Globalisation of University Programmes and Community Linkages: A Case of Two Kenyan Universities

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Abstract

The history of university education and training goes back to such varied roots and staid of development that it is impossible to present it in its entirety, with all its aspects, unless one is prepared to sacrifice its clarity in a single publication. The university in general is regarded as an educational hub that creates knowledge and skills necessary in promoting the socio-economic and political development of a nation. The more important questions that this study addressed were:[i] Why provide education and training, and [ii] How does this education and training best suit the global technological challenges and the future of the university student generation. Indeed, the programmes offered by universities must have a global perspective and a special connection with the communities around the world given today's technological know-how. This was a descriptive survey study on the system of university education and training in Kenya, the nature of their global programs, challenges experienced and influence on the socio- economic, political and cultural development of the communities. Two sets of respondents were targeted, that is, university lecturers and students in the public universities in Kenya. Questionnaire instruments were used to collect data from the respondents. The findings indicated that despite these undertakings, employers and more particularly industrialists have expressed reservations on the type of graduates from our universities, for some have very little information technology knowledge. Important to note is the rate of unemployment among the university graduates, which perhaps could be attributed to the nature of education obtained at school. The study therefore recommends that Kenyan Universities should be a leading example in assisting the government in producing manpower relevant to the socio-economic and political development of the country and course the entire world.

Key words: Globalization, University Programmes, Community Linkages and Exchange Programmes.

Background to the Study

The history of university education and training goes back to such varied roots and staid of development that it is impossible to present it in its entirety, with all its aspects, unless one is prepared to sacrifice its clarity in a single publication. The university in general is regarded as an institutional hub that creates knowledge and skills necessary in promoting the socio-economic, political and cultural development of a nation. Hence, its set objectives are to do research and train manpower based on the needs of society as characterised by the technological and industrial challenges that face the global economies. The history of globalisation of education according to Ondigi (2003) existed due to the desire for a higher and international education that cuts across the cultural and geographical boundaries of the world. Rao (1979) argues that these phenomena dates as far back as 500-300 B.C., when intellectuals migrated to Athens in search of knowledge, thereby similar institutions and centres such as Alexandaria, Rome and GundiSapur in East Persia were established. These institutions attracted, admitted and hired many foreigners while simultaneously sending many of their own people for research and study abroad attracting a cosmopolitan population of Egyptians, Greeks, Ethiopians, Syrians, Arabs, Romans, Kenyans in the Americas, among the many exchange programs going on in the local and international universities. Sarton (1951) asserts that international migration of scientists, scholars and students "caused the best of knowledge to become available ..." whereas Brickman (1977) argues that:

> the German universities developed a world reputation of seriousness in research and
> originality in the methodologies of instruction and scholarship based on the free
> pursuit of scientific truth and the unconditional selection of teaching processes and
> materials by the faculty.

Thwing (1928) further observes that the students of the University of Bologna influenced the masters program in the University of Paris, which in return sent back her English students to their native Island, and thus helped in founding Oxford University. The author significantly shows that the English University gave origin to university education that let to the growth of higher education in America (Ondigi, 2003; Cieslak, 1955; Altbach, 1989, Lucas, 2003).

Despite the technological advancement that have necessitated the economic challenges and changes facing the world today, there are more pertinent and complex issues that face the societies today that need to be resolve by the best brains which are ever produced from both the local and international institutions of higher learning. The most important questions that this study opts to address are:

a) What do we provide education and training for, and
b) How does this education and training best suit the global technological challenges and
the future of the university student generations?

According to Rukangu and Makokha (2001), the ultimate goal of university education in Kenya is to serve the communities by producing knowledge and providing skills to the learners that will make them meet the global labour market challenges. The universities, therefore, should lead in research aimed at creating more knowledge and by offering solutions to the existing socio-economic, political, cultural and environmental problems in the world-nations through the process of globalisation. Apparently, the aims of university training have been achieved through many different programmes and courses that are offered to students in the four-year degree programmes in different faculties of the Kenyan universities (Rukangu and Makokha 2001; Martin, 1996). However, the ever-existing challenge is how to globalise the university programs and more particularly influence the growth and development of local communities.

The Kenyan universities are engaged in pursuing studies in Diploma, Undergraduate and Postgraduate programs in both humanities and sciences as offered in most global universities. These courses in particular are reviewed and expanded or new ones introduced over the years to meet the societal needs and broaden the readership of the learners (Ondigi 2003; Rukangu and Makokha, 2001; McNamee & Faulkner, 2001). Thus, the Kenyan universities have been struggling to meet their mission endeavours of:

a) Training both undergraduate and graduate students with knowledge and skills relevant to their career objectives,
b) Training scholars in the area of research and policy formulation, and
c) Working to develop the staff in their various areas of scholarship and career Undertakings.

