



GLOBAL LEARNING AT STELLENBOSCH UNIVERSITY

2024 update based on the 2019 discussion document on global learning

prepared by Joe Warren

IMPLEMENTING GLOBAL LEARNING AS A TOOL FOR TRANSFORMATION AND INTERCULTURAL DEVELOPMENT: A South African Framework

Prepared by The Unit for Global Learning (Sarah Richmond)
in The Centre for Global Engagement at Stellenbosch University International

forward together • sonke siya phambili • saam vorentoe

TABLE OF CONTENTS

Introduction.....	3
Internationalisation Theories and Frameworks for Global Learning:	3
Global Learning at Stellenbosch University in 2024.....	6
New initiatives, gaps, and areas of future focus	12
Conclusion.....	15
References	16

Introduction

In 2019, Stellenbosch University International (SUI) created its first discussion document for global learning (Joe Warren, 2019). The document began the process of aligning relevant work at SUI, then mostly within the field of incoming student mobility, to the main tenets of global learning as defined by literature at the time. In the 5 years since, there have been changes in the broader parameters of higher education internationalisation theory and practice, as well as in areas pertaining specifically to global learning. These changes have occurred on global, regional, national and local levels, and have resulted in SUI working towards updating and augmenting its own definition of internationalisation. This has also meant adapting to reformed understandings of themes such as Responsible Internationalisation, Internationalisation at Home, and various post-COVID changes to the ways higher education institutions teach, learn, and pursue global impact with intention.

In 2023, SUI underwent an extensive external review that led to the development of 10 new strategic aims under the scope of the 2024-2026 Division Plan. The 8th aim, *to align student programmes and initiatives with Global Learning Outcomes for a transformative student experience* will be situated within this document that serves to update the aforementioned 2019 Global Learning Outcomes (GLOs) to reflect 2024 realities and transformative approaches for both students and staff.

This document will first situate Global Learning at Stellenbosch University (2024) further within updated contextual and theoretical internationalisation frameworks, before refining the foundational Global Learning Outcomes and introducing the structure of the new SUI Unit for Global Learning. It will then apply the GLOs to incoming and outgoing student mobilities, integration, and staff capacity development.

1. Internationalisation Theories and Frameworks for Global Learning

When the original discussion document was written in 2019, most of the available theoretical frameworks and literature was based in global north (or Euro-American) ideas of internationalisation and global learning. The SU Internationalisation Strategy document defines ‘internationalisation’ as “an institutional commitment to intentionally and comprehensively integrate an international, intercultural and global dimension into the purpose, functions and programmes for all SU students and staff in order to advance the quality and impact of learning and teaching, research and innovation, in meaningful service of society”. This is based in part on Jane Knight’s internationally accepted definition of internationalisation. The 2019 SUI Global Learning discussion document took note of this and stated -

While Knight’s definition is one of the most widely used - it has come under some criticism for directing too much attention to the structural and/or organizational aspects of internationalisation. Following this type of definition has led many practitioners in the field of international higher education to assume that mere exposure to international contexts necessarily equals a ‘global education’ or ‘global learning’. Unfortunately, as it regards student learning, we have strong

evidence that more exposure does not necessarily result in the learning outcomes we expect. (Berg, Connor-Linton, & Paige 2009)

Another critique of the Definition of Internationalisation (Definition OI) based on Knight's work has been around its perceived attempt to "unify contradictory cross-border practices under the leadership of the global West/North" (Marginson, 2023). Definitions, practices and theories from limited and often hegemonic perspectives do not take into account regional, local and indigenous experiences and needs. In basing its fundamental definitions in internationally accepted pedagogies, the SU Internationalisation Strategy provides a strong base for internationalisation at Stellenbosch University in line with global best practices. The implementation of these definitions and practices should, however, be based on specific empirical local pedagogies and realities. While Global Learning at Stellenbosch should then be situated in established universal definitions, theories and practices, it must also incorporate global south epistemologies. Global Learning at Stellenbosch University (2024) will update its foundational Discussion Document on Global Learning (2019) by intentionally incorporating South African and other African approaches into the updated Global Learning Outcomes. It will frame and shape the work done at Stellenbosch University International and by the Unit for Global Learning. to ensure impactful contextual outcomes.

Note: Stellenbosch University International has since added another layer to the definition of internationalisation currently utilised by the office in 2024. The additional phrase *informed by responsible, sustainable and digital international higher education* signifies the move towards a comprehensive and augmented internationalisation strategy responsive to developments in the field of Responsive Internationalisation.

