

**ENHANCING INTERNATIONALISATION PRACTICES IN HIGHER  
EDUCATION: A CASE OF THE UNIVERSITY OF NAMIBIA**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OF PHILOSOPHY IN PUBLIC ADMINISTRATION**

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## ABSTRACT

The world has become a global village, thus higher education has become increasingly international because students and academics have a choice to study or teach at preferred institutions. While interest in international education has increased over the years, various universities have developed policies and strategies for internationalisation, which act as a guide for their respective institutions. Despite the fact that the University of Namibia came into existence in 1992, compared to other universities that were established years ago, there have been remarkable achievements in a relatively short period of time to deepen internationalisation. While the above achievements underscore the development of internationalisation activities at the University of Namibia, the problem remains that the institution still lacks a coherent policy that adheres to effective internationalisation practices. It is against this background that University of Namibia was the case for this study, investigating whether academic and administrative staff experience challenges while embracing internationalisation activities and programmes. This study explored a central research objective namely, to propose a guideline for internationalisation at the University of Namibia. Data were collected through interviews with selected members of the executive management and deans of faculties. Secondly, a comparative analysis of six universities' internationalisation policies against internationalisation guidelines was made, in order to propose guidelines for the development of an internationalisation policy at University of Namibia. This study used the qualitative approach, and the researcher followed a single-stage sampling procedure. Thus, the interviewees represented by a sample population of eighteen individuals from which sixteen were interviewed. The participants were identified as eight deans in the eight faculties, seven in executive management and three directors. Data were collected through face-to-face

interviews, revealing that the University of Namibia does not have a standardised policy to guide departments and faculties when practising internationalisation at the institution. The challenges, obstacles and constraints were evident due to a lack of an internationalisation policy that provides clear guidance to the institution. Five recommendations were made, namely: The University of Namibia should develop an internationalisation policy for the institution; the University of Namibia should introduce reward systems to encourage the participation of internationalisation at the institution; the institution should organise an awareness campaign on internationalisation activities and programmes to staff, students and stakeholders; and the University of Namibia should establish a fully-fledged office to coordinate and facilitate internationalisation at the institution. Finally, the study proposed guidelines for the development of an internationalisation policy at the University of Namibia.

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## **LIST OF ACRONYMS/ABBREVIATIONS**

<b>ATLAS. ti</b>	Archive of Technology, Lifeworld and Language to link it to comprehensive qualitative data archive.
<b>CEQUAM</b>	Centre for Quality Assurance and Management.
<b>COST</b>	College for Out-of-School Training
<b>CRP</b>	Centre for Research and Publications.
<b>EIRO</b>	External and International Relations Office.
<b>ETSIP</b>	Education Training Sector Improvement Programme.
<b>EUR</b>	Erasmus University Rotterdam.
<b>HODs</b>	Heads of Departments.
<b>HPP</b>	Harambee Prosperity Plan.
<b>IHE</b>	Institutions of Higher Education.
<b>IAPO</b>	International Academic Programme Office.
<b>IPC</b>	International Policy Committee.
<b>IUM</b>	International University of Management.
<b>L&amp;D</b>	Learning & Development.
<b>MDGs</b>	Millennium Development Goals.
<b>MOU</b>	Memorandum of Understanding.
<b>NDP</b>	National Development Plan.
<b>NDP4</b>	Fourth National Development Plan.

<b>NUST</b>	Namibia University of Science and Technology.
<b>NQA</b>	Namibia Qualification Authority.
<b>OECD</b>	Organisations for Economic Co-operation and Development.
<b>PHD</b>	Doctoral Degree
<b>PoN</b>	Polytechnic of Namibia.
<b>PVC: A&amp;F</b>	ro-Vice-Chancellor: Administration and Finance.
<b>PVC: AA</b>	Pro-Vice-Chancellor: Academic Affairs.
<b>PVC: R&amp;I</b>	Pro-Vice-Chancellor: Research and Innovation.
<b>RST</b>	Research, Science and Technology.
<b>SADC</b>	South African Development Community.
<b>UCT</b>	University of Cape Town.
<b>UK</b>	United Kingdom
<b>UN</b>	United Nations.
<b>UNAM</b>	University of Namibia.
<b>VC</b>	Vice-Chancellor.
<b>WIO</b>	Wits International Office.
<b>Wits</b>	University of Witwatersrand.

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## **DEDICATION**

I dedicate this dissertation to my biological mother, Mrs Ina Maria Tobias, and my mother figure, Mrs Benita Nambata Naholo. I also dedicate this dissertation to my father figures: Mr Festus Naholo and Mr Niklaas Nekongo Nekwaya. I will forever cherish your unconditional love, support and encouragement. Finally, I dedicate this dissertation to my husband, Fillemon Namweya, and sons: Loteni Hosiana, Ileni Fillemon Sion and Tileni Mesias, for their endless support and understanding.

## **DECLARATION**

I, Nambata Benita Natangotuu Namweya, hereby declare that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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Signature..... Date.....

# **CHAPTER 1**

## **INTRODUCTION**

### **1. INTRODUCTION**

This chapter provides a synopsis of Institutions of Higher Education (IHE) in Namibia, and an overview of the University of Namibia (UNAM) strategic documents towards long-term objectives of the country. In addition, it presents background information about the internationalisation policy at UNAM, which is the case of this study. The study provided an overview of UNAM's strategic documents to determine whether they are aligned towards the long-term objectives of the country. Furthermore, this chapter states the introduction to the topic of internationalisation in IHE in general, and UNAM specifically. This chapter contains the problem statement, objectives of the study, the significance of the study, limitations and delimitations, and research ethics of the study. This chapter also clarifies the differences between internationalisation and globalisation.

#### **1.1 Orientation of the study**

The world has become a global village, thus higher education has also become increasingly international because students and academics have a choice to study or teach at institutions of preference. IHE have recognised the importance of internationalisation, and its activities in institutions of higher education. This statement is supported by the Organisation for Economic Co-operation and Development [OECD] (2004), which states that students usually opted to study in other countries

and abroad, rather than their home countries – or they conveniently enrolled for online programmes.

According to Scott (2011), internationalisation has the potential to transform the lives of international students, its role in sustaining scholarship through vigorous academic exchanges, as well as its potential to build social and economic capacity, especially in developing countries. Altbach and Knight (2007) outline factors that motivate institutions to internationalise, which are: commercial advantage, knowledge and learning of foreign languages, as well as curriculum development aligned with international content. According to Brookes & Becket, (2010) internationalisation has been a priority for IHE, and there has been a need to develop graduates with global perspectives through globalisation, which has been made possible by technology because institutions are able to interact with one another. It is worth noting that Namibia is not an exception in undertaking internationalisation.

Further on, UNAM and the Namibia University of Science and Technology (NUST) are the leading state-owned institutions in Namibia. This assertion is underscored by Education Training Sector Improvement Programme (ETSIP) (2007), which confirms that the education sector is dominated by UNAM and the then Polytechnic of Namibia which is transformed to NUST. The rest of the institutions, such as the International University of Management (IUM), Lingua College, Triumphant College and Welwitchia University are privately owned.

### **1.1.1 Overview of the University of Namibia's strategic documents towards long-term objectives of the country**

IHE in Namibia, like all other organisations, are expected to contribute to the attainment of the objectives of Vision 2030. Vision 2030 (2004) is a long-term national development strategy that aims at achieving a prosperous industrialised Namibia. “As a public University, UNAM is expected to respond to the development agenda of the country” (UNAM Annual Report, 2016, p. 28). In order for the country to realise industrialisation, some measurable objectives have to be achieved through the acceleration of employment creation, alleviation of extreme poverty, and increase in per capita income through a knowledgeable and skilled labour force. Vision 2030 is one of the long-term objectives of the country, whereby UNAM is expected to contribute by training a knowledgeable and skilled labour force. Given that UNAM has a mandate to provide higher education through research, and to provide knowledge to the Namibian nation and beyond, it is expected that the institution aligns its strategic plans, guidelines, policies and objectives with those of the government and other international learning institutions, in order to enhance its training capacity, and to attain the economic development of the country.

It was essential to provide an overview of UNAM's strategic documents to determine whether they are aligned towards the long-term objectives of the country. The UNAM Annual Report (2015, p. viii) states that the institution's vision is “to be a beacon of excellence and innovation through teaching, research and community services. In addition, the institution's mission is to provide quality higher education through teaching, research, innovation and community services, in order to produce productive and competitive human resources that is capable of creating and driving various sectors

towards a knowledge-based economy, contributing to economic growth and improving the quality of life.

The UNAM Strategic Plan is designed to meet the said expectation, aiming to “prepare human resources that will be able to carry the country through its transition – from a developing country to a fully-fledged industrial nation under Vision 2030” (UNAM Strategic Plan, 2011, p. 1). Management is dedicated to achieving the objectives of Vision 2030, enunciating that there is “a thrust to respond to key high-level government initiatives, such as Vision 2030; UNAM implemented innumerable national development projects” (UNAM Strategic Plan 2015, p. ii).

UNAM, like all other state-owned enterprises who are mandated to compile strategic plans, also compiled its strategic plan. It is for this reason that the institution is guided by a Strategic Plan, which confirms that “it has become mandatory for UNAM to develop and implement a Strategic Plan every five years” (UNAM Strategic Plan 2015, p. ii). The plan is articulated in the mission, vision and the themes of the university for a period of five years. However, although the university intends to reposition its policies to prepare for the implementation of the government development plan, Vision 2030 does not specify the steps that the institution should follow to achieve these goals. Moreover, the UNAM Strategic Plan (2015) does not stipulate how to achieve Vision 2030 through its plans, policies or activities by faculties or stakeholders.

UNAM’s strive to attain the national development objectives of Vision 2030 is apparent in the establishment of the university – as indicated in the previous UNAM

Strategic Plans. In addition, the current UNAM management is committed to achieving Vision 2030 as reflected by the Vice Chancellor (VC) that “a thrust to respond to key high-level initiatives of the government, such as Vision 2030, UNAM has implemented a number of national development projects” (UNAM Strategic Plan, 2015, p. ii).

### **1.1.2 Background information of an internationalisation policy at the University of Namibia**

As the interest in international education increased over the years, universities have developed policies and strategies for internationalisation, which act as a guide for their respective institutions. Examples of effective internationalisation practices worldwide can be found at Seton Hall University in the United States of America, developed by the American Council on Education Internationalisation Laboratory in 2009, and at the University of Sydney, Australia, developed in 2008 as it is observed in the institutions' respective internationalisation policies. IHE developed internationalisation policies to achieve effective internationalisation practices.

Kotecha (2012) argues that institutions of higher learning in the Southern African Development Community (SADC), if not all other regions in Africa do not have explicit policies on internationalisation that strategically and systematically address the development of higher education systems. Furthermore, O'Malley (2015, p.1) explains that “higher education institutions, regarded as leading in internationalisation, have elaborated separate strategic plans for internationalisation - as opposed to incorporating internationalisation into the overall institutional strategy”. Notably, the

University of the Witwatersrand (Wits), The University of Cape Town (UCT) and Stellenbosch University are amongst the institutions of higher learning that have developed internationalisation policies in the Southern African Region.

According to the internationalisation governing policy of the University of the Sunshine Coast (2013), internationalisation should include an internalised curriculum, home students who can take part in programmes offered overseas, students admitted at the home campus should be diverse in number, a fair distribution and proportion of the total student body. In addition, there should be international collaborations in teaching and learning, research, engagement, information services, information technology services and other support areas. O'Malley (2015) outlines four areas to strive for improved internationalisation at IHE, namely: a sharp increase in internationalisation; the importance of monitoring, skills and knowledge needed; and a targeted policy or strategy. It is therefore inarguable that IHE ought to enforce a targeted internationalisation policy as a step-in-the-right-direction.

In terms of reviewing the progress of internationalisation at UNAM, Namweya (2013) found that only two out of four departments and two out of seven faculties maintain active student exchanges. In addition, three faculties enrolled eight foreign students in the exchange programme, while three other faculties never had foreign students in the exchange programme. Clearly, certain faculties are more active in various internationalisation programmes than others. In addition to Namweya's (2013) findings, the study revealed that each faculty follows its own policy and guidelines regarding internationalisation. According to Namweya (2013), five out of seven

faculties were not aware of any policies or guidelines to adhere to when dealing with staff or student exchange programmes – even though two faculties indicated that they follow their own guidelines.

Namweya (2013) concludes that there are neither consistent formal documents nor guidelines on how faculties and units should handle issues related to internationalisation at UNAM. Hence, there are challenges that are faced during the implementation of internationalisation programmes and key activities by UNAM academics and administrative staff due to the absence of a policy. Evidently, a lack of policies, guidelines and systems at UNAM have influenced faculties to not fully implement internationalisation. Consequently, faculties, centres and senior management at UNAM do not necessarily share a common understanding of internationalisation; thus, there is no strategic thrust to internationalise the institution.

UNAM does not have a policy on internationalisation, although there was an initiative to “formulate and implement an international relations policy and guidelines” (UNAM Strategic Plan, 2011, p. 17). The researcher however considered internationalisation guidelines developed during the 2012-2015 period, which was the expected time that the international relations policy was supposed to be formulated. Not all the developed policies would be considered in this study; hence, the following were considered, namely: understanding internationalisation of IHE by informants, challenges, benefits to UNAM derived from internationalisation activities, and effective practices of internationalisation.

Without an internationalisation policy or guidelines, it would be imperative to investigate the UNAM internationalisation approach, in order to minimise the negative consequences of the effectiveness of internationalisation, such as bias in selecting participants to exchange programmes, confusion and frustration by faculties and internationalisation stakeholders, because every department or faculty has its own strategy. This negative reputation of UNAM, unnecessary clashes between faculties, and loss of interest are the negative consequences experienced by UNAM staff when engaging in internationalisation activities. In addition, the limited research on internationalisation practices, challenges and models of internationalisation in higher education in Namibia, particularly in UNAM, was the main motivation for this study.

## **1.2 Statement of the problem**

Despite the fact that UNAM came into existence in 1992, compared to other universities that were established years ago, there have been remarkable achievements in a relatively short period of time to deepen internationalisation at the institution. The newly established Department of External and International Relations Office (EIRO) has entered into numerous partnerships and collaborations. UNAM's Strategic Plan (2011) states that the University had fifty eight active collaboration agreements in 2013, seventy active agreements in 2014, and it aimed to reach eighty in 2015. In addition, there has been progress by UNAM regarding the engagement of joint research, and staff and student exchange programmes. While the above examples underscore the development of internationalisation activities at UNAM, the problem remains that the institution still lacks a coherent policy that adheres to internationalisation practices.

The UNAM Strategic Plan (2011) does not stipulate how it could achieve internationalisation through its plans, policies or activities. Furthermore, EIRO (2013) states that only forty out of fifty eight collaborations that were targeted for 2013 were active. Nothing was targeted in the 2006-2010 Strategic Plan regarding internationalisation activities. It is evident that although UNAM intends to attain objectives specified by Vision 2030, it failed to stipulate how many partnerships each department should enter, as well as how many students and/or academic staff should participate in exchange programmes per faculty.

Currently, it is unclear as to which internationalisation policies, strategies and procedures will be followed, which departments will be responsible for their implementation, and who will be responsible for monitoring and evaluating the Strategic Plan. In addition, Qureshi, Zaman, Lodhi, Tariq and Janjua (2013) explain the importance for IHE to include internationalisation goals into their institutional vision and mission statements; it should be considered central to the mission of the university – and it is not a marginalised effort. Strategic plans that consist of goals, objectives, strategies and timelines complement the efforts of leadership towards the goal of internationalisation. Leadership does not only include people in key positions, but also if the mission and vision statement of the university depicts its desire for internationalisation” (Qureshi, Zaman, Lodhi, Tariq & Janjua, 2013, p. 13).

The problem is that UNAM does not have a standardised policy to guide departments and faculties when practising internationalisation. Namweya (2013) confirms that the absence of a policy has led to negative consequences, such as bias in selecting

participants for exchange programmes, different ways of signing collaborations, and confusion and frustration by UNAM stakeholders due to a lack of clear guidelines because each faculty handles issues of internationalisation differently. The various rules that each faculty adheres to have led to negative occurrences, which might lead to a negative reputation of the university. In the case of UNAM, the limited and isolated activities imply that the impact and benefits of internationalisation could be weak. Thus, the question remains as to whether UNAM needs to change its practices, operations, systems and procedures to improve the current situation. It is against this background that this study sought to compare internationalisation policies from other institutions, and to prepare an internationalisation policy guideline to enhance internationalisation practices at UNAM that can guide and improve the process of internationalisation at the institution, while adhering to effective internationalisation practices.

### **1.3 Research objectives**

The main objective of this study was to prepare a guideline for internationalisation at UNAM, which guided the following sub-objectives:

- 1.3.1 to compare internationalisation policies of selected universities to serve as a guide for developing a policy at UNAM;
- 1.3.2 to evaluate UNAM's practices against effective internationalisation practices;  
and
- 1.3.3 to propose guidelines for the development of an internationalisation policy at UNAM.

#### **1.4 Significance of the study**

This study is significant because it is the first to be conducted in Namibia, focusing on internationalisation practices of IHE and specifically at UNAM. The contribution towards internationalisation is based on institutional modalities, and it is related to specific countries. An analysis of internationalisation studies was conducted at selected IHE globally. This study is conducted to be on par with international studies conducted such as at the University of Witwatersrand (Wits), the University of British Columbia, the Royal Melbourne Institute of Technology and the University of Twente. It appears that there are minimal studies on internationalisation in Africa, particularly in Namibia and UNAM to be specific.

This study enhanced current internationalisation issues related to Namibia and UNAM. It also generated further interest to academics and policy makers to focus their attention on issues related to the internationalisation of higher education. The outcome of this study confirmed that there is an absence of a coherent and standardised internationalisation policy at UNAM; the study formulated recommendations that will lead to the development of a sustainable policy for internationalisation at the institution.

Moreover, this study will stimulate interest among academics and policy makers at in Namibia. This study will also lay a foundation for further studies on internationalisation for IHE in Namibia. Furthermore, the recommended guideline to develop a policy for internationalisation at UNAM will be unique, possibly serving as a model practice for Africa, yet it will be open to criticism. This study will also

contribute to the body of knowledge on organisational policies for internationalisation. With the proposed internationalisation policy guideline, UNAM's reputation will be improved internationally, as the institution will use uniform procedures to handle internationalisation initiatives and programmes. Internationalisation is a term that has not been adequately researched at UNAM.

### **1.5 Limitations of the study**

Despite the fact that the researcher planned on how the study should be conducted, limitations were experienced. Various institutions and universities were approached via e-mail to forward their internationalisation policies for comparison purposes. Apart from the fact that IHE were slow to forward the documents, some universities simply forgot to send the documents, or they were, in some instances, unwilling to forward the documents, as they were deemed confidential. These negative occurrences delayed the process of completing the policy comparisons on time. In addition, all interviewed participants were senior staff members at different levels at UNAM. Since the researcher is also a UNAM employee – a junior to all the interviewees, participants were hesitant to be interviewed, reluctant to disclose information or freely express themselves. It could be that the participants feared that the researcher would disclose any adverse or contradictory views to the management of the University.

Furthermore, since internationalisation is not a well-known subject, however, ample time was used to convince participants to be interviewed, as they were afraid of providing wrong answers because they are not familiar with the concept of internationalisation. Similarly, executives and those who are responsible for ensuring

that internationalisation and its programmes are implemented were vague in their responses and opinions on the issues, as they were fearful of being blamed. Therefore, it was critical to be neutral and not to influence any responses; Pattom (2001, p. 53) re-emphasised that “neutrality suggests a stance towards their thoughts, emotions, and behaviour, meaning being non-judgemental”.

### **1.6 Delimitations of the study**

This study only looked at internationalisation practices from the perception of UNAM staff at the main campus. Staff members in executive management from other campuses were not interviewed; therefore, the external validity of the staff members outside the main campus is not inclusive. Furthermore, although the researcher aimed to interview eighteen staff members, it was impossible due to the busy schedule of two members. Hence, the results did not reflect the views of all senior management at UNAM. Furthermore, although the researcher was cautious to reduce the risk of being biased, the researcher’s non-verbal behaviour and the fact of being a staff member might have influenced the responses of the participants. The findings were not presented to the participants for comments and approval.

### **1.7 Organisation of the study**

This study is divided into six chapters as follows:

**Chapter 1 - Introduction:** This chapter provides the introduction of the study and the topic of internationalisation in IHE in general, and particularly to UNAM. This chapter consists of the problem statement, the objectives of the study, the significance of the

study, limitations, research methodology, and research ethics of the study. This chapter also clarifies the differences between internationalisation and globalisation, and other key terms and concepts used in the study.

**Chapter 2 – Public administration and policy making: Literature review:** This chapter has two sections; firstly, the researcher discussed the theoretical framework of Public Administration, of which policy making is one of its functions, but with reference to IHE. The discussion contains a review of the literature on Public Administration as an academic discipline. The first part sheds light on the historical background of public administration, defines public administration, and it outlined the generic functions of public administration. Secondly, the study focuses on legislative acts and policies developed by the Namibian government since 1990 in relation to IHE in Namibia. In this regard, the emphasis was placed on legislative frameworks such as the Constitution of Namibia Act, (1990) (Act No. 1 of 1990); the University of Namibia Act, (1992) (Act No. 18 as amended); the University of Science and Technology Act, (2015) (Act No. 7 of 2015); Higher Education Act, (2003) (Act No. 26 of 2003); and the Research, Science and Technology Act, (2004) (Act No. 23 of 2004). The documents that were studied on policy framework included the national long-term strategic plan of the country: Vision 2030, the National Development Plan Four (NDP4), Millennium Development Goals (NDGs), ETSIP, the Harambee Prosperity Plan (HPP) and the UNAM Strategic Plan for 2016-2020.

**Chapter 3 - Internationalisation practices in higher education:** This chapter has three sections; the first part deals with internationalisation in IHE. The chapter

discusses relevant literature on internationalisation in IHE. The literature includes the evolving definitions of internationalisation, the difference between internationalisation and globalisation, the rationale, the different forms of internationalisation, approaches and models of the internationalisation policy, and the relationship between national policies and strategies towards internationalisation. Secondly, the chapter focuses on how IHE developed internationalisation policies to achieve effective internationalisation practices. The chapter reviews other scholars' work in relation to internationalisation in higher education, and internationalisation theories and practices. Therefore, in this chapter, the emphasis was on policies – and not strategies, although documents containing strategies were also reviewed. The third section of the chapter compares internationalisation policies of six selected universities, two universities in South Africa, and one each from Belgium, Australia, Scotland, and the United Kingdom (UK).

**Chapter 4 - Research methodology:** This chapter explains how this study was carried out. This chapter documents the research methodology during the fieldwork. For this study a qualitative research method was employed. This chapter focuses on enhancing internationalisation practices in higher education, and the process focused on five main aspects, including: research design, population, sample and sampling, research instruments, data collection, data analysis and ethics of the research.

**Chapter 5 – Data analysis and interpretations:** This chapter contains the analysis of collected data and summaries of the results that were gathered through face-to-face

interviews. The researcher summarised the results from the collected data, which was interpreted in detail.

**Chapter 6 - Conclusions and recommendations:** The results were centred on the identified internationalisation practices, which were derived from compared internationalisation policies from various IHE. The recommendations were made, which assisted the university to prepare an internationalisation policy guideline to overcome challenges, and to seek measures to enhance internationalisation practices. The proposed internationalisation policy will guide and improve the process of internationalisation at UNAM. The main aim is for the institution to improve the process of internationalisation at the institution, while adhering to effective internationalisation practices in future.

## **1.8 Conclusion**

This chapter provided a brief introduction of internationalisation in IHE. It also defined the internationalisation, highlighting the difference between internationalisation and globalisation. While UNAM underscores the development of internationalisation activities at the institution, the statement of the problem acknowledged that the institution still lacks a coherent policy to adhere to effective internationalisation practices. The absence of a policy necessitated the need for UNAM to be used as a case of the study. The purpose of this study was to compare internationalisation policies from other institutions, and to prepare a policy guideline for internationalisation at UNAM. It was evident that although studies were previously conducted on internationalisation, this study is unique, as it focuses on experiences in

Namibia and UNAM in particular. This chapter explained why the study is important to academia, the country and UNAM. This chapter also outlined the organisation of the study. Chapter two presents a detailed review of the theoretical context of policy making.

## **CHAPTER 2**

### **PUBLIC ADMINISTRATION AND POLICY MAKING: LITERATURE**

#### **REVIEW**

##### **2.1 Introduction**

This chapter is divided into two sections: the theoretical framework of Public Administration, where policy making of higher education is one of its functions. The discussion consists of a review of the literature on Public Administration as an academic discipline. The first part sheds light on the historical background of administration, defining public administration and identifying its generic functions. Discussions focus mainly on selected areas of public policy making as a function of public administration. Secondly, the chapter focuses on legislative acts and policies by the Namibian government since 1990, specifically in relation to IHE in Namibia. In this regard, the emphasis was placed on legislative frameworks, such as the Constitution of Namibia Act, (1990) (Act No. 1 of 1990); the University of Namibia Act (1992) (Act No. 18 of 1992 as amended); the University of Science and Technology Act (2015) (Act No. 7 of 2015); the Higher Education Act (2003) (Act No. 26 of 2003), and the Research and Science and Technology Act (2004) (Act No. 23 of 2004). The documents on policy framework include the national long-term strategic plan of the country's Vision 2030; the NDP4; MDGs; ETSIP, HPP and the UNAM Strategic Plan for 2016-2020.

## **2.2 Theoretical framework of Public Administration in the context of policy making**

### **2.2.1 Historical background of public administration**

The way public administration was perceived during the 21st century is different from what the new generation uses in their countries. The concept was mainly concerned with administrative activities to administer governmental policies. Despite views that the academic field of Public Administration is borrowed from other disciplines, such as Political Sciences, Sociology or Social Sciences, it is undoubtedly used in the execution and governing of public welfare, rather than private entrepreneurs – whose main objectives are profit-oriented.

There are three stages of developing public administration: the embryonic stage, the bureaucratic stage, and the 21st-century stage (Thornhill, 2015). Thornhill (2015) explains that during the embryonic stage, the emphasis of public administration is on enhancing the government's ability to create more wealth to be independent, rather than administering politically-related issues. After the destruction of wealth in different countries, due to the Second World War, a new paradigm was developed in public administration. Governments took greater responsibility for service delivery, where government employees ensured that government policies are executed. The 21st-century stage is also referred to as the administration or management era, and it is characterised by the debate of whether public administration should also include public management. Scholars such as Fransz (2012) accept the notion to include both terms, while Cloete (1997) disagrees and only uses public administration as a subject.

### **2.2.2 The definition of public administration and public management**

“Public administration is a combination of theory and practice, used to provide a greater understanding of the relationships between the government and society that it governs, to encourage responsive public policies that meet social needs, and to implement effective and efficient managerial practices” (Steyn, 2010, p. 48). In addition, Cloete (1997) defines public administration as activities or functions that are carried out administratively, administrative activities or functions alongside other functional activities, but other procedures and processes, functions and activities are part of the process.

“Public management has its own body of knowledge and theories, but in some instances, these characteristics are shared with public administration; hence, there are identifiable similarities between the two” (Draai, van Rooyen & Raga, 2016).

“Public Administration largely focuses on producing public policies and coordinating public programs. On the other hand, Public Management is a sub-discipline of this and involves very specifically conducting managerial activities in public organisations” (MANCOSA, 2019, p.2). It is worth noting that administrators are not responsible for results and outcome; therefore, lack of monitoring during the 20<sup>th</sup> century is not to be responsible and accountable of their produced policies. “Administrators by definition have no responsibility for results; one best way thinking allowed them to evade responsibility altogether. It was only later, as managers became responsible for results, that there was any real thought that different methods could lead to different results and those methods and actions should be tailored to circumstances” (Hughes, 2012, p. 33). It is evident from these definitions that public administration does not only

emphasise on activities and policies related to the government, but to managerial practices and those that are more concerned with private or semi-governmental practices. This explanation means that public administration is applicable in the government and private sector, as well as public enterprises. Public administration creates policies, procedures and processes, whereas public management monitors policies and processes that have been established by administrators.

### **2.2.3 The generic functions of public administration**

Although Cloete's (1997) information is outdated, the scholar's literature is relevant to this study. From the literature review, it appears that Cloete (1997) is the only scholar who comprehensively explained the generic functions of public administration. Cloete (1997) categorises the generic functions of public administration into four activities, and the generic administrative functions are divided into conceptual functions, directive functions, and managerial functions. The generic administrative functions include policy making and analysis, organising, staffing, financing, determining work methods and procedures, controlling, and policy implementation. Auxiliary functions include research, conducting public relations, providing legal services, notifications, and constructing and maintaining information systems. Cloete (1997) identifies the instrumental functions that are organised individually, with specific equipment and tools needed for personal and interpersonal activities. Personal tools include decision making, communicating, conducting meetings, and negotiating. Interpersonal tools include the provision of stationery, equipment and transport facilities

Finally, the line functions or functional activities entail professionals and specialists. The generic functions that are performed in the administrative function include policy making and policy implementation, and they are discussed in detail because the main aim of this study is to propose guidelines for an internationalisation policy. The generic administrative functions include policy making and analysis, organising, staffing, financing, determining work methods and procedures, controlling, and policy implementation.

#### **2.2.4 Generic functions of public administration performed in administrative functions**

The generic functions of public administration are divided into smaller activities; one of them is the generic administrative function. These administrative functions, according to Cloete (1997), are initiatory and innovative in nature. Policy making forms the centre of this study; therefore, detailed information is discussed separately in the next heading to clarify its significance to public administration. The policy making process involves stakeholders in the organisation, as well as different initiatives, such as seeking support, consultations, and taking positions. “There are multiple stakeholders and participants, and they vary according to the intention of the policy” (Geurts, 2015, p. 6).

The analysis of public policy entails splitting the policy process into smaller parts to ascertain that it passes through all the intended stages. John (2012) concurs that every policy has stages, and the task of an analyst is to describe how the process moves from one stage to another – until it is complete. “Policy analysis has become more widely

practised, and its products are drawn more from the development of policies in the legislative and administrative arenas” (Anderson, 2015, p. 346). The organising function entails putting things in order or coordinating structures and activities to meet a targeted goal. Steyn (2010) explains that organising is used to improve structures and activities in institutions, thus it improves communications and staff relations within organisations. “Organising, therefore, means establishing an orderly structure” (Holtzhausen, 2015, p. 253).

The staffing function refers to organising employees to execute policies, plans and activities in the organisation. It includes finding incentives, and encouraging key and skilled employees to remain in the organisations, giving valuable input and implementing the policy. “The two personnel administration areas are: functionally specialised activities such as recruiting, training and promotion; and administrative implementation activities such as training policy, training control and training management” (Steyn, 2010, p. 51). The function involves preparing legislation and other directives, counselling staff members, and giving regular reviews on new developments. Financing is part of a budget to plan activity costs that will be identified during policy making. Hughes (2012) describes this stage as a policy for allocation, distribution and stabilisation. Policy makers forecast and analyse costs and benefits.

Cloete (1997) explains that determining work methods and procedures is a process of preparing procedure codes and manuals that will be used in the institution. It entails analysing the current work and operating systems to determine whether they are adequate, beneficial, or if they need to be changed or improved to enhance the process.

This stage involves planning to determine whether current methods and procedures in the departments, units and institutions are still needed, or if they need amendments and adjustments, in order for the policy to enhance the effectiveness of the institution. Controlling requires stakeholders to give feedback and report back on progress or bottlenecks encountered by management and office-bearers. It is the stage to monitor whether the procedures are being implemented as planned.

According to Reddy and Govender (2015), key policy implementation problems include context, conflict and values that surface during implementation, rather than at the policy-formulation stage. While the implementation of public policy is generally accepted in the world, practical implementation has been a challenge. According to Reddy & Govender (2015), the following challenges could arise: “initial aims and policy content could be altered; limited or no resources, lack of accountability and control; weak inter-governmental relations; policy implementation involving distribution, re-distribution, and regulatory functions can prove complex; situations in which there are winners and losers; conflict; disorganised, poor and vulnerable communities that cannot articulate their demands; political circumstances that complicate consensus; confusion created by policy implementers and evaluators of the policy; institutions that lack support for implementation; and weak theoretical bases of policies” (Reddy & Govender, 2015, p. 166-167).

## **2.3 Policy making as a function of public administration**

### **2.3.1 Public policy concepts and definitions**

This section defines key concepts and contexts of public policy in relation to public policy making or public-policy development in the area of public administration. Through a literature review, it was evident that there is no universal definition of public policy. It is worth mentioning that every discussion related to public policy making refers to public policy formulation, public policy development, and public policy design, because the terms are interrelated, and they are used interchangeably throughout this study. According to (Anderson 2015, p. 225), “public policy is when an adoption phase of a policy has been completed and has been enacted into law by a legislature”. Anderson (2015) further concludes that all other processes of public policy will only be possible if a policy has been completed.

Scholars define public policy differently, which shows a lack of consensus amongst them. “Public policy involves managing political space to ensure that scarce economic resources are adequately utilised to achieve the most efficient government delivery of social and infrastructural services, which would enable individuals and groups to engage in entrepreneurial activities that add value to the government, as well as societal efforts at economic growth and political stability” (Kalu, 2004, p. 1). “Public policy is a government choice in response to a political issue or a public problem, based on values and norms” (Geurts, 2015, p. 6). “Public policy is a statement of intent with respect to a particular problem or set of problems formulated by legitimate policy-makers. Public policy is usually presented as a formal policy statement; its

interpretations and emphasis are, however, communicated verbally” (Steyn, 2010, p. 57).

“Public policy is a proposed course of action of a person, group or government within a given environment, providing obstacles and opportunities that the policy was proposed to utilise and overcome in an effort to reach a goal, address and redress a particular issue of concern, or realise an objective or a purpose” (Kaulinge, 2011, p. 30). “It is a statement of intent or action plan to transform a perceived problem into a future solution” (De Coning & Wissink, 2014, p. 4). “Public policy refers to an output of government and the public policy or analysis school that emphasises on nationality and empirical methods” (Hughes, 2012, p. 16). “It is the sum total of government action – from signals of intent to the final outcomes” (Cairney, 2012, p. 5).

“Public policy broadly refers to the policy formulated and implemented for the benefit of the public; it relates to a plan of action to be pursued by the government, because the public is also used as a synonym for government in many cases” (Fransz, 2012, p. 1). Fransz (2012) asserts that policy studies are important because they help various groups of society like scholars, administrators, political scientists and politicians to analyse policies to improve during policy formulations and implementations. Thus, it was imperative to analyse different types of policies.

Public policy can be defined in different ways, depending on the skills and context; it can be defined in relation to political, economic, financial and administrative. This study focused its discussions and definitions on the public sector, defining public

policy as a function that involves a complete statement of actions formulated and developed by the government or institutional officials such as at UNAM to regulate procedures and processes. A policy can be initiated specifically for new activities, or it can change an old policy to positively respond to objectives to improve a situation or solve a problem in achieving a targeted outcome.