However, the biggest question here is 'How effectively have the Kenyan universities met the set obligations in order to meet the global challenges while having a direct influence in the local communities?'

Conceptual Framework

This study is based on a conceptual framework of collaboration and globalisation of university programs based on local community development process (see figure 1.1).

Fig 1: showing a conceptual framework on inter - university linkage programs
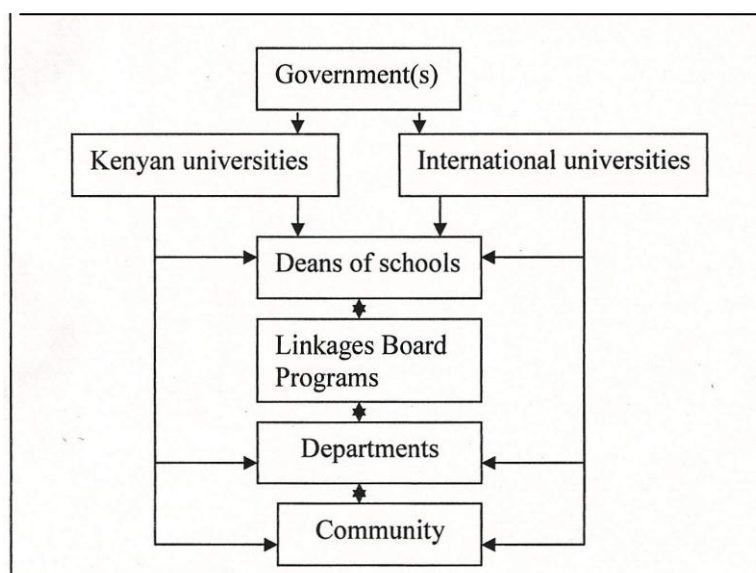
Source:(Author, 2010)

According to this conceptual framework, the Kenyan universities should open up their schools and/or departmental sections to link up with international universities so as to interact and exchange ideas or start research exchange programs aimed at improving local economies. The respective governments should give universities mandate to establish links locally and internationally based on the contextual determinants such as resources, accessibility, security and inter-university partner-relations.

Both local and international universities should work to offer an enabling environment to establish the linkage programs based on the existing intermediate opportunities such as providing the needed professional, administrative and academic support, planning and implementation of the programs. The proximate determinants require the universities to be involved in the evaluation and management of the said and initiated programs, for the best outcomes characterized by successful community projects and programs that revolutionize the socio-economic, political and cultural development of the global economies. Thus, in well co-ordinated situations, the shared efforts could realize positive outcomes in community development.

Statement of the problem

In today's world of change, universities have tried to transform themselves so as to conform to the new economic world order, but compounding factors such as administrative problems, financial difficulties, student strikes, lack of learning resources, mushrooming ɗf academic programs, skeleton teaching staff, and political interference among other factors have caused challenges towards this new direction. In essence, the process of developing academic programs and restructuring of the universities internal and external images have taken much of the resources, and time, yet there is a lot to be accomplished either within the local universities or foreign universities as nations are in a state of technological race. Western countries have had a technological notch over their underdogs in the third world countries with the exception of the Asian tigers, but still concerted efforts are needed to catch-up with the challenges. Universities by all standards need to train professionals and business executives who lead in all ways in the academic process of invention and innovation through globalisation of education, since the world has become a global village. A quick look at the Kenyan universities' education and training has a lot to tell about the direction the university education is taking in relation to the Global university education. The aim of this study was to investigate the globalisation challenges facing university education and training in Kenya and the direct influence on the local communities.

Objectives of the study

The objectives of this study are:

i) To establish the opinion of lecturers and the students on the universities' preparedness to meet the global educational challenges.

ii) To establish the role of the Kenyan universities that relate to the development of local communities as regards attachment programs and inter-university research works

iii) To establish the state of linkages and globalisation programs, and

iv) To reflect on challenges facing university education as regards the international aspects of teaching, research works and services to staff and community.

Assumptions made about this study

Being clear about assumptions underlying the discussions here is important for purposes of understanding this paper. There has been an important evolution process in the globalisation of university programmes to meet the international needs by nature and in the purpose of education. Thus, the meaning, rationale, strategies and outcomes of global education and the labour market demands have changed and matured to the level that education should offer the best. In essence, Western Universities are now competing for top students from all over the world. Thus, it is assumed that Kenyan universities have followed suit. Second, the current trend of issues and future challenges to say the least do not affect only the Kenyan universities. It is necessary to articulate the fundamental understandings assumed in this discussion, thus, why is it that Kenyan universities are not adapting to the current labour market demands and those of our education system despite the several educational reforms?

