

capital as "the knowledge, skills, and attributes acquired by investment in education and health throughout the lifecycle." He further argues that "human capital is the bedrock element in the 'ownership society'" (p. 41).

While the authors are aware of critiques leveled against the theory, their interest lies in its emphasis on the aptitudes and expertise of any individual, principally those achieved through investment in education and training that augment possible revenue attainment. Modern economists agree that education and health care are fundamental to improving human capital and eventually growing the economic yields of the nation (Becker, 1993). The human capital theory therefore, concludes that investing in human capital will lead to greater economic harvests. In the new international economy solid concrete resources might not be as significant as spending in human resources.

In conformity with Human Capital Theory (Foray & Lundvall, 1996, p. 21) argued that "the overall economic performance of the OECD countries is increasingly more directly based upon their knowledge stock and their learning capabilities". Thomas Friedman, in his wildly successful book, "*The World is Flat*" (2007), recorded expansively about the significance of education in the new international information driven economy. Qualities of a developed populace, which are prized and can be increased by suitable investment, will be measured as human capital. *Patrick Fitzsimons informs us that* throughout Western countries, education has recently been re-theorized under Human Capital Theory as primarily an economic device. Jarvis (1990) defines it as "investment in human resources to improve the level of *knowledge* and *skill* in a society is the most effective method by which a society can encourage growth and development (p. 157). Human Capital Theory is primarily focused on investing in people – their health, skills, and general well-being. It holds the view that such investment in people yields as much economic dividend as direct investment in infrastructure and non-human facilities (Cohen, Brawer, & Kisker, 2014, p. 165). A current reconstruction of the Human Capital Theory has highlighted the importance of education and training as central to participation in the new worldwide economy.

Reinforcing this notion, UWA, (1999) stated that "the globalisation of markets and finance, the new modes of knowledge production and innovation and the general revolution in communications and cultural permutations suggest a new era in modern history. Not only does this apply to trade and investment, but it critically involves the generation of the intellectual property which will power the industries of the future (p. 54). Arguing from the perspective of interconnectedness and interdependence, Bartell (2003, p. 49) argued that "the isolated, self-perpetuating, parochial environment can no longer serve a functional purpose for the educating institution or any of its component parts. This is based on the premise "that encountering the unfamiliar and establishing new personal and specialist contacts broaden' s one's horizon and enhances individual human capital in a manner that could not have achieved by studying entirely as the home university (Meser & Wolter, 2005, p. 3). This reminds us of Adler (1975) statements that

"the confrontation with a new culture into an encounter with the self. Indeed, it is commonly claimed that sojourners undergo a journey of self-discovery, as removal from the comfort of the familiar forces them to test and stretch their resourcefulness and to revise their self-understanding (cited in Brown & Atkas, 2012, p. 11). This implies that students experience what Taylor (1994) describes as perspective transformation. The proximity and intertwining of diverse cultural experiences, political systems, economic relationships and technological options require the development and infusion of a world view and perspective in curriculum formulation and implementation…).

STATEMENT OF THE PROBLEM

The subject of transnational education has received greater attention is the past decade. Literature reveals that internalisation of education is at its infancy in Africa.

Evidence from literature is transnational education more often than not, points to its positive results and benefits. Many universities in Africa including the University of Botswana now have international programmes and partnership offices. This chapter seeks not only to identify benefits of exchange programmes to students and the partnership, but also seeks to identify gaps that may require the attention of those charged with the responsibility of managing these programmes so that they could be a balance between the local and international. This is significant because universities involved in these programs need to embark on continuous improvement efforts aimed at maintaining and strengthening the partnerships. This study therefore, will not only reveal various benefits derived from these endeavours, but will also bring to light some of the issues that will help the University of Botswana as well as other universities to improve its services to international students instead of working on assumptions derived from literature.