This study embraces four types of public policies as identified by Fransz (2012, p.2) and they are: The first one is the substantive public policy that relates to the goals and characteristics of the constitution, directive principles of the state policy, and the moral claims of society. For example, the provision of education, employment opportunities, and anti-pollution laws. The second one is the regulatory public policy that is concerned with the regulation of trade, business, safety measures and public utilities performed by independent organisations that operate on behalf of the government. The third one is the distributive public policy that are meant for specific segments of society, such as welfare programmes, adult programmes, food relief, and vaccination campaigns. The fourth one, is the redistributive public policy that is concerned with the re-arrangement of policies that provide basic social and economic change; hence, certain assets and benefits are divided disproportionately amongst certain segments of society. The benefits need to be re-distributed to reach its target, and not be kept as a surplus elsewhere.

Fransz (2012) identified additional policies, however, although these policies will be discussed they will not be considered for this study because their application is not practical in a public policy making environment. These additional policies are namely,

the capitalisation public policy, related to financial subsidies by the state distributor, local governments and state business undertakings. It is basically infrastructural and development policies for government business organisations to keep functioning adequately. The constituent public policy refers to policies related to constituting new institutions or mechanisms for public welfare. Finally, the technical policy refers to policies that are crafted to monitor the system that it can provide action by various agencies.

In addition to the policies identified by Fransz (2012), there are political policies (legislation or policies for political parties), executive policies (cabinet decisions or implementation policies as determined by political office bearers) and administrative policies as identified by De Coning and Wissink (2014). According to Anderson (2015), administrative agencies take part in policy making at the legislative level, where they analyse policies based on the administrative ground; thus, they do not only act as decision makers, but also as influencers of decisions.

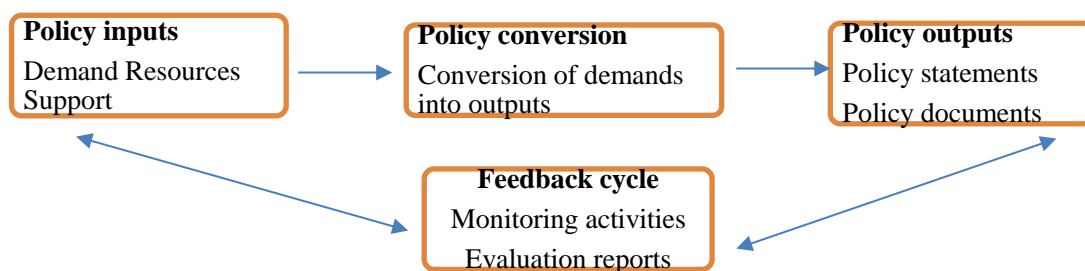
The researcher agrees with Barber (1983), Cloete (1981), and De Coning and Wissink (2014) that a policy can be examined on a functional, executive or administrative level; it is difficult to be examined at different geographical levels. However, the researcher disagrees with Steyn (2010), who used policy levels based on international and regional categories to justify his study. Thus, the technical public policy was a suitable policy for this study to consider policy levels related to the administrative level.

### **2.3.2 Models of public policy and their critique**

Public policy is a significant tool for organisations, people, and countries. The models identified by Fransz (2012) represent the views of De Coning and Wissink (2014), Anderson (2015) and Steyn (2010), because discussions are clear to understand, and additional models were added and combined. Fransz's (2012, p. 3) models will now be discussed briefly in the next section below.

The institutional model is obvious when various organisations provide similar services to their stakeholders, making it difficult to identify different services that each organisation has to offer. However, both organisations offer the same services, so money and resources are not wasted. According to Fransz (2012) the rational model considers that the decision maker is knowledgeable and is always aware of all eventualities and factors that might arise. However, the model cannot be used in practice and real situations. The bounded rationale model, on the other hand, concentrates on setting up goals, but it does not consider the factors necessary to attain the goals. The incrementalism model according to Fransz (2012) is not strategic because it only concentrates on short-term problems and solutions. It does not take a pro-active approach to plan ahead and tackle problems that will emerge in the long-run. It solves a problem as it occurs at a particular time. Fransz (2012) indicated that the game theory model justifies selfishness in the name of self-interest, and values are extremely variable, so not everyone should be expected to behave or respond in a similar manner because people generally behave rationally. The elite model according to Fransz (2012) is selective and discriminatory; it considers the status of public administrators and decision makers involved in policy making, excluding other groups that might be deemed unimportant or not knowledgeable enough to make policies.

Fransz (2012) further explain that the model does not consider interaction with people from the grass-root level for input or advice. Therefore, few people will be part of the policy making. The group model according to Fransz (2012) states that few groups and lobbies who maintain agitation and means to influence bureaucracy and the legislature succeed due to other organised opposition. The market exchange model identified by Fransz (2012) concentrates on wealth, putting less importance on assisting the majority of the poor and vulnerable through socio-economic development policies. Policy makers enforce policies for financial benefits, neglecting the basic needs of the majority who lack means and resources. The optimal normative model identified by Fransz (2012) will be explained later in the section. This study furthermore analysed four models as discussed by Reddy and Govender (2015), Steyn (2010) and De Coning, Cloete and Wissink (2014 because they are partially applicable to the policy making process at IHE. These models are: The policy systems model, the policy cycle model, the stage model and the optimal normative model identified by Fransz (2012). The first model is the policy system model as illustrated in figure 2.1.

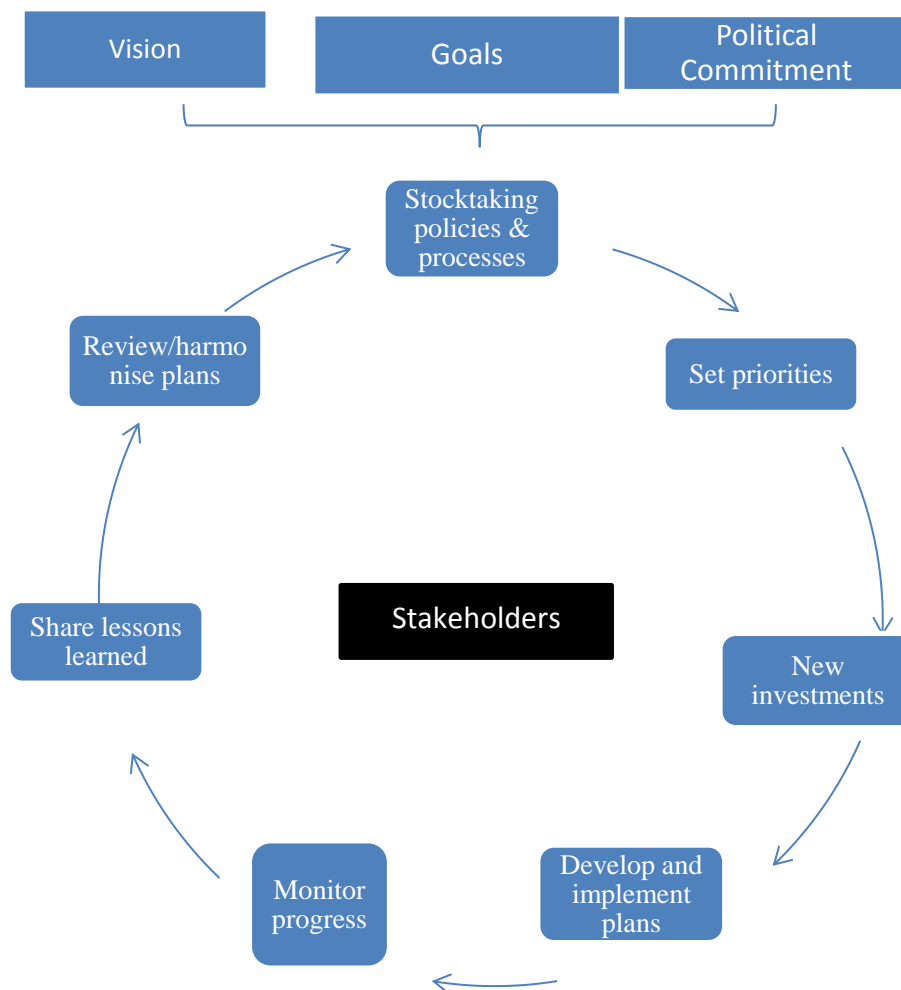


**Figure 2.1: The policy systems model**

Source: Reddy and Govender (2015, p. 170)

The policy systems model, as illustrated in Figure 2.1, follows sequential steps (Reddy & Govender, 2015). This model guides policy makers regarding steps to follow, but it is more suitable to organisations with a large system environment, such as governments, where public demands are expected to be turned into policy making

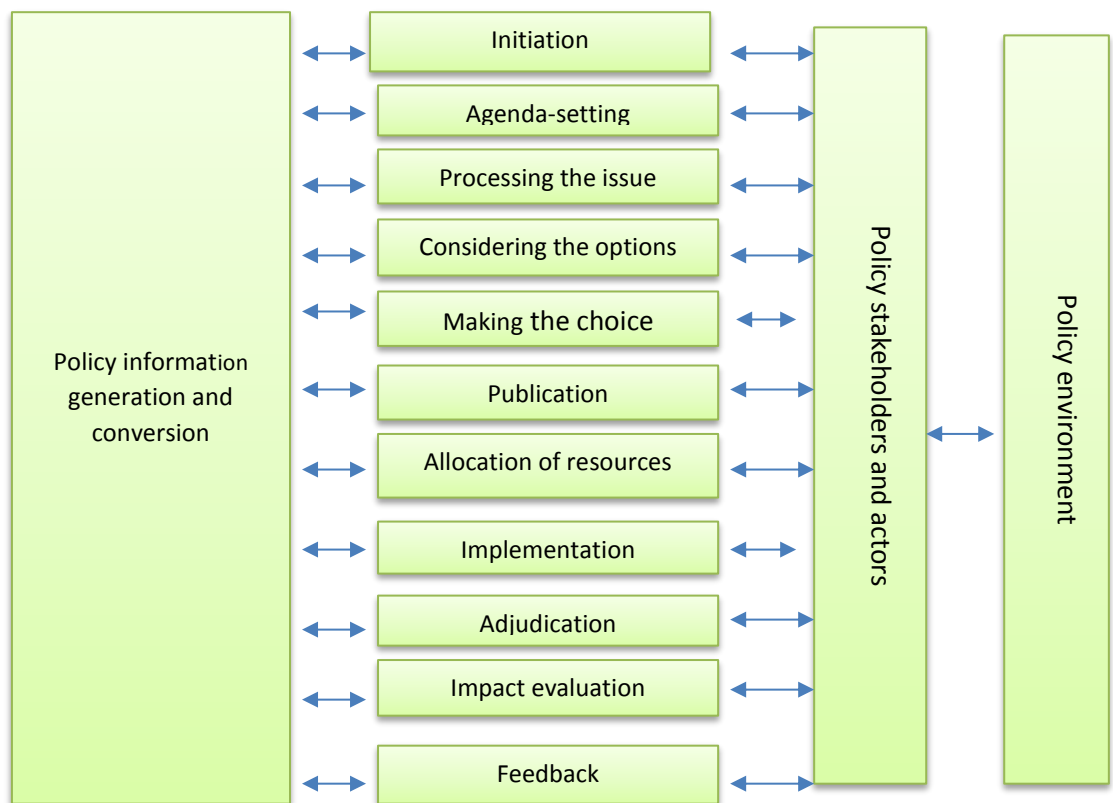
for the benefit of the community. However, Fransz (2012) maintains that the systems model is more important, despite the fact that the political system component is not visible as it should be, neither is it well explained. Fransz (2012) argue that the model is simple, and it cannot explain the complex policy cycle, especially with regards to important, omitted factors such as staff, positions, structure and power. “The system model contends that public policy is the response of the political system to the demands and needs of interest groups” (Steyn, 2010, p. 68). According to De Coning, Cloete and Wissink (2014), the system model is used in the political context, and it is essential in identifying policy processes and major sub-systems. The next model to be explained is the policy cycle model as reflected in figure 2.2.



**Figure 2.2: The policy cycle model**

Source: Reddy and Govender (2015, p. 169)

Reddy and Govender (2015), as illustrated in Figure 2.2, explain that policy makers have an opportunity through the policy cycle model to make adjustments, corrections and reviews, because the cycle has a beginning and end. The positive aspect of this model is that policy making is a learning process; policy makers learn through the trial-and-error method, amendments and modifications during implementation. On the other side of the coin, the model lacks an analysis of the context, it assumes that there is no interest, role players and their tasks are not defined, and the model appears to have a universal application which is impossible. The next model to be explained is the stage model as illustrated in figure 2.3



**Figure 2.3: The stage model**

Source: Reddy and Govender (2015, p. 170)

The stage model has significant differences from the policy systems model and the policy cycle model. Reddy and Govender (2015) emphasise that the model is complex and complicated to execute. The disadvantage of this model is that policy makers do not control the success of policy implementers and the environment where the policy is created.

The next model to be explained is the optimal normative model. Unlike the policy systems, the policy cycle and the stage models, the optimal normative model does not have an illustration, but its explanation is descriptive. “The optimal normative model is based on a combination of rational and non-rational factors; however, these factors have not been clearly specified; it is based on the assumption that accurate optimality of the model could only be possible in cases where inter-relationships between various knowledge aspects have been established and analysed” (Fransz, 2012, p. 4). Although the optimal normative model is suitable for this study, the model cannot be used in isolation. According to Fransz (2012) the best results will be obtained when each model is used according to particular situations, organisation, and the stakeholders involved in the policy making process.

According to Fransz (2012), the explanations of the four models mean that the decision maker should know two or more areas of concern regarding the situation, in order to make a better decision; thus, relying on a single decision is not feasible or practical in most situations.

### **2.3.3 The policy making process**

The public policy making process is divided into six steps, which are clustered under an administrative function. The administrative function is one of the generic functions of public administration (Cloete, 1996). However, Steyn (2010) clarifies that there is no static process, method or theory on how to develop or make policy. “The process is decision-centric and goal-driven. The former means that the process focuses on the decisions to be taken, whereas the latter means that the process must have the desired outcome, and iterations are performed until the outcome is produced” (Geurts, 2015, p. 6). It is evident from Geurts’ (2015) explanation that once an institution or organisation decides to develop a policy, policy makers must be determined to drive the process, notwithstanding the obstacles, in order to achieve the desired outcome.

Farag (2003) defines the public policy making as a process of policy formulation and policy implementation, explaining that the two components are combined because of the strong tendency that a public policy must formulate objectives into definite guidelines or classifications. Policy making is the key component of this study; it was, therefore essential to explain the steps for developing a policy. Public policy development is a process and guide to ensure effective policy development. According to Cloete & De Coning, (2014), the policy process is divided into seven stages, namely: policy agenda setting, policy design making, policy decision making, programme and project management, and public policy implementation.

### **2.3.3.1 Policy agenda setting**

Cloete and Meyer (2014) explain that the policy agenda setting is a planning stage, where problems are identified and classified in order of importance. Policy makers synthesise and explain these identified problems to authorities and management, so that action can be taken to improve the situation. Steyn (2010) emphasises that a problem will be placed on the agenda because of a certain crisis, or an indication that there might be a problem. “Agenda setting is an important phase of policy making. It is a complex phase that separates real policy issues from non-policy issues” (Steyn, 2010, p. 64). Cairney (2012) concurs that agenda setting entails a break-down of bigger ideas into smaller ones, and then prioritising them. Policy makers then assign themselves to handle the issues.

### **2.3.3.2 Policy design**

Roux and Cloete (2014) describe public policy design as a process of policy analysis, where the government or policy maker decides what to do and what not to do. In this planning stage of what should be included in the policy document, policy design occurs through a plan of execution and coordination of human resources, financial resources, and facilities, so that important components are excluded in the strategy. Roux (2006) (as cited in Kaulinge, 2011, p. 126) explains that “the policy-design process comprises the conversion of mainly intellectual and financial resources into a plan of action, including setting goals and objectives, priority setting, and the generation of options and assessment”.

### **2.3.3.3 Policy decision making**

Decisions, during this stage, will have a key positive or negative effect on the future of the organisation. Decision making is a management and administrative function of public administration. “Public policy making begins with a decision to do something to solve a problem, and it concludes with a final decision about a specific policy approach or intervention that is deemed appropriate for the policy implementation” (Brynard & Cloete, 2014, p. 121).

### **2.3.3.4 Policy implementation**

Policy implementation is a synonym of administration (Anderson, 2015). In other words, policy implementation is the exact set of actions and output executed to achieve policy objectives. John (2012) defines policy implementation as a stage that aims to realise plans. Van Baalen and De Coning (2014) conclude that policies should be implemented to avoid plans from remaining a statement of intent.

### **2.3.3.5 Programme management and public policy implementation**

“Programme management in a public and development management context refers to the management and coordination of a portfolio of projects on the basis of geographical targets, sectoral and functional mix, as well as the nature of assistance” (Van Baalen & De Coning, 2014, p. 173). The longer the policy making steps, the more confusing and bureaucratic the process becomes. Implementation includes the pushes of actions of the policy content, including all programmes and projects identified in the organisation, and whether the intended policy can be executed in

departments and units within the institution. In reference to this statement, Kaulinge (2011) proves that policy implementation depends on the logic, appropriateness and predictability of the policy, and whether the policy can be internalised. Furthermore, Pressman & Wildavsky (as cited in Steyn (2014) maintains that when implementation becomes increasingly complex, the chain of causality lengthens, and reciprocal relationships among the links become numerous.

### **2.3.3.6 Policy evaluation**

Evaluation is the assessment of what was executed, in order to determine whether it leads to desired results. Ile (2015) recorded that policy evaluation can be done in three occurrences: at pre-implementation, at actual implementation, and at post-implementation stages. Policy evaluation will determine the efficiency and effectiveness of the policy, and it assures long-term sustainability.

### **2.3.3.7 Dynamics, change, failure and success of policy making**

The policy making process can be influenced by certain factors within or outside the organisation. Internal factors that may influence the policy may be employees being reluctant to accept or implement the policy, change of leadership in the organisation, and the availability of facilities and resources in the organisation. On the other hand, external factors may include war and drought, cancellation of donor funding of the project, and political instability. There are reasons for policy change according to Meyer & Cloete (2014) such as changing environment, changes in public opinion, changes in government demands and changes in political leadership. Furthermore,

Meyer & Cloete identified additional reasons to policy change to be changes in policy solutions or service delivery strategies, changing the nature of institutions, and change in resource base.

Policy makers should be aware of these possible factors to make alternate plans to maintain policy efficiency and sustainability. “These factors have to be taken into consideration by policy makers” (Steyn, 2010, p. 65). Policy makers should always be meticulous to avoid delay or affecting the success of the policy. Robinson & Dutton (2018) identify stages of public policy as problem identification, policy formulation, policy adoption policy implementation and policy evaluation.

The stages of the policy making process are “agenda-setting, policy formulation, implementation, and monitoring and evaluation” (Schwella, 2015, p. 325). However, Schwella (2015) only emphasises on policy making and the implementation stages, limiting the explanation and details of the other stages of the policy making process. Kalu (2004) adds agenda setting as a stage of the policy making process, listing the stages to be followed during the preparation as agenda-setting, policy formulation, policy legitimisation, policy implementation, and evaluation and feedback.

#### **2.3.4 Stages of the public policy making process**

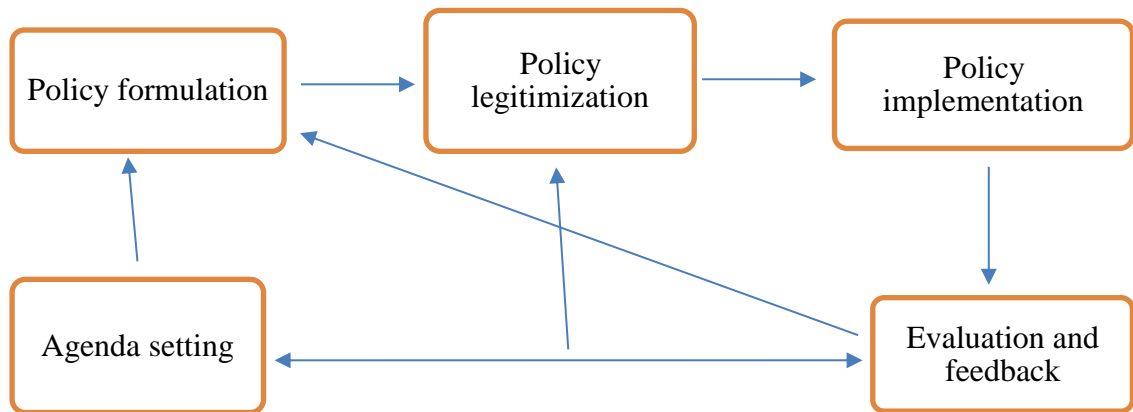
According to Birkland (2015), public policy making are based on scientific evidence, especially in social sciences. “Public policy making is public because it affects a greater variety of people and interests than private decisions do” (Birkland, 2015, p.

9). Kalu (2004); Cairney (2012); Anderson (2015) propose the following stages of the policy making process.

The agenda-setting stage is where various ideas are generated and policies are formulated. “Within the literature on public policy, agenda-setting is often regarded as the process through which social, economic, environmental and political problems attract the attention of government officials who desire a resolution of the problem through legislation or other instruments” (Kalu, 2004, p. 71). In addition Kalu (2004) indicate that during the policy formulation stage, the matters are in the hands of government decision makers. Bureaucrats’ knowledge and expertise on the subject shapes the issues on the agenda phase into an acceptable part of the legislation.” During the policy legitimisation stage, the government legislative branch consistently supports or rejects the policy, in line with promises to relevant constituencies and their goals” (Kalu, 2004, p. 71) .

The implementation and feedback stage of the policy process is important for decision makers and those who have been affected by the policy. “Firstly, it is the implementation of policies that determine the severity and impact of the policy on different groups in society. The extent to which a particular policy receives support depends on the resources and the level of organisation that the beneficiaries of such policy have in support of their goals. Secondly, the implementation phase sends a signal back to those who drew up the initial agenda. For those who are well organised, the policy will be assessed for its effectiveness; otherwise, the implementation phase allows for a re-thinking of new strategies and alliances for either accepting the existing

policy or changing it” (Kalu, 2004, p. 70). Kalu (2004) explains that a policy will only be accomplished after the evaluation and feedback stage has been passed successfully. If problems exist, the policy making group has to re-strategise the policy formulation stage. The stages of agenda setting are illustrated in figure 2.4.



**Figure 2.4: The policy making process**

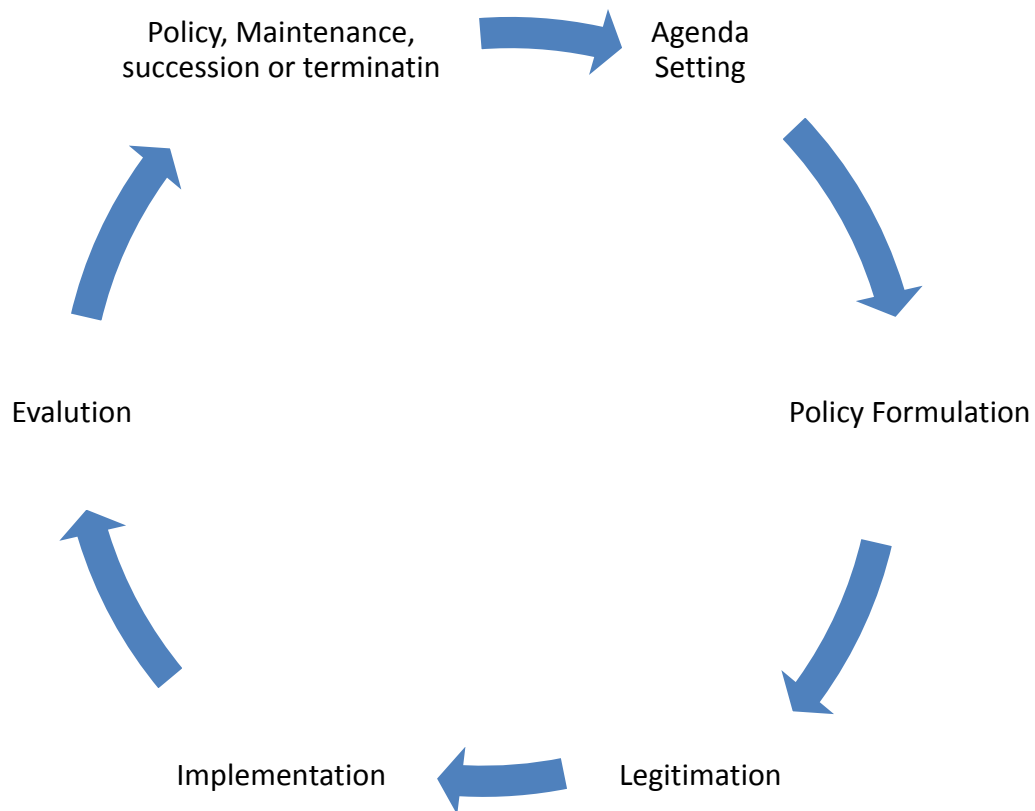
Source: Kalu (2004, p. 71)

The agenda-setting stage is where the competition for ideas and policies are shaped. Within the literature on public policy, agenda-setting is often seen as the process through which social, economic, environmental and political problems attract the attention of government officials who desire a resolution of the problem through legislation or other instruments. At the policy formulation stage, the matters are in the hands of government decision-makers. The bureaucrats’ knowledge and expertise on the subject shape the issues on the agenda phase into an acceptable part of the legislation. At the policy legitimisation stage, the legislative branch of the government will support or reject the policy, consistently with promises to relevant constituencies

and their goals. The implementation and feedback stage of the policy process is the most important for decision-makers and those who have been affected by the policy.

Firstly, it is the implementation of policies that determine the severity and impact of the policy on different groups in society. The extent to which a particular policy receives support depends on the resources and the level of organisation of the beneficiaries of the policy in support of their goals. Secondly, the implementation phase signals back to the various actors that participated in the shaping of the initial agenda. To the well-organised, the policy is assessed for its effectiveness. “For the losers in the agenda-setting game, the implementation phase allows for a re-thinking of new strategies and alliances for either accepting the existing policy or to re-enter the battle to change the policy” (Kalu, 2004, p. 70).

According to Kalu (2004), policy can only be accomplished after the evaluation and feedback stages have been achieved successfully. If problems exist, the policy making committee re-strategises the policy formulation stage. Cairney (2012) lists the stages of the policy making process that is summarised in an illustration in figure 2.5 referred as the generic policy cycle.



**Figure 2.5 The generic policy cycle**

Source: Cairney (2012, p. 34)

Cairney’s (2012) proposed generic policy cycle is similar to that of Kalu (2004), and explains the stages on the generic policy cycles as follows: “agenda-setting: identifying problems that require government attention, deciding which issues deserve the most attention, and defining the nature of the problem; policy formulation: setting objectives, identifying the cost and estimating the effect of solutions, choosing from a list of solutions, and selecting policy instruments; legitimation: ensuring that the chosen policy instruments have support, such as one or a combination of legislative approval and executive approval, seeking consent through consultation with interest

groups and referenda; implementation: establishing an organisation to take the responsibility of implementation, ensuring that the organisation has the resources (such as staffing, money and legal authority), and that policy decision are carried out as planned; evaluation: assessing the extent to which the policy was successful or that the policy decision was correct, and whether it had the desired effect; and policy maintenance, succession or termination: considering whether the policy should be continued, modified or discontinued” (Cairney, 2012, p. 33).

Anderson (2015) proposes stages in the policy process to consider what is happening in a specific government structure. Even though most explanations were designed to fit the operations of the government, Anderson’s (2015) views are implementable in an IHE. The policy making process is illustrated in table 2.1 below.

**Table 2.1: The policy process**

<b>Policy Terminology</b>	<b>Stage 1: Policy Agenda</b>	<b>Stage 2: Policy Formulation</b>	<b>Stage 3: Policy Adoption</b>	<b>Stage 4: Policy Implementation</b>	<b>Stage 5: Policy Evaluation</b>
<b>Definition</b>	Those problems, among many, that receive the serious attention of public officials.	Development of pertinent and acceptable proposed courses of action for dealing with a public problem.	Development of support for a specific proposal so that a policy can be legitimised or authorised.	Application of the policy by the government’s administrative machinery.	Efforts by the government to determine whether the policy was effective and why/why not.
<b>Common sense</b>	Getting the government to consider action on the problem.	What is proposed to be done about the problem?	Getting the government to accept a particular solution to the problem.	Applying the government’s policy to the problem.	Did the policy work?

Source: Anderson (2015, p. 4).

The literature review proves that the policy making process has to follow pre-stipulated stages. Notwithstanding that different scholars highlight different stages within the policy making processes, their explanations are similar; some scholars have simplified the steps, while others explained them in broader terms. The difference is that one or two steps are eliminated by one of the scholars, while it is discussed in detail by another, consequently complicating the steps.

Some policy making stages follow more steps than others, which might cause frustrations for policy makers and stakeholders involved. IHE need short periods of time to act, as students, academia, partner institutions and other stakeholders often have strict time constraints to accomplish tasks. For instance, a student requires a quick decision to determine eligibility to obtain credits after spending time at a partner institution on an exchange programme; the decision will determine whether or not he will be graduating.

### **2.3.5. Importance of specialised groups during policy making**

From the literature, it is clear that policy making is an important function in the field of public administration. Therefore, it is empirical for organisations and institutions to have formal groups of specialised and skilled people to spearhead the policy making process. McGann and Sabatini (2011) refer to this group as think tanks. “Think tanks function as public policy research, analysis and engagement institutions, generate policy-oriented research, analysis and advice on domestic and international issues, enabling policy makers and the public to make informed decisions about public policy issues. Think tanks may affiliate with a political party, a university, a government, or

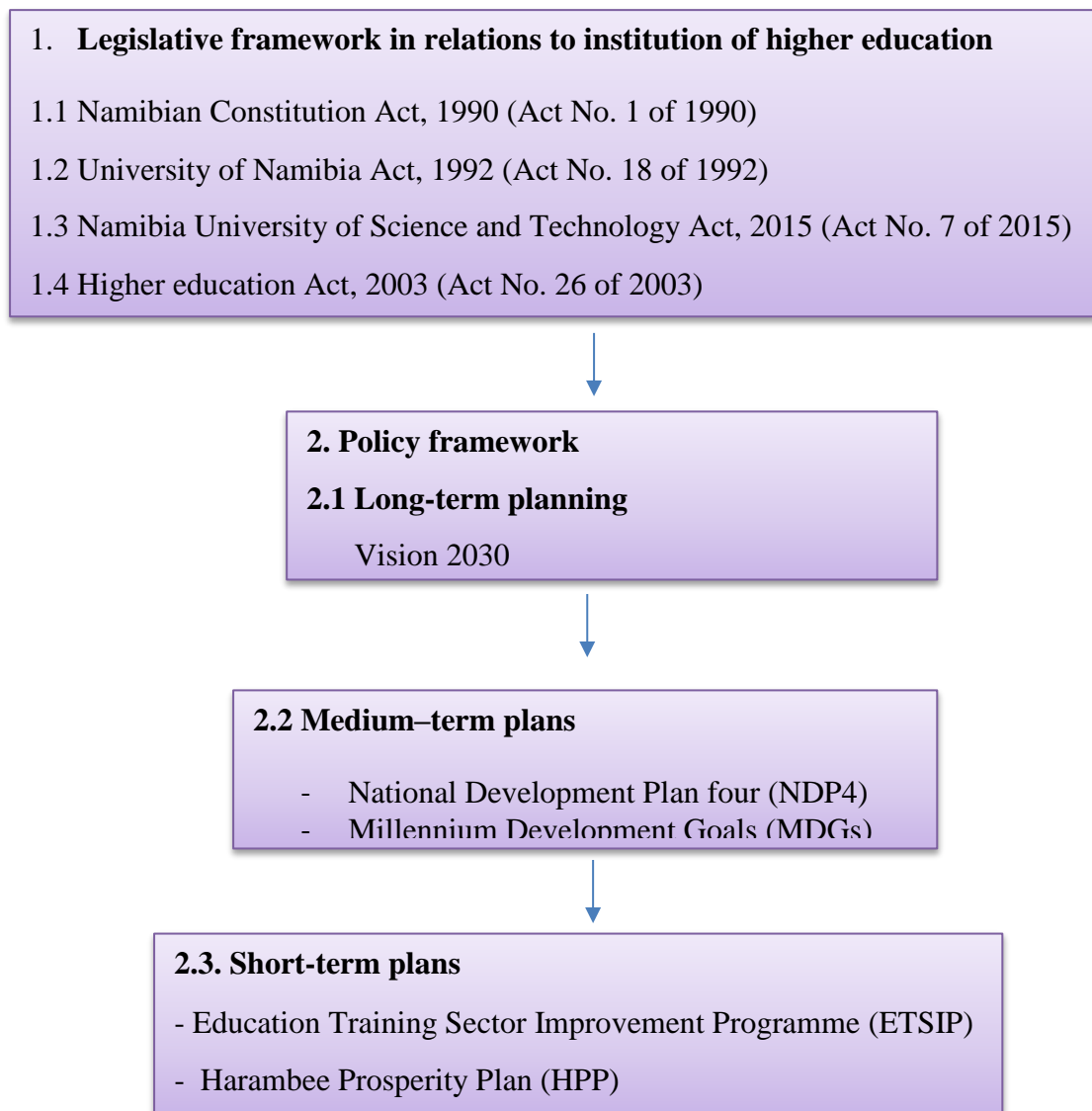
independent institutions that are structured as permanent bodies – not ad hoc commissions” (MacGann & Sabatini, 2011, p. 3).

The aim is to develop policies in harmony with a country’s Acts and legislation in relation to a particular IHE. In order to elaborate on the concept of specialised task groups, the Namibian legislative and policy framework are discussed below. This discussion emphasises the importance of the specialised groups that were responsible for these legislations, Acts and policies that can be used as a guide during the policy making process. A description of the policies and Acts briefly outlines how they are related to IHE in Namibia.

### **2.3.6 Namibian legislative and policy framework context in institutions of higher education**

The aim of this section is to identify and enlighten some Acts and policy frameworks that are related to IHE, which the Government of the Republic of Namibia has put in place after Independence. The researcher identified and discusses five Acts and policies that were referred to as Namibian legislative and policy framework contexts. The documents are categorised under long-term, medium-term and short-term policies.

In addition, Vision 2030 was identified as a long-term policy document, with NDP4 and the MDGs identified as medium-term plans; finally, ETSIP and HPP were identified as short-term policy plans. Figure 2.6 gives an illustration of these policy documents.



**Figure: 2.6: Legislative and policy frameworks for Namibia in institutions of higher education**

The next section, Section 2.4, discusses each policy to emphasise the relations of these policies to this study.

## **2.4 The Namibian legislative and policy framework**

### **2.4.1 The Namibian legislative framework**

#### **2.4.1.1 Namibian Constitution, 1990 (Act No. 1 of 1990)**

The Namibian Constitution is the supreme law of the country. In accordance with Article 20 (4) of the Constitution of Namibia (1990),

“All persons shall have the right, at their own expense, to establish and to maintain private schools, or colleges or other institutions of tertiary education: provided that: a) such schools, colleges or institutions of tertiary education are registered with a government department in accordance with any law authorising and regulating such registration; b) the standards maintained by such schools, colleges or institutions of tertiary education are not inferior to the standards maintained in comparable schools, colleges or institutions of tertiary education funded by the State; c) no restrictions of whatever nature are imposed with respect to the admission of pupils based on race, colour or creed; d) no restrictions of whatever nature are imposed with respect to the recruitment of staff based on race or colour”.