Third, the major assumptions relate to the definition of globalisation of university education and training as this concept means different things to different people, institutions and countries. This is to mean that Kenyan universities are not going to go 'wholesale' in what Western universities are doing, but rather will "blend" and get the best for our society. This is because globalisation will mean as applied at the national, regional, or institutional levels, be it in terms of policy or program considerations, but the best must be taken depending on the prevailing circumstances. Kenya should learn by examples of the technology that is dumped in third world countries, whether obsolete or too superior for local use.

Methodology

This study was a cross-sectional descriptive survey because it is present oriented and it is used if the answer to the question is found in the present (Kovas, 1987). The approach helped the researcher to describe and explain the prevailing circumstances in the Kenyan university programs as perceived by the respondents. The approach was also used because it was one time study (Gall et. al, 1996) and the researcher had no control over the respondents and the setting.

The researcher randomly interviewed 63 lecturers and 207 students from the two universities. Both the lecturers and students who participated in the study were approached on the basis of first encounter either in their offices or within the campuses. This approach was used so that the researcher could randomly get the views of the respondents without biasness and with a possible chance of meeting them once.

Research instruments

Two questionnaire instruments were developed by the researcher and used for collecting data. Because universities should be engaged in programs that bring improved quality and professional development, questions were developed to evoke the respondents' reactions. To be more personal and reflective of the respondents' views, specific questions were raised testing on the strengths of the universities to address issues most pertinent to the socio-economic, political, and cultural development of the nation. On the questionnaire, questions were asked that covered courses on: social work programs, gender studies, community link projects and technological issues based on the idea of globalisation. As could be seen in the instrument used, the issues raised were specifically on the approaches used in the development of courses taught in the universities based on:

i) the resources used in teaching and learning
ii) time set aside for practical works
iii) testing students on the application of knowledge in their daily lives and
iv) writing project papers

These questions were asked basically to understand the lectures' preparedness in handling trainees practically and in a more modest form that makes them to implement the ideas rather than being consumers of knowledge.

Data collection and analysis

Data was collected using the questionnaire instruments that were given to the respondents as long as they were willing to participate. The completed instruments were collected and information coded then analysed using descriptive statistics such as frequencies, means, standard deviation and percentages. The findings were reported using charts and discussions.
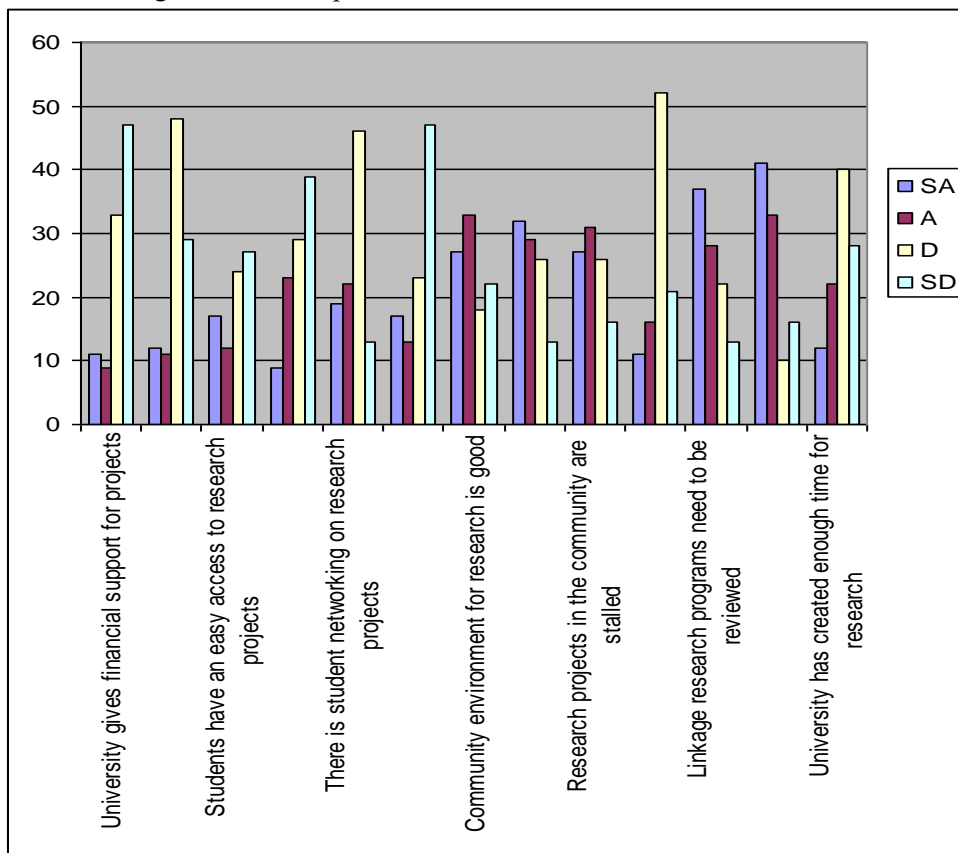
Discussion of the findings