Global Learning definitions - international, regional and local contexts

Global learning opportunities at Stellenbosch University can be found in programmes, events, and capacity building projects that result in the development of new global and contextual competences. These outcomes are currently implemented both intentionally and informally within the formal credit-bearing curriculum, co-curricular spaces, and in aspects of cross-cultural integration and Internationalisation at Home (IaH) across the institution. South Africa is a multi-cultural nation, with a diverse array of critical competences developed across local contexts, and Stellenbosch University is an institution that reflects this. Global learning works towards creating and facilitating the development of additional global literacies that supplement, strengthen and enhance local and national learning outcomes.

A founding definition of Global Learning from The Association of American Colleges & Universities describes it as "a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability". Another widely used description comes from The Global Learning Network which states "Global Learning, closely related to the Global Dimension in the Curriculum and Education for Global Citizenship, enables learners to engage with complex global issues and explore links between their own lives and people, places and issues throughout the world... it helps learners imagine different futures and the role they can play in creating a fair and sustainable world".

Engagement with global curricular dimensions differ according to context. For Euro-American higher education institutions, it can mean making marked changes in discourse around the geopolitics of knowledge and power (Ndlovu-Gatsheni, 2021). For the South, Global Learning and Global Citizenship Education has seen a post-COVID shift towards intentionally including local contexts. The 2023 book Global Citizenship Education in the Global South, presents a pivotal engagement with “situating the discussion around Global Citizenship Education in the Global South within a critical and post-colonial paradigm informed by the values and knowledge of pedagogy ingrained in social justice ... imagining a transformative and post-colonial and value-creating curriculum beyond a westernised market-oriented and apolitical practices towards a more sustainable paradigm based on principles of mutuality and reciprocity” (Bosio, E. & Waghid, Y., 2022).

This echoes the statement issued by the International Education Association of South Africa (IEASA) in 2020 that addressed lessons posed by the ongoing pandemic which stated that “internationalisation efforts of universities should be permeated by an agenda that focuses on inclusion and social justice” (IEASA, 2020:4) In the context of South African internationalisation, this means adding regional and local lenses to Global Learning outcomes and initiatives. Sustainable development issues require a multitude of perspectives in order to facilitate impactful discourse. As South African internationalisation practitioners, the outcomes of our global learning initiatives, whether for international and local students, staff, stakeholders, or partners, should reflect not only the development of a new layer of global insight and understanding, but also the ability to reflect upon local and individual contexts with such developed lenses of experience and understanding. To do so, it is important to examine current national global learning needs and gaps, and work towards utilising institutional capacity to fulfil these in a sustainable way.

The 2019 Policy Framework for Internationalisation of Higher Education in South Africa, the first national policy for higher education internationalisation, was ratified in November 2020 by the South African Minister of Higher Education, Science and Innovation. It is a groundbreaking policy document that laid the framework for national internationalisation agendas and best practices. It has also come under critique for its lack of clear decolonial perspective. As Samia Chasi states, the policy document lays a vital foundation for internationalisation in South African higher education but does not adequately provide enough engagement with moving “South Africa away from being primarily a receiver to a creator of internationalisation knowledge and practice” (Chasi, 2021, p.30). There is a need for South African epistemologies of internationalisation and global education to be developed and implemented. She goes on further to examine how the “key objective of decolonisation is to shift the ‘geography and biography of knowledge’ (Ndlovu-Gatsheni, 2013: 15)’ before introducing three key concepts she identifies as important missing layers: **criticality**, **positionality**, and **pluriversality**.

Intentionally considering these concepts as enablers when creating global learning opportunities and outcomes is key for increasing the longitudinal transformational impact of such programmes and capacity building initiatives. **Criticality** provides intentional critical engagement with unpacking normalised and dominant ideas of the world, and provides opportunities to *examine methodologies as well as the lived experiences* of the present asymmetrical world order (Ndlovu-Gatsheni, 2013). **Positionality** allows for

concepts and realities to be understood through different contexts and positions, including but not limited to socio-economic, political, geographic and racial. A **pluriversal** approach develops ‘recognition of the diverse ways through which different people view and make sense of the world’ (Ndlovu-Gatsheni, 2021: 79).

In particular, pluriversality is an increasingly important theoretical concept for higher education practices from the global south, and thus too for internationalisation and global learning emerging from such contexts. Stemming from the 1970 political movements in Mexico, the academic theory of pluriversality utilises the one world ontology identified and critiqued by Escobar (2018) to illustrate the importance of multiple, critical and diverse perspectives, particularly from the post-colonial Global South. As Mia Perry states in her article *Pluriversal Literacies: Affect and Relationality in Vulnerable Times*, “pluriversality is a concept emerging from decolonial theory that provides a counternarrative to contemporary Northern assumptions of the universal”. At its core, this represents a fundamental element of global learning - the development of a pluriversal approach to understanding complex global issues creates a more responsible and sustainable paradigm for both theory and practice.