#### **2.4.1.2 University of Namibia Act, 1992 (Act No. 18 of 1992)**

Before independence, the only institution of higher education in Namibia was represented by the Academy. “The University of Namibia has its roots in the establishment of the Academy for Tertiary Education by Act No. 13 of 1980. Classes in Teacher Training and Secretarial Courses started on 14 January 1980. Five years later, Act No. 9 of 1985 was promulgated, and the Academy consisting of a university component (the present University of Namibia), a Technikon, and College for Out-of-

School Training were established” (Namibia University of Science and Technology Yearbook, 2016, p. iv)..

The Academy for Tertiary Education was repealed immediately after the establishment of the University of Namibia by Act. The University of Namibia was established by an Act of parliament to provide for its administration, control of affairs, regulation of its activities, and all other matters that are interrelated to a tertiary institution. According to Article 4 of the University of Namibia, 1992 (Act No. 18 of 1992) the aim of the university is to “provide higher education, to undertake research, to advance and disseminate knowledge, to provide extension services, to encourage the growth and nurturing of cultural expression within the context of the Namibian society, to further training and continuing education, to contribute to the social and economic development of Namibia, and to foster relationships with any person and institution, both nationally and internationally.”

“The vision of UNAM is to be a beacon of excellence and innovation through teaching, research, and community services (UNAM Research Report, 2015, p. 4). The mission is “to provide quality higher education through teaching, research, innovation and community services to customers with the view to develop productive and competitive human resources, capable of creating and driving public and private institutions towards a knowledge-based economy, economic growth, and improved quality of life” (UNAM Research Report, 2015, p. 4). The UNAM Research Report (2015) is the latest document produced by the unit, hence this study referring to the information of 2015. “Student enrolment for the 2016 academic year stood at 25 267, an increase of

approximately 20%, compared to last year. The number of full and part-time students increased to 20 312, an increase of approximately 19%, compared to last year. The university also enrolled a total of 4 955 students through the mode of distance teaching, an increase of 25.5% compared to 2015” (UNAM Annual Report 2016, p. 30). “The University of Namibia has 12 campuses, spread strategically all over Namibia” (UNAM Annual Report 2015, p. 13).

#### **2.4.1.3 Namibia University of Science and Technology Act, 2015 (Act No. 7 of 2015)**

The Namibia University of Science and Technology has its roots in the establishment of the Academy for Tertiary Education by Act No. 13 of 1980. Five years later, Act No. 9 of 1985 was promulgated, and the Academy, consisting of a University component (the present University of Namibia), a Technikon, and the College for Out-of-School Training (COST) were established. Shortly after independence, it was resolved that the three components should be collapsed into two independent higher education institutions.

Two years later, with the establishment of the Polytechnic of Namibia by Act, 1994 (Act No. 33 of 1994), Technikon Namibia and COST merged to become the Polytechnic of Namibia. On 14 September 2015, the Namibia University of Science and Technology Act was promulgated, thereby transforming the Polytechnic into a new university (Namibia University Science and Technology Yearbook, 2016). The Namibia University of Science and Technology Act, 2015 has identified the following objectives in accordance of Article 5:

“to contribute to knowledge creation and advanced knowledge through teaching, research and scientific investigation, with an emphasis on applied research; to support and contribute to economic and social development through globally relevant, professional, technological and career-focused higher education, and effective community engagement, with an emphasis on industry involvement; to drive, promote and facilitate technology development and technology transfer, innovation and diffusion; to engage in national and international partnerships in cooperation with other universities, organisations and institutions; and to preserve and promote the traditional and constitutional principles of institutional autonomy and academic freedom in the conduct of its internal and external affairs subject to this Act and other laws.” (Namibia University of Science and Technology Act, 2015, (Act No. 7 of 2015, p. 5).

#### **2.4.1.4 The Higher Education Act, 2003 (Act No. 26 of 2003)**

The aims of the Act are: to regulate higher education; to provide for the establishment, objects and functions and composition of the National Council for Higher Education. Furthermore, the Act provide for the registration, de-registration and closure of private higher education institutions; provide for the funding of public higher education institutions; provide for the establishment and functions of a panel established to solve issues and cases of IHE.

#### **2.4.1.5 Research, Science and Technology Act, 2004 (Act No. 23 of 2004)**

The aim of this Act is “to provide for the promotion, co-ordination and development of research, science and technology in Namibia; to establish the National Commission on Research, Science and Technology and the National Research, Science and Technology Fund; and to provide for incidental matters. The objects of this Act are: (a) to ensure the coordination, monitoring and supervision of research, science and technology in Namibia; (b) to promote and develop research, science and technology in Namibia; (c) to promote common ground in research, scientific and technological thinking across all disciplines, including the physical, mathematical and life sciences, as well as human, social and economic sciences; (d) to encourage and promote innovative and independent thinking and the optimum development of intellectual capacity of people in research, science and technology; (e) to ensure dedicated, prioritised and systematic funding for research, science and technology application and development in Namibia; (f) to promote linkages between Namibia and international institutions and bodies on the development of research, science and technology.”

#### **2.4.2 The Namibia policy framework**

##### **2.4.2.1 Vision 2030**

Vision 2030 is a long-term national development strategy, which aims at achieving a prosperous industrialised Namibia. In order for the country to realise industrialisation, some measurable objectives have to be achieved through the acceleration of employment creation, alleviation of extreme poverty and increase in per capita income through a knowledgeable and skilled labour force. Hence, Vision 2030 was designed

to answer questions such as “what would development in the country portray by 2030: given the past and current conditions?” (Vision 2030, 2004, p. 20).

#### **2.4.2.2 National Development Plan Four**

The NDP4 (2012/13 to 2016/17) is a medium-term plan, created to execute and achieve the long-term strategic plan of the country, alongside Vision 2030. The NDP4 focuses on three goals, which are: “high and sustainable economic growth; employment creation; and increased income equality” (National Development Plan 4, 2017, p. vi). To achieve these stated goals, the country must be educated and knowledgeable about the nation – hence the bold decision by GRN to devote its resources to research and development.

The NDP4 is a high-level plan with clear goals and targeted standards. The detailed programmes on how to achieve the stated goals are a responsibility of specific ministries and agencies, including institutions of higher education. The NDP4 requires the full participation of all Namibians. Section 2 of The NDP4 focuses on issues linked to conditions of economic development, such as the institutional environment, education and skills, health, the reduction of extreme poverty, and public infrastructure. The NDP4 also emphasises on implementation, which is why an execution strategy was designed.

#### **2.4.2.3 Millennium Development Goals**

The MDGs, is a framework developed and agreed upon by member states of the United Nations (UN). According to the MDGs (2010), the document outlines the key

challenges facing humanity, and it maps out a response to these challenges. The response to these challenges, specific for Namibia, is in the long-term plans of the country, Vision 2030 and the NDP.

The MDGs (2013) were developed as smart targets that were measurable, achievable and realistic. The eight MDGs are: MDG 1: eradicate extreme poverty and hunger; MDG 2: achieve universal primary education; MDG 3: promote gender equality and empower women; MDG 4: reduce child mortality; MDG 5: improve maternal health; MDG 6: combat HIV and AIDS, malaria and other diseases; MDG 7: ensure environmental sustainability; MDG 8: Develop a global partnership for development.

#### **2.4.2.4 Education Training Sector Improvement Programme**

The ETSIP was established with the aim to attain the objectives of Vision 2030 through the development of a skilled labour force. The Government of the Republic of Namibia holds that in order for the country to attain industrialisation, the tertiary education system should be improved to contribute to the creation of a knowledge-based economy. Studies identified weak points within tertiary education and training systems in Namibia, which, if not addressed, the contribution by educational institutions might be minimal to the attainment of development goals and Vision 2030.

Equally, some challenges were identified for improvement by tertiary institutions to function optimally. These challenges were: “improve institutional development capacity of tertiary education; improve equitable access and quality of tertiary

education and training; strengthen the research capacity of tertiary institutions; and mobilise additional resources for tertiary education” (ETSIP, 2007, p. 38). Finally, ETSIP concludes that its success will be realised once tertiary education and training systems are fully utilised and are producing skilled graduates who can contribute to the private and public sector; most importantly, to drive the economy to attain MDGs and Vision 2030.

#### **2.4.2.5 The Harambee Prosperity Plan**

The HPP aims to identify goals that can be achieved in short-term implementation periods of 2016/17 and 2019/20. The plan is a targeted action to accelerate development in clearly defined priority areas, which lays the basis for attaining prosperity in Namibia. According to the HPP, the targeted plans complement the NDPs and Vision 2030. The HPP (2016) is structured into eight themes as follows: the rationale for the Harambee plan; building on progress; effective governance and service delivery; economic advancement; social progression; infrastructure development; international relations and cooperation; and execution, monitoring and reporting. This study focused on the theme of international relations and cooperation, where Namibia’s regional and international, foreign and economic policies are elaborated.

## **2.5 Conclusion**

It is evident from the literature that there is different definitions of public administration; however, scholars and researchers must settle on an acceptable

definition. The functions of public administration during policy making are important, as they guide policy makers and administrators during policy implementation on whether they should develop a new policy or improve the existing one, and attain the desired results. It is clear from the literature that a well-developed policy with clear guidelines will lead to an efficient administration of an institution. Equally, public administration can be strengthened through public policy; therefore, without a detailed policy, the goals of an institution will not be achieved. The literature emphasised that an institution without a policy would become stagnant and lag behind. Similarly, it is important that the leadership of an organisation support the institution policy development in order for the institution to thrive. Different models and stages of public policy making were illustrated and discussed. The Namibian policy legislative and policy framework related to IHE as discussed to indicate their link and relations to this study.

## **CHAPTER 3**

### **INTERNATIONALISATION PRACTICES IN HIGHER EDUCATION: LITERATURE REVIEW**

#### **3.1 Introduction**

This chapter is divided into three sections, where the first part deals with internationalisation in higher education. The literature includes definitions of internationalisation, the differences between internationalisation and globalisation, rationale, the different forms of internationalisation, approaches and models of an internationalisation policy, and the relationship between national policies and strategies towards internationalisation. Secondly, the chapter focuses on how IHE developed internationalisation policies to achieve internationalisation practices. The chapter reviews other scholars' perceptions regarding internationalisation in higher education, and internationalisation theories and practices. Thus, the chapter emphasises on policies not strategies, although documents containing strategies are also reviewed. The third section of the study compares the internationalisation policies of six selected universities namely, two universities in South Africa, and one each from Belgium, Australia, Scotland and the UK.

#### **3.2 The relations of globalisation and internationalisation to institutions**

Internationalisation in education is a way to remain competitive with other institutions of higher learning in other countries. It allows institutions to compete globally through concepts of internationalisation and globalisation to be critically differentiated, as they do not mean the same. Globalisation is a broader term of which internationalisation is a part or subset. Altbach and Knight, (2007, p. 1) define globalisation as “the context

of economic and academic trends that are part of the reality of the 21st century.” Globalisation has various definitions, depending on the context where the term is used. According to Alberts (2010), globalisation can refer to receiving students from other countries, sending students to universities outside their country, and staff and students taking part in collaborative research. Marginson and Van der Wende (2016) explain that education and research are the core areas of globalisation, from which this particular knowledge base is founded.

Furthermore, the OECD (2009) contends that higher education is motivated by globalisation, with the purpose to be linked to the rest of the world through economic, cultural and social changes. Wood (2014) opines that institutions succeed when they consider globalisation as accommodating culture and cultural practices, and beliefs from other nations around the world. Altbach and Knight (2007) and Marginson and Van der Wende (2006) uphold that globalisation entails economic movements, research and education as key elements.

In contrast, Alberts (2010); OECD (2009) and Wood (2014) viewed globalisation as a concept that includes cultural tolerance, as well as economic, social and educational activities such as exchanges. However, globalisation does not always mean that activities have to happen outside the university, as they may occur wherever individuals are involved. Thus, globalisation has a significant connection throughout the world, due to skills and economic motivations that are beneficial to countries. There is no universally accepted definition of internationalisation in higher education; thus, the definition at a particular university is influenced by the prioritised needs of

the institution, the tertiary education system, culture, and the environment. Chalapati (2007) explicates that the Thai government has paid attention to the concept of internationalisation; however, the government defines it from a Thai point of view. Similarly, Warwick and Moogan (2011) clarify that universities narrow the definition to fit their needs and processes.

Scott (2011, p. 1) defines internationalisation as “the highest stage of international relations among universities, entailing that the courses and curriculum, students, and research are infused with an international spirit.” Scott (2011) further concludes that a university should have specific programmes and activities in place before it can be referred to as an internationalised university or institution. Knight (2012) is a prominent author, whose definition of internationalisation, pertaining to higher education, was accepted and referred to in literature. Knight (2004, p. 11) defines internationalisation as the “process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education.”

Knight, (2008, p. xi) defines internationalisation as “the process of integrating an international, intercultural, or global dimension into the purpose, functions (teaching, research and service) and delivery of higher education at institutional and national levels”. Building on Knight’s (2008) definition, De Wit, (2016, p. 1) provides a comprehensive definition of internationalisation as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of

education and research for all students and staff, and to make a meaningful contribution to society.”

It appears that there are no significant differences among the definitions, except that Scott’s (2011) definition is narrowed and specific to the point of looking at the institution itself, while Knight (2012) and De Wit’s (2016) definitions are broader. Knight (2008) and Knight’s (2004) definitions are similar, although they include the involvement of institutional and national organisations. The concept of integration in both definitions is important to this study, as it clearly explains that integration is specifically used to denote the process of embedding the international and intercultural dimension in policies and programmes to ensure sustainability and centrality to the mission and values of the institution” (Knight, 2012, p. 7).

According to Knight (2015), the definition in Knight (2004) is still relevant, despite the fact that it was written years ago; “while it is already a decade old, it remains relevant, as it does not identify the complex array of rationales, strategies or actors involved in the internationalisation process, respecting local context and priorities around the world” (Knight, 2015, p. 4). This study adopted the definitions by Knight (2004); Knight (2008); De Wit (2016), which were suitable for this study because they include the word ‘integration’, which embraces policy development as the main focus of this study.

However, the researcher expects new definitions of internationalisation will surface in future because scholars appear to show interest in the field. This is also observed by (Santiago, Trenblay, Basri and Arnal, 2008, p. 236), who state that “the issue of internationalisation of tertiary education and by the range of policies designed to

monitor and steer internationalisation trends have received growing interest in recent years.” The attempt to prove that ‘internationalisation’ and ‘globalisation’ overlap often leads to confusion.

Knight (2008, p.1) defines internationalisation as “changing the world of higher education, and globalisation is changing the world of internationalisation.” Furthermore, Knight indicates that “globalisation is also a process, albeit different from internationalisation, as it addresses the idea of ‘worldwide’ or ‘global’ – not the notion of relations among countries” (Knight, 2012, p. 9). Altbach and Knight (2007) differentiate the two concepts as globalisation being the situation of economic and academic developments that are part of the reality of recent decades, while internationalisation embraces the policies and practices undertaken by academic systems, institutions and individuals to cope with the global economic environment.

The inter-relationship between globalisation and internationalisation suggests that both concepts involve education, research and skills, but internationalisation considers policies and practices to be undertaken by institutions as an important tool. In order for IHE to embrace internationalisation, they should develop policies, procedures and practices to compete globally.

### **3.3 The rationale of internationalisation**

Rationales can be described as “motivations for integrating an international dimension into higher education” (Knight, 2002, p. 84). They answer why, how and for which purpose an IHE wants to internationalise, responding to the needs that an IHE has to

achieve its internationalisation policy, strategies, programmes and activities. Rouhani (2007, p. 21) confirms that rationales “address the ‘why’ of internationalisation”.

Knight (2012) clarifies the importance of rationales to be reflected in the policies and programmes that are developed and eventually implemented at the institution. “Rationales dictate the kind of benefits or expected outcomes. Without a clear set of rationales, accompanied by a set of objectives or policy statements, a plan, and a monitoring or evaluation system, the process of internationalisation is often an ad hoc, reactive and a fragmented response to the overwhelming number of new international opportunities” (Knight, 2012, p. 12).

According to Henard, Diamond and Roseveare (2012), internationalisation for IHE is motivated by the following reasons: increase national and international visibility; leverage institutional strengths through strategic partnerships; enlarge the academic community within which to benchmark their activities; mobilise internal intellectual resources; add important, contemporary learning outcomes to student experience; and develop stronger research groups.

Friesen (2012) concludes that rationales and motivations significantly affect how internationalisation is understood within the institutional situation. This explanation means that the whole institution’s field of studies, curriculum, students, research and environment include an international essence. Consequently, internationalisation includes a set of pre-requisite activities and programmes for IHE to be considered internationalised. “When properly done, internationalisation can indeed help to

develop students' cognitive skills for critical, comparative and complex thinking, cultivate capacities for cross-cultural communication, flexibility, tolerance and empathy, and enhance their ability to recognise differences and deepen their understanding of themselves, society and learning styles'' (Zezeza, 2012, p. 8).

Scott (2011) describes the major aspects of internationalisation as key to transforming the lives of international students; its role in sustaining and growing science and scholarship through dynamic academic exchanges; and its potential to build social and economic capacity (especially, but not exclusively, in developing countries). Knight (2004) indicates that institutional rationales that drive internationalisation can be influenced by factors such as mission, student population, faculty profile, geographic location, funding resources, level of resources, and orientation to local, national, and international interests.

Knight, (2015) notes the following rationales that have recently emerged: at IHE as international branding and profile, student and staff development, strategic alliances, knowledge production, and income generation. Similarly, De Wit (2002) outlines the following rationales that integrate internationalisation: political, economic, cultural, social, and academic. Zezeza (2012) only provides an in-depth explanation to the four rationales of how institutions emphasise on an institutional level, whereas De Wit (2002) adds different sub-categories to each rationale.

Economic rationales, according to Zezeza (2012), imply that students are being prepared to compete globally in academia and for employment opportunities. Through

their careers, students contribute to economic development, which in return generates income for their institutions. “The sub-categories of the rationales include political (foreign policy and technical assistance), economic (economic growth and competitiveness, the labour market, national educational demand, and financial incentives for institutions and governments), social-cultural and academic rationales (providing an international dimension to research and teaching, and enhancing quality and international standards” (De Wit, 2002, p. 85).

Politically, Zeleza (2012) opines that internationalisation can enhance peace and security between nations and countries. De Wit (2002) identifies sub-categories for political rationales, and they include: foreign policy, national security, technical assistance, peace and mutual understanding, national identity, and regional identity. Regarding socio-cultural activities, internationalisation implies the need to cultivate inter-culturalism, which is critical for the social well-being of multicultural societies. Teaching, research and service activities at IHE are enhanced when universities are forced to adhere and be above international academic standards.

De Wit (2002) posits that teaching aspects fall under the academic rationale, which includes providing an international dimension for research and teaching, an extension of the academic horizon, institution building, increased status, and enhancement of quality and international academic standards. Moreover, Knight (2012) introduces the following rationales that recently emerged, which motivate internationalisation at a national level, namely:

### **3.3.1 Human resources or skill development**

Knight (2004) stresses that globalisation and increased trade amongst nations has forced countries to recruit their labour force from IHE. Companies are showing interest in employing graduates from other countries in technical areas to increase competitiveness. Moreover, countries and companies are changing their recruitment and immigration policies, and they enact incentives to attract and retain students and academics with exceptional skills for improving the human resources capacity of a country.

### **3.3.2 Student and staff development**

According to Knight (2004) students and staff benefit from staff or student exchanges and joint research programmes. Exchange programmes increase research and faculty activities in the institution. It is also capable of improving the exposure and experience of the student and staff personally.

### **3.3.3 Strategic alliances**

Knight (2004) explains that the international mobility of students and academic staff is motivated by the fact that IHE strive to benefit economically and culturally. Countries enter into political and economic alliances through educational activities in the region. An example is the Protocol on Education and Training, signed by all Heads of states and governments from the SADC, with the aim of “promoting and coordinating the formulation and implementation of comparable and appropriate

policies, strategies and systems of education and training in Member States” (SADC, 2006, p. 6).

### **3.3.4 Commercial trade**

Knight (2004) emphasises on economic and income-generating opportunities attached to the cross-border delivery of education. New franchise arrangements, foreign or satellite campuses, online delivery, and increased recruitment of fee-paying students are examples of a more commercial approach to internationalisation by traditional, public and private institutions. Clearly, countries are showing an increased interest in “exporting” education for economic benefits.

### **3.3.5 Nation-building**

Knight (2014) explains that nation-building depends on the capacity of an IHE in a particular country – by either bringing education to their countries, or “exporting” educational programmes beyond their home countries. The aim is to build capacity in their respective countries. Some IHE enter partnerships as part of internationalisation initiatives, where both partners have to benefit from the partnership. Knight (2004) indicates that there is a different move from an aid or development approach to international partnerships that focus on trade for commercial purposes.

Moreover, Knight (2004) elaborates that rationales based on social and cultural dimensions are as important as political and economic rationales. It is imperative to promote and encourage intercultural acceptance and identity in a country, and

particularly at an IHE. Diplomatic activities occur when different governments establish offices to represent their specific countries, making it easier for the flow of services to respective nationals.

### **3.4 Forms of internationalisation**

“Student and academic mobility are considered the most observable expressions of internationalisation” (Santiago, Trenblay, Basri, & Arnal, 2008, p. 238). Santiago, et al. (2008) identify four forms of internationalisation related to public policy at IHE. The first one is when IHE integrate its education systems which leads to validation of agreements, credits and qualifications obtained from other IHE. IHE thus, use collaborations with other institutions to re-arrange their curriculum as a form of internationalisation. A second form relates to restructuring degree programmes for universities to be on par with other international institutions. The third form of this form of internationalisation is for curriculum content to allow students to obtain credits to study at foreign institutions. The fourth form of internationalisation is to support staff and student mobility.

### **3.5 Internationalisation of programmes’ content and delivery**

This form of internationalisation concentrates on the curriculum to allow students to be exposed to internationally-based programme content, without leaving their countries and campuses. In the next section the internationalisation programmes will briefly be explained.

### **3.5.1 People mobility**

This activity involves staff and student exchanges from local universities to other IHE while the staff and students from other countries come to local universities. It also involves employing foreign lecturers, joint research collaborations, and conducting joint degree programmes with foreign researchers and academics.

### **3.5.2 Institution and programme mobility**

This form of internationalisation involves an institution's programmes offered abroad. The courses or programmes are usually conducted online or offered through distance education. In some instances, foreign lecturers may travel to a country to teach the course for a shorter period – for example, a week. This type of internationalisation is also known as transnational education. Another form of internationalisation was introduced by Hudzik (2011) as comprehensive internationalisation. While Santiago et al. (2008) separately discuss the various forms of internationalisation, Hudzik (2011) combines all types of internationalisation activities, including student mobility, exchange, and international education at an institution, referring to it as comprehensive internationalisation. Hudzik (2011) describes comprehensive internationalisation as a commitment, confirmed through action to infuse international and comparative perspectives throughout teaching, research, and service missions of higher education. It shapes institutional ethos and values, and it entails the entire higher education enterprise. It is essential that the concept is embraced by institutional management, governance, faculty, students, and all academic service and support units. It is an institutional imperative – not merely a desirable possibility. In order for an IHE to find

motives to internationalise, management should initially be willing and committed to participating in internationalisation activities.

### **3.5.3 Commitment of leadership as an implementer of internationalisation**

The role of IHE is critical for the facilitation of academic programme developments in their respective institutions, with reference to academic programmes and the facilitation of policies. Hudzik (2011) outlines the following factors that are crucial to enhance efforts of internationalisation at an IHE: namely, the international engagement of faculty or academic unit, persistence and adaptability and clear and measurable goals. These three factors to enhance efforts of internationalisation are discussed in the next section.

#### **3.5.3.1 The international engagement of faculty or academic unit**

As De Wit (2002); Taylor (2004); Hudzig (2011) aforementioned, leadership commitment is a sign of successful initiation, delivery, and implementation of internationalisation activities and programmes at an institution. Hudzig (2011) suggests that management should use a top-down strategy mechanism – like a reward system for faculties, departments, units and individuals to engage and contribute to internationalisation. Merit systems such as staff promotions and salary increments are rewards that were suggested to encourage more internationalisation activities and programmes to take place. “Institutional recognition and rewards for units that contribute successfully to internationalisation (and accountability for those who do not) are also critical” (Hudzik, 2011, p. 25). Hudzik (2011) also emphasises that the

success of internationalisation depends on management support, which is also a pre-requisite. “Frequently, the response of universities will be pro-active, placing particular emphasis on the need for effective leadership; the importance of an institutional commitment should also be clear” (Taylor, 2004, p. 163).

### **3.5.3.2 Persistence and adaptability**

Hudzik (2011) considers comprehensive internationalisation as an ongoing, long-term project; it does not have a beginning or end. Efforts towards internationalisation become successful after continuous monitoring and evaluation, as well as trial and balance over a long period of time. Internationalisation programmes and activities require the persistence and perseverance of management. Internationalisation efforts should be adapted whenever a change occurs within an IHE. Thus, plans for internationalisation should not come to a standstill because of a change in leadership, goals and objectives, mission and vision of the institution, or financial resources. In fact, it needs to survive changes in organisational leadership. “As these environments change, so will the need for institutions to respond in resource allocation, programme thrust, and priorities” Hudzik (2011, p. 25). In addition, Hudzik (2011) concludes that clear and consistent leadership from the top is crucial.

### **3.5.3.3 Clear and measurable goals**

Successful internationalisation requires clear, measurable goals. The goals should indicate and identify what is important, as well as the purposes of internationalisation. Equally, goals should provide indicators while identifying clear consequences to keep

implementers of these goals accountable if internationalisation activities are delayed. Management should ensure that stakeholders at IHE are aware of such goals. These goals should be accepted by implementers, so that it can be easy for the institution to hold them accountable when they fail to implement them.

Motivations are the basis of forming goals; “defining goals, therefore, starts with the motivations for internationalisation. At a general level, institutional motivations can include combinations of: advancing institutional reputation domestically and internationally; student learning and other student-centred outcomes, for example, employment, revenue and markets; research and scholarship; service and engagement; and global bridge-building” (Hudzik, 2011, p. 25)

Hudzik (2011) indicates that internationalisation indicators can be measured in three ways: input, output and outcome measures. Input indicates that if there are various programmes for studying abroad, then it is obvious that there will be participation and opportunity to learn. The number of programmes earmarked indicates that IHE invest in a learning capacity. Similarly, the output is an indication of noticeable movements of underway internationalisation activities, for example, the number of publications released, the number of students enrolled, and the number of students who completed.

The last measure is outcomes, which should indicate the impact and concrete results that learning has provided, for example, the ability a student has to execute what he/she has learned, and to excel in a career. At Cambridge University, “the approach to internationalisation starts with the premise of understanding their internal strengths,

and their distinctions from other universities. Since 2010, they have established 12 university-wide strategic initiatives and seven strategic networks that have international components” (Barnes, 2014, p. 71).

The success of internationalisation should be revealed by an increase in activities that show positive results, and a reduction in activities that have adverse effects on the institution. Nilsson (2003, p. 29) emphasises that “what was counted as an international success for a university was the number of exchange students and agreements with foreign universities.” Nilsson (2003) concludes that it is “important to assess the impact of internationalisation on the overall institutional strategy and management.” “It is apparent that the development of a strategy for internationalisation is one of the strongest forces for change facing universities at the beginning of the 21st century, thereby challenging many traditional approaches to higher education, and questioning the structures in place” (Taylor, 2004, p. 167).

Formal departmental structures in IHEs are important in order to benefit from internationalisation activities; a good example of this is Ku Leuven University that adapted structures to effectively deal with international strategies. The internationalisation policy of Ku Leuven University (2014) established an international policy team; a new structure for the international office and policy making bodies for internationalisation. Establishing structures at IHE is a sign that leadership is committed. Approaches to internationalisation are important, and they are discussed in the next section.

### **3.6 Approaches to internationalisation**

“An approach to internationalisation reflects and characterises the values, priorities and actions that are exhibited during the implementation of internationalisation” (Knight, 2004, p. 18). There is no universal step-by-step approach that IHEs may follow, nor is there anyone who can claim that there are correct or wrong approaches, but an approach should be selected based on the suitability to the IHE mission, objectives, environment, and funding. Based on the review of definitions in the literature, the researcher introduced a new definition of an approach, which entails the plans and activities be implemented by stakeholders in IHE to achieve and benefit from the internationalisation policy. Stakeholders may be at a national level (government ministries and agencies) and institutional level (faculties, departments and units at a university). Qiang (2003) and De Wit (2002) propose four similar approaches to internationalisation. To clarify approaches and what each scholar’s approach entails, the study compared the two views namely, the approach of De Wit (2002) and approach of Qiang (2003) to obtain a broader perspective of the approaches – as indicated in the following sections.

#### **3.6.1 The activity approach**

According to Qiang (2003), the activity approach promotes curriculum, student or faculty exchange, technical assistance, and international students. The activity approach was previously known as international education. De Wit (2002) considers the activity approach as specific activities that an institution is engaged in. The types of activities include academic and extra-curricular activities such as curricular development and innovation, staff, student and faculty exchanges, technical assistance,

intercultural training, international students, and joint-research initiatives. This approach only focuses on academic activities, but it ignores efforts by the organisation to initiate, develop and sustain these activities. Notably, the activity approach is the most familiar and commonly used approach to define and describe internationalisation at IHE.

### **3.6.2 The competency approach**

Qiang (2003) notes that the competency approach emphasises the development of skills, knowledge, attitudes and values of students, faculty and staff. The main issue of this approach is how the generation and transfer of knowledge develop competencies in the IHE personnel. This approach is of the notion that if curricula and programmes are internationalised, the appropriate competencies in students, staff and faculty will also be indirectly developed. De Wit (2002) agrees with Qiang (2003) that this approach focuses on internationalisation in terms of developing new skills, attitudes, and students, faculty, and staff knowledge. The main focus is on transferring knowledge to a person – and not concentrating on academic issues. It is worth noting how closely linked the competency approach is to the rationales that address the development of the individual.

### **3.6.3 The ethos/rationale approach**

The ethos approach, according to Qiang (2003), emphasises that IHE create a positive environment that embraces and supports cross-cultural activities. This approach refers more to IHEs that are open to enhancing the cultural environment on campus. De Wit

(2002) shares the same views that this approach enables IHE to develop a spirit or culture that values and supports intercultural and international perspectives and initiatives.

#### **3.6.4 The process approach**

According to Qiang (2003), the process approach incorporates the international and intercultural aspect into teaching, research and service through a combination of a wide range of activities, policies and procedures. The disadvantage of this approach is the uncertainty of whether internationalisation can be non-stop for a long period of time. The emphasis is placed on all aspects of internationalisation at IHE, which include programmes and academic activities, as well as organisational elements, including policies and procedures.

Similarly, De Wit (2002) notes that the process approach perceives internationalisation as a process that integrates an international outlook within key tasks of IHE. Terms such as ‘infuse’, ‘integrate’, ‘permeate’ and ‘incorporate’ are used to characterise the process approach. A wide range of academic activities, organisational policies and procedures, and strategies are part of this process, and it can be described as the most comprehensive approach that describes internalisation.

It appears that there are no significant differences in the explanations of the two scholars, so Qiang (2003) and De Wit’s (2002) explanations enrich this discussion. Although all approaches are relevant, the process approach to internationalisation is

more significant to this study because it deals with developing organisational policies, procedures and strategies, which are the main focus and motivation for this study. In addition, De Wit (2002) elaborates on the process approach, which will assist the researcher to identify critical issues when developing an internationalisation policy to enhance internationalisation practices.

According to De Wit (2002), there are two key categories of strategies for internationalisation as part of the activities in the process approach, namely: programme strategies and organisational strategies. Programme strategies refer to academic activities and services of a university that incorporate an international aspect into the main functions of an IHE. De Wit (2002) identified six programme strategies that will be summarised as follows: The first category of programme strategies, according to De Wit (2002), is academic programmes. Academic programmes commonly define and describe internationalisation at IHEs. Therefore, it was imperative to discuss the links between academic programmes and drive towards internationalisation. Specific activities in academic programmes include the following according to De Wit (2002): student-oriented programmes such as student mobility schemes, student exchange programmes, international students, work-internship-study abroad and study visits. The staff-oriented programmes include faculty-staff mobility programmes for teaching, visiting lecturers, and joint and double appointments for teaching. In addition, De Wit (2002) identified curriculum development programmes as part of academic programmes which entails internationalisation of the curriculum, foreign language study, local language and culture training, international thematic studies, teaching-learning process, joint and double degree programmes, and summer programmes and universities.

The second category of programme strategies is research and scholarly collaboration. Given that research is the fundamental purpose of IHE, it is vital to view the links between the research mandate and the drive towards internationalisation. According to De Wit (2002), research and scholarly collaboration-related activities include: Doctoral Degree (PHD) - oriented programmes such as international PHD students and PHD student mobility. The staff-oriented programmes include faculty-staff mobility programs for research and visiting lecturers-staff for research. The research development programmes entail international research projects and agreements, international conferences and seminars, international publishing and citation, international theme centres, and joint research centres.

The third category of a programme strategy identified by De Wit (2002) is technical assistance, which is part of knowledge transfer. The following activities form part of technical assistance activities: student-oriented programmes such as student scholarship programmes and student-oriented training programmes, staff-oriented programmes such as staff training scholarship programmes and staff-oriented training programmes) and curriculum-oriented programmes such as institution-building programmes and curriculum-development programmes.

The fourth category of academic programmes is the export of knowledge. Export of knowledge is the opportunity that IHE avail to enhance learning. The motivation for this export of knowledge is to make a profit from courses, and recognition in the world. Export of knowledge may include: “recruitment of international students for economic reasons, development of special profit-based courses and programs for international

students, and development of postgraduate training programs for the international market” (De Wit, 2002, p. 122).

The fifth category is transnational education (outward), which refers to a decision by IHE to offer their courses to students outside the home campus. Activities may include: “offshore programs and campuses, distance education programs, twinning programs, branch campuses, franchise arrangements, articulation programs and virtual, electronic, or web programs, and institutions” (De Wit, 2002, p. 122).

The sixth and last category within academic programmes identified by De Wit, (2002) is extracurricular activities. These are usually social events that bring together students and staff to support the international dimension at the IHE. This activity enforces tolerance and acceptance of the intercultural perspective. The activities include: “student clubs and associations, international and intercultural events, community-based projects and activities, intercultural and international alumni programmes” (De Wit, 2002, p. 122).

### **3.7 Organisational strategies**

Organisational strategies include all initiatives ensuring that policies and procedures are developed to spearhead internationalisation at IHE. The commitment and support to develop the internationalisation policy and administrative systems should first be demonstrated by the management of the institution. Management includes the board of governors and senior administrators at the IHE. It is important for IHE to give equal

attention to academic and organisational strategies. An institution might have effective activities and programmes in place, but if there is no will-power from management, staff, departments, faculties or units to support the implementation of the strategy, the whole purpose of the internationalisation initiative will be meaningless. By focusing only on academic activities, one may overlook the organisation's process, which is important in ensuring that the different activities reinforce each other: that they become central to the mission of the university. De Wit (2002); Taylor (2004) and Hudzig (2011) emphasise the importance of organisational commitment towards internationalisation through leadership and management.