Data was analysed using descriptive statistics and according to the students' and lectures' responses on identified issues regarding the local universities globalization programmes. Students were very emphatic that the current university student exchange programmes do not offer an opportunity for teaching and learning that foster student exchange. The problem is compounded by lack of scholarships for tuition and other financial support necessary when studying abroad, the treat of terrorism that has made most countries jittery of admitting internal students and the rigid local university curriculum that does not offer joint university exchange programmes as shown in figure 2:

**Figure 2:** Showing students' Responses on student exchange programs
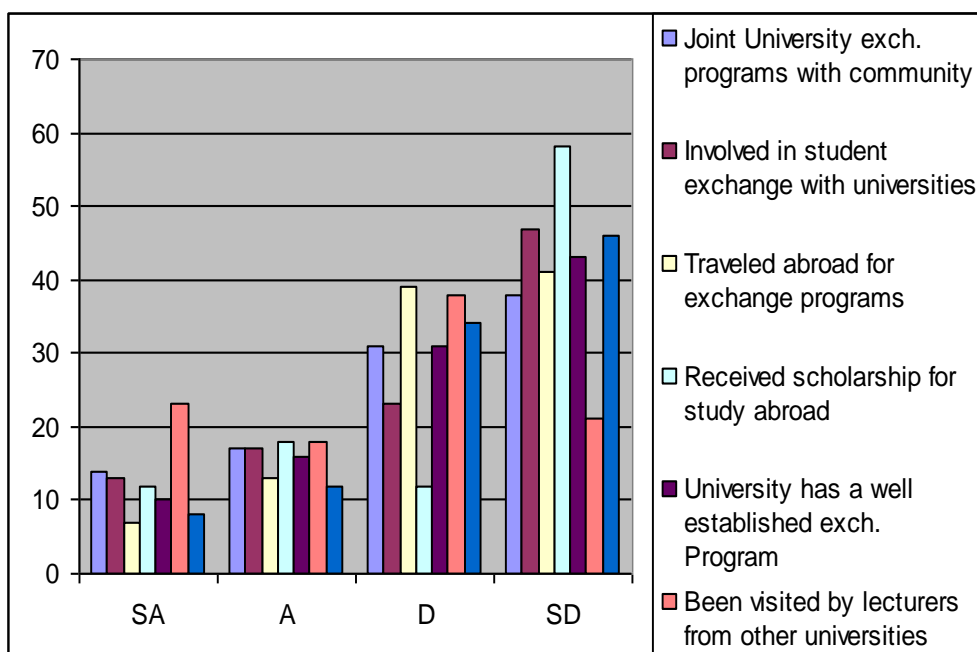
Further, students were asked to respond on their university's commitment to research and training. Evidently, the respondents indicated as shown in figure 3 that universities are not putting more emphasis on research as part of their training for the curriculum is basically oriented towards completing their degree within a stipulated time.

Figure 3: Showing students' Responses on universities commitment on research and training

It is apparently clear from the findings of this study that the local universities have not fully realized the globalisation of the university programs to meet the existing challenges in community development. According to Hollis (2002) a well coordinated exchange programme among universities will give students a chance to transform community service into service learning. Further, Houndagnea-Sotelo and Raskoff, (1994) argue that community service learning exposes learners to promises and problems that prepare them for the future, hence an international exposure will make learners better in serving society. The teaching and training strategies used in the classroom do not give students a great exposure in fieldwork and research projects so as to gain useful experiences in research work and project writing as shown in figure 4:

Figure 4: Showing lectures' Responses on strategies of teaching and training
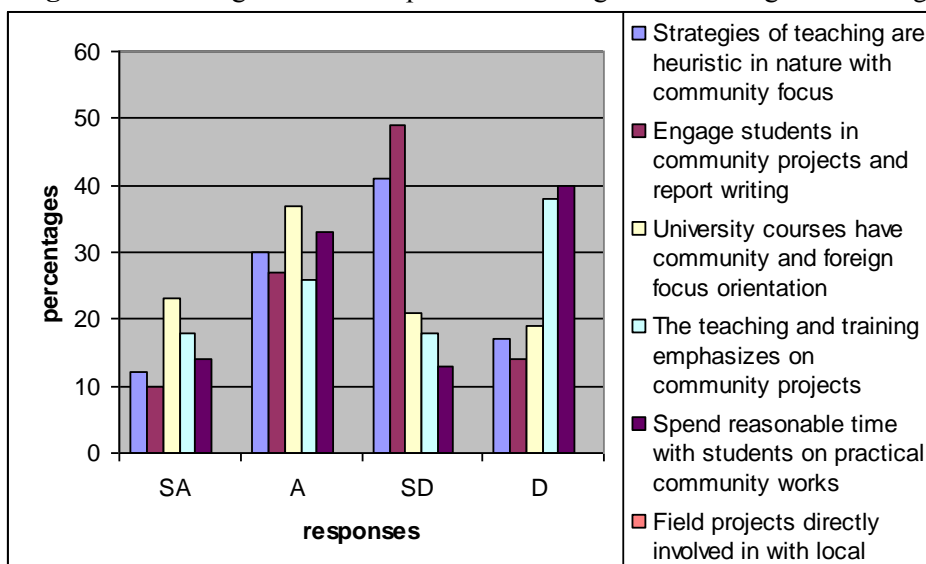
Students in the local universities are not extensively involved in exchange programs that could give them both local and foreign exposure in university linkages. However, there was a general feeling among the respondents that such exchange programs could lead to improved community development, international understanding through the exchange of new ideas and the sharing of knowledge and skills. Lack of proper co-ordination of these exchange programmes was attributed to bureaucracy in running the linkage programs and lack of information and training of both students and staff. The respondents indicated a need for the restructuring of the linkage programs to be reflective of the society today and more particularly in addressing the community development projects based on a global understanding. Thus, the exchange of staff and student programs would have several advantages and added opportunities to the involved partner universities and interested parties such as NGOs and United Nation's programs for it should be aimed at:

a) Promoting co-operation among the partners involved, be it staff or universities
b) Improving the quality of training and research works.
c) Exchange of ideas, knowledge and skills among partners to improve levels of knowledge and performance.
d) Improving the teaching and participation practices in the classrooms and in community projects.
e) Leads to international co-operation and creation of good relationships and neighbourliness for the socio-economic, political and cultural development of the people among the partner states.

It is observed here that well coordinated graduate exchange scholarship programs will improve the training and development of graduate students as the learners have an opportunity to interact, learn, observe and exchange ideas with students from different parts of the world. In-breeding has its own limitations for the students never have points of comparison as a yard stick to measure what has been gained during the course of training (Ondigi, 1995). Thus the objectives of the graduate exchange scholarship programme should be to promote student mobility within local universities, in Africa and the rest of the world in general. The Kenyan universities are lagging behind in the exchange programs as indicated by the results and furthermore the linkage offices are not doing enough to achieve their expected goals and objectives. Hence, these shortcomings have greatly dogged the university globalisation endeavours as the existing challenges compound the efforts being initiated by interested partners and parties.

Equally, the small grants for thesis writing or projects has the potential to improve the quality of research to enable students to finish their thesis works or do some community projects aimed at disseminating the knowledge learnt in school .The respondents indicated that there is bad record of the local universities in granting the deans' research/thesis grants or looking for linkage grants abroad to assist students in achieving their dreams of becoming competent researchers. According to Rukangu and Makokha (2001) in the school of education in one of the universities under study, only 11 field researches had been done, 37 unpublished papers had been written, 47 published books, whereas 542 students had graduated with masters and 59 with Ph.D between 1985-2000. This in essence is very low and money for research should be availed to staff and students. University's focus on international teaching and training, research, and service works is important in creating an environment for globalization as expressed in responses in figure 5:

Figure 5: Showing lectures' Responses university commitment on research and training
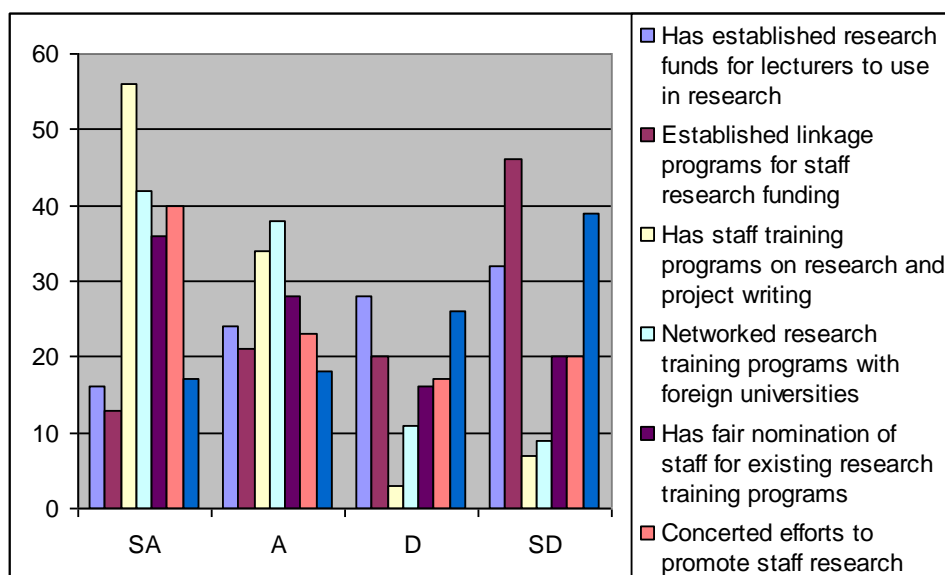
Whereas this information was based on personal observations, information and insights obtained from recent comparative studies, some seminars, workshops, and the respondents' feelings, it is apparent that most Kenyan universities have not done a lot to measure to the expected standards and international achievements attained by western universities. The local universities have not opened up to encouraging lecturers to go for sabbatical-leave studies as this will give staff an opportunity to rest from their tedious teaching and training schedules as well as initiate research projects with colleagues abroad as shown is figure 6:

Figure 6: Showing lectures' Responses on exchange programes
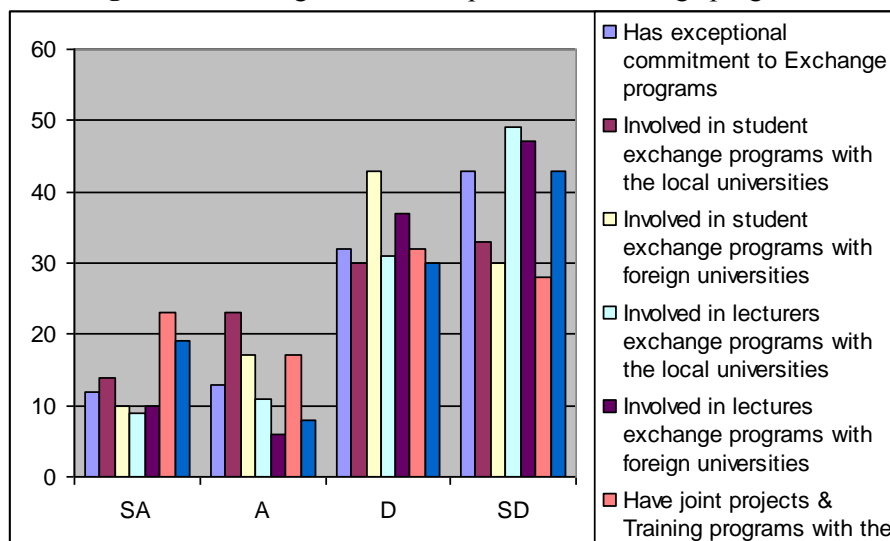
While on sabbatical-leave studies, these scholars can design and of course initiate local/international research projects aimed at promoting cross-cultural growth and development (Matunda, 2005). Having exchange programs provides opportunities for scholars to:

a.learn more about trends and challenges facing internationalization of education programs and understanding the situation in other countries, and

b.Involved partners and scholars have an opportunity to pay more attention to quantitative and qualitative research and initiating research for comparative purposes and exchanging of knowledge which somehow will be 'healthy' for the parties and users of the created knowledge.

Indeed, identifying issues through linkages and at macro-levels helps nations not to minimize the importance of issues facing mankind and individuals, institutions at the operational levels exhibited by the UN, World Bank and World Health mission abroad. Since the world has become a global village, internationalisation of programs will assist scholars to have a general overview of the problems facing higher education and thus offer suggestions to overcoming the challenges. Globalisation of higher education has some goods to offer in a sense that an individual institution cannot discuss all the key issues specific to individual departments, disciplines, stakeholders (administrators, government, teachers, students, parents, community among others), but sharing of information can bring about rapid implementation of ideas and progressive change in conducting and managing higher education affairs.

According to Jane Knight, cited in http:/web/drc.ca/es/er-2956-201-1-DO-topics.html/- integration which ensures that international dimension is central to the mission of the university and can be suitably integrated into the policies, practices and systems of the institution is very important. An apparent look at the mission statements and values of the two Kenyan universities under study indicates that the two universities do not embrace the virtues stated here. As a nation and to be part of the international community, the Kenyan universities need to reform, adopt and exemplify the international image of openness and adaptability. Also, the universities need to pay a careful attention to both the international and intercultural dimensions of exchanging knowledge / ideas, skills and information for the growth, development and safety of nations and the people thereof. This should rest on the belief that diversity of information among scholars, students and the people in general (service to the community through community services e.g. library services) will promote diversity among cultures that are inherent to a country like Kenya (htt://southernlibranianship.icaap.org/content/v05n02/ogunsola_I 0 l.htm). Therefore, internationalisation of higher education should not be limited to a geographical interpretation of the concept, but must enhance and be acknowledged that globalisation is to be part of the universities' research and scholarly activities, and service to the society aimed at creating a new world order of a "Bank of Knowledge".