The development of a pluriversal literacy goes hand in hand with the critical diversity literacies, a framework designed by South African scholar Melissa Steyn (2015). The critical diversity literacies (CDL) are an outcome of many factors, one being “...the specific higher education context in post-apartheid South Africa where students enter a society characterised by an impetus towards transformation, integration and greater equity” (p.379). The 10 CDL criteria are inherently pluriversal when examining how the development of literacies and approaches formulated in the contexts of the global south, creates specific and necessary skills. Steyn states that “it is obvious that a changed environment requires new skills from the citizens that inhabit it. This is particularly true of those who have acquired a high level of education...[who] will need to be freer from the constraints of a single history and understand human reality as multilayered and multiperspectival...” (p.380). Global learning opportunities and the changed environments that they bring are vital in the cultivation of these transformative critical and pluriversal literacies.

What this means for Global Learning

What this brief literature review and critical analysis makes apparent is that internationalisation and Global Learning is at a pivotal juncture in South Africa. Nationally, policy makers, theorists and internationalisation practitioners, have made great strides to align work done in South African higher education institutions with global standards and best practices. It also indicates that there is a growing need to incorporate local and regional epistemological knowledge and contextual realities. Ultimately, this will result in an established body of literature and pedagogical approaches from South Africa on Global Learning to fulfil in part the gap identified by Chasi pertaining to a lack of South African internationalisation knowledge and practice. In the interim, and perhaps on the way to creating one such Epistemology of the South for Global Learning, the Unit for Global Learning has utilised lessons from the above framework review to update the Global Learning Agenda and Outcomes for Stellenbosch University. These lessons include:

- Creating global learning opportunities that foster criticality, positionality and pluriversality
- Focusing on local realities as well as structural necessities in global learning contexts

- Understanding regional, local and indigenous experiences and needs
- Engaging in a post-colonial paradigm informed by social justice and transformation
- Utilising a sustainable paradigm based on principles of mutuality and reciprocity

The following section will expand upon the proposed changes to the 2019 Global Learning Outcomes, before introducing the structure for the new Unit of Global Learning that showcases the work currently done in the Unit to further goals and implement outcomes.

2. Global Learning at Stellenbosch University in 2024

The 7 Global Learning Outcomes introduced in the 2019 discussion document on global learning were a result of collaborative workshopping between Stellenbosch University International and stakeholders in faculty and co-curricular environments. They remain pertinent and appropriate in 2024 and continue to form a solid foundation upon which slight modifications have been made to represent current realities and objectives.

In the 7 goals below, the phrases in bold represent updates made in 2024.

Global Learning Outcomes:

Stellenbosch University International aims to intentionally create programmes, opportunities and interactions through which students and staff:

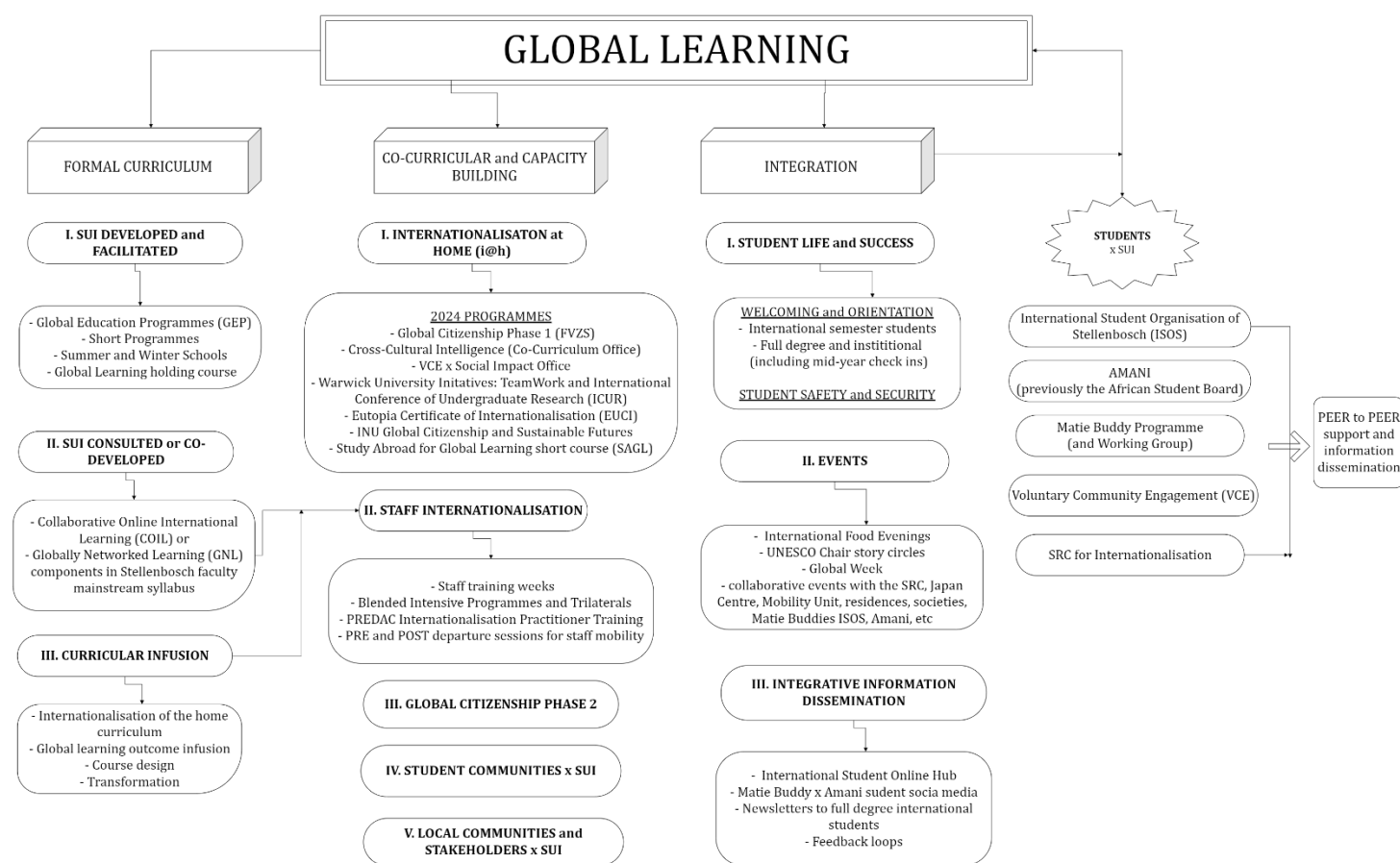
1. will gain increased knowledge about **how** global issues **affect diverse local contexts**
2. will critically reflect on their own **cultural, social and educational frames of reference** to understand how their perspective informs and limits their knowledge
3. will demonstrate respect for diversity by adopting **pluriversal** perspectives on complex issues
4. will understand **how** their actions impact communities locally and globally
5. will demonstrate **a transformative, post-colonial and values-based** approach to creating positive change
6. will develop their professional skills and **competences in intercultural** settings
7. will continuously develop and apply their global learning across multiple contexts

These 7 Global Learning Outcomes are designed to represent the overarching goals of the work done by the Unit for Global Learning. They form the basis for the measured learning outcomes of specific academic programmes, and act as the foundation upon which all global integration and cross-cultural collaboration are formed.

In 2024, the Unit for Global Learning (UGL) was established at Stellenbosch University International. The Unit brought together all the existing global learning programmes and capacity building projects

at SUI alongside increased capacity and structure for new initiatives. While housing its own projects, the UGL also works to create cross-silo and multi-divisional support for global learning both within the office and across the institution. It encompasses three main avenues for global learning: initiatives within the **formal curriculum**, the **co-curricular** and **capacity building** spaces, as well as **integration**.

The following flowchart of current programmes and initiatives facilitated through the UGL illustrates both well established and embedded programmes, as well as newer and more innovative global learning pilot projects. The external evaluation of 2023 demonstrated the ways in which Stellenbosch University International is considered to be a pioneer in the internationalisation space both locally and internationally, and also gave suggestions for next steps and areas for further specific focus and development.



i. Formal Curriculum

Global Learning work done by the UGL in the formal curriculum space currently includes: programmes that are developed and facilitated by SUI for the international semester and short term mobility cohorts, and work with faculty at Stellenbosch University and international institutions that pertains to Internationalisation of the Curriculum (IoC) and globally transformative course design.

Courses for the international student cohort:

As a flagship programme in this regard, the Global Education Programme (GEP) is a selection of academic and credit-bearing courses that arose from the historic need for English-language courses at a time when most mainstream modules at Stellenbosch University were offered only in Afrikaans. The courses allowed for international students to study at Stellenbosch and complete their credit requirements despite the barriers of the language policies at the time. As Stellenbosch University developed into the multilingual institution it is today, the GEP courses have evolved into modules that supplement mainstream institutional offerings to provide global learning opportunities specific to the international semester cohort. Current courses include Afrikaans Language and Culture for Dutch and Belgium Students (offered in conjunction with the Language Centre), Understanding HIV in South Africa (offered in conjunction with the Equality Unit), and Global Service Learning (developed and presented by Stellenbosch University International alongside community partners in Kayamandi and surrounding areas).