De Wit (2002) notes the following elements in organisational strategies that are important for internationalisation to be successful; the first element relates to governance. Governance is the expressed commitment by senior leaders of IHE. The commitment of governors emphasises that internationalisation is part of the overall mission of the university. The support of senior administrators is crucial for the success of internationalisation.

The commitments expressed in a written policy reflect the interest of senior administrators. De Wit (2002) states that even if IHE have many internationalisation activities taking place, when there is no written commitment from management, the probability is high that these activities might stop once new management takes over, when there are limited funds, or when organisational priorities are adjusted. De Wit (2002) urges governance to not ignore active involvement of faculty and staff, an

articulated rationale and goals for internationalisation, or recognition of an international dimension in mission statements or other policy documents.

In 2008, at the University of Minnesota, the “Board of Regents policy was updated to strengthen support for international education and engagement; hence, comprehensive internationalisation has been a strategic priority under the leadership of the two former presidents of the university” (Hudzik & Stohl, 2012, p. 24). Hudzik (2011) elaborates that it is essential that comprehensive internationalisation is embraced by institutional leadership, governance, faculty, students, and all academic service and support units. “It is an institutional imperative – not just a desirable possibility” (Hudzik, 2011, p. 6). The American Council on Education’s Centre for International Initiatives by Childress (2009) found that management’s support of IHE has a positive impact on the involvement of academics, faculties, departments, and administration, which is important for the internationalisation plan development to succeed.

Similarly, Santiago et al. (2008) highlight the importance of policy and strategic development as a tool that can improve and strengthen internationalisation at IHE. Santiago et al. (2008) indicate that policy initiatives, such as developing internationalisation policies on campus and encouraging academic staff and student mobility, have the capacity to strengthen the internal dimension of internationalisation. However, OECD (2004) observes policy coherence as one of the main challenges that must be taken into account to obtain the highest coordination and compatibility within the institution. In addition to policy challenges, OECD, (2004, p. 1) outlines “quality

and recognition, access and equity, financing and cost, and the use of cross-border higher education to build capacity.”

The second element of organisational strategies related to operations. “One of the main reasons why institutional commitment is important is the additional cost and long-term investment required” (Taylor, 2004, p. 164). De Wit (2002) suggests that the operational element at IHE must integrate planning, budgeting, quality review systems and adequate financial support and resource allocation. In addition, there should be formal and informal communication channels in place, coordinated through appropriate internationalisation organisational structures. Formal departmental structures run by experienced personnel in IHE are important to benefit from internationalisation activities; for instance, KU Leuven University effectively adapted structures to deal with international strategies by establishing an international policy team; a new structure for the international office; and policy making bodies for internationalisation.

Since 2007, the University of Minnesota, Twin Cities has required that the annual planning compacts of all institutional units include a section on international engagement. “This requirement has elevated the priority and expectations of international dimensions in campus planning and budgeting” (Hudzik & Stohl, 2012, p. 24). Kangira (2015) also notes that planning, the importance of leadership and stakeholder engagement are vital tools for sustainable internationalisation policy or strategy and plans developed in the institution.

The third element by De Wit (2002) is support services. Internationalisation efforts and activities should be fully supported if success is desired. De Wit (2011) suggests that students should receive administrative support from all units of their respective IHE. All students should be assisted with accommodation, registration, and counselling. Academic units should assist students with language issues, curriculum development, and library and learning materials. However, there should be specific services for international students and those who have to study abroad. The latter category of students should be advised on intercultural dimensions, orientation programmes, and counselling.

The fourth element of organisational strategies relates to human resource development. While Hudzik (2011) stresses the importance of faculty and academic unit's international engagement. De Wit (2002) adds other important elements to be considered, suggesting that recruitment and selection procedures should be changed to accommodate international expertise. De Wit (2002) also proposes IHE to commit by developing reward and promotion policies as a tool to encourage staff and faculties to engage in internationalisation activities. Other rewards may include "support for international assignments and sabbaticals" (De Wit, 2001, p. 124). Following these discussions of the approaches to internationalisation, the next sections explain the relationship between national policies and IHE strategies towards internationalisation.

### **3.8 National policies and university strategies towards internationalisation**

Universities usually operate within the confinement of the rules of their countries. The internationalisation policy and strategy of a university should be consistent with that

of its government to achieve the long-term goals of the country. Cerna (2014) argues that although universities may operate independently and globally, clashes will be experienced if policies are not consistent within the institution and the government. Knight (2004) explains that while the actual processes and activities of internationalisation are executed at the institutional level (universities), the national sector (government) has an important role to play through a broader national policy, programmes, and regulatory frameworks. Henard, Diamond and Roseveare (2012) recognise four reasons for the government to develop internationalisation policies to support IHE, namely: steering internationalisation policy, making higher education attractive and internationally competitive, promoting internationalisation within higher education institution, and optimising internationalisation strategies.

Knight (2004) opines that policies at the national or sector level related to internationalisation should include foreign relations, development assistance, trade, immigration, and employment – while internationalisation policies at IHE should include: licensing, accreditation, funding, curriculum, teaching and research.

The lack of coherent policies in IHE has many negative effects on institutions. According to Knight (2004), statements and procedures that guide operations at IHE can be part of a policy document. IHE have multiple documents in their policies, such as quality assurance, planning, finances, staffing, faculty development, admission, research, curriculum, student support, contract and project work.

The literature proves that internationalisation policies and programmes at national, sector and institutional levels complement one another for greater achievement. For example, if a local institution strives to increase the participation of foreign lecturers, or to increase student exchange programmes for internationalisation, the government should initiate a national policy to motivate such programmes, while the immigration office should accelerate the issuing of necessary local immigration permits to avoid delays.

Cerna (2014) indicates different national and university international strategies at Charles University (Czech Republic), Sciences Po (France), and University of Oxford (United Kingdom), demonstrating that policies at the national level created a positive and enabling environment for universities and greater internationalisation plans in a country. Furthermore, Cerna (2014) indicates that visa requirements can make the stay of international students more complicated than necessary; thus, the state at times hinders the internationalisation efforts of universities.

### **3.9 Importance of internationalisation policies**

Given that the interest in international education has increased over the years, numerous universities have developed policies and strategies for internationalisation, which act as a guide for their respective institutions. Examples of effective internationalisation practices worldwide can be found at Seton Hall University in the United States of America, whose policy was developed by the American Council on Education Internationalisation Laboratory in 2009, as well as at the University of Sydney, Australia – which was developed in 2008.

Welle-Strand and Thune (2002) refer to internationalisation in higher education as exchange programmes and student mobility. On the contrary, De Wit (2016) argues that sending students abroad as an internationalisation activity does not have a major impact on the institution because only a few students participate in these mobility activities, and when they return, there is minimal interactions with the rest of the students at the institution. De Wit (2016), therefore, suggests that internationalisation at IHE should be guided by a policy and awareness that practices the inclusivity of all students and staff.

Kotecha (2012) contends that to date, IHE in SADC, if not all other regions in Africa, do not have explicit policies on internationalisation that address the development of higher education systems strategically and systematically. O'Malley, (2015, p. 1) observes that "higher education institutions that are leading in internationalisation have elaborated separate strategic plans for internationalisation, as opposed to having internationalisation incorporated into an overall institutional strategy." Furthermore, (O'Malley, 2015, p. 2) notes four areas to improve internationalisations: "a sharp increase in internationalisation, importance of monitoring, skills and knowledge needed, and a targeted strategy."

The University of Stellenbosch, Wits and UCT in South Africa are amongst the institutions in Southern Africa that have developed internationalisation policies. It is important for IHE to have clearly defined internationalisation strategies or policies as tools to enhance internationalisation at their institutions. IHE that do not have these policies might find it difficult to embrace internationalisation to its full potential, and

to reap their maximum benefit. (O'Malley, 2015, p. 3) stated that "institutions that have not or are still in the process of developing a strategy or policy plans are often regarded as lagging behind in the field of internationalisation." Various universities have developed international policies to guide their institutions. The next section compares international policies from selected universities.

### **3.10 Comparison of universities' internationalisation policies**

This section focuses on the comparisons of world rankings in relation to internationalisation policies, internationalisation models in relation to policy development, and guiding principles on how to develop an internationalisation policy in IHE. The focus is on how institutions of higher learning develop internationalisation policies to achieve effective internationalisation practices. Taylor (2004, p. 163) accentuates that "the development of a policy or strategy for internationalisation has important consequences for institutional management. A leading university is proactive, placing particular emphasis on the need for effective leadership. Significantly, a policy or strategy for internationalisation is designed towards centralisation within the university." Friesen (2012) concludes that the rationales significantly affected the ways internationalisation is understood within the institutional context. This means that the subjects being offered, the curriculum, students, and research must become internationalised. Thus, internationalisation includes a set of activities and programmes as pre-requisites for institutions to be considered internationalised.

### **3.10.1 Comparing university world rankings to internationalisation policies**

Knight (2012) explains that universities consider regional rankings important, although there are often debates about the validity and reliability from certain universities and organisations. Notably, universities' strategic plans specify that the ranking position of the university is a measurable outcome of internationalisation. There are three types of university rankings related to internationalisation, namely: university web rankings, world university rankings, and the most international university in the world.

The aims and objectives of these rankings differ. "The initial aim of the university web ranking is to promote academic web presence, supporting open-access initiatives for significantly increasing the transfer of scientific and cultural knowledge generated by the universities to society" (Aguillo, 2016, p. 1). According to Webometrics (2016), the criterion for university web rankings is the popularity of their websites, which is intended to help international students and academic staff to understand how popular a specific university or college is in a foreign country.

The World University Rankings (2016) reveals that the definitive list of the world's best universities is evaluated across teaching, research, international outlook, and reputation. Similarly, the Internationalisation Governing Policy (2013) explains that internationalisation includes an internalised curriculum, home students participating in programmes offered overseas, a diverse number of students admitted at the home campus, the distribution and proportion of the total student body, and that there should be an international collaboration in teaching and learning, research, engagement, information services, information technology services, and support services.

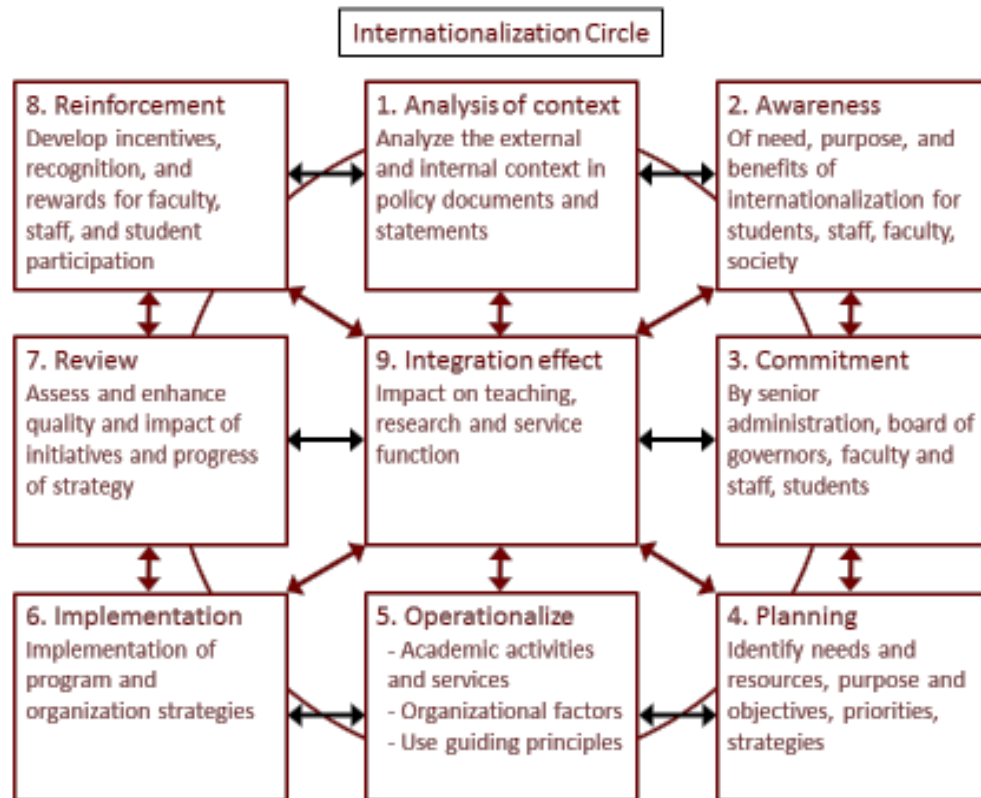
“The measure of the most international universities considers the percentage of international staff, the number of international students, and the proportion of co-publications with international scholars” (World University Rankings, 2015, p. 2). The World University Rankings (2015) delineates the most suitable ranking, namely the world university rankings and the most international university. The two measures are essential indicators for this study because all elements form part of internationalisation activities and the international orientation at an institution. “Rankings measure the number of international students, the number of international staff, and the number of international co-authored publications” (De Wit, 2016, p. 1).

The concept of internationalisation and the desire for a university to be international is the core ingredient of the study; hence, it was necessary for international orientation to be a criterion with the identified initiatives to be included in the internationalisation policy, in order to determine the success or failure of internationalisation. The measure for the most international university concentrates on the international outlook of the institution. According to the World University Rankings (2015), the four measures to determine the international orientation of a university are: student mobility, international academic staff, international joint publication, and international doctorate degrees. This study compared the internationalisation policies of six selected universities that are ranked amongst the top-hundred universities in the world, and the most international universities in the world (World University Rankings, 2015). The study was guided by Hudzik (2011) and Taylor’s (2004) themes to develop an internationalisation strategy, as well as De Wit’s (2002) internationalisation circle and the process approach, which were combined because they highlight the factors for consideration during the development of the internationalisation policy.

The process approach is “the most comprehensive approach that integrates an international dimension or perspective into the major functions of the institution. Academic activities, organisational policies and procedures, and strategies are part of this process” (De Wit, 2002, p. 118). This approach suggests that many activities and strategies that are used by IHE should infuse aspects of internationalisation into research, teaching, service functions, as well as management policies and systems. De Wit’s (2002) internationalisation circle model and the process approach, and Hudzik (2011) and Taylor’s (2004) themes share similar notions regarding approaches, models of internationalisation strategies, the public policy development, and the policy making process as discussed in the first section of this chapter. The next section explains the model and the guiding principles for developing an internationalisation policy at IHE. De Wit’s (2002) model will be discussed in detail in figure 3.1 which later formed guiding principles for developing an internationalisation policy to which the researcher based its recommendations for this study.

### **3.10.2 The internationalisation model in relation to policy development**

A model is a thoughtful and detailed plan that explains an abstract concept. “A model describes the overall framework to look at reality, based on a philosophical stance; it is general expressions of a particular phenomenon” (Clarke, 2005, p. 13). A model is a formula that explains the process of how to develop a policy at IHE. This study employed De Wit’s (2002) model to simplify the internationalisation policy-development process which is illustrated in figure 3.1.



**Figure 3.1: The internationalisation circle**

Source: De Wit (2002, p. 36).

Figure 3.1 illustrates the integration of internationalisation at IHE. The model emphasises on institutional and departmental issues that need to be considered to gain positive internationalisation integration. The model also encourages fostering a good connection between an institution and its departments or faculties. The model starts with the analysis of policy documents to determine the factors affecting this document within or outside the institution. The second phase creates awareness, indicating the importance and benefits of internationalisation to the students, staff and faculties.

The next step demonstrate the commitment that is required by senior management, students, and staff to integrate an international dimension within IHE. The process of developing a comprehensive plan, policy, or strategy is part of the planning process. Furthermore, the internationalisation policy should not only be planned, but it should become operational, which is the fifth step on the model. The sixth phase indicates that a policy should be implemented in different aspects of the internationalisation strategy, and create a supportive culture.

The different aspects of internationalisation should continuously be reviewed by assessing activities and monitoring of the procedures, in order to identify the successes and failures of the activities that require improvement. The next phase is to reinforce the internationalisation effort through rewards, recognising staff and faculties that participate in internationalisation. The last aspect of the model is a process of integrating an international dimension into teaching and learning, research, and service function of a university. The model does not have a start or endpoint, and none of its points is more important than the other; they are equal, and they need to be tackled any time or concurrently with the same enthusiasm.

### **3.11 Guiding principles for developing an internationalisation policy**

Santiago et al. (2008) emphasise the importance of policy development to improve internationalisation at IHE. Institutions and organisations are guided by procedures, strategies and policies to achieve stipulated goals and objectives. Taylor (2004, p. 149) observes that “many universities have also moved to develop institutional strategies for internationalisation.”

Hudzik (2011) and Taylor's (2004) views, De Wit's (2002) organisational policies or strategies and internationalisation model were combined to form the nine phases or guiding principles. The principles were used as guidelines to compare and evaluate the internationalisation policies of the aforementioned studies. De Wit's (2002) internationalisation circle is the only recent model that revised the internationalisation cycle, and its explanations were developed by Knight and De Wit (1995), referred to as explanations of the internationalisation cycle, and the revised internationalisation circle by De Wit (2002). Some of the clarifications of phases in the internationalisation circle are based on Knight and De Wit's (1995) views as descriptions of the internationalisation cycle. However, De Wit (2002) adds the following phases: the analysis of context, implementation, and the integration. De Wit's (2002) internationalisation circle was congruent to this study, because of its comprehensive summary, and it is clear and comprehensible. The same phases were used as guidelines to develop an internationalisation policy at IHE because they have incorporated all aspects and activities of internationalisation at institutions. The nine phases are discussed in the following sections:

### **3.11.1 Analysis of context**

De Wit (2002) explains that this aspect entails the analysis of policies and documents to determine issues that will affect internationalisation at the institution. It is vital to analyse this context for vigilance towards positive and negative aspects from within or outside statements. This element concentrates on the analysis of policy documents, and internal and external statements.

### **3.11.2 Awareness**

De Wit (2002) stresses that awareness includes the needs, purposes and benefits of internationalisation to the institution and stakeholders. To be specific, there should be awareness of students, staff, faculty and society. The importance and benefits should be communicated to the whole institution, so that students, staff and faculties may provide input. Different activities should be tied to the mission and/or vision of the university. Awareness, notices and announcements of internationalisation programmes, activities and strategies should be channelled through formal and informal conducts of the university. Examples of communication channels include committees represented by members of faculties, newsletters, communications, sessions, forums, or face-to-face discussions.

### **3.11.3 Commitment**

In order to achieve the identified internationalisation goals, a written commitment and support should be expressed by senior administrators and boards of governors. The support and involvement of faculties and staff in internationalisation will develop if they are empowered to gain experience through the handling of internationalisation activities. It is only after a university's senior management has shown support that commitment will flow down to the lower structures of the institution, such as faculty, staff, and students.

According to Hudzig (2011), internationalisation should be supported by the highest leadership of the university, who commit themselves to the course. Although internationalisation must ultimately be supported by those who will deliver and

participate in its faculty, staff, students and academic units are the implementers and consumers of internationalisation at IHE, but without the commitment of leadership, efforts of internationalisation will be futile.

#### **3.11.4 Planning**

Taylor (2004) asserts that the development of an internationalisation plan or policy is crucial, and it is the strongest force for change. Each university should identify the needs to be fulfilled by internationalisation and the policy. Some universities' rationales or needs are student exchanges, joint programmes, enhancing awareness of countries, and enhancing university rankings and image in the world. Human and financial resources should be identified, so that internationalisation needs, purpose and benefits are realised.

De Wit (2002) holds that planning should deal with identifying the purpose of internationalisation, as well as its objectives, priorities and strategies. Clearly, developing an internationalisation policy should be motivated by the needs and priorities of the institution. Moreover, a policy or plan that is specifically designed for internationalisation at an institution has a better chance to succeed than a general strategy that only includes internationalisation as a sub-sector. A policy can direct the practices and goals of internationalisation, and it should include the interests and objectives of the university. OECD (2004) notes policy coherence as an important element, which requires coordination compatibility at a university. A policy should place emphasis on the recruitment of international students, curriculum design, and provision for students to study abroad.

### **3.11.5 Operationalise**

This phase includes the implementation of different aspects of an internationalisation strategy, and creating a supportive culture. De Wit (2002) outlines the following internationalisation activities to be operationalised: academic activities and services, organisational factors, and the way the institution uses guiding principles. Developments in teaching and learning should be the important elements to be included in internationalisation policies. Another important activity to be considered for inclusion in the policy is the provision of opportunities for international research collaborations by students. An internationalisation office or positions with experienced personnel in internationalisation is essential to spearhead the use of the policy as a guiding principle for internationalisation activities.

### **3.11.6 Implementation**

De Wit (2002) stresses that the implementation phase should include the implementation of identified programmes and organisational strategies that were put in place.

### **3.11.7 Review**

De Wit's (2002) reviewing phase focuses on assessing and continually enhancing the quality and impact of different aspects of the internationalisation process. The review stage entails the monitoring and assessment of the value and success of individual activities. There should be a regular intervention by the committee or office that coordinates the internationalisation programmes, in order to monitor the execution of the planned activities, and whether they are included in the overall strategic plan of the

university. Assessment should aim at enhancing the quality and impact of initiatives, and monitoring whether the policy is progressing positively or negatively. The review stage is also important in the integration of internationalisation into the regular administrative and academic systems of the institution.

### **3.11.8 Reinforcement**

De Wit (2002) explains that the development of an internationalisation policy or strategy should include incentives, recognition and rewards for faculty, staff and students who participate in internationalisation efforts. Merit systems like staff promotion and salary increments are some of the incentives that can be introduced in the policy to encourage more internationalisation activities and programmes to take place at a university.

### **3.11.9 Integration**

Integration enhances the inclusion of international dimension into teaching and learning, research, and service functions of a university. “Integration is the impact on teaching, research and service function” (De Wit, 2002, p. 136). The teaching and learning should include global dimensions – not only in the lecturer, but also in the tests, assignments and case studies. The integration will enable students to analyse complex issues related to the world. Given that the previous sections identified the guiding principles for developing an internationalisation policy in IHE, the next section explains the criteria for selecting the six case studies on university policies and strategies.

### **3.12 The selection criteria for case studies of selected university policies and strategies**

Internationalisation policies, strategies or procedures of the universities were selected with the aim to evaluate and compare them against best internationalisation practices, based on the top rankings of a particular university in the world or continent, the availability and accessibility of the policies, and the detailed content of the policy. The six universities selected for this study were two universities in South Africa, namely: UCT and Wits; one from the UK (University of Edinburgh), the Netherlands (Erasmus University Rotterdam (EUR), Belgium (Ku Leuven University), and Australia (University of Sydney). Times Higher Education (2015) ranks the two South African Universities first and fifth respectively in the top 200 universities in Africa in 2015. In addition, UCT was ranked 124th, and Wits was ranked in a group of 251-276 on the top 300 in the world in in 2015 period. Notably, South African universities were ranked at 333 and 521 respectively in the world on the University Web Ranking in the same period. UCT was ranked 68th as the most international university in 2014 and 75<sup>th</sup> in 2015 respectively.

The best global university rankings and for the most international universities were also done through the World University Rankings (2016). The rankings were used to guide the researcher in the selection and comparison of universities' internationalisation policies or strategies. In addition, the two university rankings were chosen because they both measured international features of the institutions. The study also chose the two rankings because they measured teaching and research, which form part of internationalisation activities and programmes.

“The Times Higher Education World University Rankings, founded in 2004, provides the definitive list of the world's best universities, evaluated across teaching, research, international outlook, and reputation. The data are trusted by governments and universities, and they are a vital resource for students to choose where to study” (World University Rankings, 2015, p. 1). “The measure of the most international universities considers each institution’s percentage of international staff, its international student numbers, and the proportion of its research papers that are co-published with an international author” (World University Rankings, 2015, p. 2). The university rankings for 2015-2016 are indicated alphabetically in the table below:

**Table: 3.1: World university rankings 2015-2016**

<b>University</b>	<b>The best global university Top 300 in the world for 2015-2016 period</b>	<b>Most international university Top 200 for 2015-2016 period</b>
Erasmus University Rotterdam (EUR)	71	142
Ku Leuven University	35	189
University of Edinburgh	24	52
University of Cape Town (UCT)	120	114
University of Sydney	56	86
University of Witwatersrand (Wits)	In the group of 201-250	190

Source: World University Rankings (2016).

It must be noted that IHE that are listed after 200 range are not listed individually, but in a group, hence Wits was ranked in a group of 251-276 in the period 2014-2015 and in a group of 201-250 in 2016. However, the South African universities are considered to have scored high as it is within the 300-top category. The selected internationalisation policies or strategies that were compared using internationalisation principles guidelines at IHE are as follows: the Erasmus University Rotterdam (EUR) has adopted the Erasmus Programme Internationalisation Education 2014-2018 (2014); The Ku Leuven University policy is referred to as Internationalisation: Less is more (2014); The University of Edinburgh policy is called the Internationalisation Policy or Strategy (2009); The University of Cape Town's (UCT) policy on internationalisation is called the UCT policy on internationalisation (2009); the University of Sydney is guided by a policy called Policy: Internationalisation (2008); whereas, the University of Witwatersrand's (Wits) policy is referred to as an Internationalisation Policy (2011).

The following table is a comparative breakdown to analyse the main activities of the nine phases as guiding principles on how to develop an internationalisation policy in IHE. The comparative analysis was done according to De Wit's (2002) internationalisation principles. A comparison of internationalisation policies of these universities will now be summarised in table 3.2 in the next section:

**Table: 3.2. Comparative analysis of universities internationalisation policies to internationalise principles guidelines**

<b>Name of university</b>	<b>Erasmus University Rotterdam (EUR)</b>	<b>Ku Leuven University</b>	<b>University of Edinburgh</b>	<b>University of Cape Town (UCT)</b>	<b>University of Sydney</b>	<b>University of Witwatersrand (Wits)</b>
<b>Name of policy document</b>	Erasmus Programme Internationalisation Education 2014-2018 (2014)	Internationalisation: Less is more (2014)	University of Edinburgh internationalisation policy/ strategy (2009)	UCT policy on internationalisation (2009)	Policy: Internationalisation (2008)	Internationalisation policy (2011)
<b>Guiding principle</b> 1. Analysis of context	<ul style="list-style-type: none"> <li>• The EUR will seek external assessment of its internationalisation policy by</li> <li>• The policy /strategy 2014-2018 will be implemented via thematic Strategic programmes focused on the overarching objectives of the Strategy 2014-2018</li> </ul>	<ul style="list-style-type: none"> <li>• The policy document proceed from the view that internationalisation is inherent to the essence of the threefold mission of the university</li> <li>• The content of the policy document of internationalisation is explained look at the vision that lies at the basis of the policy statement</li> </ul>	<ul style="list-style-type: none"> <li>•The Policy/strategy support the objectives contained in the overall university's policy/strategy</li> <li>•The policy paper continues to build on previous policy documents</li> </ul>	<ul style="list-style-type: none"> <li>• UCT play a leading role in lobbying the relevant government departments to relax legislation relating to the higher education sector.</li> <li>• Policy is viewed as giving expression to UCT's mission statement and strategic objectives, national legislation and regional treaties on education and training as well as being in line with the Code of Ethical Practice of the international Education Association of South Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• All decisions relating to the internationalisation of education and research are made in the context of the achievement of international excellence and best practice.</li> <li>• All decisions relating to the internationalisation of education and research are aligned with related University policies</li> </ul>	<ul style="list-style-type: none"> <li>• The policy articulates university views and strategies on internationalisation which is central to the university's understanding of itself and its mission</li> </ul>

Name of University	Erasmus University Rotterdam (EUR)	Ku Leuven University	University of Edinburgh	University of Cape Town (UCT)	University of Sydney	University of Witwatersrand (Wits)
<b>Name of policy document</b>	Erasmus Programme Internationalisation Education 2014-2018 (2014)	Internationalisation: Less is more (2014)	The University of Edinburgh internationalisation policy/strategy (2009)	UCT policy on internationalization (2009)	Policy: Internationalisation (2008)	Internationalisation policy (2011)
<b>Guiding principle</b>  2. Awareness	<ul style="list-style-type: none"> <li>• Stressed out the needs to institution and stakeholders</li>   <li>• Developed an international student handbook which is promoted to faculty staff, students and to communities on the web site.</li> </ul>	<ul style="list-style-type: none"> <li>• Stress out the needs and purposes of internationalisation</li>   <li>• Communication and awareness done through adapted office structure, committees and departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Policy is communicated internally and externally to all students, staff about the range of its international activities</li>   <li>• Communicated to partners to ensure that all specified internationalisation activities are embraced within the working culture of the university.</li> </ul>	<ul style="list-style-type: none"> <li>• Internationalisation experiential learning through student and staff mobility</li>   <li>• Internationalisation through social responsiveness and communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Stressing out the needs, purpose and benefits of internationalisation to the institution and stakeholders.</li>   <li>• Design an international communications programme to targeted audiences, with the University's communications strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness is executed by the Internationalisation Policy Committee (IPC), which inform stakeholders about internationalisation initiatives within the university.</li> </ul>

Name of University	Erasmus University Rotterdam (EUR)	Ku Leuven University	University of Edinburgh	University of Cape Town (UCT)	University of Sydney	University of Witwatersrand (Wits)
<b>Name of policy document</b>	Erasmus Programme Internationalisation Education 2014-2018 (2014)	Internationalisation: Less is more (2014)	University of Edinburgh internationalisation policy/strategy (2009)	UCT policy on internationalisation (2009)	Policy: Internationalisation (2008)	Internationalisation policy (2011)
<b>Guiding principle</b>  3. Commitment	<ul style="list-style-type: none"> <li>• Rector of the university indicated that internationalisation is an important part of academic training.</li> <li>• Leadership of the university is committed through its President of the Executive Board.</li> <li>• The plan was drawn up with the support of all stakeholders in the institution and outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior management of Ku Leuven University has shown support and therefore commitment has flown down at faculty</li> <li>• The Executive Board and the Academic Council of Ku Leuven University have accepted the policy that was presented</li> </ul>	<ul style="list-style-type: none"> <li>• The Principal and Vice Chancellor of the university signed introductory remarks and the Vice Principal (International) signed opening and concluding remarks in an official published policy/strategy document.</li> </ul>	<ul style="list-style-type: none"> <li>• Policy is supported by senior management, because the Strategic Plan 2010-2014 prepared for Council agenda indicated its first goal to internationalise UCT.</li> <li>• Leadership develops policy/strategies and advice on key trends in internationalisation in order to enable offices and units of the university to make strategic decisions around internationalisation.</li> <li>• Policies and strategies are made in order to enable offices and units of the university to take decisions</li> </ul>	<ul style="list-style-type: none"> <li>• The policy is developed under the office of the Deputy Vice-Chancellor International and take ownership of the document. The responsibility lies with the senior executive.</li> <li>• Development of strategic, operational, and action plans are coordinated through the International Institute Advisory Council.</li> <li>• The responsibility lies with the academics, the policy making committee and the appropriate administrative and</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of policy is coordinated by the Office of the Vice Chancellor.</li> <li>• IPC of Senate should reports regularly directly to Senate on issues related to internationalisation.</li> </ul>

					support service enters.	
<b>Name of University</b>	<b>Erasmus University Rotterdam (EUR)</b>	<b>Ku Leuven University</b>	<b>University of Edinburgh</b>	<b>University of Cape Town (UCT)</b>	<b>University of Sydney</b>	<b>University of Witwatersrand (Wits)</b>
<b>Name of policy document</b>	Erasmus Programme Internationalisation Education 2014-2018 (2014)	Internationalisation: Less is more (2014)	University of Edinburgh internationalisation policy/strategy (2009)	UCT policy on internationalisation (2009)	Policy: Internationalisation (2008)	Internationalisation policy (2011)
<b>Guiding principle</b> 4. Planning	<ul style="list-style-type: none"> <li>• The university wants to attract national and international talent both for students and staff.</li> <li>• Rationale/motives of internationalisation were identified.</li> <li>• Emphasis is put on internationalisation as the fourth main theme in the period 2014-2018 earmarked by the university.</li> <li>• A detailed chapter in the strategic plan of the university devoted to internationalisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis is put on incoming; outgoing and virtual nobilities; mobility and accessibility of internationalisation; development and institutional cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>• The university has developed a policy /strategy for internationalisation which will seek achieve the four outcomes.</li> <li>• Emphasis is put on the university motto referred to as Edinburg global.</li> <li>• The university has developed a policy / strategy for internationalisation which will seek achieve the four outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive emphasis of internationalisation is indicated in the Strategic Plan through six identified goals from which the internationalisation policy is based.</li> <li>• Internationalisation is indicated in the Strategic Plan through six identified goals from which the internationalisation policy is based.</li> <li>• Internationalisation is indicated in the Strategic Plan through six identified goals from which the internationalisation policy is based.</li> </ul>	<ul style="list-style-type: none"> <li>• Policy indicates that internationalisation should enhance the student experience and provision of support services to address the needs of a culturally diverse student.</li> <li>• Internationalisation is indicated and part of the university's strategic plan.</li> <li>• Internationalisation policy arises from the need for greater and coordinated focus on international activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Intention to consolidate its status as an intellectual leader in the world. Focus on the needs of the developing world. Enhance its reputation to be on top of 100 universities.</li> <li>• It has identified internationalisation purpose and goals.</li> <li>• The principles are guiding them to priorities what they want to achieve.</li> <li>• It has identified six internationalisation strategies.</li> </ul>