PURPOSE OF THE STUDY

The purpose of this study was to explore the perceptions of international students with regards to their personal experiences in the exchange programme, the benefits accrued and challenges faced. The specific objectives were to;

a. Find out students' experiences during exchange programme
b. Identify opportunities brought about by exchange programmes for students
c. Identify challenges experienced by exchange students during the programme

SIGNIFICANCE OF THE STUDY

This study has implications for both theory and practice. The results will add to the body of knowledge in transnational education particularly to the area of educational leadership and also inform policy of internationalisation of education at the University of Botswana. It will serve as a feedback mechanism to programme officers in the

office of international students and partnerships at the University of Botswana. It is hoped that the study will also provide some framework for African universities interested in including internalisation of education in their strategic plans.

REVIEW OF RELATED LITERATURE

The authors in this chapter advocate for effective leadership to direct the vision of any partnership. In their study of Teachers and Students Perceptions of Internationalisation of Higher Education in Nigeria, Adeoye et al. argue that "effective internationalisation of higher education requires the connectedness of innovative trailblazers" (p. 123). They argue that these individuals must be transformative. They further state that, in regards to education, transformative leaders are those individuals who provide democratic participation, are committed to social change, have a great understanding of institutionalized power and a great measure of cultural competence (citing Avant, 2011).

Literature attests to the fact that "a growing segment of the international student market is made up of exchange students who undertake a course of assessed study at an overseas university, usually a period of one semester or one year (Brown & Aktas, 2012, p. 11); City Llewellyn – (Smith & McCabe, 2008). However, not much research has investigated the experiences of students in exchange programmes to inform practice in order to make improvements where needed. Aligner et al. (1992) denotes three reasons for internationalisation of higher education as follows:

• Interest in international security;
• Maintenance of economic competitiveness; and
• Fostering of human understanding across nations.

The latter two reasons resonate well with the purpose of internationalisation in the content of Botswana. This is further expanded by Scott (1992) who came up with seven drives of internationalisation of education. These are economic competitiveness, environmental interdependence, increasing ethnic and religious diversity of local communities, the reality that many citizens work for foreign-owned firms, the influence of international trade on small business, the fact that college graduates will supervise or be supervised by people of different racial and ethnic groups from their own, and national security and peaceful relations between nations. Clearly, these are not mutually exclusive and achieving human understanding across nations appears to be the overarching principle that would drive other reasons for internationalisation of higher education.

A number of factors play a significant role in the internationalisation of education. These are derived from different types of academic activities that include student faculty exchanges, curriculum, recruiting and hosting international students. In this chapter a focus is on student exchange Programmes which is often referred to as study abroad in the USA. This therefore, means that there is need to get feedback that can stimulate changes or further improvement of quality and relevance. Penn

and Tanner (2009, p. 267) citing Henbroff or Rusz (1993) note that almost everyone agrees that studying abroad is a "reliable and enriching" experience.

Studies have demonstrated that higher education students who participate in exchange or study abroad programmes 'show an expanded vision of the world and tend to be more tolerant in their approaches to issues (Penner & Tanner, 2009; NAFSA, 2003; Hembroff & Rusz, 1993). A commissioned report by the National Association of International educators (NAFSA, 2003) noted that "an educational opportunity outside the United States can be among the most valuable tools for preparing a student to participate effectively in an increasingly interconnected, international community that demands cross-cultural skills and knowledge" (p. 4). It further states that, in their struggle to learn among other people in distant places, students learn about themselves in ways that simply cannot be replicated in the comfort and familiar confines of an American campus" (p. 6). This statement no doubt applies to students from other cultures. One cannot agree more with Penn and Tanner (2009) that these programmes not only help students with a better understanding of the world, but also helps them to understand how they fit into that world' (p. 268).