As many international semester students arrive in South Africa for the first time and study at Stellenbosch University for under half a year, these intensive modules allow for the cohort to engage with the histories, languages and current events of their new contexts. The GEP covers a wide range of themes including art, politics, pop culture, sustainability, and global citizenship in order to provide interculturally competent lenses to the South African context and lived experiences.

Other formal curriculum global learning mediation occurs with the short-term faculty-lead international groups, and the summer and winter schools hosted by the Unit for Student Mobility (USM). In the case of the former, both the UGL and the USM assist international partners in designing programmes for their short-term mobility visits to Stellenbosch University. This includes enhancing and expanding upon existing curricula where Stellenbosch University home faculty can be invited to lecture a component of the course in order to fulfil one or more of the 7 Global Learning Outcomes.

Working directly with faculty and academic departments

Working with Stellenbosch University home faculty and faculty members in partner institutions and through networks to implement formal global learning directly within the curricula, currently occurs on two levels. The first is through utilising digital international higher education tools, such as developing Collaborative Online International Learning (COIL) components within existing mainstream curricula. An international online virtual exchange or teamwork project can be implemented into a semester with minimal adaptation of the existing syllabus or structure of the course, to facilitate global learning outcomes for both students and staff. The second is with regards to internationalisation of the curriculum, infusion of the global learning outcomes into mainstream curriculum, discussions around course design and transformation of the syllabi. Currently this is mostly achieved through staff mobility, participation in internationalisation at home, and on a macro level through engagement with the Institutional Advisory Committee on Internationalisation (IACI), Faculty Board meetings, and the Internationalisation at Faculty representatives.

Other examples of Stellenbosch University International working collaboratively with faculty to facilitate global learning components in degree programmes, are the BCom International Business course, and the German gap year offered by the Mechanical and Mechatronic Engineering Department.

As a flagship international business degree programme offered by the Faculty of Economic and Management Sciences, BCom IB aims to deliver graduates that are equipped to be role-players in the international knowledge economy. The programme further provides students with an enriched student experience through the interaction with international students and the global marketplace. The programme situates itself within the global learning context by including a mandatory study abroad semester at one of Stellenbosch University's partner institutions, a first-year foreign language module, and a multidisciplinary and cross-cultural approach to content.

The German gap year programme offers a chance for students in the Mechanical and Mechatronic Engineering Department to attend a German partner institution for a 6-month academic exchange, as well as complete a 6-month internship at a Germany company. This coupled with German language instruction during the degree programme, offers global learning that encompasses linguistic, cultural, and research exchanges, as well as development of global employment skills and competences,

ii. Co-curricular and capacity building

The co-curricular and capacity building space in the institution is where many of the network-lead projects and short courses are implemented alongside Stellenbosch University facilitated initiatives. Stellenbosch University is a member of global university networks, such as the International Network of Universities (INU), and the EU co-funded EUTOPIA Alliance. As a global partner in such university networks, Stellenbosch University has had the opportunity to participate in more global learning opportunities for staff and students. In 2023 and 2024, these programmes included the Global Citizenship Phase I short course (Frederik van Zyl Slabbert Institute), the Future17 Sustainable Development Goals Challenge (Centre for Collaboration in Africa at Stellenbosch University International), Cross-Cultural Intelligence (the Co-Curricular Office), the EUTOPIA Certificate of Internationalisation (EUCI; the EUTOPIA Network), the Global Citizenship and Sustainable Futures: Learning for Change (the INU Network), various projects facilitated by Warwick University including the International Conference of Undergraduate Research (ICUR) and the SUI facilitated Study Abroad for Global Learning (SAGL) short course. These non-credit bearing courses and programmes supplement student learning by focusing on global issues and competences. They are run through the UGL which is responsible for the information dissemination of the programmes, liaising with the local and international stakeholders, and lecturing or tutoring where appropriate. These initiatives provide very important internationalisation at home opportunities by providing Stellenbosch students with chances to interact with multi-cultural people, ideas and competences.