<p><b>Guiding principle</b></p> <p>5. Operationalise</p>	<ul style="list-style-type: none"> <li>• The University plan to make policy development, agenda-setting and the funding of research and education to increasingly become international.</li> <li>• EUR core areas of internationalisation include health, wealth, governance and culture and are driven by acquiring funds to further innovate research and education.</li> <li>• The funding of research and education</li> <li>• Internationalisation Education 2014-2018 (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Internationalisation activities stipulated in the policy include quality in the education.</li> <li>• Stipulated hospitality to all students and staff and to work within the international network.</li> <li>• International policy team is responsible for monitoring and implementing the internationalisation activities.</li> <li>• Internationalisation: Less is more (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• Internationalisation policy/strategy support is provided for the development and enhancement of the key identified features.</li> <li>• Participated in international research collaborations.</li> <li>• Policy has assisted for the university to employ more than 640 international academics, attracting a significant amount of research funding.</li> <li>• Employ more than 640 international academics, attracting a significant amount of research funding.</li> <li>• The University of Edinburgh internationalisation policy/strategy (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• The university supports internationalisation as an essential element of quality higher education and research, and includes the academic activities.</li> <li>• Activities include services which are identified in the six key internationalisation principles.</li> <li>• Policy ensures that student experience demonstrates international focus and international best practices.</li> <li>• Policy supports the rights of academics to develop their own individual academic links and collaboration.</li> <li>• UCT policy on internationalization (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Policy ensures that learning, teaching, research activities.</li> <li>• The university supports internationalisation as an essential element of quality higher education and research.</li> <li>• Internationalisation activities are executed by experienced personnel</li> <li>• Policy: Internationalisation (2008)</li> </ul>	<ul style="list-style-type: none"> <li>• Policy put emphasis on core areas such as intellectual, social and cultural through teaching and research, projecting.</li> <li>• Leading centre through research and academic provision, preferred top level international scholars and students, efficient use of resources earmarked to internationalise the internationalisation policy/strategy</li> <li>• The IPC and WIO monitor the execution of internationalisation activities</li> <li>• Internationalisation policy (2011)</li> </ul>
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Name of university	Erasmus University Rotterdam (EUR)	Ku Leuven University	University of Edinburgh	University of Cape Town (UCT)	University of Sydney	University of Witwatersrand (Wits)
<b>Name of policy document</b>	Erasmus Programme Internationalisation Education 2014-2018 (2014)	Internationalisation: Less is more (2014)	University of Edinburgh internationalisation policy/ strategy (2009)	UCT policy on internationalization (2009)	Policy: Internationalisation (2008)	Internationalisation policy (2011)
<b>Guiding principle</b>  6. Implementation	<ul style="list-style-type: none"> <li>Internationalisation activities are spearheaded by the International Office with experienced personnel.</li> <li>Implementing the policy/strategy lies with the Executive board, deans of faculties, task forces and project teams.</li> </ul>	<ul style="list-style-type: none"> <li>The adapted structure and the international policy team are responsible for monitoring and implementing the internationalisation activities.</li> <li>The International Office helps to promote the international dimension as much as possible</li> </ul>	<ul style="list-style-type: none"> <li>Policy / strategy activities are manned a team led by Vice Principal for International supported by senior executives and deans.</li> <li>The International Office within the university provides support for the development, implementation of the internationalisation strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Internationalisation policy and activities are spearheaded by International Academic Programme Office (IAPO) with experienced personnel.</li> </ul>	<ul style="list-style-type: none"> <li>An implementation committee which consists of senior executive group, deans, and other nominated Heads of administrative Units are implementers of the programme.</li> <li>Internationalisation activities are executed by experienced personnel in the office the Deputy Vice Chancellor for International, who is the owner and has management responsibility of the policy.</li> </ul>	<ul style="list-style-type: none"> <li>Executive in the office of the Vice Chancellor have the responsibility to the implementation and monitoring of the internationalisation policy.</li> <li>The policy is executed by Executive Management.</li> <li>IPC is the custodian of the University's process of internationalisation, and the Wits International Office (WIO) provides support to the IPC.</li> <li>The WIO provide administrative and advisory support of internationalisation to the university.</li> </ul>

<b>Name of university</b>	<b>Erasmus University Rotterdam (EUR)</b>	<b>Ku Leuven University</b>	<b>University of Edinburgh</b>	<b>University of Cape Town (UCT)</b>	<b>University of Sydney</b>	<b>University of Witwatersrand (Wits)</b>
<b>Name of policy document</b>	Erasmus Programme Internationalisation Education 2014-2018 (2014)	Internationalisation: Less is more (2014)	The University of Edinburgh internationalisation policy/ strategy (2009)	UCT policy on internationalization (2009)	Policy: Internationalisation (2008)	Internationalisation policy (2011)
<b>Guiding principle</b> 7. Review	<ul style="list-style-type: none"> <li>The policy/strategy is reviewed and adjusted if necessary during the assessment meeting.</li> <li>Progress is monitored and assessed every six month.</li> </ul>	<ul style="list-style-type: none"> <li>The policy document should be reviewed after every fourth year.</li> </ul>	<ul style="list-style-type: none"> <li>The International Office commits itself to report drawing from stipulated measures.</li> <li>The International Office commits itself to report annually on its progress.</li> </ul>	<ul style="list-style-type: none"> <li>Detailed priorities and strategies are reviewed on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>Internationalisation process is monitored and assessed by a committee that has implementation responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Regular intervention by IPC and WIO in order to monitor the execution of the planned programmes to see whether the policy is progressing.</li> </ul>
<b>Guiding principle</b> 8. Reinforcement	<ul style="list-style-type: none"> <li>Incentives and rewards are stipulated</li> <li>The policy recognises and encourages internationalisation at the university.</li> <li>Incentive fund for the internationalisation of the curriculum, a</li> </ul>	<ul style="list-style-type: none"> <li>Policy document reflects rewards of targeted subsidies that are given to student associations</li> <li>Encouraging and recognise traineeship, student exchanges and staff mobility.</li> <li>Granting lecturers the right to take</li> </ul>	<ul style="list-style-type: none"> <li>Incentives to staff and students are available and effort to offer international scholarships</li> <li>Development of a sustainable model to fund investment in the university internationalisation effort.</li> </ul>	<ul style="list-style-type: none"> <li>Recognition is given to the enthusiasm of the participating individuals, departments and institutions that drives successful international linkages.</li> <li>Recognition is given to the enthusiasm of the participating</li> </ul>	<ul style="list-style-type: none"> <li>Policy/strategic document indicated that the university will reward staff contribution.</li> <li>Recognition is given to staff who will participate in curriculum renewal.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate and provide support of international relationships by encouraging staff flow, both into and out of Wits</li> </ul>

	<p>mobility fund to stimulate exchange</p> <ul style="list-style-type: none"> <li>• Developed an incentive fund for the internationalisation</li> <li>• Credit mobility extended to assist students with financial problems to part take in the exchange programmes.</li> </ul>	<p>sabbatical and exchange leave</p> <ul style="list-style-type: none"> <li>• Encourage lecture mobility and grant lecturers the right to take sabbatical and exchange leave</li> </ul>	<ul style="list-style-type: none"> <li>• Scholarships to link with international partners and increased promotion of short-term programmes overseas.</li> </ul>	<p>individuals, and departments that drives successful international linkages.</p>		
<p><b>Guiding principle</b></p> <p>9. Integration</p>	<ul style="list-style-type: none"> <li>• Rationale of the policy is to develop excellent educational programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Internationalisation has been developed based on the threefold mission of the University which supports and stimulates education, research and social services.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy/policy assist for the university to participate in international research collaborations and attracting a significant amount of research funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Policy has recognised that internationalisation affects the curricula, research and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to internationalisation and internal engagement has resulted in collaborative relationships with leading universities in the area of teaching and research.</li> </ul>	<ul style="list-style-type: none"> <li>• Internationalisation policy expressed in curriculum design, research and teaching.</li> </ul>

### **3.12 Conclusion**

The role of IHE in the production and distribution of knowledge is of utmost importance. This chapter discussed the difference between globalisation and internationalisation, and its relations to IHE. It is evident that there is an overlap between globalisation and internationalisation, which leads to confusion. Literature defines globalisation as a broader term of which internationalisation is part of; however, both terms are related because they involve education, research, and skills. Through a literature review, it appeared that rationales are important to direct an institution regarding reasons to internationalise. The chapter also unpacked the rationales of internationalisation and the different forms of internationalisation as identified by various scholars. The chapter emphasised that the commitment of leadership at IHE towards internationalisation is crucial. It was indicated that a leader's commitment should be in writing; therefore, an internationalisation policy should be part of the IHE strategic documents to be concrete. There are various approaches to internationalisation, and the process approach was identified as suitable for this study because it contains phases that are essential when IHE are developing internationalisation policies to enhance internationalisation practices. Six IHE internationalisation policies were compared, using the nine phases as a model that was adapted from literature, which is considered a guiding principle for developing internationalisation policies at IHE. Finally, a tenth guiding principle, the international orientation, was added to the existing guidelines for developing an internationalisation policy. The next chapter will discuss the research methodology followed in this study.

## CHAPTER 4

### RESEARCH METHODOLOGY

#### 4.1 Introduction

This chapter outlines the research design, population, sample and sampling, research instruments, data collection, data analysis and ethical considerations.

#### 4.2 Research design

A research design is “a plan or strategy, which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used, and the data analysis to be done” (Maree, 2014, p. 70). Creswell (2014) defines research design as procedures of enquiry; thus, a research design is a detailed plan of how the study will be conducted, in order for the researcher to make conclusions and find answers to the research question. There are three types of research designs: quantitative design, qualitative design, and mixed methods design.

“Research designs are types of inquiries within quantitative, qualitative and mixed methods approaches that provide specific direction for procedures in a research design” (Creswell, 2014, p. 12). “The word ‘qualitative’ implies an emphasis on the qualities of entities, and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape the enquiry” (Denzin & Lincoln, 2011, p. 8). This study used a qualitative research

method, which is suitable for evaluating a case study. The qualitative research methodology was appropriate in guiding the researcher when comparing internationalisation practices from selected universities to serve as a guide for effective practices.

The effective practice guideline formed part of the open-ended questions of the interview guide. From the responses, the researcher compared and evaluated the feedback against effective practice guidelines, and then made recommendations. Based on this, the qualitative research design was used because it enabled the researcher to obtain in-depth responses from interviewees. Qualitative research is designed “to get interpretation and analysis of what people do and say without relying heavily on measurement or numerical analysis as quantitative methods do” (Priest, 2009, p. 6). Maree (2014) emphasises the importance of the qualitative approach, indicating that the study is carried out in real-life situations, and not in an experimental (test/re-test) situation. Therefore, the qualitative research design was preferred, which was the most suitable to discuss the topic of internationalisation at UNAM.

Within qualitative research, there are different types of research designs that can be used. “In the research literature, there are six types of qualitative research designs” (Maree, 2014, p. 5). Moreover, Creswell (2014) identifies similar qualitative research methods as Maree (2014), namely: conceptual studies; historical research; action research; ethnographies; ethnographies; and case study research.

- Conceptual studies

A conceptual study is largely based on secondary information, which is used to define concepts that add to the existing body of knowledge.

- Historical research

It is suitable in a comparative research design, where a researcher follows and monitors historical trends of the institutions being compared for a period of time.

- Action research

With this research method, a researcher acts as a mediator to help participants plan and implement an intervention that ought to alleviate the problem being experienced. The action research method deals with “why” and “how” questions. It also fits well with mixed research methods

- Ethnography

With this method, a researcher has to spend time with the group they want to research, observing their behaviour in the community they live in.

- Grounded theory

The Grounded theory seeks to develop a theory that is systematically grounded in data. Data are gathered and analysed following a systematic approach. The “Grounded theory provides a methodology to develop an understanding of social phenomena that are not pre-formed or pre-theoretically developed with existing theory and paradigms. This is why the Grounded theory is useful for researchers inquiring into phenomena where there is minimal previous research. The focus of the Grounded theory methodology is to inquire into what happens in a social context to uncover patterns in

the social life of which participants might or might not be aware” (Engward, 2013, p. 38).

- Case study research

“A case study investigates a contemporary phenomenon in its real-world context, especially when the boundaries between the phenomenon and context may not be clearly evident” (Yin, 2014, p. 2). The method can be used to analyse and study a case of a particular organisation. “Depending upon the underlying philosophical assumptions of the researcher, case study research could be positivist, interpretive or critical” (Maree, 2014, p. 75). Researchers use case studies to answer the how and why questions. Case studies, as one of the six research designs, “involves philosophical assumptions and distinct methods or procedures. The plan to conduct research contains the intersection of philosophy, research designs and specific methods” (Creswell, 2014, p. 5). Creswell (2014) refers to these philosophical assumptions as philosophical worldviews. “I have chosen to use the term worldview, meaning a basic set of beliefs that guide action” (Creswell, 2014, p. 6). Other researchers refer to the philosophical worldviews as epistemologies and ontologies. Maree (2014) and Creswell (2014) identify similar philosophical assumptions with each scholar, giving it a different name. While Maree (2014) outlines three, Creswell (2014) identifies four, which are explained as follows:

- Post positivism

Creswell (2014) made the assumption that post-positivism is mostly used in quantitative research. It deals with scientific research or empirical science. It is used in hypothesis testing, where the idea is separated from the test – through observations

and conduct measurements. Therefore, studying the behaviour of individuals using numeric measures is important for postpositivist.

- Transformative worldview

Creswell (2014) indicates that research contains an action agenda for reform that may change the lives of participants and the places where individuals work or live. This philosophical worldview concentrates on groups or individuals that are disadvantaged or marginalised. The philosophical assumption is that a picture of the issues being examined, people to be studied, and the necessary changes to be made need to be constructed.

- Pragmatic worldview

Pragmatism as a worldview, according to Creswell (2014), arises out of actions, situations and consequences, rather than original conditions, unlike the case of post-positivism.

- Constructivist worldview

Constructivism or social constructivism is combined with interpretivism. It is an approach to qualitative research. Social constructivists believe that individuals develop subjective meanings of their experiences towards objects. The meanings are varied and multiple, leading the researcher to look for the complexity of views, rather than narrowing meanings. The aim of the research is to rely on the participants' views of the situation being studied. McGregor and Murnane (2010) explain that interpretivism is appropriate when a researcher's intent is to understand how participants feel about a particular situation being studied.

The researcher used constructivism, combined with interpretivism, to develop the key research instruments for the study. In this particular study, the intent is to understand how participants feel about internationalisation at UNAM. The researcher designed the study in a way that a dialogue was possible with those involved with internationalisation: implementers or policy makers. The “qualitative research design is a carefully thought-through narrative of preliminary decisions that harmonise and provide initial guidance for the investigator’s fieldwork” (Saldana, 2011, p. 98).

Based on the literature above, the case study of UNAM was applicable because it was essential to have an understanding of the topic of internationalisation and to gather accurate data. Maree (2014) argues that a key strength of the case study method “is the use of multiple sources and techniques in the data-gathering process, and the case study research is aimed at gaining greater insight and understanding of the dynamics of a specific situation” (Maree, 2014, p. 76).

In this regard, Dinesh (2010) notes that case study research is the most appropriate method, as the topic of strategy for internationalisation of universities is relatively inadequately explored. UNAM was the case of this study because it is the oldest university in Namibia; it has the largest student base, 12 campuses that are stretched all over Namibia, and seven regional centres. There are three different types of case study research designs, and they are explained below:

The purpose of the exploratory case study research design is “to identify research questions or procedures in a subsequent research study, whether or not it is a case study” (Yin, 2014, p. 238). This study used the exploratory research design to evaluate

and compare UNAM's practices against effective internationalisation practices. "Exploratory research is where little work has been done, few definitive hypotheses exist, and little is known about the nature of the phenomenon" (Patton, 2015, p. 230).

The exploratory study was used because of minimal research conducted on internationalisation activities at UNAM. It was also not clear whether UNAM has an internationalisation policy; hence, the exploratory research design was used to answer this question. A pilot study in 2013 aimed to determine whether observations of the researcher regarding internationalisation at UNAM required further detailed research. The pilot study concluded that there are disparities in how internationalisation activities are executed.

The descriptive research design is "a case study whose purpose is to describe a phenomenon in the real-world context" (Yin, 2014, p. 238). Kowalczyk (n.d.) indicates that this is where a researcher is expected to explain in detail what is really happening in a real situation. The researcher has to dig for more information to avoid assumptions. Hence, the researcher used descriptive research in this study to obtain concrete information on whether UNAM has an internationalisation policy, which is regarded as the effective practice that can improve and guide internationalisation at IHE.

The explanatory research design "is a case study whose purpose is to explain how or why some conditions came to be, how or why some sequence of events occurred or did not occur" (Yin, 2014, p. 238). Kowalczyk (n.d.) indicates that in explanatory research, the researcher explains what is really happening after gathering data. The

researcher explains in detail the cause of some events. The researcher employed the explanatory research design to explain the cause of UNAM's engagement in internationalisation in a particular manner.

The researcher applied a multi-method strategy by using all three research designs in the study. The study began with exploratory research, focusing on internationalisation issues at UNAM that were not clear, and describing the situation through descriptive research, and finally explaining in detail what has been happening with regards to internationalisation practices at UNAM. The multi-method strategy is "the use of multiple methods with complementary strengths and different weaknesses; this criterion does not imply that one must always employ a mix of qualitative or quantitative methods in each project, but some research problems might be better served by combining different types of quantitative methods or qualitative methods" (Hunter & Brewer, as cited in Teddlie & Tashakkori, 2003, p. 10).

### **4.3 Population**

Population refers to "the entire group of people, events, or things of interest that the researcher wishes to investigate" (Sekaran, 2002, p. 265). Thus, the population is the total number of people that researchers target to include in their studies. It is a large group of people in an organisation or situation from which a smaller size is taken. The population of this study was all UNAM academic and administrative staff. "Academic staff refers to all persons employed by the University, whose conditions of employment include the obligations to undertake teaching or research" (University of Namibia Act 1992, (Act No. 18 of 1992)). The UNAM academic staff consists of

Deans, Heads of Departments (HoDs), lecturers, tutors and researchers. Deans are senior academic leaders who oversee operations in faculties, and they implement internationalisation programmes within their respective faculties.

The other category within administrative staff includes executive management: directors of academic centres, and directors of departments. Administrative staff are the non-academic employees who do not teach, but they oversee day-to-day operations of the university. The targeted administrative staff are the decision makers and policy makers. “The institutional decision making body is the governance body, responsible for long-term institutional planning and strategic development” (Eurydice, 2008, p. 7). Thus, the total target population was thirty five (35): ten (10) from executive management, eight (8) deans, and seventeen (17) directors of academic centres and departments.

The HoDs and deputy directors were excluded because they report directly to deans and directors. Additionally, not all administrative staff were interviewed, for it is a small number that deals with internationalisation. Although the Assistant Pro-Vice Chancellors of different UNAM campuses are part of management, they were excluded from the interviews because their views were assimilated by those of the deans and the executive management that were interviewed at the main campus. Moreover, the courses that they oversee are spearheaded by the faculties that are headed by the deans who participated in the interviews. The selected members of the executive management were interviewed because they are the highest body of the university that leads UNAM and makes strategic policies such as internationalisation.

However, the executive management that was interviewed excluded the Chancellor, the Chairperson, and the Deputy Chairperson of Council because they are not fulltime employees of UNAM, and they do not run the day-to-day operations of the university.

Furthermore, the directors were selected based on their centre and departmental involvement in internationalisation activities, and they are not a unit of any of the faculties. The selected directors are: the directors of the Centre for Quality Assurance and Management (CEQUAM), the director of the Centre for Research and Publications (CRP), and the Director for External and International Relations Office (EIRO). CEQUAM facilitates mechanisms at UNAM to ensure that students receive quality education and qualifications that are at par and recognised in the world. One of its objectives is to “co-ordinate and monitor quality assurance activities within UNAM functional units (faculties, schools, departments, directorates, centres, units, divisions, support services, as well as staff and student welfare” (Centre for Quality Assurance and Management, 2015, p. 5).

The CRP coordinates the research output of staff and students at UNAM. It aims to “provide quality higher education through teaching, research and advisory services to produce productive and competitive human resources who are capable of driving public and private institutions towards a knowledge-based economy, economic growth, and improved quality of life, while its vision is to be a beacon of excellence and innovation in teaching, research, and extension services” (Centre for Research and Publications, 2016, p. 4).

The EIRO deals with the coordination of agreements and partnerships with national and international organisations, institutions and stakeholders, facilitating students and staff exchange programmes. However, the Department is not indicated on the university website, and it has not published annual reports like all other departments.

#### **4.4 Sample**

“Sampling refers to the process used to select a portion of the population of the study” (Maree, 2014, p. 79); it is the smaller, definite number of participants selected from the larger amount of a targeted population. Marshall, Cardon, Poddar and Fontenot (2013) outline three methods a researcher in qualitative research can use to justify a sample size: “to cite recommendations by qualitative methodologists, to act on precedent by citing sample sizes used in studies with similar research problems and designs, and internal justification” (Marshall, Cardon, Poddar & Fontenot, 2013, p. 13).

Marshall, Cardon, Poddar and Fontenot (2013, p. 21) suggest that “single case studies should contain 15 to 30 interviews”. This study used the internal justification, which adhered to the recommendation proposed by qualitative methodologists. A total of eighteen (18) participants were selected for the interview: eight (8) deans of faculties, seven (7) members of executive management includes the VC; Pro-Vice-Chancellor: Academic Affairs (PVC: AA); PVC: Administration and Finance (PVC: A&F), Pro-Vice-Chancellor: Research and Innovation (PVC: R&I), the registrar, the bursar, the university librarian; two (2) directors of academic centres and one (1) departmental director. Only sixteen (16) out of eighteen (18) participated in this study. Eighteen

(18) participants were a suitable sample because qualitative research normally uses a smaller sample size for in-depth analysis (Maree, 2014).

According to Creswell (2014), there are two types of sampling designs, namely single-stage and multi-stage sampling. The multi-stage or cluster sampling is used when it is difficult for the researcher to compile a list of participants within the population. On the other hand, “a single-stage sampling procedure is one in which the researcher has access to names in the population and can sample the people directly” (Creswell, 2014, p. 158). The researcher employed the single-stage sampling procedure, where the names of selected participants were retrieved from the UNAM organogram and structure. Different departments, centres and faculties’ annual reports were scrutinised to determine those who are involved in internationalisation activities; hence, it was used to justify the number and those who should take part in the interview for validity.

There are sixteen (16) sampling strategies; however, Maree (2014) “outlines three common strategies: stratified purposeful sampling, snowball sampling and criterion sampling” (Maree, 2014, p. 79). Stratified purposeful sampling refers to the selection of participants according to pre-selected criteria that are relevant to a particular research question. The sampling method requires “access to key informants in the field who can help in identifying information-rich cases” (Suri, 2011. p. 66).

Criterion sampling implies that the researcher structures the study with typical participants’ characteristics like age, place of residence, gender, class, marital status and profession. Finally, snowball sampling is a chain-referral sampling method,

whereby participants are interviewed before referring the researcher to prospective participants. These are seen as key persons in providing relevant information because of their experiences or involvement in what the researcher seeks to investigate.

The stratified purposive sampling approach was used in this study by selecting individual participants on the basis of their involvement in internationalisation at UNAM. “Purposive sampling is, therefore, most successful when data review and analysis are done in conjunction with data collection” (Maree, 2014, p. 79). This technique was chosen based on Maree (2014), who emphasised that in stratified purposive sampling, participants and interviewees were selected according to pre-selected criteria relevant to particular research questions. This approach is appropriate for this study because it allowed for access to key informants who could help in identifying information-rich cases (Suri, 2011). Samples were constructed on a non-random probability sampling basis.

#### **4.5 Research instruments**

According to Annum (2017), research instruments are tools that the researcher uses to obtain data. The researcher interviewed key respondents face-to-face, using open-ended questions to allow participants to provide free-form answers. “The interviewer prompts participants to answer with sentences, lists and stories, giving deeper and new insights” (Farrell, 2016, p. 1). Interviews are the most “common form of data gathering in qualitative research studies because they directly solicit the perspectives of the participants” (Saldana, 2011, p. 84). Primary data were collected through experience and behavioural questions that participants responded to.

“Answers to these questions tell us what people think about some experiences or issues. They tell us about people’s goals, intentions, desires and expectations” (Patton, 2015, p. 444). Secondary data were gathered through the collection of information from other institutions of learning, comparing internationalisation policies from other universities, statistical data and strategic documents such as annual reports, literature on the topic of internationalisation policies or strategies, approaches and practices, and the UNAM strategic plans, as well as faculty or departmental guidelines and procedures.

#### **4.5.1 Pilot study**

A pilot study was conducted before the main study. A pilot study is “a small-scale experiment or set of observations undertaken to decide how and whether to launch a full-scale project” (Pilot study, n.d.). The first aim of the pilot study was to review the progress of internationalisation at UNAM, to determine if UNAM engages in internationalisation activities, whether there is an internationalisation policy, and whether it was adhered to. Eight structured questions were sent via e-mail to the eight deans of faculties. The aim of the pilot study was to determine whether it was justifiable to continue developing the research proposal, whether there was a problem that needed to be researched.

The second aim was to determine whether the questions would be understood by the main interviewees. Similar questions that were used during the actual data collection phase were used to interview the participants in the pilot study. Structured qualitative questions were used to interview the participants. Since the deans, administrative

directors and executive management were selected for the main data collection, they were excluded in the interview of the pilot study. The pilot study interviewed four participants in deputy positions, but from similar departments of the participants selected for the main data collection. The participants for the pilot study consisted of one deputy dean, a member of the executive management, and two deputy directors from CRP and CEQUAM. The main objective of the pilot study was to validate the credibility and trustworthiness of the research.

#### **4.5.2 Refinement of the research instruments**

The pilot study facilitated the restructuring of the questions that were used for data collection. The researcher realised that the initial questions were designed as closed-question, which would not give the researcher an in-depth response as required in the qualitative research. These were later changed to open-ended questions in the pilot study. Participants responded to the questions individually, as the researcher changed the method of interviewing to face-to-face in order to probe participants for a clear understanding through an audio recording, note taking and observation.

In the pilot study, the researcher realised that interviewees could not remember what the UNAM mission statement indicates. Hence, the researcher inserted the mission statement, and read it out to the interviewees before they were asked to respond to the question. During the pilot study interviews, the audio recorder that was used became malfunction, and it failed to record two individual interviews; this was only noticed by the researcher after the interviews were completed. The researcher had to approach the

equipment technicians to restore the audio recording settings, and a mobile phone was used as additional equipment to ensure that each interview was recorded.

The pilot study allowed the researcher to gain more confidence in order to probe participants in the interview. The researcher learned to be firm and to remind the interviewees to focus on the question being asked, as most of the time, their answers became vague and not focussed on a particular question. The questions also became familiar during the pilot studies, so it was possible to ask a question without reading it line-by-line, as it happened in the second pilot study.

Since the interviewees work in an academic environment, and most of them have conducted research themselves, the researcher assumed that there was no need to explain the purpose for collecting the data and to emphasise that confidentiality would be protected. At the end of the interview, the interviewers asked the researcher to indicate the purpose of collecting data. Through this experience in the pilot study, the researcher changed the approach by inserting an introductory paragraph before the questions, stating the research topic.

#### **4.5.3 Credibility and trustworthiness**

“When qualitative researchers speak of research ‘validity and reliability’, they usually refer to research that is credible and trustworthy” (Maree, 2014, p. 80). In order to increase the credibility and trustworthiness of the study, the researcher used four methods as part of the research instruments: firstly, the responses from the participants

of the pilot study and the main research were compared; secondly, the discussions and the way of asking questions were conducted in a consistent manner with all participants; thirdly, the credibility and trustworthiness were increased by using observations, interviews, pilot survey and document analysis during the study; lastly, the researcher sought assistance of an Atlas. ti specialist at NUST to transfer the raw data into the software for interpretation. The aim was to avoid bias from the researcher as a colleague of the interviewee.

In addition, the researcher sought the assistance of three colleagues at UNAM to assist with data interpretation. The three colleagues are researchers, and they are skilled in quality assurance matters, ethical clearance, and internationalisation issues. “It is generally accepted that engaging multiple methods of data collection, such as observation, interviews, and document analyses will lead to trustworthiness. In addition, involving several investigators or peer researchers to assist with the interpretation of the data could enhance trustworthiness (Maree, 2014, p. 80).

#### **4.6 Procedure**

Data were collected from August 2 to October 31, 2017. Firstly, through the secretaries, the researcher requested meetings with the participants. This process of data collection was used during the first pilot study and the data collection of the main study. The aim of the requested meetings was for the researcher to introduce herself to the participants, and to state the intention to interview them. It was in the same meeting that the researcher explained the importance of each participant to sign a consent form.

In the case of the Engineering Faculty, an appointment was made to do the introductions telephonically. Participants were requested to provide convenient slots for the interviews. Twelve out of eighteen identified members to participate in the interview indicated their readiness to be interviewed, without a researcher's meeting to introduce the intention and purpose of the interview. The request by the interviewees to omit the introductory meeting was confirmed by as requested by the researcher.

During the interview, the researcher probed interviewees to further explain their ideas, and to obtain in-depth information on issues that were not discussed extensively. The researcher ensured that all questions were answered to avoid new ideas or information. (Maree, 2014, p. 79) indicates that "during data collection, the researcher should see to it that the new data no longer brings additional insights to the questions when a point of saturation is reached." The researcher advised interviewees before the discussions to freely convey their views and to ask the researcher to repeat questions for clarity. Interviewees were also assured that the information would be used only for the purposes of the study, and confidentiality was emphasised.

#### **4.7 Data analysis**

From August 2 to October 31, 2017, the researcher requested the secretaries of the VC and PVC: A&F to schedule slots for interviews. Despite the reminders through s and speaking to the secretaries telephonically and face-to-face, the VC and PVC: A&F could not be interviewed because of their busy schedules. Therefore, only sixteen out of eighteen identified members were interviewed face-to-face. The data were collected by interviewing the eight deans, PVC: AA, PVC: R&I, the registrar, the bursar, the

university librarian, two directors of academic centres, and one departmental director. The total percentage of interviews covered is 88%.

Data from the interviewees were analysed by themes and codes. Priests, (2009, p. 179) suggests that “qualitative data must be presented in a way that appropriately represents what has been discovered.” The researcher used a descriptor with a multi-variate analysis method; data analysis, interpretations, and writing the findings were used concurrently. “Data analysis is an eclectic process, and analysis will occur simultaneously with interactive data collection, data interpretation, and report writing” (Creswell, 2014, p. 195). Given that the purposive sampling method was used for this study, data were analysed and interpreted while writing the results. “Purposive sampling is successful when data review and analysis are done in conjunction with data collection” (Maree, 2014, p. 79).

The study used content analysis, which is an inductive and interactive process to make sense of the responses from the interviewees by analysing their perceptions, experiences, feelings and knowledge towards an internationalisation strategy at UNAM. Data were transcribed from the audio and notes. Responses and feedback were then classified and studied to identify the main ideas and themes. Thereafter, coding was done by clustering similar topics; and then major and sub-topics were separated into themes and categories. The researcher employed a descriptive analysis, assisted by Atlas.ti, and responses were organised into categories and sub-categories. The Atlas.ti software was used for coding, reducing bulk data into quotations, and concluding meaning that was initially unclear.

When all the quotations were extracted from the word document, the researcher loaded the document (primary documents) into Atlas.ti. The quotations were then coded by attaching codes to them – in either open coding or vivo coding. This process, according to Silver and Lewins (2014), attempts at systematically group aspects that are of interest to the study. After the coding process, prominent codes emerged, which then focused on answering the objectives. Similar codes were merged, and those that do not appear frequently were eliminated during the second stage of coding.

The ATLAS.ti software “provides the ability to link quotations to create networks where helpful patterns in reporting are identified” (Krippendorff (2013, p. 356). Stanford University (2012) supports the use of Atlas.ti because it is a modern technique to analyse qualitative data. Finally, the researcher compiled graphs and mind maps that summarised the responses of the collected data. Elliot (2012) explains that mind maps are exciting and visual forms of representing qualitative data.

#### **4.8 Research ethics**

Cresswell (2004, p. 192) states that “self-reflection creates an open and honest narrative that will resonate well with readers”. The researcher avoided bias by remaining as objective as possible during the data collection and analysis. For confidentiality purposes, anonymity was practised, so that the names of the participants are not revealed. Instead, the research used codes and pseudonyms. Furthermore, the researcher avoided asking sensitive questions during the interviews.

Relevant documents and authorisations were obtained before the actual research could be conducted. Permission was also firstly obtained from the previous Director of the EIRO, whose office is the custodian of all internationalisation projects at UNAM, to conduct the study on campus. Moreover, a permission letter was granted by the Office of the Registrar to conduct the interviews with the UNAM staff. The researcher also obtained an Ethical Clearance letter; and a permission letter to conduct the study was granted, which was signed by the Director of the Centre for Postgraduate Studies.

#### **4.9 Conclusion**

This chapter provided an explanation of the procedures that were followed to collect data. The chapter discussed the research design and approaches for data collection. Furthermore, the chapter highlighted the target population for the study, the sample and sampling procedures, and the research instruments. Finally, the chapter explained the data collection and analysis procedures, as well as the ethical considerations. The next chapter will outline the data presentation, analysis and interpretation.

## **CHAPTER 5**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **5.1 Introduction**

This chapter is organised into two parts; the first part is the analysis of the data and interpretations as gathered through the sixteen (16) respondents, who were interviewed face-to-face. Responses and feedback were classified and studied to identify the main ideas and themes. Coding was done by clustering similar topics with major and sub-topics classified into themes and categories. The researcher employed a qualitative analysis, assisted by Atlas.ti. The responses of all sixteen (16) respondents are preceded by data analysis and interpretations. The second section of this chapter compares the internationalisation policies of selected universities to prepare a guideline for the development of the internationalisation policy at UNAM. The chapter concludes with an analysis of different institutions' internationalisation policies. All the six selected universities formed part of the analysis against De Wit's (2002) principles to enhance internationalisation. In order to determine the performance of each university, the criteria proposed by Hudzik (2011); Taylor (2004), and the proposed internationalisation circle by De Wit (2002) were employed. The responses of the interviewed respondents are analysed in the next section.

#### **5.2 Analysis of the responses from participants**

##### **5.2.1 Biographical information of the participants**

Data were gathered from sixteen (16) participants: eight (8) deans from the eight faculties at UNAM, five (5) from executive management, and three directors. All

participants have been in leadership positions for two to fifteen years; thus, it is safe to conclude that all the participants have been involved in internationalisation activities through their current or previous positions. The criteria for identifying participants for the interviews were based on the fact that they have been involved in decision making about internationalisation and in the formulation of the UNAM strategic plans and policies.

### **5.2.2 Data presentation, interpretation and analysis**

A total of sixteen (16) open-ended questions were posed to the participants to obtain information, based on the perspectives of nine pre-determined elements. De Wit's (2002) internationalisation circle was used because it is comprehensive and easy to follow. The nine (9) elements were used as a guideline to develop an internationalisation policy at IHE because they have incorporated all aspects and activities of internationalisation. The purpose of the interviews was to determine whether UNAM has an internationalisation policy to improve the process of internationalisation at the institution while adhering to the effective internationalisation practices in future. De Wit's (2002) elements are: analysis of context, awareness, commitment, planning, operationalises implementation, review reinforcement, and integration. Each of the questions, related to the nine elements, are discussed below:

**Question 1: In your opinion, how does UNAM's current mission statement support your understanding of internationalisation?**

**Respondent 1:** The respondent opined that internationalisation is not clearly stipulated in the UNAM mission statement, and it is not explicit enough towards internationalisation. The respondent stated that although internationalisation is evident through the admission and recruitment of foreign students and staff, internationalisation is not well articulated in the mission statement.

**Respondent 2:** The respondent indicated that the mission statement is broad and not specific towards internationalisation, which is the effect of the lack of enthusiasm towards internationalisation at UNAM.

**Respondent 3:** The respondent stated that internationalisation is not explicitly stated in the mission statement. However, the respondent indicated that terms such as 'research' and 'quality higher education' in the mission statement briefly refer to internationalisation. The respondent concluded that internationalisation is indicated briefly in the mission statement; although it is implied, it is not explicit enough.

**Respondent 4:** The respondent assumed that the phrase 'knowledge-based economy' in the mission statement refers to internationalisation; however, the phrase does not adequately drive internationalisation.

**Respondent 5:** The respondent is aware of phrases in the mission statement like 'produce competitive human resources' and 'knowledge-based', which according to the respondent, form part of internationalisation. The respondent, however, suggested that the mission statement should articulate internationalisation well in terms of research, teaching and advisory services.

**Respondent 6:** The respondent is aware that the mission statement is not specific about internationalisation, although it indicates words such as ‘productive’ and ‘competitive human resources”, which are linked to internationalisation. The respondent opined that the mission statement is not supposed to cover everything.

**Respondent 7:** The respondent is of the opinion that the area of research and teaching included in the mission statement is adequate.