It has also been observed that international skills and experiences are important to students as the world is becoming more globally interdependent (Penn, 2006). She further argues that "for the college graduate of the 21st Century, a new skill is required: the ability to function in multicultural and international environments" (p. 45). This poses a challenge for universities that engage in this process. For instance Daly (2011, p. 60) argues that "the way in which the exchange program is managed reflects both how the home institution interprets and implements the government's international education policy and the university's culture (citing Brunetto & Farr- Whaton, 2009). As higher education institutions envision providing expanded opportunities for international students who wish to engage in exchange programmes, this study provides insights for university leaders to examine the situation on the ground to ensure sustainability of these programmes. An underlying principle of these programmes should be that, they should be mutually beneficial and must provide students who engage in this process numerous noteworthy results.

In their study, Lane-Toomey and Lane (2012) observe that studying outside of their home country presents students with learning prospects that are exceedingly dissimilar from those at their home-based universities. Research shows that students' capacity to draw from an educative experience filled with international dimensions will be a significant rotational ability and value for graduates in the workplace of the next century (UWA, 1999, p. 2). It is therefore imperative that "the objective of internationalisation must be put in an equal footing with other subsidiary objectives of higher education, and as far as possible, it must be integrated with other objectives such as vocational preparations, personal development, critical thinking and evaluation of its own activities in international comparisons, thereby contributing to the fulfilment of the University quality objectives" (University of Uppsala, 2002, p. 3). The above mentioned attributes resonate well with the University of

Botswana Teaching and Learning Policy as well as the Graduate employability skills that emphasise acquisition of employability skills and lifelong learning of career management skills. Internationalisation of education is receiving attention because it is one of the key indicators of good performance compared to other providers of higher education (Taylor, 2004). One important component of a strategy for internationalisation is exchange programmes, When directed by a transformative leader exchange programmes can be attractive and beneficial to students. These programmes include among others, reciprocal arrangements with no financial implications of local fees.

The trend for countries such as U.S., UK, Asia and Australia to engage on exchange in Africa is relatively new. Most of these programmes took place in Western Europe (Lane Toomey & Lane, 2004). Botswana has not yet been approved as one of the less common destinations for exchange programmes. The authors observe that not much research has examined why there is a growing interest from students from developed countries to engage in exchange programmes in Botswana. Currently, higher education institutions including the University of Botswana are increasingly focusing efforts on how they can innovatively make themselves relevant and justify their existence in the midst of global competition. One of the efforts is engagement with other international institutions.

Available literature on transnational education all agree that TNE is constantly evolving and its typologies are still emerging. Literature also generally agrees with Mercado and Gibson (n.d.) that "TNE is a complex mix of engagement activities occurring in culturally diverse markets" (p. 2). This summary seems to be driving the evolution of TNE and its typologies. Mercado et.al. further identified several types (arrangements) of TNE; including "validation model" model that twinning and articulation arrangements" which are popular in the UK (p. 2). They also identify the "International branch campuses and flying-faculty models…as part of the broad set of TNE engagement models" (p. 2). The authors of this chapter struggled with the idea of fitting the UB example into any of the existing typologies of TNE for two main reasons. First is the fact that TNE at UB is still at its inchoate stage. Second, is avoiding the important argument that developing countries often have their identities on most issue fostered on them by ideas from the developed world. Although we are comfortable locating this case study in the validation model of TNE, we hesitate to put the UB evolving model into any compartment at this point.

METHODOLOGY

A qualitative approach to collecting and analysing data was deemed most appropriate for the study. A qualitative research is appropriate for exploring a problem or an issue (Creswell, 2007). A qualitative research also helps to get a "*complex* detailed understanding of the issues. This detail can only be established by talking directly with people…and allowing them to tell the story unencumbered by what we expect

to find or what we have read in literature" (p. 40). Merriam and Simpson (2000) further added that qualitative research helps to fathom how "people interpret their experiences, how they construct their words" (p. 98). The authors elected to use the focus group in spite other likely options because of its fit for this research. The focus group method has gained popularity because it encourages openness among participants through sharing, debate and clarifying ideas. It is a valid and reliable data collection method particularly when used in studies like this one to identify issues of mutual concern and to elicit ideas for improvement. Morgan (1996) defined focus groups as "research technique that collects data through group interaction on a topic determined by the researcher" (p. 30). Furthermore, Creswell (2007) cited other sources to describe the benefits of focus groups as follows:

> Focus groups are advantageous when the interaction among interviewees will likely yield the best information, when interviewees are similar and cooperative with each, when time to collect information is limited, and when individuals interviewed one-on-one may be hesitant to provide information. (p. 133)

Based on all the above the authors concluded that the focus group was the most suitable for the case study. The students in the exchange programme were from diverse backgrounds – culturally and linguistically. The study used qualitative methods to ascertain what influence higher education students to engage in these programmes. A focus group discussion was held with nine international students from USA, Europe, and Australia and two local students. All international students were at the end of their exchange programme and were preparing to leave Botswana while local students had completed the programme abroad.

Students were invited to participate through the international office. They were given the background of the study over email and it was made clear that participation was voluntary. Students were informed that the purpose of the research was to enable them to give the university feedback on their experiences at UB. They were asked to indicate a suitable date for them and there was consensus on a date picked by many. They were also assured of confidentiality and that their identity would not be revealed.

RELIABILITY AND VALIDITY OF THE DATA

The data collected is valid because participants were competent to answer all questions. The data is also reliable because participants ably interrogated research questions expressing their feelings and perceptions about their expressions. The group was very small as it consisted of nine participants and each had a chance to share and engage in dialogue on the issues. There was no threat of group monologue or predetermined ideas because the focus the group comprised of homogeneous and capable individuals who were able to dialogue without being influenced by what the others said.

DATA COLLECTION PROCEDURE

The focus group was divided into two to discuss structured questions. Each group had a recorder. After the discussion the two groups reported to each other and allowed for comments, questions, and additions. During the discussion, all notes were transcribed by an experienced researcher. The focus group discussion took almost 2 hours in duration.

DATA ANALYSIS

A content analysis of information gathering revealed several themes. The analysis was manual as the information collected was manageable and basically focused on the structured questions that were used. The researchers read and re-read the notes to facilitate accurate assigning of codes. The codes were based on the content of the data.

FINDINGS

This section reports findings from both focus group discussion and interview with exchange programme students. The findings under this sub section report the country of origin and exchange student's areas of study (Table 12.2).

Table 12.2. Country of origin and area of study

Country of origin	*Area of study*
USA	Theology
Germany	Sociology and African Studies
Switzerland	American Studies
Australia	English and Political Science
Botswana	African and American studies
	Biology and Public Health, Ecology, Evolutionary Biology and Film
	Geography and Ethnology
	Civil Engineering and marketing
	Business management /International Business/Public relations
	Adult education

A majority 54.5%, (6 out of 11) who participated in the discussion were from the United States of America while one each (9%) came from Germany, Switzerland, Australia and two (18%) came from Botswana.

MEANING OF EXCHANGE PROGRAMME TO PARTICIPANTS

Participants were asked to share their individual understanding of the meaning of exchange programme. Below is a verbatim transcription of their understanding.

1. To me, "exchange programme" means a temporary adventure abroad. It is either trading places with someone else, or just going as an individual. It is an opportunity to try something completely new while you are earning your same degree

2. A chance to expand my knowledge and global awareness, as well as experience a new culture

3. A programme supporting the coming together of two different cultures. It should be on a mutual basis.

4. The exchange program is important to me for cross cultural Learning. Not only for me and that I learn something new every day but I love teaching people how Americans really are and that our lives are not actually like Hollywood.

5. Exchange programme that there will be an exchange of students between multiple universities, as well as an exchange of cultures and experiences between those students. It is experiencing a new place and everything that goes with it.

6. An exchange program is an arrangement where two schools from different areas swap students. The students get to experience student life at their new university and learn about living in another place.

7. Exchange programme to me is an opportunity to interact with people of another cultural background, experience new things. An exchange should work for sides, the person who is an exchange and the people he or she interacts with, it should be a learning process.