Unless universities and particularly those in third world countries take the initiative and an active role of interest in global education which focuses on the integration of political issues in schooling as well as communities and vocational education, then the rate of exchange of ideas will be slow, hence the stimulus for diverse international programs and activities within the faculties will never be realised.

Recommendations

The research findings have indicated that the rate of inclusion of international programs in the Kenyan universities is very low and therefore the university administrations have a challenge to rethink the role of universities in spearheading the socio-economic, political and cultural development of Kenya if the objectives of globalisation were to be achieved. Fundamental of all the suggestions the researchers thought about include:

1) First and foremost, is for the universities to strengthen and equip their linkage programs locally, region ally and then abroad. This will give room for understanding the environs best before extending to international waters. This objective could be greatly achieved through the establishment of Global education committee created to initiate regular dialogues among partner universities and parties, creating workshops for exchange of information about exchange programs, academic staff and students.

2) The universities must establish frequent workshops and courses in globalisation in various partner countries. The already existing ones do not favour students from the local universities, as students are not able to finance the exchange programs abroad, have no much information on what is happening out there in the international universities, and more importantly, the available programs in western universities do not match the levels of learning and quality of equipment and facilities in the local universities (Ondigi, 1995).

3) The local universities should create community programs and projects which give students an opportunity to raise issues and awareness in campus and in the community such as HIV / Aids epidemic, environmental degradation, growth and sustainable development within regions of the world, human rights and security concerns around the world among other things. Thus, internet, newspapers and television services should be availed to the students to get this information. The facilities are limited and a major concern among the faculty members and students.

4) The local universities should aggressively link the staff and the students with The World Bank, UNICEF, DAAD, and Rockfeller Foundation for financial assistance, with CIDA International project experts and staff to exchange ideas, staff, students or share their knowledge in a cordial relationship and through e-learning technology, volunteer participation and study abroad programs to radically revolutionalize information for the common good of all parties and nations involved. The existing programs in the Kenyan universities are inadequate, not well coordinated and as one might put it, are heavily corrupted and personalized as the information is delayed en-route.

5) The issue of governance in terms of academic programs is a big issue in the Kenyan universities where tribalism and nepotism characterize the leadership of the said programmes. Thus, universities need to have competent academic leaders who can articulate and restructure academic programs with a view to repositioning the role of universities in terms of relevance, accountability, transparency and adoptability. Most of the university programs are obsolete as our graduates might not be competent enough to meet the international labour market challenges. Hence, the Kenyan universities should be stimulated to produce 'employable' graduates with the most recent technological know- how if they are to compete for international jobs. Just as realised in a recent change of hearts, one of the universities under study here took the initiative to develop a strategic plan for the next ten years, but there is room to see if it has the capacity to implement these changes, unless supported by government legislation and university councils.

6) The issue of diversification of programs within the local universities is very important because of the increased rates of unemployment. The programs should be tailored to have an international outlook whereby the local students can have an opportunity to travel and witness what is happening around the world. The feelings of the faculty who participated in the study were that in-breeding does not open up the learners' minds and thus exchange programs were necessary. Thus, the universities are supposed to rethink their mission and value statements so as to focus on programs that reflect on the recent labour market trends. For example, the formal sector seems to be growing very rapidly, yet very few universities in Africa and Kenya in particular have put emphasis on vocational education and relevant training institutions (Ondigi, 1995).

In fact, South Africa is witnessing a growth in further and vocational education institutions, and thus a new dichotomy is emerging between "entrepreneurial" and traditional institutions to revitalize the education system. In Kenya, things are slow for only 10% of the students who qualify for university are enrolled in private universities and a similar number in the public universities. A very low number are able financially to join universities abroad, thus putting the country on the spot about what it is doing in expanding university opportunities to the willing learners (http://www.acu.ac.uk/yearbook/140-sleeps.html).

Thus, in order to achieve the set objectives for university globalisation, there ought to be some strict measures to foresee the quality and standards of the said international or community programs to avoid off- shore missions of project maximization as evidenced in the mushrooming of continuing education programs in the local universities. Although distance education is growing in all regions of the world, and in the case of Kenya, is being delivered by existing local and foreign universities in the country, the problems beseeching the programs far outweighs the expected returns, as the standards and quality of education need to be upheld if Kenya is to compete globally.