**Respondent 8:** The respondent is convinced that the mission statement captures internationalisation through the inclusion of the concept of ‘knowledge-based economy’.

**Respondent 9:** The respondent stated that the mission statement is adequate, but it is broad. The respondent is not convinced that the mission statement embraces the transformation of internationalisation.

**Respondent 10:** Although the respondent is fully aware that internationalisation is included in the mission statement, the respondent stated that it is not explicit and clearly indicated. The respondent considered ‘be competitive’ in the mission statement as a phrase that refers to internationalisation.

**Respondent 11:** The respondent indicated that not much has been stated about internationalisation in the mission statement, insinuating that the mission statement is not explicit about internationalisation.

**Respondent 12:** The respondent indicated that the mission statement does embrace internationalisation in general, neither does it explicitly elaborate on internationalisation, and it is generic.

**Respondent 13:** The respondent stated that the mission statement does not pronounce the internationalisation aspect well. Internationalisation can only be detected in the phrase ‘knowledge-based economy’ that is stipulated in the mission statement.

**Respondent 14:** The respondent stated that the mission statement is supportive towards internationalisation because of words such as ‘quality of education’, ‘research’ and ‘advisory services’.

**Respondent 15:** The respondent stated that the mission statement does not explicitly refer to internationalisation, but the phrases that are included in the mission statement, such as ‘competitive’, ‘quality higher education in teaching’ and ‘services’ cover the aspect of internationalisation.

**Respondent 16:** The respondent indicated that the mission statement includes the aspect of internationalisation because of the word ‘quality’ contained in the mission statement.

**Analysis and interpretations:** Thirteen out of sixteen respondents (81%) indicated that the mission statement of the UNAM Strategic Plan is not clear; however, although three respondents (19%) were not conclusive in their responses, they indicated that the mission statement includes internationalisation. Eighty one percentage of respondents considered words and phrases in the mission statement to have made reference to internationalisation. It is, therefore, evident from the responses that UNAM’s mission statement is broad: it is not clear and explicit towards internationalisation; hence, it is not comprehensive. Contrary to the internationalisation policy (2014) of the KU Leuven University Internationalisation, less is more referred to as Internationalisation; it emphasised that the internationalisation policy document should be designed as per

the views stipulated in the mission of the university. The respondents stressed that internationalisation should be clear and evident in the mission statement.

Similarly, Knight (2012) suggests that institutional policies should embrace their mission statements. De Wit (2002) advises governance to not ignore the active involvement of faculty and staff, the articulated rationale, goals for internationalisation, and recognition of an international dimension in the mission statement and other policy documents. Thus, if the majority of UNAM policy makers and management are aware that the institution's current statement is unclear, it is an indication that the mission statement is also not clear towards internationalisation. As a result, the UNAM management might not support internationalisation programmes and activities.

When the mission statement does not support the understanding of internationalisation, the staff and stakeholders of the institution is likely to be uncertain of the direction towards internationalisation. Given the misunderstanding of internationalisation, management is likely to not delegate responsibilities and authority to students, staff, faculties, departments and units on matters related to internationalisation.

Due to a lack of an unclear mission statement, which might lead to misunderstandings of internationalisation by 81% of respondents, it is impossible for UNAM to make a valuable evaluation on the current internationalisation activities and programmes that are taking place. It is through the evaluation of what is being executed that improvement strategies can be proposed. Although 81% of the respondents indicated

that the mission statement includes internationalisation, they could not indicate that the mission statement facilitates the respondents to understand the concept of internationalisation. Thus, the UNAM management at interprets views about internationalisation differently.

**Question 2: Policies at national level create a positive enabling environment for universities and greater internationalisation plans in a country. What is your opinion on this?**

**Respondent 1:** The respondent agreed with the statement, emphasising that without appropriate government policy, it will be difficult for the university to implement policies effectively. The respondent opined that if the government is xenophobic, it will be impossible for the university to have foreign lecturers, researchers and staff. The respondent stated that the objectives of internationalisation cannot function without the support of government policies.

**Respondent 2:** The respondent agreed with the statement, stating that the institution should be funded by the government.

**Respondent 3:** The respondent is in support of the statement that the government creates a positive enabling environment, clarifying that there is a lack of a clear strategy, funding and a mechanism to monitor the impact of internationalisation from the government. The respondent suggested that there should be government involvement and support towards internationalisation.

**Respondent 4:** The respondent agreed that national policies should enable internationalisation to take place at universities. There should not be a contradiction between government and IHE policies.

**Respondent 5:** The respondent suggested that the government should create an enabling environment, stating that certain governments have conflicting issues of imbalance regarding IHE within their countries.

**Respondent 6:** The respondent emphasised that any IHE regulations should be in line with government policies.

**Respondent 7:** The respondent was in agreement with the statement, indicating that internationalisation should take cognisance of the national policy so that IHE can know the areas to engage in.

**Respondent 8:** The respondent supported the statement and suggested that UNAM should affiliate with the Ministry of International Relations and Cooperation for the institution to make an impact on spearheading internationalisation in the country.

**Respondent 9:** The respondent indicated that the statement is true. The respondent stressed that because of bilateral agreements signed by the government, institutions are able to collaborate without complications. The respondent gave an example, that through the Commonwealth, all other universities will benefit. Bilateral agreements create opportunities for universities to collaborate.

**Respondent 10:** The respondent agreed with the statement, but does not know whether both IHEs and the governments should have policies.

**Respondent 11:** The respondent indicated that the statement is correct, emphasising that if there is a policy at a national level that compels IHE to engage in internationalisation, IHE will be compelled and committed to embark upon internationalisation. A national-level policy will ensure commitment to IHE, and it will provide funds to enable universities to engage in internationalisation.

**Respondent 12:** The respondent agreed that national policies create a positive, enabling environment for universities and greater internationalisation plans in the country. However, according to the respondent, international students still experience challenges because government institutions are not willing to assist foreign students with visas for internships, especially paid internships.

**Respondent 13:** The respondent indicated that the statement is true, emphasising that government policies and IHE should collaborate.

**Respondent 14:** The respondent was in agreement with the statement, stating the government is the enabler for every institution in the country to interact.

**Respondent 15:** The respondent stated that he is not aware that policies at the national level create a positive enabling environment for universities and greater internationalisation plans in the country.

**Respondent 16:** The respondent stated that the statement is true but indicated that the Ministry of Home Affairs is doing the opposite, as work visas for lecturers are not processed on time, causing delays to commence duty timeously.

**Analysis and interpretation:** Fourteen out of sixteen (88%) are in agreement with the statement; two participants (12%) are not aware whether policies at a national level

can create a positive enabling environment for universities and greater internationalisation plans in the country. Respondents are fully aware that IHE should be in cognisance of policies and factors that affect internationalisation activities through its mission statement – within or outside the institution.

The respondents suggested that internationalisation objectives and activities should not be isolated, but they should be in line with government policies. Institutional and national policies should be congruent to avoid adverse effects of internationalisation at IHE. The responses are in line with Knight's (2008) explanation that internationalisation involves delivering higher education at national and institutional organisations. Respondents also proposed that national policies should be enhanced to improve internationalisation to all stakeholders at an institutional level through IHE. The latter comment is in support of De Wit (2016), who explains that internationalisation enhances the delivery of higher education to its staff, students and community.

Although respondents agreed with the statement, they could not confirm that practically, the government is in support of internationalisation at IHE such as UNAM. The respondents raised concerns that the government, through its board of directors, has been delaying services. As a result, internationalisation activities were hampered; effort and progress have been undermined at IHE (including UNAM). This statement is similar to Cerna's (2014) argument that governments are the cause of bottlenecks and challenges to international students who required visas, deterring internationalisation efforts at IHE.

It is advantageous for UNAM and the country at large if 88% of respondents agrees for national policies to create a positive, enabling environment for universities and greater internationalisation plans in the country to prosper. This way, the UNAM management is likely to design their internationalisation plans in line with the national plan. If the UNAM and the government internationalisation policies are harmonised, it will effectively contribute to the economic growth and prosperity of the county. Therefore, a harmonised internationalisation policy through UNAM respondents and the government will enhance greater support in the pursuit of national long-term plans such as Vision 2030, medium-term plans like NDP4, the MDGs, and other legislative and policy frameworks of Namibia related to IHE.

**Question 3: In your opinion, what does internationalisation at the tertiary level mean?**

**Respondent 1:** The respondent explained that internationalisation at IHE involves the establishment of contacts, relations and cooperation, emphasising that universities are unable to thrive if they do not forge these links. The respondent further suggested that universities should be universal, and not narrowed by working in isolation.

**Respondent 2:** The respondent did not define internationalisation at tertiary education, suggesting that instead of a policy, the university should rather have strategies of internationalisation. The respondent outlined four activities that should be included in the internationalisation strategy: student and staff mobility, research, engagement, and funding.

**Respondent 3:** The respondent explained that the world has become interconnected as the global economy emerged; hence, IHE are prioritising internationalisation. The

respondent further indicated that specific programmes are made by IHE towards internationalisation activities.

**Respondent 4:** The respondent indicated that internationalisation means obtaining knowledge from outside the country. The respondent further clarified that students are not only involved in knowledge, but also to gain experiences by travelling to other countries, and to interact with one another. The respondent elaborated that internationalisation enables staff members to learn from other countries, to be open to new experiences, and for IHE to collaborate with other countries.

**Respondent 5:** The respondent defined internationalisation at tertiary level as a term that includes the global context to it; it includes activities that are conducted globally.

**Respondent 6:** The respondent stated that internationalisation at tertiary level means that higher education programmes should be at par with worldwide standards. The respondent indicated that a qualification framework should be aspired by standards, in order for students to obtain credit from other universities. The respondent suggested that IHE should create bridges for students and staff to move freely anywhere else in the world to study and work.

**Respondent 7:** The respondent explained that internationalisation is when a university can attract international students and staff, and when it adopts effective internationalisation practices.

**Respondent 8:** The respondent answered that internationalisation at the tertiary level is a platform where a university collaborates with other universities or faculties internationally.

**Respondent 9:** The respondent pointed out that internationalisation is when an IHE allows its institution to be exposed to other universities, enrolling students from over the world, and sharing collaboration on curricula.

**Respondent 10:** The respondent stated that internationalisation can be viewed from different perspectives – being seen as an international student university, and the type of collaborative research that can be carried out by such a university.

**Respondent 11:** The respondent indicated that internationalisation at tertiary level means that higher education is not meant to be participated by local students and staff. The respondent suggested that there must be mobility and exchanges taking place, and any student graduating from UNAM can work anywhere else in the world.

**Respondent 12:** The respondent indicated that internationalisation safeguards the institution's presence at international platforms; programmes have an international content and they are recognised internationally. The respondent further explained that internationalisation is when programmes enable students to study anywhere else; there should be no barriers because all programmes at the home university are recognised everywhere. Likewise, the local curriculum should have international provisions, to ensure that programmes speak to international dimensions in order to accommodate foreign students who are studying at UNAM.

**Respondent 13:** The respondent indicated that internationalisation is included in the international component of education. The respondent elaborated that internationalisation is when lecturers come to the home university (inbound participants), and students and lecturers going out to other universities (outbound participants). This also happens for non-teaching academics; for example, outbound or inbound researchers.

**Respondent 14:** The respondent mentioned that internationalisation at tertiary level attempts to broaden aspects of tertiary institutions globally. The respondent clarified that when staff or student is going to a foreign university, they tend to speak the same academic language.

**Respondent 15:** The respondent indicated that internationalisation means to collaborate with other universities, indicating that UNAM collaborated with experienced universities to develop new programmes.

**Respondent 16:** The respondent explained that internationalisation at the tertiary level is when IHE academic programmes are at the same standard as that of other universities worldwide. Programmes should be able to accommodate academics from across one region to another and still be recognised anywhere else. There should be a platform for academics and students to interact. The respondent further elaborated that internationalisation means universities working together for quality assurance and for professional development.

**Analysis and interpretation:** Ninety three percentage of the respondents are aware of what internationalisation at tertiary level is. However, through the responses, it is clear that internationalisation can be defined in different ways, depending on what a particular institution considers important. The definition is aligned with the activities that are prioritised by the institution. The responses are in line with Warwick and Moogan (2011) who maintains that universities may consider internationalising by narrowing the definition according to their needs and processes.

In addition to the respondents outlining various forms of internationalisation, also attributed various activities as contributors of internationalisation, such as staff and student exchanges, the curriculum and academic programmes as part of international content, as well as joint research. The identified activities and programmes identified by the respondents are in line with Hudzik's (2011) activities, which are a combination of various internationalisation activities, such as student mobility, exchange programmes, and international education at an institution, referred to as comprehensive internationalisation. However, none of the participants indicated the needs, purpose and benefits of internationalisation. Thus, the UNAM community is not aware of the benefits of internationalisation.

De Wit (2002) contends that awareness includes stating the needs, purpose and benefits of internationalisation to the institution and stakeholders. It can, therefore, be concluded that there is a lack of awareness among students, staff, faculty and society. The importance and benefits of internationalisation are not communicated to the institution, De Wit (2002) advises. Without the awareness of the benefits of internationalisation to the institution and individuals, stakeholders may find it difficult to define internationalisation. Furthermore, they may not be motivated to take part in internationalisation activities at the institution. Moreover, stakeholders might not cooperate; department, units and faculties will have different rationales that they would consider a priority, depending on how they define the concept of internationalisation.

**Question 4: Examples of effective internationalisation practices can be found at various universities. What guiding principles and issues should be included in the internationalisation policy to enhance the effective internationalisation practices?**

**Respondent 1:** The respondent asserted that policy is likely to fail when it is not driven by academic centres and units, explaining that internationalisation practices enable faculties and units to be the implementers who engage with their counterparts, and to be the executors of the Memorandum of Understanding (MOU). The respondent further suggested that effective practices should include equal benefits for institutions from the MOU; internationalisation should be mutual, and not that one party is stronger than the other. Another effective guideline is for the institution to encourage faculties to implement activities.

**Respondent 2:** The respondent emphasised that goals, budgeting and effective practices cannot be considered as the only guiding principles for developing an internationalisation policy.

**Respondent 3:** The respondent listed six guiding principles, namely: priorities and strategic goals, a vision and measurable objectives, necessary funding, and room for visiting scholars to explore other countries. The respondent further proposed that there should be clear guidelines on how staff and students are involved in the internationalisation and academic programmes.

**Respondent 4:** The respondent stated that it is important that IHE assure that partners who want to collaborate with them should always sign an MOU, to avoid those partners dictating what they want to see in the collaboration. The respondent indicated that the commitment of leaders should be shown if they identify somebody who can

be inspired to implement internationalisation at the institution. The respondent also stressed that people who are involved in internationalisation should be allowed to own the process, therefore it is important to remember not to be strict with rules and regulations to enable people to be free to make regulations.

**Respondent 5:** The respondent suggested adhering to international standards that are comparable to global procedures and standards. The respondent gave examples of the standards that should be included in the internationalisation policy to enhance effective internationalisation practices. The respondent identified the standards that should be in the policy; they should be comparable to the global standards, namely: skills, general procedures and collaborators.

**Respondent 6:** The respondent stated that institutions need a strong high-level commitment, as well as policies and guidelines to be understandable by everybody. The respondent indicated that there is a need for resources to fund internationalisation, as well as a strong organisational structure within the international office to manage internationalisation activities.

**Respondent 7:** The respondent identified four guiding principles, namely: the recruitment of students as interns, exchange programmes, digital courses, and an internationalisation strategy informed by the policy.

**Respondent 8:** The respondent suggested that there should be an appropriate understanding of what an institution strives to achieve with a partner institution. For instance, staffing mobility, funding, or intellectual property. The respondent opined that funding and planning should be included in the internationalisation policy. The respondent further recommended that there should be clear guiding principles on how

funding should be utilised. The respondent then listed other guiding principles: planning, issues of closure, policy termination, and financial funding management.

**Respondent 9:** The respondent listed five guiding principles: collaborating to share a common vision with other universities; affiliating with prestigious and well-recognised universities that share a similar historical background; positioning the mission of the institution effectively in order to achieve the goals of the university and the country. The fourth guiding principle is that leadership plays a key role in the attainment of university goals; hence it should be visionary, full of exposure, creating awareness and stressing out needs. The last guiding principle, according to the respondent, is that affiliation to professional bodies is also important, and it helps Africa to internationalise

**Respondent 10:** The respondent did not suggest any guiding principle and issues to be included in the internationalisation policy.

**Respondent 11:** The respondent identified four issues as guiding principles: the policy should indicate that the IHE will only collaborate with credible institutions; to have internationalised students and staff is appraisable, so IHE staff should be made aware to not complain when foreigners are recruited; the national policy should be a national agenda and it should have a strategy; international students should be taken care of and assisted by an office dedicated for this purpose; finally, the policy should define internationalisation at a national level.

**Respondent 12:** The respondent does not have experience with operational issues related to internationalisation, and unable to answer correctly. However, the respondent attempted to respond by identifying accessibility and a curriculum in order for internationalisation to be operational.

**Respondent 13:** The respondent is not aware of the guiding principles that should be part of the internationalisation policy. However, the respondent suggested that the guiding principles should establish clear rules and regulations indicating the roles and responsibilities. For example, it is not clear who should be responsible for the payment of accommodation, tickets, lecturers' living standards, and students or academics to join the institutions through internationalisation programmes and activities.

**Respondent 14:** The respondent explained that guiding principles such as admission requirements and what is exactly offered at postgraduates should speak to each other. The other identified guiding principles are leadership and the contribution of a university to society, how research and development contribute to the development plan, and how the university can play a role in the community.

**Respondent 15:** The respondent expressed the difficulty to pinpoint specific guiding principles because when a policy is written, it includes issues that need emphasis. The policy should be on institutional needs, and it should be specific to a field of study or faculties.

**Respondent 16:** The respondent explained that the critical guiding principle is that academic institutions should have an internationalisation policy to ensure that internationalisation is handled based on effective exchanges.

**Analysis and interpretation:** Eighty one percentage of the interviewed respondents were not aware of the guiding principles and issues to be included in the internationalisation policy to enhance effective internationalisation practices. The respondents suggested a list of guiding principles that were not in relation to those of Hudzik (2011) and Taylor (2004), as well as De Wit's (2002) organisational policies

and strategies of the internationalisation circle. However, two participants listed the guiding principles, one respondent indicated that one of the guiding principles to be committed to which is similar to a guiding principle indicated by De Wit (2002), Taylor (2004) and Hudzig (2011), who elaborate that the importance of organisational commitment towards internationalisation lies within its leadership and management.

On the other hand, another respondent mentioned planning as a guiding principle, which is one of the principles indicated by De Wit (2002), Taylor (2004) and Hudzig (2011). Another respondent was not aware of the guiding principles. De Wit (2002), Taylor (2004) and Hudzig (2011) outlined the following guiding principles: the analysis of context, awareness, commitment, planning, operationalises, implementation, review, reinforcement, and the integration. It is, therefore, safe to conclude that the guiding principles should be part of the integration. It is worth noting that funding emerged as a proposed guiding principle by three respondents.

Eighty one percentage (81%) of the participants, who are part of the UNAM management, do not know the guiding principles that should be included in the internationalisation policy. This lack of knowledge is likely to lead to a lack of commitment to developing an internationalisation policy at UNAM. The lack of an internationalisation policy may have a negative effect on the successful implementation of internationalisation activities and programmes.

**Question 5: Are you familiar with the criteria used to determine the most international university?**

**Question 5.1: If yes, briefly explain.**

**Respondent 1:** Despite the respondent not being familiar with the criteria, respondent mentioned three criteria, namely: research output (includes staff productivity), the number of journals and books produced, staff teaching excellence, and staff qualification and experience.

**Respondent 2:** The respondent identified five criteria that are used to determine the most international university, such as the percentage of full-time international students, the percentage of students that go abroad for exchanges, the percentage of prospective international students for exchange programmes, the percentage of foreign staff, the number of projects and networks, the proportional percentage of the externally-funded budget, the ranking of the networks that the institution already has or partnered with.

**Respondent 3:** The respondent is familiar with the criteria, and listed research output, collaborations with other universities, the number of students attracted by the institution, the number of foreign lecturers and researchers, and a conducive environment to ensure that there are no obstacles to meet the criteria.

**Respondent 4:** The respondent is not aware of the criteria.

**Respondent 5:** The respondent is not aware of the criteria to determine the most international university, but made an effort to answer the question by listing the following criteria: output as a research institution, the number of professionals at the institution, the level of productivity of such institution, skills, funding, and research.

**Respondent 6:** The respondent expressed uncertainty of the criteria; however, the respondent referred to credit transfer as a main criterion of internationalisation.

**Respondent 7:** The respondent was frank and indicated not to be familiar with the criteria being used.

**Respondent 8:** The respondent listed three criteria: the number of international staff members, the number of partnerships, and the number of student exchange.

**Respondent 9:** The respondent expressed different views regarding the benefits of memberships to an organisation such as the Commonwealth of Learning, and acquiring accreditation through online programmes. The respondent stated that the technological advancement of a university is a criterion for determining an international university.

**Respondent 10:** The respondent indicated not being able to remember the criteria that are used to determine the most international university.

**Respondent 11:** The respondent listed the following criteria, namely: internationalisation of the university, composition of staff and students at the institution, programmes related to internationalisation, joint programmes, the presence in international space, the number of international viewers who browse the website of the institution, and the number of publications.

**Respondent 12:** The respondent is not familiar with the criteria, but expressed awareness of the norm of ranking universities.

**Respondent 13:** The respondent is not familiar with any criteria.

**Respondent 14:** The respondent is not acquainted with the criteria to determine the most international universities.

**Respondent 15:** The responded is not familiar with the criteria.

**Respondent 16:** The respondent is not aware of the criteria to determine the most international universities. However, the respondent explained that most international

university is determined by academic achievements and on what institutions can do to contribute to teaching, research, and policy development.

**Question 5.2: In your opinion what other criteria should be added?**

**Respondent 1:** The respondent stated that if the World University Rankings only uses the three criteria to determine the international university, they will disadvantage developing universities because they do not have resources to employ experienced staff and the resources to attend conferences, encouraging equalities amongst universities. The respondent proposed the idea of placing universities in different categories; however, it will disadvantage developing universities by not being recognised.

**Respondent 2:** The respondent was not pleased with the criteria being used to determine the most international universities; therefore, the respondent suggested a criterion at which extent networks have influenced relationships between different governments to accommodate universities that are not financially stable to be added.

**Respondent 3:** The respondent proposed the following criteria: the local economic situation of the institution, whether the syllabus includes an international perspective, the number of resources subscribed to electronic data with international essence, and whether the institution has the capacity to assess research.

**Respondent 4:** The respondent did not add additional criteria.

**Respondent 5:** The respondent clarified that it depends on the history of funding and dedicated postgraduate students. The respondent indicated that the criteria to be added depends on how the government values research at institutions of higher learning.

**Respondent 6:** The respondent did not propose any additional criteria.

**Respondent 7:** The respondent did not propose any additional criteria.

**Respondent 8:** The respondent indicated that the current criteria are adequate.

**Respondent 9:** The respondent indicated that the university website should be a measure to determine the most international university. Websites indicate the updated research output of the institution.

**Respondent 10:** The respondent explained that universities are categorised according to teaching and research, and whether it is a private or state university, suggesting that the criteria to determine the availability of a number of research published in high impact publications and journals of a university should be added to the current criteria.

**Respondent 11:** The respondent indicated that the current criteria are sufficient, urging that establishing more criteria might create a rigid situation because it will build pressure on the universities to manipulate the system so that it can be ranked high. The respondent expressed the awareness of the need for programmes to accommodate local needs, elaborating that they should be comparable to programmes in the rest of the world. The respondent further suggested that there should be a balance between local and international content in the programmes.

**Respondent 12:** The respondent did not propose additional criteria.

**Respondent 13:** The respondent stated not to suggest new criteria.

**Respondent 14:** The respondent did not propose any criteria.

**Respondent 15:** The respondent did not propose any criteria.

**Respondent 16:** The respondent proposed that the number of foreign lecturers employed by the university should be added to the criteria.

**Analysis and interpretation for Questions 5.1 and 5.2:** The responses revealed that three respondents (19%) are fully aware of the criteria to determine the most international university. The respondents mentioned three criteria similar to those that World University Rankings (2015) outlined: the percentage of international staff, the percentage of international students, and research papers co-authored and published with international scholars. Eighty one percentage of the respondents are not aware of the criteria. Lack of knowledge by staff members about the criteria to determine the most international university has adverse effects on the strategic planning towards the internationalisation of the university. Without strategic plans, it will be difficult to measure clear internationalisation activity achievements.

Knight (2012) affirms that university rankings are important for IHE, because the criteria indicate the outcome of the achievements of internationalisation in the university's strategic plans. When management is not aware of the criteria for determining the most international university, the institution is likely to not be ambitious for the ranking position with other universities. De Wit (2002), Taylor (2004) and Hudzig (2011) concur that organisational commitment towards internationalisation is determined by management. The lack of knowledge is likely to have a negative impact on determining whether internationalisation activities are adequately appraised, as this can only be monitored and evaluated effectively if management applies well-established criteria.

One respondent was satisfied with the current criteria to determine the most international universities. Six respondents (38%) did not add to the already-established criteria. However, the other nine respondents (56%) were dissatisfied with the criteria

to determine the most international university. The statement was motivated by a response that respondents were dissatisfied with the current criteria to determine the most international university. It is for this reason that the respondents proposed new criteria to accommodate universities that are disadvantaged by the current criteria. The proposed criteria are: to rank universities according to categories of developed and underdeveloped universities, to categorise private and state-owned universities, availability of research in high-impact publications and journals of a university, the extent to which networks influence intergovernmental relations, and the updated research output on the university website. These criteria are new to those that were outlined in the literature review.

Even though the popularity of a university website is a criterion for demining the web-ranking university (Webometrics, 2016), it appears that the new criterion, an updated research output indicated on the university website, is dissimilar to the Webometrics' (2016) criterion. The popularity of a university website and research output indicated on the website are totally different issues.

**Question 6: Institutions that have not yet developed, or are still in the process of developing policy plans are often regarded as remaining behind in internationalisation. In your view, how do you assess the commitment of senior management towards an internationalisation policy at UNAM?**

**Respondent 1:** The respondent indicated that high-level executives at UNAM realised that internationalisation is important because the institution has signed various MOUs and agreements with institutions such as the University of Helsinki, Stellenbosch

University, and Cardiff University. The respondent expressed that there is a lack of financial and human resources, giving the impression that there is a top-down approach where activities are not implemented.

**Respondent 2:** The respondent distinguished the difference between having a policy and implementing it, and disagreed with the statement that ‘if there is no policy, IHE remains behind’ to execute internationalisation programmes and activities. The respondent acknowledged the importance of a policy, but implementation is crucial. According to the respondent, UNAM management is committed, but it has put more emphasis on the needs of the institution than on the policy, emphasising that the institution is more driven to meeting needs and it is not policy-driven.

**Respondent 3:** The respondent stated that management is committed towards internationalisation, listing internationalisation activities in place, such as collaborations with other universities, exchange programmes, and collaborative research. The respondent also mentioned that UNAM lacks an approved internationalisation policy and guidelines.

**Respondent 4:** The respondent agreed with the statement, indicating that the UNAM management is committed, but they are uncertain on how to move internationalisation forward. According to the participant, faculties often handle internationalisation on their own, and there is no internationalisation policy, which causes units and faculties at UNAM to misunderstand internationalisation.

**Respondent 5:** The respondent was of the view that in theory, management is committed, but the internationalisation policy is not operational due to the lack of understanding about internationalisation.

**Respondent 6:** The respondent agreed with the statement, indicating that UNAM is delayed in the development of an internationalisation policy. The respondent stated that there is a gap for an internationalisation policy, and it is urgent for UNAM to develop this policy to support faculties, where there is a shortage of skilled staff to co-teach and for people to be trained locally.

**Respondent 7:** The respondent indicated that UNAM is not extremely behind but also not close to the reality when it comes to internationalisation; there are shortcomings on how to engage with other institutions. The respondent stated that as much as UNAM is engaged in internalisation activities with other institutions, there are always problems experienced due to the lack of a formalised internationalisation policy; currently, there is only a draft policy.

**Respondent 8:** The respondent stated that UNAM leadership is supportive; there is fair commitment because there are partnerships with other universities. The respondent indicated that there is a structure in the university through an internationalisation office, and that there is an internationalisation policy available.

**Respondent 9:** The respondent indicated that since UNAM is a young institution, there has been little progress on internationalisation; the institution has only recently started recognising internationalisation, and it is yet to be implemented. The respondent stated that top management is aware of internationalisation, which is why the current VC received international recognition as one of the 100 most influential Vice-Chancellors in the world. However, although management is committed, implementation is lacking at UNAM.

**Respondent 10:** The respondent agreed with the statement, indicating being not aware of many internationalisation activities that are taking place, and of any internationalisation policy at UNAM.

**Respondent 11:** The respondent agreed with the statement that an institution lags behind when there is no policy. The respondent stated that UNAM management is committed to internationalisation; hence, the establishment of an internationalisation office. The respondent elaborated that the VC provides figures of international students who graduate at UNAM each year. At the faculty level, they send students and staff to other institutions to collaborate and to take part in exchange programmes. The respondent also stated that apart from activities, there is a need for a dedicated person to give special treatment to international students, and there is a need for a policy and guidelines because the university does international activities on an ad-hoc basis.

**Respondent 12:** The respondent concurred with the statement, indicating that UNAM management is concerned about internationalisation and they make sure that internationalisation practices are operational. Reference was made to the establishment of the EIRO and the arrival of exchange students and academics from other countries.

**Respondent 13:** The respondent agreed with the statement and accentuated that UNAM management is committed towards internationalisation. The respondent asserted that the VC and all Pro-Vice Chancellors are involved in internationalisation activities, and admitted that there is no internationalisation policy at UNAM.

**Respondent 14:** The respondent did not agree with the statement, arguing that the university does not lag behind without a policy, but it depends on how long the university has been in existence. The respondent stated that some universities were established 100 years ago, so UNAM cannot be compared to older universities. The respondent indicated that management is committed, as they have established EIRO,

and UNAM is a member of the Regional Universities Forum for Capacity Building in Agriculture and other organisations. UNAM leaders are invited to many conferences and faculties that are allowed to benchmark with other universities to compare and put itself at par.

**Respondent 15:** The respondent expressed awareness of an internationalisation policy at UNAM. When UNAM collaborates with other universities, it tends to accept what is stipulated in the policies of the other partner institutions. Given that there are no internationalisations guidelines at UNAM, the institution is likely to make an effort to meet the requirements of partner universities. UNAM is constrained by other university partners because they are more experienced with internationalisation policies in place.

**Respondent 16:** The respondent agreed that institutions that have not or are still in the process of developing policy plans are often regarded as lagging behind in the field of internationalisation. The respondent stated that because of a lack of policy at UNAM, the institution finds it difficult to do thorough planning and projections related to internationalisation activities.

**Analysis and interpretation:** All sixteen respondents concurred with the statement that institutions that have not or are still in the process of developing policy plans are regarded as lagging behind in the field of internationalisation. Furthermore, the 16 respondents indicated that UNAM management is aware of the importance of internationalisation. Although all sixteen respondents are in agreement that UNAM's executive management is committed towards internationalisation through different internationalisation activities, the respondents stressed that management has shown a lack of commitment to developing a policy. However, one respondent did not agree

that universities that have not developed an internationalisation policy are lagging behind. Thirteen out of sixteen respondents (81%) indicated that there is no internationalisation policy at UNAM, and they agree with O'Malley (2015) that institutions that have not or are still in the process of developing policy plans are often regarded as lagging behind with internationalisation. Three respondents confirmed that there is a draft of a policy, agreeing that there is no formal internationalisation policy at UNAM.

The respondents demonstrated that UNAM is lagging behind with internationalisation because there is no policy. Commitment alone without implementation and action is not enough (Hudzik, 2011). Hudzik (2011) emphasised that internationalisation efforts should be embraced by management before it streams down to students, staff and departments. De Wit (2002) and Taylor (2004) affirm the importance of organisational commitment towards internationalisation through leadership and management. The support of senior administrators is crucial to the success of internationalisation.

Written policies reflect the commitment of senior administrators. De Wit (as cited in De Wit, 2004) states that although IHE might have many internationalisation activities taking place, there is no written commitment from management. It is possible that activities might stop once new management assumes office, when there are limited financial resources, or when organisational priorities change. Similarly, Santiago et al. (2008) emphasise the importance of policy and strategy development to improve and strengthen internationalisation at IHE. According to De Wit (2002), in order to succeed in internationalisation and achieve the identified motives, support and the involvement of faculties and staff in internationalisation is crucial.

Support develops if they are empowered to gain experience by handling internationalisation activities. When senior university management shows support, commitment flows down to the lower structure of the university, such as faculty, staff and student level. According to Hudzig (2011), internationalisation should be supported by the highest leadership of the university by committing themselves to internationalisation enrichment programmes.

Although internationalisation must be supported by those who deliver, such as faculty, staff, students, implementers and consumers of internationalisation at IHE, without the commitment of the leadership of internationalisation, efforts will be futile. Implementers will be more motivated if leadership shows support and commitment towards the success of internationalisation at the institution. It is important for IHE to give equal attention to both academic and organisational strategies. An institution might have the best activities and programmes in place, but if there is no will power from management, staff, departments, faculties and units to support the implementation of the strategy, the whole purpose of internationalisation initiative will be meaningless. By focusing only on the academic programme activities one can overlook the importance of other institutional programmes like internationalisation.

**Question 7: There are many rationales driving internationalisation at institutions of higher education.**

**Question 7.1: What would you propose to be the most important rationales to internationalise?**

**Respondent 1:** The respondent identified teaching, research and community service as the most important rationales to internationalise.

**Respondent 2:** The respondent listed three rationales as capacity building, attracting external funding through contracted research, and to attract international students and staff.

**Respondent 3:** The respondent listed research output, reputation and graduates being exposed to globalisation when they are working elsewhere globally.

**Respondent 4:** The respondent identified five most important rationales to internationalise: diversity to bring improved education, inclusivity, and understanding of the world, education, and more exposure to the staff and tolerance.

**Respondent 5:** The respondent indicated that improved programmes are one of the important rationales why IHE internationalise.

**Respondent 6:** The respondent identified cultural exchanges and the sharing environment as important rationales. Sharing environment maybe when students physically interact with a patient suffering from Tuberculosis, as students in some countries have never seen a patient with TB, but they only read about it.

**Respondent 7:** The respondent listed needs of specialised skills, specialised programmes and appropriate benchmarking as important rationales why IHE internationalise.

**Respondent 8:** The respondent stated that the rationales prepare the mindset of university staff, allowing the university to enter into global competition with regards to teaching and research.

**Respondent 9:** The respondent listed four important rationales, namely: funding, recognition, international accreditation, and to place UNAM in a better position to attract students, expertise and good partners.

**Respondent 10:** The respondent does not know any of the important rationales used by IHE to internationalise.

**Respondent 11:** The respondent identified the need to work with others and to be associated with other IHE globally as two of the important rationales.

**Respondent 12:** The respondent listed five rationales that are considered important as: to make a university visible, to contribute to the global village by developing human resources, develop a human economy in the world and academia, and to ensure that the university secures an appropriate location within the international arena.