8. An opportunity to experience a new culture. To study and be immersed in a completely different environment in which one can learn about ourselves and other communities.

9. Exchange programme to me, means a programme that last a period of time from 4–9 months where you live and immerse yourself in a country and its culture while also experiencing its academic life.

10. Exposure, networking, ambassadorship.

11. A bilateral arrangement between two institutions to offer learning to each other's students for a limited period of time e.g. a semester. Such a programme entails sharing of history, culture and traditions of the two institutions and/ or their countries.

It is clear from the above explanations that participants have a good understanding of what exchange programmes are and what they involve. The common thread amongst their definitions is that they experience a new culture in addition to learning.

DESCRIPTION OF FEELINGS ABOUT EXPERIENCE

Participants were asked to share three words that described their feelings about the exchange programme. The words can be placed into two categories that described positive feelings and negative ones. Table 12.3 describes the two categories of words that describe the feelings of participants about the exchange programme.

Table 12.3. Positive and negative feelings about the exchange programme

Positive feelings	Negative feelings
Adventure, Welcomed, Different Appreciative, Thankful, Exciting Friendship, Awesome, Enlightening Experiences, Happiness, Opportunity, Adventure, Amazing, Ecstatic, dazed and experiential	Uncomfortable, Exhausted, Slow/late, Scary

Positive Feelings about the Experience

When explaining positive feelings about exchange programmes, participants noted that generally people were welcoming and warm. They enjoyed excursions that were well organised and they experienced a different culture at various ceremonies and through visiting cultural sites. They also reported having being supported very well by the Office of International Students and Partnerships both locally and internationally.

To fit into the new culture and avoid resistance, students had to put aside their usual lifestyle and embrace the new life as well as spend more time with the local people to appreciate them more. This is what one of them had to say about it, "this helped me to cope with the new and strange ways of doing things in my new country".

The international office in the host universities was very hospitable. There was a Facebook page solely dedicated for the exchange programme both at the University of Botswana and for those who went to a university outside Botswana. The same thing applied to local ambassadors assigned to assist a foreign student. These students were very helpful as they assisted exchange students to be comfortable, in getting medical aids, students' identity cards, bank cards as well as permits. These two platforms were accessible all the time to guide students in any manner they required.

The leadership of the programmes was rated as excellent. There was robust and up to date information for international students. The International Office is also complemented for having skilled and competent personnel that attended well to the needs of international students. Students also observed that OIEP often went the proverbial extra mile to assist and responded to inquiries well on time. As one student put it, the "reception (by OIEP) was overwhelming." Students noted that the OEIP was up to date in fulfilling all obligations as scheduled on the international

students' calendar. They further commended the OIEP's smooth communication channels with international students.

Responses from local students also indicated some benefits of participating in the programme which were slightly different from those of international students. The lowing are some extracts:

- I feel my experience as a former exchange student is highly recognised since I am often offered the platform at departmental level to share with other students
- The Office of International Exchange and Partnerships has also assigned me as an ambassador to two incoming exchange students every semester
- I get invited to meet with international delegations visiting the university on matters of exchange programs and university partnerships
- However, I have not received any certification from my university regarding my exchange programme.

Generally all international students found team work to be important. For them to adapt to their new community they had to make friends as well as get along with other international students. For instance, one student said, "I had to join one of the volunteerism groups which aimed at assisting the less privilege so that I could be easily acclimatised to the Korean culture". They also observed that staying true to one's identity, is one of the crucial things that sustains one in the programme. Local students noted that time consciousness was very important. Lecturers take class attendance everyday so one needs to be punctual. At the end of the programm, there is a farewell for all international students and, certificate of successful completion is awarded to each and every international student. Credits earned at the end of the exchange programme semester are transferred to the local university.