Internationalisation at Home (IaH) is an area of internationalisation that first drew interest in the late 90s and gained momentum during the COVID-19 pandemic. It stemmed from the need to provide global learning opportunities outside of traditional physical mobilities. Now, it has come to include a much more nuanced and inclusive area of practice focused upon responsible internationalisation when addressing equitable

Page | 10 of 16

access to resources and opportunities. A specific theme of interest for the Unit for Global Learning is to understand what Internationalisation at Home initiatives would be most impactful for Stellenbosch students and staff, and also for the international students who study at SU. Internationalisation at Home in this instance, would also include the surrounding communities in the benefits of localised global learning and directly work towards achieving more of the GLOs. While mapping is currently being done through the Internationalisation at Home Working Group of the EUTOPIA network to determine current practices at Stellenbosch University and the member institutions of EUTOPIA, the UGL also utilises the European Association for International Education's (EAIE) 10 key features of an Internationalisation at Home best practice approach:

1. Offers all students global perspectives within their programme of study, whether or not they spend time abroad
2. Moves beyond electives or specialised programmes
3. Involves developing international and intercultural perspectives through internationalised learning outcomes in the formal curriculum
4. Is supported by informal (co-)curriculum activities across the institution
5. Makes purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice
6. Creates opportunities for student engagement with 'cultural others' in local society
7. Involves all staff, not only academics and international officers
8. May or may not include teaching in English or another lingua franca
9. Can include virtual mobility through online working with partner universities
10. Fosters purposeful engagement with international students

There are numerous links between the community of practice that exists in Internationalisation at Home from European perspectives, and the Global Learning Outcomes at Stellenbosch University. The key differences come from using IaH to fulfil the specific student and community-based needs that exist in our South African and Stellenbosch contexts. The integration division of the Unit for Global Learning operates closely with students - local, regional and international - to do so.

iii. Integration

The integration initiatives of the UGL work in tandem with the Unit for Student Mobility, the Social Impact Office, the Student Representative Council and other internal and external stakeholders to provide non-curricular integrational opportunities. The activities here are imperative to achieving the Global Learning Outcomes through peer-to-peer support and engagement. An integral part of the campus experience occurs outside the classroom, and it is here where some of the most important contextual learning and Internationalisation at Home is facilitated. The approach of the UGL in this regard is to actively create and facilitate authentic nodes of connection.

This is done through events such as the Welcoming and Orientation Programmes that are run for each semester cohort of incoming international students, the International Food Evenings held each semester, the Voluntary Community Engagement (VCE) programme, facilitation of UNESCO Story Circles, Global Week events, the African Gala Dinner, and other ad-hoc events.

It is also facilitated through the specific student focused groups created and / or supported by SUI - the International Student Organisation of Stellenbosch (ISOS), the Matie Buddy Programme that pairs up international and local students, Amani (previously the African Student Board) that represents international students on campus from other African countries, and the SRC representative for internationalisation. These peer-to-peer networks that focus on integration, acceptance, diversity and inclusion, provide important laH perspectives and points of connection for enhanced global learning. As the Student Life and Success portfolio fits into this division of the unit, all integration initiated through the UGL also focuses on emotional, mental and physical safety and security alongside the development of global competences, making it a unit that relies on a deep understanding of the lived experiences of students.

The work done in the Unit for Global Learning is wide and impactful, but as a new unit, there are still numerous gaps and challenges. The following section will examine some of these areas and demonstrate ideas and pilot projects currently being instated, or areas for improvement and future focus.

3.New initiatives, gaps, and areas of future focus

a. Incoming International Semester and Short-Term Mobility Students

While perhaps the most established and consistent group with regards to implementation of the global learning outcomes at Stellenbosch, there are still avenues for expansion with the cohort of incoming international students. Students who choose to study in South Africa, and at Stellenbosch University, should leave the institution with a nuanced and pluriversal understanding of the new contexts that represent their time at SU.

- i. The continued alignment of the GEP modules with the updated Global Learning Outcomes. This will conclude an analysis of the current GEP syllabi and include input from current lecturers to determine which GLOs their courses meet. Student analysis and feedback will also be conducted to determine the level of engagement with the outcomes.
- ii. Creation of new GEP modules to fill gaps where necessary,
- iii. The continued alignment of the short-term mobility faculty lead syllabi. While the syllabi and programmes for short-term mobility are created and implemented by the international faculty who usually accompany the students, both the USM and the UGL assist in the planning stages. In this regard, there is scope to align the programmes with the updated Global Learning Outcomes and ensure that the competences unique to South African and Stellenbosch contexts are incorporated into the programme through formal syllabi interventions, or through the extra curricular components to the mobility.