7) Political development within university administration and the issue of university education do not only haunt the Kenyan government and university authorities, but also the students and other stakeholders. Although periods of political dominance and patronage are weaning, spots of tribalism, nepotism and associations are still common in the local universities. This observation is not new and it is neither in vain in some African universities, but it is relatively impacting on the smooth running and operations of the universities. The internal politics has led to lack of enthusiasm among the academic staff to initiate linkage programs or to go for sabbatical leave studies, hence negatively impacting on the globalisation of educational programs.

Practically, a new program cannot be launched unless, one is in favour with the university administration or there is intense lobbying among the staff based on tribal lines and not on academic backgrounds. To go international, politics and university programs should be separated and scholarship upheld. Perhaps the University Academic Staff Union (UASU) in Kenya might spearhead the changes for a sound and an all-embracing university atmosphere. The researcher wishes to observe that politics in the university programs has no role to play, as the role of the universities in Kenyajust like in the rest of the world should be to:

i)offer equal access ,inclusion and exclusion education and training opportunities to the nationals and internationals alike for purposes of exchanging information,
ii)establishing of overall goals in the trend of education in the country as compared to the rest of the world if Kenya is to be treated as a sister state to the rest of the nations,
iii)adhering to the accepted international standards and quality of education and research through collaborations and linkages.
iv)enhancing high standards of teacher-training and manpower development in the country, and lastly
v) promoting inventions and innovations if Kenya wants to be among the leading countries in technology. For sure, the Kenyan universities should be a leading example in assisting the government in producing man-power relevant to the socio-economic and political development of the country and of course the entire world. University academic staff should be formulating policies, assisting in the implementation and evaluation, as well as mentoring the students to exemplify a body of intellectuals yearning for a better future through leading by examples and deeds but not dogmatic assertiveness. Therefore it is the hope of the researcher that university policies and strategies should be:

a) adapt to the national and regional strategies, policies and plans of the government so as to meet the socio-economic, cultural and political needs of the country and cope with the technological innovations.
b) develop systems, programs and curricula to cope with the changes at the world of work, taking into considerations improvement of graduate and even undergraduate performance if the graduates are to compete for admissions in the international universities.
c) develop community programs at the local university level; but should be merged with the world sectoral economies and production by enhancing a relationship of co- operation, exchange of staff and students to venture into community studies.
d) mobilize constant financial resources and support for students, development and up- grading plans and university projects within the university setting, community and internationally through the established linkage boards. Most of the times, officials of the universities entrusted with academic affairs are involved in university administrative matters that do not pertain to their dockets as they shun form soliciting for resources and funds.
e) ideally, quality, effective and relevance of university linkage programs should be the working premise from which Kenyan universities can advance to the level of western universities even though in many a times the authorities are dodged by lack of finances and trivial politics of tribalism and nepotism.
f) finally, the local universities should greatly invest in consultation services that are:
   i) aimed at promoting co-operation and sharing of sharing experiences in the field of educational training, identifying common problems encountered in the field of education and successful innovation.
   ii) on issues facing enormous economic difficulties, which put strong pressure on the sections of teaching, training, health and employment, thus by offering the best alternatives to overcoming these problems, and

iii) making recommendations to respective stakeholders to pursue implementation of these recommendations for a better tomorrow.

Vision for the future of universities

The Kenyan universities have an obligation to:

i) Restructure and diversify the universities faculty programs to match those offered in the international universities so as to make globalisation possible.

ii) Develop and maintain vigorous professional preparation in pedagogical skills required for effective services to individuals of all races in the civil society.

iii) Emphasize on teaching/training and development of ideas that reflect on the society and wants of the people by putting emphasis on informal and non-formal education across diverse and increasingly global society which has become a "global village."

iv) Intensify our interdisciplinary research, teaching and outreach programs with a wide field of focus to reflect an international image.

v) Play an effective role as full partners in community problem solving, collaboration with other faculties of the universities locally and internationally.

vi) Work with the government, businesses and community leaders in trying to address a host of educational and social challenges that impede learning and the healthy development of community initiated projects.

vii) Provide an integration of education and community services.

viii) Utilize technology effectively to improve education and community issues.

ix) Prepare socially committed educational leaders and advocates of socio-economic services that lead to the growth and development of the local communities.

x) Contribute to the knowledge base in the profession of education, training and research.

xi) Focus on improving the learning and social-health and welfare of its members of staff, and

xii) Finally establish a clear, elaborated and connected linkage programs like in the western universities so as to learn by examples what is happening in the rest of the world.

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