Negative Feelings about the Experience

The negative feelings shared by exchange students from outside Botswana were mainly with reference to interaction with classmates and some course lecturers. They indicated that some students asked them for money while others did not want to contribute any work in team work. They noted that local students expected them to do all the work but expected to get credit for what they did not participate in. They reported feeling very uncomfortable about being asked for money because they were also depending on their stipends like all students. However, there was always the inevitable language barrier which led to some foreign students dropping some desired courses while some decided to shun organised trips. Culture shock, the extreme weather and feeling home sick were some of the shortcomings identified.

Another observation made by international students hosted at that University of Botswana was that course lecturers and students in some instances were not committed; they would come late to class and did not follow the course outline. They reported that they did not expect to experience these kinds of attitudes to academics because such things do not happen in their respective universities. There were other

challenges. Some mentioned the food, some the language, some saw challenges in time differences as well as the weather. The language problem was said to be evident during travelling as well as during classes as some lecturers switched from English to the local language in order to explain certain ideas or concepts. Participants who were local students who have international students in other countries described their experiences as adventurous, educative, and appreciated. For instance, one explained each of their responses in this manner:

i.   *Adventurous*: Great opportunities to explore the strange history of the two Koreas including a visit to the controversial De-Militarized Zone between North and South Korea
ii. *Educative*: Got the rare opportunity to be in a country rated as the best in terms of education alongside Finland in OECD rankings. Educational facilities and resources were of the best standards in my opinion as well as a strict teaching/learning schedule adhered to all by both learners and lecturers.
iii. *Appreciated*: As the only African student on the programme, I always felt appreciated since I was regularly consulted to share my views and experiences on any issues relating to matters arising in the African context

Overall, a majority of participants indicated that they had a positive experience with the programme and only three international students mentioned the four words that conveyed negative feelings.

OPPORTUNITIES AND CHALLENGES IN EXCHANGE PROGRAMMES

The students worked in groups to identify opportunities brought about by exchange programmes and challenges experienced. These were classified as institutional, academic, cultural, and financial/economic. This section reports opportunities that exchange students were exposed to. The nature of the exchange exposes one to many other foreign students from all parts of the world. This provides a good opportunity to learn different cultures, norms, values, and traditions. It also makes one a strong candidate to work in a multi-cultural organisation or environment. A local student had this to say;

> for the business minded, good opportunities exist in the first world; for instance I assisted a local company secure a partnership with a Korean manufacturer for the supply of auto batteries. As a result of my good academic performance while in Korea, my professors recommended me for the Global Korea Scholarship (GKS) which I successfully won. This guaranteed a monthly stipend of US$800 and a refund on my return ticket back home.

This observation by a local student shows that these programmes serve as gateways to future prospects through networking and offer students platforms for connecting

businesses. They can also bring individual benefits to those who expose themselves to such opportunities. For instance, a local student who went abroad shared his experience as follows;

> While abroad I volunteered for an NGO called HUG. It provides eye care and eye glasses to needy people especially to African countries. I seized the opportunity to secure a donation of 100 eyeglasses for Pudulogong Rehabilitation Centre in Mochudi, Botswana.

Diversity is part and parcel of the exchange programme. The programme accorded students the opportunity to learn about and from people and cultures that are different from their own. They indicated having developed a sense of maturity and how to succeed on their own. Table 12.4 outlines the opportunities reported by students with respect to exchange programs.

Table 12.4. Opportunities for students in exchange programmes

Opportunities	International students	Local students
Institutional	Good organization with volunteer programs Helpful "Pals "and individuals within the international office We get to be pals	Bring back valuable experience. Volunteered for an NGO called HUG Benchmark against each other on best practices Exchange programmes help promote world peace Bureaucratic practices may stall progress One is able to sell both institutions.
Academic	Broad range of classes Some small classes	I have networked and have improved better career and job opportunities. I have matured and now have the experience to succeed on my own
Cultural	Interesting excursion Exchange of cultures Language exchange-learn Setswana	Differences in certain practices I got the opportunity to learn about and from people and cultures that are different from my own
Financial & Economic	Inexpensive goods	

Students returning from abroad bring back valuable experiences as witnessed by the number of students employed in the UB International Office as well as the ambassadorial role that students play. Table 12.5 lists challenges experienced during the exchange programme.