- iv. Creation and implementation of the Global Learning Holding Course - a short compulsory component of each short-term faculty lead mobility programme, the holding course will be facilitated by the UGL and the core-team for the UNESCO Chair in Intercultural Competences to ensure facilitation of the GLOs. It will consist of 4-5 face to face sessions per programme.

b. Incoming Full-Degree International Students

While most students who study at Stellenbosch University for a semester are from Europe and North America, international students who choose to pursue a full-degree programme at SU are predominately from other countries across Africa. As students who straddle both full-degree and international categories at the institution, they require specific forms of support. Past students have indicated through feedback forums and through engagement with Amani, that they require more support with regards to international student services, integration and global learning. As one of the main areas for attention identified by the 2023 External Evaluation of Stellenbosch University International, assistance and integration for full-degree international students is of high importance for the institution and the office. Thus, the UGL will continue to work towards:

- i. Creating and facilitating Welcoming and Orientation sessions for full-degree international students. This includes working with the Centre for Student Life and Learning, and various student communities.
- ii. Working closely with the SUI Services Centre to create mid-semester information sessions, as well as dissemination of information pertaining to student life and success.

c. Outgoing International Mobility of Local Students

Stellenbosch students who participate in a semester, summer school, or short-term mobility at an international institution have the opportunity to gain new global perspectives. The work of the UGL must be to enhance and support the continuous reflection and application of these perspectives in order to assist the creation of new competences.

- i. Continue with the current update of the Study Abroad for Global Learning short course that forms a prerequisite for all Stellenbosch local students who participate in a study abroad programme. The SAGL deals with themes of intercultural competences and global issues. It is currently being updated to incorporate current themes, as well as to bring it in line with the Global Learning Outcomes, as well as best practices from the UNESCO Chair in Intercultural Competences, INU Global Citizenship, EUTOPIA Certificate of Internationalisation, and issues of criticality, positionality and pluriversality.
- ii. Ensure that all students who are chosen for a mobility programme have access to the various internationalisation at home initiatives in order to ensure pre and post departure augmentation of new skills and competences.
- iii. Complete the revamp of the Global Citizenship Phase II programme.

d. Stellenbosch Staff: Faculty and PASS

Stellenbosch University was commended in the external evaluation report of 2023 for its continued support of faculty mobility and research, and also for its innovative approach towards the global skills development of Personal, Administrative and Support Staff. In order to align with trends in internationalisation that promote internationalisation at home initiatives as being of equal importance as physical mobility, and in order to facilitate capacity development around Internationalisation of the Curriculum, more global learning initiatives for staff members are currently being planned.

- i. In collaboration with the Staff Internationalisation team at Stellenbosch University International, a staff development programme is in development (with the potential for inclusion in the PREDAC training sessions). Within the scope of a theme around Becoming an Internationalisation Practitioner, the programme will cover: an explanation of the work done by SUI to demonstrate ways in which faculty and PASS staff can become involved, pre and post departure intercultural competency development, and workshopping around internationalisation at home in both Faculty and PASS environments.
- ii. The programme will also include a more Faculty based session in which Internationalisation of the Curriculum case studies are presented by Stellenbosch faculty and international partners.
- iii. More focused development of COIL programmes, including guidelines and information sessions as to how faculty can incorporate a global and online component into their existing curricula.
- iv. More involvement with Stellenbosch faculty around integration of international students in mainstream modules. There is discussion around including Stellenbosch faculty whose mainstream modules are particularly popular with international students in trilateral staff programmes, or other staff week opportunities that develop intercultural competences.

e. Integration and Internationalisation at Home

Global learning that happens outside of a formal or co-curricular learning environment requires a co-creation aspect to it. It is imperative to ascertain what gaps need to be filled from the student perspective alongside the implementation of best global and regional practices. Thus, many of the gaps that the UGL is currently working to fill with regards to global learning in these spaces, happen in one of two ways. Firstly, in direct co-facilitation or collaboration with student groups and leaders and secondly, in a predominantly hands off manner where UGL takes responsibility for creating authentic and safe opportunities but does not in the actual peer to peer integration space.

- i. Work closely with current and former ISOS members and local stakeholders to revamp the ISOS events ensuring an adequate mix of cultural, historic, and entertainment events that allow students to engage in more impactful local experiences. Determine where more local and full degree integration is possible.