**Respondent 13:** The respondent listed three rationales namely, to broaden the student's mind, to assist IHE to know the effective practices from other universities, and it is advantageous for students to be exposed.

**Respondent 14:** The respondent elaborated that rationales are when a student decides to study at a partner institution or exchange takes place; the responded would need guidance. The respondent indicated that when lecturers go to teach outside or those coming to teach at UNAM, need to be guided as well.

**Respondent 15:** The respondent indicated that internationalisation relates to globalisation. If an institution follows trends, then the institution will not give the necessary knowledge to the students to be acknowledged wherever they go.

**Respondent 16:** The respondent listed three rationales that are considered important reasons for IHE to internationalise: for a university to be visible, benchmarking in relations to others, and quality assurance

**Question 7.2: In your opinion, what are the rationales driving UNAM to internationalise?**

**Respondent 1:** The respondent does not know what motivates UNAM to internationalise, because there is no internationalisation policy in which rationales were supposed to be indicated.

**Respondent 2:** The respondent mentioned capacity building for staff in the postgraduate qualifications.

**Respondent 3:** The respondent identified four rationales that are considered important, and which motivate UNAM to internationalise, namely: to make sure that UNAM is part of the global village, to keep abreast with what is happening in the world, student exchanges, and to attract researchers and academics.

**Respondent 4:** The respondent indicated that UNAM is engaged in internationalisation to follow the trend with other universities, to be recognised in the world, for its staff to be accepted to teach at recognised universities, and students to be accepted anywhere in the world for further studies.

**Respondent 5:** This respondent indicated the need to adopt a concept entailing rationales for the following reasons: in order for UNAM to not be left behind, for UNAM to be measured in the world, so that UNAM cannot operate in isolation,

UNAM needs to measure its growth with other institutions to improve, and because internationalisation rationales should be measurable.

**Respondent 6:** The respondent identified three rationales that are important for UNAM to internationalise, such as capacity building, student exchanges, and it enables UNAM to benefit from effective practices.

**Respondent 7:** The respondent stated that UNAM addresses teaching and research rationales.

**Respondent 8:** The respondent identified three rationales he considered important as to why UNAM internationalises, namely: UNAM needs to become part of the global family in teaching, and to be a university of choice in order for the students from elsewhere in the world to study and to fill the capacity gap.

**Respondent 9:** The respondent listed three rationales to exchange, namely: benefits for students and staff, collaborative programmes, and joint research activities.

**Respondent 10:** The respondent does not know what motivated UNAM to internationalise.

**Respondent 11:** The respondent listed three rationales, which are: UNAM is following a trend with other universities, and the institution wants its presence to be felt at an international level, and to create an impact at international level.

**Respondent 12:** The respondent listed five rationales, which are: to make the university visible, to contribute to the global village by developing human resources, to develop human economy in the world, to participate in academia, and to ensure that the university gives itself an appropriate location in the international arena as an institution.

**Respondent 13:** The respondent stated that UNAM internationalises to be a global player of IHE in the world.

**Respondent 14:** The respondent identified three rationales why UNAM internationalises as follows: to be part of the global arena, to train international students, to adhere to international standards, and to be able to attract donor partners.

**Respondent 15:** The respondent indicated that the rationales driving UNAM towards internationalisation are to be rated as the best university in the world so that the programmes can be considered of high quality. Another rationale is to provide input to the economy through the human resources that UNAM produces every year.

**Respondent 16:** The respondent opined that UNAM internationalisation is driven by the needs to have skilled professionals at the institution and the need for quality assurance.

**Analysis and interpretation for question 7.1 and 7.2:** Nine respondents (56%) do not know of any rationales that motivate IHE to internationalise, while seven (44%) indicated a maximum of two rationales. Although some respondents could identify one or two rationales that are similar to those identified in the literature, it can be concluded that the respondents have limited knowledge on the rationales decided upon by IHE to internationalise. The limited rationales that were identified by the respondents, and which are similar to those identified in the literature, are teaching, research, and community service. These rationales are in line with the rationales that were listed by the internationalisation policy (2011) of the University of the Wits, where emphasis is put on strengthening teaching and research programmes, while the rationales that were

not listed included: adapting curricula, conducting research, and encouraging staff and student flow within and outside Wits.

Amongst the seven (7) respondents, two (2) indicated attracting external funding, which is similar to the rationale that was stated by Knight (2015). Another three respondents indicated a rationale to attract international students and staff, which is in line with the Internationalisation Education (2014), and it is similar to the EUR policy, which is also highlighted that one of its rationales is to attract national and international talent for students and staff. Benchmarking was also mentioned by two respondents as an important rationale for IHE to engage in internationalisation, which is similar to Henard, Diamond and Roseveare's (2012) rationale of enlarging the academic community within which to benchmark their activities. However, the respondents only stated one rationale that is similar to the rationales identified in the literature, revealing that they have little knowledge of the important rationales that should be part of the internationalisation policy.

With regards to rationales that drive UNAM to internationalise, 11 respondents identified less than two rationales, which indicates that 75% of the respondents have limited knowledge on the rationales that drive UNAM to internationalise. Three respondents (19%) indicated that they do not know what drives UNAM to internationalise, while one respondent did not know what drives UNAM to internationalise. The limited knowledge demonstrated by the respondents is an indication that internationalisation activities that are carried out at the university were not planned, but they are rather executed as situations unfold.

The internationalisation programmes and activities are carried out without the knowledge of the benefits that will be derived from such programmes. The limited knowledge by UNAM leadership indicates that there are no rationales identified as per the institution's needs and priorities. If management is unclear as to why UNAM intend to internationalise, the situation will be more confusing to the implementers and executors of the internationalisation programmes at the institution.

When UNAM leadership does not know the rationales that drive the institution to internationalise, it will affect the understanding of internationalisation to the institution's stakeholders (Friesen, 2012). Taylor (2004) states that the development of an internationalisation plan or policy is crucial, and it is the strongest force for change. Each university has to identify the needs that have to be fulfilled by internationalisation and the internationalisation policy. Some university rationales and needs are student exchanges, joint programmes, enhancing awareness of countries, and university rankings and image in the world.

Human resources and financial resources need to be identified to make it possible for internationalisation needs, purpose and benefits to be realised. De Wit (2002) suggests that planning should deal with the identification of the purpose of internationalisation, objectives, priorities and identification of internationalisation strategies. Developing an internationalisation policy should be motivated by the needs and priorities of the institution. A policy or plan, made specific for internationalisation, has a better chance to succeed than the general strategy included in the whole plan of an institution.

A policy can direct the practices and goals of internationalisation, so it should include the interests and objectives of the university. OECD (2004) identify policy coherence as an important element to be taken into consideration, which requires coordination compatibility at a university. A policy will emphasise the recruitment of international students, curriculum design, and provision for students to study at other universities outside the country. Guided by the rationales, listed by the internationalisation policy (2011) of Wits, it emphasises the strengthening of teaching and research programmes, adapting curricula, conducting research, and encouraging staff and student flow within the university.

According to Henard, Diamond and Roseveare (2012), internationalisation for HEIs is motivated to increase national and international visibility; leverage institutional strengths through strategic partnerships; enlarge the academic community to benchmark their activities, mobilise internal intellectual resources; add important, contemporary learning outcomes to student experience, and to develop stronger research groups.

**Question 8: Policy making process has to follow pre stipulated steps.**

**Question 8.1: What are the stages of the public policy making process that should be considered?**

**Respondent 1:** The respondent listed five stages, which are: initiation; draft the discussion document; send the document to internal stakeholders; the document passes various units such as the dean or postgraduate committee; and finally, it is sent to council and senate, depending on whether the policy is academic or administrative.

**Respondent 2:** The respondent outlined six stages, such as the environmental scanning, determining what the situation of the institution, setting up informed agenda, defining a strategy and beneficiaries of the strategy, set the targets, and investigate the impact and plan.

**Respondent 3:** The respondent mentioned seven stages, namely: research the specific topic you want to develop a policy in, establish a task team, input from stakeholders, workshops to follow up what was decided, ensure that there are regulations attached to that policy, and seek approval from relevant committees.

**Respondent 4:** The respondent indicated not to be familiar with public policy making.

**Respondent 5:** The respondent indicated does not know the stages. The respondent is not in the field of policy making.

**Respondent 6:** The respondent mentioned four stages that are considered to be in the policy making process: stakeholders' analysis, policy formulation, implementation framework, and resources for sustainability.

**Respondent 7:** The respondent stated that policies need to be informed by what the country strives to achieve, such as the bilateral agreements, foreseen opportunities, and what an institution wants to do.

**Respondent 8:** The stages of the public policy process as identified by the respondent are: drafting of documents, consulting stakeholders, consulting committees, and approval by the council if the policy is academic – and to senate if it is an administrative related policy.

**Respondent 9:** The respondent explained that a policy should suggest solutions, and it should be based on the knowledge that involves three pillars of coherence, hierarchal and instrumental to deliver deliverables.

**Respondent 10:** The respondent is not familiar with the public policy process.

**Respondent 11:** The respondent stated that the seven stages of the public policy process include: the need analysis, drafting a policy, consultation, benchmarking, approval by necessary committees, implementation, and review, which means there should be a process of monitoring and evaluation.

**Respondent 12:** The respondent expressed that policy developers are normally and have learned how to develop policies; hence, it cannot be expected from the participant to know the stages. The respondent suggested that policy development should not follow pre-stipulated stages.

**Respondent 13:** The respondent indicated that consultation of policy stages should take place widely with the university staff, stakeholders, consultation with students, partners, and to consult the protocols signed by the ministries and the president to avoid conflict with protocols.

**Respondent 14:** The respondent is unsure about his listing because the policy making process is not the respondent's field of interest. The respondent listed policy needs as: informed by grass root level, community engagement, and stakeholder involvement.

**Respondent 15:** The respondent referred the researcher to the UNAM guideline stages that are followed from when a new policy is being developed up until the approval stage.

**Respondent 16:** The respondent identified agenda setting, gathering people input by forming a committee, engaging external and internal users to get input, incorporate input in the structure, explaining in the document what the policy is all about, and seeking senate approval.

**Question 8.2: In your opinion developing an internationalisation policy at Institutions of Higher Education (IHE) and developing a public policy at a non-institution of higher education should follow / not follow similar policy making process, why?**

**Respondent 1:** The respondent indicated that developing internationalisation policy at IHE and developing public policy at a non-institution of higher education should follow similar processes because the policy making process is similar regardless of the institution.

**Respondent 2:** The respondent indicated that both organisations follow the same policy processes, although the missions of the two organisations will be different. The respondent stated that the emphasis is on policy making, and nothing else.

**Respondent 3:** The respondent indicated that although IHE and non-institution of higher education might have different bureaucratic procedures, the organisations will follow the same policy making process. The respondent indicated that there is no other way to develop policies than following the established policy process.

**Respondent 4:** The respondent indicated that the IHE and non-institution of higher education might not be similar, but similar processes will be used when it comes to the public policy making process.

**Respondent 5:** The respondent indicated that the processes of developing an internationalisation policy at IHE and developing public policy at non-institution of higher education differ; it uses a similar process at the implementation stage only. The respondent asserted that how governments want to attain goals is different from how IHE want to attain their goals.

**Respondent 6:** The respondent indicated that both organisations have to follow similar stages during the policy making process.

**Respondent 7:** The respondent indicated that the institutions should follow different ways during the policy making process. It is a common fact that a policy is developed following similar processes.

**Respondent 8:** The respondent indicated that both institutions should follow similar processes when developing policies, despite the fact that the two institutions engage different stakeholders.

**Respondent 9:** The respondents stated that developing an internationalisation policy at IHE and developing public policy at a non-institution of higher education should follow similar stages in the policy making processes. There is no other way to develop a policy than the established processes, although the missions of the various institutions may differ.

**Respondent 10:** The respondent was unable to answer because there is nothing to compare with, as the respondent was merely a state teacher.

**Respondent 11:** The respondent indicated that the procedures and processes that should be used are the same, but consultation for the government is wider because they have wider stakeholders.

**Respondent 12:** The respondent was of the opinion that institutions should rather develop what they want to achieve and not processes.

**Respondent 13:** The respondent indicated that developing an internationalisation policy at IHE and developing public policy at a non-institution of higher education should follow similar stages because they are both institutions and not individual people.

**Respondent 14:** This respondent stated that developing an internationalisation policy at IHE and developing public policy at a non-institution of higher education should follow similar stages in policy making processes because both institutions have a vision, mission and objectives they intend to achieve.

**Respondent 15:** The respondent indicated that the two organisations should follow different stages in the policy making processes because the objectives and missions of IHE and non-institution of higher education are not the same. The Government works on a macro level, while UNAM works at the micro-level; therefore, the processes of developing a public policy cannot be the same.

**Respondent 16:** Both should follow the same processes when developing public policy, despite the distinct organisational structures. The importance is on the policy making, and not on other things such as differences in culture.

**Analysis and interpretation for questions 8.1 and 8.2:** Four respondents (25%) could only indicate one stage each of the policy making process that is similar to those identified in the literature, while 11 respondents could not indicate any stage at all. Therefore, it was concluded that 15 respondents (94%) do not know the stages of the development of public policy. It was observed that the responses of the respondents

are linked and based on the current internal process followed by UNAM when different faculties, departments and units seek approval for its developed policies. One respondent (6%) demonstrated to have knowledge of the stages of the public policy process by indicating two out of five stages that Anderson (2015) outlines, namely: agenda-setting and implementation. Kalu (2004) and Cairney (2012) also mentioned policy implementation, although the stages of the three scholars might not follow a similar sequence of stages.

The policy making process is vital to decision making in an organisation. Stakeholder decisions have to pass different stages; hence, if 96% of UNAM respondents does not know the stages of the public policy making, it may consequently lead to the failure of the internationalisation policy development. Stakeholders and everyone who is involved with the internationalisation programmes at UNAM will have different understandings on the concept of internationalisation and how it should be implemented. The confusion will be caused by the fact that stakeholders were not consulted. Fransz (2012) specifies that the policy making process should involve stakeholders and those responsible for various activities to seek support, consultations, and taking positions. Therefore, it is concluded that without the knowledge of the stages of the policy making process, stakeholders were not consulted, and they have not taken ownership of internationalisation activities.

Eleven respondents (69%) concur that developing an internationalisation policy at IHE and developing public policy at a non-institution of higher education should follow similar stages of the policy making processes as demonstrated in the models of public policy making by Kalu (2004), Cairney (2012) and Anderson (2015). Three

respondents (18%) were not in agreement with the opinion, while two (13%) do not know what policy development process entails.

Sixty nine percent (69%) of the respondents agreed that there is no difference among various institutions when a policy is being developed in a public or non-public organisation. It is a sign that the leadership at UNAM is aware that the importance of policy development does not lie within an institution from where it is developed, but the prominence is more on the process that an institution has followed to develop such a policy. This notion is confirmed and demonstrated by Kalu (2004); Cairney (2012) and Anderson (2015), who state that developing an internationalisation policy at IHE and developing public policy at a non-public institution of higher education should follow similar stages in policy making processes. Similarly, De Wit (2002) affirms that developing a policy is part of operationalising planned activities. Hence, the operationalise element stage includes the implementation of different aspects of an internationalisation strategy, thereby creating a supportive culture.

**Question 9: Although faculties at universities might operate independently, clashes will be experienced if its internationalisation policies are not consistent with each other. What are the possible effects of this on an institution?**

**Respondent 1:** The respondent agrees with the statement that a lack of consistency in policies will lead to clashes. The respondent suggested that a university have the policy to avoid confusion, duplication, unnecessary competition, and the negative image and credibility of the institution.

**Respondent 2:** The respondent is of the opinion that people should own the internationalisation policy, and they should be aware of the benefits of internationalisation to avoid clashes.

**Respondent 3:** The respondent indicated that there are possible effects that can surface due to a lack of consistency in the internationalisation policy. The effects identified by the respondent will create a negative image to partners; partners might be discouraged to continue with the cooperation with the institution; there will be no clear objectives because of clashes, and a university might end up not getting what it wants. Once the university misbehaves, the negative effect will be noticed all over the world, thereby affecting the institution's reputation.

**Respondent 4:** The respondent indicated that a uniform internationalisation policy that guides the institution on how to handle an internationalisation policy will avoid conflicts. The respondent also listed chaos and disruptive experience on the partners as some of the effects of a lack of a consistent policy.

**Respondent 5:** The respondent indicated that effects due to a lack of consistency in an internationalisation policy are huge. The respondent listed some of the effects that might be experienced because of clashes, namely: faculties denying each other positive privileges, lack of the institution such as UNAM to work together, pulling in one direction, the vision of the institution will not be reached, and faculties and UNAM will end up not implementing certain programmes.

**Respondent 6:** The respondent supports the statement, and listed five possible effects as follows: there will be chaos in the institution, the commitment will be lost, and internationalisation support will be lost. There must be evidence that the institution is

benefiting so that UNAM cannot stop internationalisation because of chaos caused by the lack of a coherent policy, and internal competition within faculties.

**Respondent 7:** The respondent agrees with the statement that clashes will be experienced if policies are not consistent; the clashes may be that there will be no concerted effort, wastage of resources, and duplication of activities.

**Respondent 8:** The respondent is of the opinion that a lack of consistent internationalisation policy will not have any effect on the institution, and there would be no clashes if internationalisation is well coordinated by one office.

**Respondent 9:** The respondent agrees with the statement and listed four negative effects that will be experienced by the institution; namely: duplication of work, the introduction of weaker programmes, competing for funding, and faculties and units will be disorganised.

**Respondent 10:** The respondent supports the statement that there will be clashes. The respondent indicated that it is important to observe how an institution executes its internationalisation operations. If an institution has good leadership, there will be no clashes despite the lack of a consistent internationalisation policy.

**Respondent 11:** The respondent supports the statement that the lack of consistent internationalisation policy will lead to clashes within the institution. The respondent identified a list of effects that the institution might experience if there is no consistent internationalisation policy available. The negative effects identified by the respondent are that clashes will give a bad reputation to the institution; it affects those that the university is engaging with negatively; internationalisation efforts might be affected that no one will be interested to work with UNAM; it disrupts the flow of funds, and

negatively affects the visibility of UNAM internationally; as a result, no one will recognise UNAM.

**Respondent 12:** The respondent does not believe that faculties might function without an internationalisation policy. The respondent indicated that there is no way that faculties can operate on their own without a policy. The respondent stated that there should be a general UNAM internationalisation policy guiding the university.

**Respondent 13:** The respondent mentioned that a lack of a consistent internationalisation policy may negatively affect students more than the institution. The respondent stated that students who go on an exchange have been affected more when by credit transfer from the host institution to UNAM, because of a lack of procedures. Some students spend more than four years to complete their degrees because some departments do not consider internationalisation programmes.

**Respondent 14:** The respondent indicated that a lack of a consistent internationalisation policy will allow students and staff, who are engaging in internationalisation activities, to be treated differently by various faculties. The respondent, therefore, agreed with the statement that there will be effects in an institution, due to a lack of consistent internationalisation policies within the institution.

**Respondent 15:** The respondent is in support of the statement that a lack of consistent internationalisation policy will lead to clashes within the institution. The respondent identified a list of effects that the institution might experience if there is no consistent internationalisation policy available.

**Respondent 16:** The respondent indicated that a lack of a consistent internationalisation policy affects staff who come on sabbatical leave to be treated

incoherently by UNAM. It was not clear who should pay for what costs when they arrived at UNAM. This negative treatment caused negative comments about the institution from mistreated visitors.

**Analysis and interpretation:** It was evident that all 16 respondents (100%) agreed with the statement that institutions are affected negatively due to a lack of consistency in internationalisation policies within the institution. All interviewed respondents are fully aware of the consequences that will affect IHE due to inconsistency in the internationalisation policy as suggested by Cerna (2014). Policy coherence is important for any institution that wishes to achieve its long-term objectives with minimal conflict from its stakeholders.

Through the feedback from the respondents, it was evident that clashes were experienced in the faculties, departments and units at UNAM due to the lack of a coherent internationalisation policy. Similar findings were evident during the pilot study conducted by Namweya (2013). These clashes will lead to frustration by internationalisation implementers, thereby resulting in a negative reputation of UNAM. Similarly, OECD (2004) identified policy coherence as one of the main policy challenges that must be taken into account, and to require the highest attention at the institution.

**Question 10: Have you experienced or solved any obstacles, challenges or constraints encountered by faculties, departments, units, staff, students or overall**

**in the institution while embracing internationalisation programmes and activities at UNAM? Explain.**

**Respondent 1:** The respondent experienced many challenges and obstacles due to a lack of policy when assisting students to go on exchanges.

**Respondent 2:** The respondent experienced challenges from other faculties that do not want to implement internationalisation activities. The challenge of not implementing was a result of the lack of understanding of the internationalisation rationales that are not stipulated in the policy. It can, thus, be concluded that the respondent experienced obstacles, challenges and constraints while embracing internationalisation programmes and activities at UNAM.

**Respondent 3:** The respondent has not dealt with internationalisation issues or activities at all.

**Respondent 4:** The respondent has experienced obstacles, stating that there was a confusion between the respondent as a staff member and the faculty regarding Fulbright visitor costs. Due to the lack of clear internationalisation guidelines, staff could not commit to visitors' expenses and logistical arrangements.

**Respondent 5:** The respondent experienced obstacles, challenges and constraints during the process of recruiting foreign lecturers. The respondent indicated that problems and challenges are many, due to the lack of an internationalisation policy at UNAM.

**Respondent 6:** The respondent indicated that the lack of an internationalisation policy at UNAM causes many problems, listing four challenges, obstacles and constraints encountered while embracing internationalisation activities at UNAM. The challenges experienced were: the respondent's initiative to send students to a certain country were

stopped because one department rejected the initiative, claiming they will lose a certain practical inspection. Another concern was about who will fund the students. As indicated earlier, there will be internal competition between faculties. Another challenge stated by the respondent was that there was 100% scholarship for UNAM to identify the best student practice or study at a foreign environment, but it was also rejected because a professional body in the country indicated that it will be difficult to monitor the student during practice or studies in another country. Professional bodies in Namibia on internationalisation should also be established and included in the discussion, and they should be invited to give input on the policy. Another challenge stated by the respondent is that students who were trained in other countries are required to be re-trained by UNAM, which is costly because UNAM is not sponsored to re-train them. The respondent indicated that all these challenges are due to the lack of an internationalisation policy – hence the importance of such a policy.

**Respondent 7:** The respondent could not identify and differentiate between the research project to be part of a consultancy or not, due to the lack of an internationalisation policy.

**Respondent 8:** The respondent indicated that obstacles do occur merely because of different opinions from different people, or by the lack of commitment and dishonesty from some individuals.

**Respondent 9:** The respondent did not experience or solve any obstacles, challenges or constraints encountered by faculties, departments, units, staff, students, or overall institution while embracing internationalisation programmes and activities at UNAM.

**Respondent 10:** The respondent was not aware of internationalisation activities or programmes that he was engaged in.

**Respondent 11:** The respondent experienced challenges related to students, staff, and lack of finances to cover internationalisation activities as challenges, obstacles and constraints encountered due to the lack of an internationalisation policy while embracing internationalisation activities and programmes. The respondent indicated that presenting papers is an internationalisation activity; however, the respondent confirmed that there are financial challenges, where academics are unable to travel for presentation of their papers due to financial constraints. The respondent encountered challenges from local students while promoting the wellbeing of international students, who complained that foreign students are receiving special treatment at their expense. Due to the lack of an internationalisation policy, local students do not understand what internationalisation entails. A similar complaint is evident when international staff are recruited.

**Respondent 12:** The respondent experienced challenges while embracing internationalisation activities and programmes.

**Respondent 13:** The respondent was engaged in internationalisation activities and programmes at UNAM. The respondent mentioned a specific department which did not know the procedures to follow to assist a student to engage in an internationalisation activity; consequently, the student was affected negatively.

**Respondent 14:** The respondent did not experience or solve obstacles, challenges or constraints encountered by faculties, departments, units, staff, students or the overall institution while embracing internationalisation programmes and activities at UNAM.

**Respondent 15:** The respondent indicated to have been engaged in different university activities, and is unable to identify the activities or programmes that were part of internationalisation.

**Respondent 16:** The respondent encountered challenges of visitors who came on sabbatical leave and were paid different commissions because of the lack of an internationalisation policy at UNAM.

**Analysis and interpretation:** Ten participants (63%) experienced and solved obstacles, challenges or constraints encountered by faculties, departments, units, staff, students or overall institution while embracing internationalisation programmes and activities at UNAM. The challenges, obstacles and constraints were evident due to the lack of an internationalisation policy that could give clear guidance to the institution.

From the indicated examples by the respondents, it can be concluded that the respondents experienced or solved obstacles, challenges and constraints encountered while embracing internationalisation programmes and activities at UNAM.

Six respondents (37%) indicated that they did not experience or solve any obstacles, challenges or constraints encountered by faculties, departments, units, staff, students or overall institutions, and which are related to internationalisation programmes and activities at UNAM. The challenges experienced by the implementers of internationalisation at UNAM can be caused by the way staff members understand internationalisation.

In addition, due to the lack of a coherent policy to guide the stakeholders to handle internationalisation programmes and activities, challenges and obstacles are experienced. The findings of the main study correspond with the findings of the pilot study conducted by Namweya (2013). The study attributed the challenges to the lack

of a policy. The effects of the obstacles faced by faculties, departments and units will contribute to the loss of interest by UNAM staff to participate in internationalisation initiatives.

**Question 11: After initiation of an internationalisation policy has been completed successfully, it needs to be implemented.**

**Question 11.1: In your opinion, which department on UNAM's structure should be the implementer of the internationalisation policy?**

**Respondent 1:** All units and faculties at UNAM should be implementers. The EIRO should only be the coordinating office.

**Respondent 2:** The respondent indicated that EIRO should be a facilitating office, while implementation should be handled by units.

**Respondent 3:** The respondent indicated that departments should be the implementers, while EIRO should be the custodian and host of internationalisation.

**Respondent 4:** The respondent indicated that EIRO should be the coordinating office, while faculties should be the implementers.

**Respondent 5:** The respondent stated that no department should own a policy. All the faculties, departments and units should be implementers of the internationalisation policy at UNAM.

**Respondent 6:** The respondent stated that a new office should be created to handle internationalisation issues.

**Respondent 7:** The respondent indicated that the EIRO office should be the coordinating office, while faculties and departments should engage in implementation.

**Respondent 8:** The respondent suggested that departments in the faculties should be implementers, and top management should play the coordinator role.

**Respondent 9:** The respondent stated that all faculties and units should be the implementers, and EIRO should play a role in coordinating.

**Respondent 10:** The respondent suggested that various offices should handle various internationalisation activities. EIRO should play a coordinating role in all aspects where it involves international matters. Faculties should handle student-related activities, while the Human Resources department should deal with staff-related internationalisation activities.

**Respondent 11:** The respondent indicated that faculties and departments should be the implementers, and EIRO should coordinate internationalisation activities.

**Respondent 12:** Everybody at UNAM should be an implementer. The respondent did not indicate the coordinating office.

**Respondent 13:** The respondent indicated EIRO as the implementation office.

**Respondent 14:** The respondent suggested EIRO to be the implementer.

**Respondent 15:** The respondent suggested EIRO to be the implementer.

**Respondent 16:** The respondent suggested a new department to be created as an implementer of internationalisation.

**Question 11.2: At which level/position should the UNAM implementer of the internationalisation policy be?**

**Respondent 1:** The respondent stated that the implementing office, which is faculties, should be at a level of a position of a dean, while the coordinating office is on a position level of a director.

**Respondent 2:** The respondent indicated that the level of position at the faculty should be similar to that of the dean, and for the person in the facilitating office should be at the level similar to that of a director.

**Respondent 3:** The respondent indicated that the position at the level of a faculty is the dean, and the facilitating office should be at the level of a director.

**Respondent 4:** The respondent indicated that the position of policy implementers at faculties should be at a level that is equal to that of a dean, while the coordinating functions at faculties should be at a position equal to that of the PVC or deputy VC.

**Respondent 5:** The respondent indicated that the implementation functions will depend on a particular aspect. Therefore, the implementation part will take place at units and faculties. The primary level of the position should be the dean, who is the head of all other units.

**Respondent 6:** The respondent indicated that a position at the level of a director will be suitable to run the new office, which will be created as suggested by the respondent.

**Respondent 7:** The respondent indicated that at the faculty the level, the dean should be the head, and the position at EIRO should be the level of a director.

**Respondent 8:** The respondent stated that the implementation role should be at the level of the deputy VC.

**Respondent 9:** The respondent indicated that the coordinating function should be at the level of the VC.

**Respondent 10:** The respondent does not know; hence, could not make a decision.

**Respondent 11:** The respondent indicated that the position for implementers should be at the level of a dean and directors of units and centres.

**Respondent 12:** The respondent indicated that the function of coordinating should be at the level of a director.

**Respondent 13:** The respondent indicated that the position at a coordinating office should be at the level of a director.

**Respondent 14:** The respondent indicated that a position at a director level should be considered for a person in a coordinating office.

**Respondent 15:** The respondent indicated that the position at a coordinating office should be at the level of a director.

**Respondent 16:** The respondent indicated that the position at a coordinating office to be at the level of a director.

**Analysis and interpretation:** Eleven respondents (69%) suggested that all faculties, departments and units should be the implementers of internationalisation at UNAM, and the EIRO to play a coordinating and facilitating role. However, three respondents (17%) prefer EIRO to be the implementer of internationalisation at UNAM. One respondent (6%) proposed a new office to be the implementer of internationalisation activities, while another respondent could not make a decision regarding which office should be the implementer. A suggestion for a position at a level of a dean, as the

suitable position for the implementer of internationalisation at UNAM, was supported by nine respondents (56%). Four respondents (25%) indicated the level of a director to be a suitable position for the implementer of internationalisation. One respondent (6%) could not make a decision, while two participants (13%) indicated the position of the deputy VC and PVC as suitable positions for the internationalisation implementation.

The proposal for a dean as a suitable position is in line with the suggestion that faculties, departments and units should implementers of internationalisation. Currently, the dean at UNAM is the most senior position that oversees all activities in the faculties. Therefore, the suggestions made are in the right direction because internationalisation activities and programmes are implemented in the faculties.

The purpose of the element of the implementation was to obtain the views from the respondents, indicating which of the departments and positions on the UNAM structure would be suitable to be the implementer of the internationalisation policy at UNAM. It is encouraging to observe how the respondents understood that an establishment of a right structure in IHE will enhance the effective delivery of internationalisation programmes and strategies. It is also important to note that a clear understanding by the respondents between the implementation and coordinating office will avoid unnecessary clashes at the institution in future.

The response is in line with what other IHE have stated in their internationalisation policy documents. A relevant example is evident in the Internationalisation Education

policy (2014) at Erasmus University Rotterdam, which indicates that its internationalisation activities are spearheaded by the International Office. There should be a regular intervention by the office that coordinates internationalisation programmes, in order to monitor the execution of the planned activities – whether it is included in the overall strategic plan of the university. The assessment should aim at enhancing the quality and impact of initiatives, and to monitor whether the policy is progressing positively or negatively.

**Question 12: Developing an internationalisation policy is regarded as the best practice that can improve and guide internationalisation at Institutions of Higher Education (IHE).**

**Question 12.1: What is your opinion on the statement?**

**Respondent 1:** The respondent agreed with the statement that developing an internationalisation policy is regarded as the best practice that can improve and guide internationalisation at IHE. The respondent affirmed that policy is important, as it will guide faculties and units.

**Respondent 2:** The respondent disagreed with the statement because the respondent believes in strategies rather than policies.

**Respondent 3:** The respondent agreed with the statement that developing an internationalisation policy is regarded as the best practice to improve and guide internationalisation at IHE. Thus, agreed that developing an internationalisation policy is important for institutions.

**Respondent 4:** The respondent indicated that he agrees with the statement that the development of an internationalisation policy is the best practice, and it is important.

**Respondent 5:** The respondent stated fully agreed with the statement.

**Respondent 6:** The respondent agrees with the statement. The respondent indicated that developing a policy is a good practice because it will guide the institution to indicate objectives of internationalisation.

**Respondent 7:** The respondent agreed with the statement that developing an internationalisation policy is the best practice. The respondent considers the policy as the driving instrument.

**Respondent 8:** The respondent was in support of the statement, indicating that IHE that are serious with internationalisation have positions for a Deputy VC, dedicated to handling internationalisation at the institutions.

**Respondent 9:** The respondent agreed with the statement.

**Respondent 10:** The respondent indicated that if an institution does not have an internationalisation policy, then there will be no guidance at the institution as well.

**Respondent 11:** The respondent is in agreement with the statement, and opined that the presence of policy shows the commitment of internationalisation by the institution.

**Respondent 12:** The respondent felt that the statement, developing an internationalisation policy is regarded as the best practice, as indicated by someone in the field of policy development. Thus, he views that everyone who is passionate about the topic in the area expertise will be biased, and will consider the topics discussed in the area of his expertise as the best.

**Respondent 13:** The respondent was fully in agreement with the statement. Each institution needs an internationalisation policy before it engages in any internationalisation activities.

**Respondent 14:** The respondent is in agreement with the statement, confirming that an internationalisation policy will be considered the best practice.

**Respondent 15:** The respondent did not have anything in that field of internationalisation.

**Respondent 16:** The respondent agrees with the statement, and stressed that policy is important to show the commitment of the institution towards internationalisation.

**Question 12.2: What is your opinion regarding UNAM's internationalisation policy status?**

**Respondent 1:** The respondent indicated that there is only a draft policy.

**Respondent 2:** The respondent indicated to have seen an internationalisation policy in a draft form only.

**Respondent 3:** The respondent was not aware of an internationalisation policy at UNAM.

**Respondent 4:** The respondent was quick to indicate that there is no internationalisation policy developed at UNAM; hence, the respondent confirmed that internationalisation activities follow individual procedures.

**Respondent 5:** The respondent posed a question back to the researcher whether UNAM has an internationalisation policy, and that if there is a policy, the respondent does not know about it.

**Respondent 6:** The respondent indicated not to be aware of an internationalisation policy at the institution, therefore there is a need to develop an internationalisation policy at UNAM.

**Responded 7:** The respondent stated that there is no formalised internationalisation policy at UNAM.

**Respondent 8:** The respondent indicated that policy is completed and is awaiting senate's approval.

**Respondent 9:** The respondent posed a question of whether UNAM has a policy that should be implemented.

**Respondent 10:** The respondent does not know whether UNAM has a policy, and did not comment on the statement.

**Respondent 11:** The respondent is not familiar with the policy at UNAM.

**Respondent 12:** The respondent has not seen a draft policy that was recently circulated, and it not aware of an internationalisation policy that was developed prior to the recent one.

**Respondent 13:** The respondent acclaimed that if there was an internationalisation policy available at UNAM, it would have guided faculties on the challenges facing students who engage in internationalisation activities.