Table 12.5. Challenges experienced by international students in exchange programmes

Challenges	International students	Local students
Institutional	Class registration/overall Organisation Orientation too long Every washing machine is broken very difficult to go between classes due to long/slow lines Transport issues to field trips No kitchen even for the dorms Maybe even some microwaves	Bureaucratic practices may stall progress when certain policies of cooperating universities are not aligned to each other e.g does one university allow flexibility for its students to switch courses while abroad?
Academic	Being held accountable for other international students Lack of respect from teachers don't inform students of • No guidelines for • Grading systems ridiculous • not grading on content Too weighted on formatting Repeating lectures-not moving through required content Bias among professors if you do not agree Confusing power points/exams Plagiarism – by students and staff Reading lists would be helpful	In my case I had to drop a core course when I discovered it was no longer offered in English Transfer of credits to UB is a bit of a problem as I was told the GPA will not apply
Cultural	Slight objectification/expectations of white women The lines "Shortcutting and mobbing makes everything move slowly	Differences in certain practices Culture shock
Financial & Economic	None identified	The cost of living in Korea is very high There is a need to revise allowances paid to students when they go abroad Our accounts were credited after three months

The two tables above contain pertinent information that requires the attention of management of these programmes. The information above can help management to ensure that the opportunities identified by students are enhanced. Similarly, the challenges that students confronted should provide administrators opportunities for pre-emptive corrective measures to ensure that there is a balance between the local and the international. Such balance will guarantee that the programmes remain attractive and sustainable.

There is a clear discord between experiences of local students who go abroad and international students who come to UB. While local students report that educational facilities and resources were of the best standards and that teaching/learning schedules were strictly adhered to by both learners and lecturers, international students decry poor academic standards, poor resources, late coming and cultural bias. Other observations made by students.

Include the fact that it is of paramount importance to reiterate the value that comes with being an exchange student. The world has metamorphosed into a global village, a fact that we cannot ignore. Jobs and life's opportunities are no longer confined within the boundaries of our respective countries. As the challenges of securing employment become accentuated; "there is a need to cast our nets wide", one student observed.

SUMMARY

Literature is replete with arguments on the complexities and evolving nature of TNE. It has also been argued TNE is a bye-product of globalisation. It is also a fact that different people have their understandings and interpretations of globalisation. However, for most developing countries globalisation imposes a struggle to balance the local and global in terms of values, culture, and especially education. UB is one of the few African countries that has embraced TNE and is making progress. Botswana positive democratic and economic image within the comity of nations has enhanced UB's ability to attract international students and faculty and engage in partnerships across the globe. However, UB's TNE project is still at its inchoate stage and it needs ideas to help enhance and sustain its development.

Students make TNE, and indeed any education, possible. Consequently, the case study tried to gauge the experiences of students who have had a taste of UB's involvement in TNE and its internalisation programme. The findings from the case study support the evolving nature of TNE. The benefits and some of the constraints the students identified are consistent and raise hope about the future of TNE. The findings also sound some precautionary tones about TNE especially in Africa. The findings indicate that caution must be taken to ensure improved quality of service provided to international students in UB. It is noted that there was no single African student among the students in the focus group. Although this observation may

appear insignificant, it points to the danger of Africa being "outside" in TNE. We therefore recommend that more efforts are needed by UB to develop exchange and partnerships with African universities. This case study shows that as TNE continues to evolve, it is imperative that the globalizing aspect needs to connect to the local peculiarities of students, faculty, and institutions.

In order to survive globally one needs a thick skin; that is the ability to tolerate others who may be different, coping with new traditions and avoiding ethnocentrism. The experience of being an exchange student can provide these qualities as already indicated from the findings of this study.

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