- ii. Engage with the Social Impact Office to create in-person peer to peer nodes of connection for the VCE groups. Feedback from students has indicated that volunteer work in marginalised and vulnerable communities requires more engagement with local student volunteers to discuss experiences from different perspectives.
- iii. Support Amani in facilitating integration and support for international students on campus who come from other countries in Africa. This includes the African Gala Dinner, co-creation of events with ISOS and the Matie Buddies. Non-South African African students on campus have indicated they grapple with the dual identities of being African and also international, while sometimes not feeling supported in the internationalisation space. Thus, the UGL will continue to work with the Amani Board in providing specific integration support.
- iv. The Matie Buddies are one of the most successful and enduring student groups at Stellenbosch University. As one of the main gateways to successful integration of students, peer to peer mentorship, and an avenue to global learning, they are imperative to the success of the UGL. With the creation in 2023 of the Matie Buddy Working Group, the UGL aims to work closely with the WG in developing their intercultural competences.
- v. The UGL provides training and facilitation in cross-cultural intelligence and intercultural intelligence across the institution, and at the Stellenbosch Business School. In line with the updated Global Learning Outcomes, and the position created in the literature review of this document, the UGL will work to update and streamline its syllabus and teaching materials for all training in this regard.
- vi. Integration and cross-cultural internationalisation at home occurs in other spaces in the institution such as student communities, and residence spaces. More work can be done to offer support and global learning opportunities here.
- vii. One of the biggest gaps faced by the UGL is information dissemination. Whether this is announcing an online course held in collaboration with an international partner, promoting an integration event hosted by the unit, showcasing achievements by the VCE, or communication around support services offered to all international students or home students who have returned from an exchange overseas, more effort must be put into timeously sharing information across platforms. The UGL will also work closely with the student representatives from Amani, the Matie Buddies and ISOS to create a student lead social media presence.
- viii. An underutilised point of connection is the SRC Representative for Internationalisation. After the SRC elections in 2024, the UGL will commence having regular meetings and sessions with the representative and incorporating them into the global learning work done by the unit.

Conclusion

This document serves both as an update to the 2019 Discussion Document on Global Learning for Stellenbosch University, and as a road map for the newly established Global Learning Unit. By not only making global

learning a priority, but by intentionally aligning it with local, national and global south experiences and needs, Stellenbosch University International aims to create an inclusive and responsible approach to equitable internationalisation. As a leader in South African higher education Stellenbosch University holds at its core, the mission of creating “a place connected to the world, while enriching and transforming local, continental and global communities” The Global Learning approach adopted in this document aims to further this objective by creating a diverse community of practice centred around transformation. As it is a living document with co-creation at its core, global learning at Stellenbosch University, and nationally, must continue to evolve along the needs of society, students and staff, and create new intercultural epistemologies of change.

REFERENCE LIST

The American Association of Colleges and Universities, Definitions of Global Learning, AAC&U's Shared Futures: Global and Social Responsibility initiative, <https://www.aacu.org/office-of-global-citizenship-for-campus-community-and-careers/definitions-of-global-learning>

Bosio, E. and Waghid, Y. (2022). *Global Citizenship Education in the Global South*. Leiden, The Netherlands: Brill

Chasi, S. (2021). South Africa's Policy Framework for Higher Education Internationalisation: A Decolonial Perspective. *The Thinker*, 89-4

Department of Higher Education and Training (DHET). (2019). Policy Framework for Internationalisation of Higher Education in South Africa <https://www.dhet.gov.za/Policy%20and%20Development%20Support/Policy%20Framework%20for%20Internationalisation%20of%20Higher%20Education%20in%20South%20Africa.pdf>

Escobar, A. (2017). *Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of Worlds*. Duke University Press, USA

International Education Association of South Africa (IEASA). (2020). Position paper: *Higher Education Internationalisation in South Africa in the Context of the COVID-19 Pandemic: Impact on International Students*

The Global Learning Network. (2019 - 2024). What is Global Learning?
<https://www.thegloballearningnetwork.org/global-learning/what-is-global-learning/>

Marginson, S. (2023). Limitations of the leading definition of 'internationalisation' of higher education: is the idea wrong or is the fault in reality? *Globalisation, Societies and Education*, 1-20

Ndlovu-Gatsheni, S.J. (2013). Why decoloniality in the 21st century? *The Thinker*, 48

Ndlovu-Gatsheni, S.J. (2020). Geopolitics of Knowledge in the COVID-19 Pandemic: Decolonial Reflections on a Global Crisis. *Journal of Developing Studies*, 36-4

Ndlovu-Gatsheni, S.J. (2021). Internationalisation of higher education for pluriversity: a decolonial reflection. *Journal of the British Academy*, 9

Perry, M. (2020). Pluriversal Literacies: Affect and Relationality in Vulnerable Times. *Reading Research Quarterly*, 56-2

Stellenbosch University. (2018). VISION 2040 STRATEGIC FRAMEWORK 2019-2024

Stellenbosch University. (2019). STELLENBOSCH UNIVERSITY INTERNATIONALISATION STRATEGY

Steyn M (2015) Critical diversity literacy. In: Vertovec S (ed.) *Routledge International Handbook of Diversity Studies*. London: Routledge, 379-389

Van de Berg, M., Connor-Linton, J. and Paige, M.P. (2009). The Georgetown Consortium Project: Interventions for Student Learning Abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 1-75

Warren, J. (2019). Discussion document on Global Learning: Harnessing internationalisation to best serve our students. Stellenbosch University internal discussion document