**Respondent 14:** The respondent is not aware of an internationalisation policy at UNAM.

**Respondent 15:** The respondent stated not to be aware of any internationalisation policy at UNAM.

**Respondent 16:** The respondent has not seen any internationalisation policy at UNAM.

**Analysis and interpretation for questions 12.1 and 12.2:** 13 respondents (81%) are in agreement with the statement that developing an internationalisation policy is regarded as a best practice that can improve and guide internationalisation at IHE. The responses are in line with Santiago et al. (2008), who emphasise that the importance of policy and strategy development is a tool that can improve and strengthen internationalisation at IHE. Two respondents (13%) did not agree with the statement, while one (6%) of the respondents could not decide whether to agree with the statement or not. All 16 respondents (100%) agreed that UNAM has not developed an internationalisation policy for the institution.

The responses are similar to the findings of the pilot study by Namweya (2013), which indicated that there were no consistent formal documents and guidelines on how faculties and units handle issues related to internationalisation at UNAM. The results are in contrast with the views of Santiago et al. (2008), who indicated that policy initiatives such as developing internationalisation policies on campus encourage the mobility of domestic academic staff and students who have the capacity to strengthen the internal dimension of internationalisation.

It is clear from the responses that leadership at UNAM understands the importance of developing a policy to guide internationalisation activities and programmes. However, it is worrisome that despite management's awareness that developing an

internationalisation policy is regarded as the best practice to improve and guide internationalisation, there is no internationalisation policy developed at the institution. Without a coherent internationalisation policy, UNAM will not have identifiable internationalisation objectives and a vision.

The lack of objectives and a vision on internationalisation at UNAM reflects a lack of focus to achieve internationalisation goals and plans that will enhance internationalisation efforts at the institution. It is evident that in the absence of a clear policy, guidelines and systems at UNAM have influenced faculties to not fully implement internationalisation. Santiago et al. (2008) emphasise the importance of policy and strategy development as a tool to improve and strengthen internationalisation at IHE.

**Question 13: If you were responsible for drafting a new internationalisation policy at UNAM, what would be some of the most important issues to include, and why?**

**Respondent 1:** The respondent is of the opinion that the policy should include decentralisation aspects. The policy will indicate that developing countries should work with each other.

**Respondent 2:** The respondent suggested the inclusion of the following in a policy: the strategy must be responsive and speak to the needs of the institution and customers, and the policy must be relevant and inclusive of the needed skills of the country. The policy should not include issues that do not show measurable impacts and multiplier effects.

**Respondent 3:** The respondent listed priority areas and important issues that should be included in the internationalisation policy, such as greater awareness, implementation plan, monitoring and evaluation, dedicated funds, and a need to promote internationalisation.

**Respondent 4:** The respondent listed planning, awareness, and rationales as to why the policy is important, monitoring and evaluation, and review as important issues that should be included in the internationalisation policy.

**Respondent 5:** The respondent indicated that commitment by senior leaders and middle management is an important issue to be included in the document.

**Respondent 6:** The respondent identified six elements to be included in the policy, which are: buy in-commitment, spelling out the aims and objectives, roles of individuals, accountability of individuals, monitoring, and the best practices; however, the respondent failed to state the reasons for the listed issues.

**Respondent 7:** The respondent listed strengthening of staff and student exchanges, and skills transfer to be the important issues. The respondent did not give any reasons.

**Respondent 8:** The respondent suggested a focus on the international agenda, structure, and international partnership.

**Respondent 9:** The respondent listed quality of academic programmes, research, innovation, resource mobilisation, planning, and awareness of what is happening globally as the four issues to be considered important.

**Respondent 10:** The respondent expressed not to be an expert in developing an internationalisation policy; hence, he did not respond to anything.

**Respondent 11:** The respondent listed the policy statement, scope, objectives and purpose, roles and responsibilities, and implementation to be part of the issues that should be included in the internationalisation policy. However, the respondent did not give reasons why he considered the listed issues.

**Respondent 12:** The respondent did not have any issues at the time of the interview. It can, therefore, be concluded that the respondent does not know about the most important issues to be included in the internationalisation policy.

**Respondent 13:** The respondent identified the roles and responsibilities of staff and students, coordination of internationalisation challenges that affect the transfer of student credits and financial matters to be important issues to be included in the internationalisation policy; however, the respondent was quiet on the reasons to validate his answer.

**Respondent 14:** The respondent indicated that awareness, clear indication of the type of students that should be taken, the type of staff, and programmes on offer as important issues to be considered during the development of an internationalisation policy. The respondent did not give the reasons why the three issues are important and should be included.

**Respondent 15:** The respondent indicated that the most important issues to be in the policy include the identification of who UNAM wants to collaborate with, and the priority needs of the institution. The reasons were not provided by the respondent as to why the issues are important.

**Respondent 16:** The respondent did not have an idea regarding issues that should be included in the internationalisation policy.

**Analysis and interpretation:** Eleven respondents (69%) do not know the issues that should be included in the document during the development of an internationalisation policy. However, five (31%) of the respondents indicated that they have limited knowledge on the issues that should be part of the policy, because they only indicated a minimum of two, and a maximum of three matters. The issues indicated by the respondents are objectives and purpose, roles and responsibilities, and implementation. The three issues indicated are part of the issues indicated by De Wit (2002). However, listing only two to three out of nine issues indicated in the literature review demonstrated that the respondents have limited knowledge of the important issues that should be included in the internationalisation policy.

It is interesting to note that 100% of the respondents did not provide reasons why they have indicated the important issues to be included in the policy. It is clear that it will be difficult for management to develop a well-crafted internationalisation policy if they are not aware of the important issue that should be included in the policy. Guidelines from the scholars such as Hudzik (2011); Taylor (2004), De Wit's (2002) organisational policies or strategies, as well as the internationalisation circle by De Wit (2002), formed a combined basis from which policy initiators should use as a guide when developing internationalisation policies. The issues indicated in the guidelines should be important, and they should not be excluded in the internationalisation policy; they include analysis of context, awareness, commitment, planning, operationalise, implementation, review, reinforcement, and integration.

**Question 14: Internationalisation should be encouraged at IHE. In your opinion, how should it be encouraged?**

**Respondent 1:** The respondent indicated that internationalisation should begin at home; however, local people are reluctant to accommodate foreign lecturers and students because they do not understand the internationalisation concept.

**Respondent 2:** The respondent indicated that there should be rewards and incentives to encourage internationalisation. The respondent proposed incentives that can be considered to encourage internationalisation at IHE, such as: to give staff time off in order to teach and do research at other institutions, allow staff to host their partners in their departments and faculties, and to encourage staff to subscribe and participate to networks and platforms.

**Respondent 3:** The respondent listed four incentives to be considered important to encourage internationalisation at IHE, such as: a need for regular interaction between faculties and departments, visit faculties and individuals, and encourage them to take part in internationalisation, advice academics to participate in conferences, activities and to partner with other institutions, while they are attending conferences away from home.

**Respondent 4:** The respondent indicated that IHE should be encouraged in many ways – not only with rewards and incentives, but also through interactions.

**Respondent 5:** The respondent felt that it is important for people to understand the concept and benefits of internationalisation first before rewards and incentives can be introduced to encourage internationalisation.

**Respondent 6:** The respondent listed points that can encourage internationalisation at IHE, of which incentives are one them. The respondent is in agreement that internationalisation should be encouraged at IHE with incentives.

**Respondent 7:** The respondent indicated that internationalisation awareness, and a culture that is understood by everybody should also be encouraged at the institution.

**Respondent 8:** The respondent listed four incentives to be considered important to encourage internationalisation at IHE, which are: to prepare the mind of the Namibian students so that they are able to mingle with students joining UNAM from other countries, request staff to attend international conferences, organise workshops on internationalisation to staff and students, and for the VC to visit other countries to seek internationalisation opportunities.

**Respondent 9:** The respondent indicated that staff and student exchanges are important to encourage internationalisation at IHE.

**Respondent 10:** The respondent indicated that an internationalisation policy should be developed first; thereafter, awareness to all stakeholders should be encouraged. The respondent does know that internationalisation needs to be encouraged at IHE, but the respondent considers the development of internationalisation policy firstly to be in place before the rewards and incentives that can be used to encourage internationalisation can be encouraged at IHE.

**Respondent 11:** The respondent was of the opinion that internationalisation should be encouraged not only by rewards and recognition to top achiever faculties, but it should be encouraged through awareness as well. The respondent considered rewards important to encourage internationalisation at IHE.

**Respondent 12:** The respondent was of the view that internationalisation should also be encouraged amongst students themselves. The respondent understands that rewards and incentives are important and is in agreement that internationalisation needs to be encouraged at IHE.

**Respondent 13:** The respondent indicated that internationalisation awareness should be encouraged and the benefits should be understood by everybody.

**Respondent 14:** The respondent felt that it is important for people to understand the concept and benefits of internationalisation first before rewards and incentives can be introduced to encourage internationalisation. The respondent outlined the following issues that can encourage internationalisation: allow staff to collaborate with different partners, UNAM should bring in projects that staff can take part, and identify the benefits of internationalisation to the people.

**Respondent 15:** The respondent stated that it is important for people to understand the concept and benefits of internationalisation first before rewards and incentives can be introduced to encourage internationalisation. The respondent suggested that there should be mechanisms in place indicating the extent that a faculty can negotiate and, collaborative areas when engaging with other universities. Procedures and guidelines should be clearly specified to staff members who want to collaborate with other institutions.

**Respondent 16:** The respondent suggested that an internationalisation policy should be developed first; thereafter, awareness to all stakeholders should be encouraged.

**Analysis and interpretation:** Fifteen respondents (94%) agreed that internationalisation needs to be encouraged at IHE. Eleven respondents (69%) agreed

for internationalisation to be encouraged with specific rewards and incentives that they have listed. The response from the respondents is in line with Hudzig's (2011) views, who suggests that in order for leadership to use a top-down strategy, there should be tools such as reward systems to faculties, departments, units and individuals to engage and contribute to the effort of internationalisation. However, four respondents (25%) indicated that IHE can be encouraged by aggressive awareness and other interactions that are not necessarily in the form of rewards and incentives.

One respondent (6%) did not know whether incentives and rewards should be used to encourage internationalisation at IHE. Rewards and incentives are considered important by the respondents to encourage internationalisation; hence, they proposed a list of specific rewards and incentives that can encourage involvement in internationalisation programmes and activities. De Wit (2002) emphasises that to reinforce internationalisation, an effort is done through rewards and recognising staff and faculties that participate in internationalisation. Hence, incentives and rewards such as recognition for faculties, staff and students that participate in internationalisation activities, merit systems like staff promotion and salary increments are some of the incentives that can be introduced in the policy to encourage more internationalisation activities and programmes to take place at a university. The rewards and incentives are an indication that leadership is committed to driving the internationalisation process at the institution. Geurts (2015) explains that once an institution or organisation decides to develop a policy, policy makers must be determined to drive the process despite obstacles to achieve the desired outcome.

**Question 15: The internationalisation of teaching, research and service activities of universities are believed to enhance the quality of higher education by compelling institutions to rise to international academic standards. What are the benefits that an institution might gain for being an internationalised university?**

**Respondent 1:** The respondent listed four factors considered to benefit universities to become internationalised institutions, namely: to have a credible reputation, to attract good quality students, to attract good quality staff, and to attract research funding.

**Respondent 2:** The respondent indicated two benefits universities can gain as internationalised institutions.

**Respondent 3:** The respondent outlined attracting funding for research, a reviewed curriculum to include international perspective, gain recognition, and it should have an impact on community activities, such as benefits an IHE might gain from being an internationalised university.

**Respondent 4:** The respondent indicated that IHE will have many benefits like: getting students from foreign countries, attracting good scholars and researchers, creation of knowledge and teaching, getting world-class scholars, it will inspire local staff and students, and it is a good aspect of university growth.

**Respondent 5:** The respondent stated that there are many benefits to IHE, namely: to market the institution, it helps the world ranking organisations for IHE to notice what the institution is engaged with in order to be ranked, it helps the institution to be placed in its proper category such as classic, middle, or lower- institution category.

**Respondent 6:** The respondent stated that the benefits of internationalisation will include: the continuous push of the institution to change improve to reach the set

standards, continuously expand ideas for something to be done better at home, and the expansion of research and innovation.

**Respondent 7:** The respondent listed ranking, credibility, source of income, positive reputation, and global respect as benefits to an IHE.

**Respondent 8:** The respondent provided a list of benefits such as economies of scale, where universities enter into consortiums to share expensive resources, staff mingles with international staff members to think globally and maintain quality of education through collaborations.

**Respondent 9:** The respondent listed the benefits such as training, skills and post-doctoral exchange to benefit IHE for being an internationalised institution.

**Respondent 10:** The respondent said that both the institution and students benefit if IHE is considered an internationalised university; for example, graduates benefit by integrating with other universities, and the fact that local students can be admitted in universities all over the globe

**Respondent 11:** The respondent listed three benefits that a university will benefit from international expertise: through teaching, research and service activities, learning, and positive marketing of UNAM by foreigners in their respective countries when they return home.

**Respondent 12:** The respondent listed the following benefits: to make a university visible, to contribute to the global village by developing human resources, develop a human economy in the world, participate in academia, and to ensure that the university gives itself a proper location in the international arena as an institution.

**Respondent 13:** The respondent stated that the benefits to IHE are training of staff, skills transfer from the professors that come to UNAM, international exposure to students, and the improvement of the reputation of the university.

**Respondent 14:** The respondent outlined the following benefits: students can benefit in terms of scholarships and exchange programmes, and staff can benefit from the projects offered by other universities.

**Respondent 15:** The respondent listed benefits as recognition by other universities and fellow academics, and attracting students and staff to work at UNAM. If UNAM shows goodness, then the government will be encouraged to fund the institution more.

**Respondent 16:** The respondent listed three benefits: visibility of the institution (when people visit UNAM, they return to their countries, and talk about the institution); benchmarking (determining whether internationalisation programmes and activities that UNAM is engaged in are comparable, and whether it is at par with internationalisation programmes of other institutions) and saving costs by getting assistance from other institutions through collaboration when a new programme is being introduced.

**Analysis and interpretation:** Thirteen respondents (81%) did not list points related to those mentioned in the literature review. It was concluded that 3 respondents (19%) have limited knowledge on the benefits of internalisation to IHE. However, the list outlined by all sixteen (16) respondents is more on the side of rationales than the benefits. The limited combined benefits identified by the respondents are a benefit of having an impact on community activities, which can be linked to Scott's (2011) statement that internationalised universities have a potential to build social and

economic capacity, particularly to developing countries. The benefits listed by the three respondents, which are similar to what De Wit (2002); Zeleza (2012); and Knight (2012) outline, are: continuously pushing the institution to change and improve in order to reach the set standards, continuously expanding ideas on how something can be done better at home, and expansion of research and innovation.

One respondent indicated that local staff who mingles with international staff members is considered to think globally which the respondent indicated as an internationalisation benefit, hence the respondent sentiment can be related to the benefit identified by Zeleza (2012) that says students are being prepared by IHE to be able to compete globally. Other identified benefits that can be linked to those indicated by Zelna (2012) are graduates' benefit by integrating with other universities and the fact that local students can be admitted in universities all over the globe. Another benefit listed by a respondent is a postdoctoral exchange, which can be linked to the benefit identified by Knight (2012), who refers to it as a student and staff exchange.

One of the respondents indicated that a university will benefit from international experts through teaching, research and service activities; this response is similar to Zeleza's (2012) views that a university will benefit from the international expertise through teaching, research and service. Similarly, Knight (2012) confirm the issue of learning as one of the benefits, which is also indicated by the respondent. Scott (2011) describes the good aspects of internationalisation as having the potential to transform the lives of international students; its role in sustaining, and growing, science, and

scholarship through dynamic academic exchanges; and its potential to build social and economic capacity, particularly to developing countries.

**Question 16: Are there any other matters you would like to raise?**

**Respondent 1:** The respondent stated that it is a good research area that needs to be concluded. Emphasis was also put on the finalisation of an internationalisation policy at UNAM.

**Respondent 2:** The respondent commented that the research area is very important.

**Respondent 3:** The respondent stated that UNAM should partner with other universities to be globally competitive.

**Respondent 4:** The respondent pointed out that the research being undertaken is long overdue and the respondent is looking forward to its finalisation.

**Respondent 5:** The respondent suggested that an internationalisation policy that should be developed, monitored and reviewed frequently in order to assess its applicability to the UNAM environment.

**Respondent 6:** The respondent stated that once the research is finalised, it will lead to the development of an internationalisation policy at UNAM.

**Respondent 7:** The respondent looks forward to the finalisation of the study, and hopes that it will be shared with all UNAM staff.

**Respondent 8:** The respondent did not have additional points to make.

**Respondent 9:** The respondent did not have additional points to make.

**Respondent 10:** The respondent stated that an internationalisation policy is needed urgently.

**Respondent 11:** The respondent advised those who will develop the internationalisation policy not to cut and paste from other university documents, but UNAM's internationalisation policy should be developed based on the needs of the institution.

**Respondent 12:** The respondent warned the team that will be in charge of the development of internationalisation policy to distinguish between internationalisation and westernisation.

**Respondent 13:** The respondent proposed that each faculty should establish an internationalisation committee that will coordinate internationalisation activities with the office that is responsible for internationalisation at UNAM.

**Respondent 14:** The respondent encouraged the researcher to finalise the project, as it is considered an important research project.

**Respondent 15:** The respondent suggested that UNAM should introduce a 30-year term strategic plan, which does not currently exist, in order to achieve long-term government projects like Vision 2030.

**Respondent 16:** The respondent did not have additional points to make.

**Analysis and interpretation:** The respondents expressed the importance of the study, and conveyed the hope that the final report will be shared with all at UNAM. They also indicated that there is a lack of an internationalisation policy at UNAM, and that

they would need one urgently – which is long overdue. The respondents also made suggestions that can assist those who will develop the internationalisation policy.

It is evident that the respondents are aware of the importance of the study, and the improvement it will bring to the institution. The next part evaluates the internationalisation policies of the six (6) selected universities against each university practices to enhance internationalisation. The criteria proposed by Hudzik (2011), Taylor (2004) and the proposed internationalisation circle proposed by De Wit (2002) were used in order to determine the performance of each university.

### **5.3 Evaluation, analysis and interpretation of the six selected universities' internationalisation policies against internationalisation guiding principles**

As indicated in table 3.2, the researcher compiled a summarised comparative breakdown in a table format of the internationalisation policies of the six universities against the main activities of the nine guiding principles. The researcher use the nine principles to guide this research on how to develop an internationalisation policy in IHE. The information was gathered through a desktop study, and comparisons were made by analysing the internationalisation policy or strategy documents of the selected universities. The researcher compared internationalisation policies of the six selected universities, which are ranked amongst the top 100 universities in the world and the most international universities in the world (World University Rankings, 2015).

The six universities selected for this study were two universities from South Africa, namely the UCT and the Wits, one each from the UK (the University of Edinburgh),

the Netherlands (EUR), Belgium (Ku Leuven) and Australia (the University of Sydney).

In this section, the researcher used the comparative analysis and the summary in table 3.2 to evaluate, analyse and to interpret the six selected universities' internationalisation policies. The researcher was guided by the principles on how to develop an internationalisation strategy identified by two scholars, Hudzik (2011) and Taylor (2004), as well as the internationalisation circle and the process approach proposed by De Wit (2002) , namely: analysis of context, awareness, commitment, planning, operationalise, implementation, review, reinforcement, and integration. The evaluation, analysis and interpretation of the compared internationalisation policies of the six selected universities on the nine guiding principles are discussed in the next section as follows:

### **5.3.1 Context**

The EUR seek an external assessment of its internationalisation policy by applying for the distinctive feature of internationalisation from the Accreditation Organisation of the Netherlands and Flanders for the EUR as an institution. The policy or strategy for 2014-2018 is implemented via thematic strategic programmes, focusing on the overarching objectives of the 2014-2018 strategies. At Ku Leuven University the policy document proceeds from the view that internationalisation is inherent to the essence of the threefold mission of the university. The content of the policy document of internationalisation is explained in a clear manner and it took an advance at the vision that lies at the basis of the policy statement.

Ku Leuven University developed its internationalisation policy based on the outcome after the institution has analysed its internal context, which is the mission and the vision of the university. The policy or strategy of the University of Edinburgh supports the objectives contained in the overall university's policy or strategy. The external and internal context were analysed because the policy paper continued to build on previous policy documents. UCT play a leading role in lobbying the relevant government departments to relax legislation relating to the higher education sector, including developing frameworks that accommodate international credit transfer and degree recognition.

The other noticeable external and internal context analysis indicated in their policy document include the following: the policy should be viewed as giving expression to UCT's mission statement and strategic objectives, national legislation and regional treaties on education and training, as well as being in line with the Code of Ethical Practice of the International Education Association of South Africa. At the University of Sydney, the external and internal analysis context is taking place. All its decisions relating to the internationalisation of education and research are made in the context of the achievement of international excellence and best practice, and they are aligned with related university policies. The internationalisation policy articulates the university views and strategies on internationalisation, which is central to the university's understanding of itself and its mission.

**Analysis of context:** All of the universities have analysed external, internal, or both external and internal contexts. Only two universities analysed its internal context,

which is their strategic programmes, and ignored the external context. However, overall, the usage of analysis of context is strongly and frequently used by all the universities. It can thus be concluded that the six universities' internationalisation policies were developed and guided by the analysis of context.

De Wit's (2002) model encourages fostering a good connection between an institution and its departments or faculties. It starts with the analysis of policy documents to determine the factors affecting this document within or outside the institution. If IHE internationalisation policies do not conform to the policies of the country, it will be difficult to embrace and fully implement internationalisation. Similarly, within departments and units, policies that guide internationalisation should be in harmony with each other to avoid conflicts and clashes. Cerna (2014) concludes that although universities might globally operate independently, clashes will be experienced if their policies are not consistent with each other within the institution, and with those of its governments.

### **5.3.2 Awareness**

The EUR internationalisation policy emphasises the institution's needs to its stakeholders. The institution communicates the EUR internationalisation programmes, for example, it provides up-to-date information about mobility, scholarship and how to acquire mobility schemes. The policy indicates that the institution developed an international student handbook which is promoted to students, staff, faculty and communities on the web site. The policy is communicated through established steering committees, task forces, deans of faculties, and units. The internationalisation policy

of Ku Leuven University identified the needs, purpose and benefits of internationalisation. It was also indicated that the awareness of the policy is done through an adapted structure by experienced personnel, through offices, departments, and committees.

The internationalisation policy at the University of Edinburgh is communicated to all students, staff and partners to ensure that all specified internationalisation activities are embraced within the working culture of the university. At UCT, the university communicates internally and externally about the range of international activities. Identified internationalisation activities are tied to the mission of the university. Internationalisation activities were identified as experiential learning through student and staff mobility, quality review, social responsiveness and communication.

The internationalisation policy of the University of Sydney emphasises the needs, purpose and benefits of internationalisation to the institution and stakeholders. The institution has also designed an international communications programme using media and messages that are appropriate to targeted audiences, and those that are consistent with the university's overall communications strategy. Wits University's internationalisation activities are tied to the vision statement of the university. Awareness is executed by the Internationalisation Policy Committee, staff members in the office of the Vice-Chancellor, and through Wits University's International Office, which informs the activities of the Committee about internationalisation initiatives within the university.

**Analysis of awareness:** All compared universities communicate to stakeholders about their internationalisation activities within their policies. Although it was noted that the University of Edinburgh policy does not specify the needs, the policy itself is communicated to the stakeholders of the university. Although some policies did not indicate their needs, purpose, and benefits in the document, the fact that they communicate the policy to its stakeholders can be concluded that the needs, purpose and benefits are indicated in the policy documents as communicated. It can thus be concluded that awareness is an element that was strongly used by all universities.

De Wit (2016) suggests that internationalisation at IHEs should be guided by a policy and awareness of the internationalisation programmes and activities that should embrace inclusivity for all students and staff. If stakeholders are aware of the importance and benefits of internationalisation, it will be easier for students, staff and other stakeholders to willingly participate in internationalisation programmes and activities. De Wit (2002) indicated that awareness, notices and announcements of internationalisation programmes, activities and strategies should be channelled through formal and informal conducts of the university.

### **5.3.3 Commitment**

The EUR leadership of the university is committed through the President of the Executive Board, who indicates that the plan was drawn up with the support of all stakeholders within and outside the institution. The policy document also highlights that the Rector of the university indicated that internationalisation is an important part of academic training. The Executive Board and the Academic Council of Ku Leuven

University have accepted the policy that was presented. It was indicated in the policy document that the senior management of Ku Leuven University has shown support; therefore, commitment has flown down to the lower structure of the university – at faculty, staff and student level.

It was also observed through the policy or strategy document of the University of Edinburgh that it is printed. The Principal and Vice-Chancellor of the university signed the introductory remarks, and the Vice-Principal (International) signed the concluding remarks in a legally published policy/strategy document. It is noted from the policy at UCT that internationalisation is supported by senior management, because the Strategic Plan of 2010-2014 prepared for the Council agenda of 2 December 2009 stated its first goal to internationalise UCT via an Afropolitan Niche.

The leadership developed a policy or strategies and advice on key trends in internationalisation to enable the IAPO and other units of the university to make appropriate, innovative and strategic decisions around internationalisation. The policy at the University of Sydney was developed under the office of the deputy VC - International, who has taken ownership of the policy document. The policy document indicates that the development of strategic, operational, and action plans are coordinated through the International Institute Advisory Council. The responsibility of the internationalisation policy lies with the senior executive, academics, the policy making committee, and the appropriate administrative and support service centres. The internationalisation policy document of Wits University states that the implementation of its policy is coordinated by the Office of the Vice-Chancellor.

The International Policy Committee of Senate is expected to report regularly and directly to the Senate on issues related to internationalisation. Internationalisation at these universities is supported by management. Childress (2009) found that management support of IHEs has a positive impact on the involvement of academics, faculties, departments and administration, which is important for an internationalisation plan development to succeed. Hudzik, (2011, p.6) concurs that “it is essential that comprehensive internationalisation is embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative – not just a desirable possibility”. Hudzik (2011) also emphasises that the success of internationalisation depends on management’s support, which is a pre-requisite.

**Analysis of commitment:** All six universities’ internationalisation policies indicate commitment from its leadership and senior management; however, the University of Edinburgh does not specify which leaders support internationalisation at the institution. It can be concluded that leadership supports the internationalisation policy, given that they have allowed the document to be in print. Another reason confirms that leadership supports the internationalisation policy at the institution is indicated by the Principal and VC, and the Vice-Principal (International) of the university – who signed the introductory remarks and the concluding remarks of the printed policy or strategy document. Leadership will only sign a policy document in the event that they approve and support what is contained in the document. Hence, it is concluded that universities’ senior administrators, the board of governors, faculty staff, and students have shown commitment towards internationalisation policies, programmes, and activities at their respective institutions.

### **5.3.4 Planning**

The EUR policy document has planned an independent programme document on internationalisation and a detailed chapter in the strategic plan of the university when devoting to internationalisation. Emphasis is put on internationalisation as the fourth main theme between the 2014-2018 period as earmarked by the university. The EUR planned to attract national and international talent for students and staff. The policy document has identified the institution's rationale or motives of internationalisation.

The Ku Leuven University policy document has planned to engage in incoming mobility; outgoing mobility and virtual mobility; mobility and accessibility of internationalisation; development cooperation; institutional cooperation; and other internationalisation actions. The policy document of Edinburgh University has developed a comprehensive policy or strategy for internationalisation, which will seek to achieve the four key outcomes. Emphasis is put on the university motto, referred to as Edinburg global. UCT's comprehensive plan of internationalisation is indicated in the Strategic Plan, through six identified goals from which the internationalisation policy is based. The UCT planned for its internationalisation policy to enhance student experience and provision of support services to address the needs of a culturally diverse student. The University of Sydney developed a policy specifically for internationalisation, which arises from the need for greater and coordinated focus on international activities.

Internationalisation is indicated, as well as part of the university's strategic plan. At Wits University, an independent internationalisation policy was developed under the

Office of the Deputy Vice-Chancellor (International). The university planned to strengthen teaching and research programmes, adapting curricula, conducting research, and encouraging staff and student flow – both into and out of Wits. Policy coherence has been taken into consideration at Wits, where internationalisation action plans have been developed to promote a greater, coordinated focus on international activities.

**Analysis of planning:** All university internationalisation policies have plans in place that will guide their internationalisation programmes and activities. Through these plans, the policies have identified needs, purposes, objectives, priorities and strategies. It is noted that apart from the Wits Internationalisation Policy (2011), the other five university policies have not earmarked resources for internationalisation activities to be carried out. This is a disturbing scenario, as De Wit (2002) emphasises on the importance of identification of resources in the internationalisation policy, in order to show leadership commitment from the institution's management. However, the important observation is that different university policies have plans in place, and they prioritised what they want to achieve through internationalisation activities and programmes. Friesen (2012) concludes that rationales and motivations significantly affect the understanding of internationalisation within the institution. This means that the whole institution's field of studies, curriculum, students, research and environment include an international essence. Consequently, internationalisation includes a set of activities and programmes as pre-requisites for the IHE to be internationalised.

### **5.3.5 Operationalise**

The EUR core areas of internationalisation include health, wealth, governance and culture, and they are driven by acquiring funds to further innovate research and education. The EUR planned to make policy development, agenda-setting and the funding of research and education to increasingly become international. At Ku Leuven University, internationalisation activities that are stipulated in the policy include quality education, hospitality to all students and staff, and to work within the international network. The international policy team is responsible for monitoring and implementing internationalisation activities. The internationalisation policy and strategy support are provided for the development and enhancement of the key identified features.

The internationalisation policy and strategy support of the University of Edinburgh are provided for the development and enhancement of the key identified features. The university has also participated in international research collaborations. In terms of the policy, it has assisted the university to employ more than 640 international academics, attracting a significant amount of research funding. The UCT internationalisation policy identified academic activities and services that are also indicated in the six key internationalisation principles. The policy supports the rights of academics to develop individual academic links and collaboration – both formally and informally. The UCT policy supports internationalisation as an essential element of quality higher education and research. The University of Sydney's policy ensures that learning, teaching, research activities, and student experience exhibit international focus and best international practices. The policy supports internationalisation activities as executed.

The policy at Wits emphasises core areas such as intellectual, social and cultural dimensions through teaching, and research. It is these core areas that projects Wits as a world-class leading centre through research and academic provision. In addition for Wits to be a preferred top-level international institution to scholars and students, and efficient use of resources earmarked to internationalise the internationalisation policy. The International Policy Committee and WIO monitor the execution of internationalisation activities.

**Analysis of operationalisation:** All universities' internationalisation policies have identified academic activities and services. The policies also indicated the organisational factors, indicating specific offices and positions that implement and spearhead internationalisation policies and activities. All universities have developed internationalisation policies; thus, it can be concluded that the universities use their internationalisation policies as a guide at their respective institutions. Without a clear guideline, it will be difficult to fully execute internationalisation.

Similarly, Santiago et al. (2008) emphasise the importance of policy and strategic development as a tool to improve and strengthen internationalisation at IHEs. Santiago et al. (2008) affirm that policy initiatives, such as developing internationalisation policies on campus and encouraging the mobility of domestic academic staff and students, have the capacity to strengthen the internal dimension of internationalisation.

### **5.3.6 Implementation**

The EUR policy document indicates that internationalisation activities are spearheaded by the International Office with experienced personnel. The implementation of the policy or strategy at EUR lies with the executive board, deans of faculties, task forces, and project teams. At Ku Leuven University, the adapted structure and the international policy team are responsible for monitoring and implementing internationalisation activities, while the International Office helps to promote the international dimension as much as possible.

The University of Edinburgh's internationalisation policy or strategy activities are manned by a team that is led by the Vice Principal for the International Office, supported by senior executives and deans. At UCT, the International Office within the university provides support for the development and implementation of the internationalisation strategy. At the University of Sydney, an implementation committee, which consists of a senior executive group, deans, and nominated heads of administrative units are implementers of the programme. Internationalisation activities are executed by experienced personnel in the office of the Deputy Vice-Chancellor (International), who is the custodian, and who has management responsibility for the policy. Wit's executives in the office of the Vice-Chancellor are responsible for implementing and monitoring the internationalisation policy, while the policy is executed by executive management. The policy document at Wits further revealed that IPC is the custodian of the University's internationalisation process, and the Wits International Office (WIO), which provides support to the Internationalisation Policy Committee (IPC), offers the administrative and advisory support of internationalisation to the university.

**Analysis of implementation:** It is noteworthy that the universities did not only develop internationalisation policies, but they also ensured the implementation thereof. All university policies have indicated clear demarcations of the departments, units and positions that are responsible for the execution, implementation and monitoring of tasks, programmes and strategies related to internationalisation at their institutions. There is no confusion of who should be doing what; therefore, conflicts and clashes between staff, departments and units are minimised. It can clearly be identified that the universities have established responsibilities for implementation, ensuring that the organisation has the resources to implement internationalisation activities as Cairney (2012) suggests.

An institution might have the best activities and programmes in place, but if there is no will power from management, staff, departments, faculties or units to support the implementation of the strategy, the whole purpose of the internationalisation initiative will be meaningless. Formal departmental structures in IHEs are important for the benefit of internationalisation activities, of which good examples have been displayed by the internationalisation policies of the six compared institutions.

### **5.3.7 Review**

The EUR policy or strategy is reviewed and amended during an assessment meeting, while the progress of the initiatives and the policy is monitored and assessed every six months. The internationalisation policy document at Ku Leuven University is reviewed after every fourth year. At the University of Edinburgh, the International Office commits itself to report annually on its progress, drawing from the stipulated measures.

At UCT, the policy on internationalisation detailed priorities and strategies are reviewed on a regular basis. The internationalisation process is monitored and assessed by a committee that is responsible for implementation at the University of Sydney. The internationalisation policy at Wits indicates that there is regular intervention by IPC and WIO, in order to monitor the execution of the planned programmes and to determine whether the policy is progressing.

**Analysis of review:** All universities have indicated a time-frame when they assess and enhance quality and the impact of initiatives, and the progress of their internationalisation initiatives and progress. Review and evaluation will be considered as similar concepts because they aim to determine whether what was planned is actually achieved or not. The compared policies have been reviewed and an evaluation is in place as mechanisms to monitor efficiencies. It can thus be concluded that universities detect problems during the review process, and correct mistakes to achieve the desired results of internationalisation. The policy evaluation will determine the efficiency, effectiveness of the policy, and it assures long-term sustainability. This statement is in line with Cainey's (2012) suggestions that evaluation should measure its success, or the correctness of the policy decision if it was implemented correctly, whether the desired effects were achieved.

### **5.3.8 Reinforcement**

At EUR, the incentives and rewards are stipulated in the policy, and the policy recognises and encourages internationalisation at the university. The policy has developed an incentive to fund the internationalisation, such as an incentive fund for

the internationalisation of the curriculum, a mobility fund to stimulate exchange, and credit mobility to assist students with financial problems to part take in the exchange programmes. The policy document of Ku Leuven University reflects the rewards of targeted subsidies that are given to student associations. The institution encourages and recognises traineeship, student exchanges, and lecturer and staff mobility. The institution grants lecturers sabbatical and exchange leave.

The internationalisation policy of the University of Edinburgh indicates that incentives to staff and students are available, and that effort is made to offer international scholarships. The university has developed a sustainable model to fund investment in its internationalisation commitment. Examples of rewards on offer are scholarships for staff and students who want to link with international partners and increased promotion of short-term programmes overseas. The UCT policy on internationalisation gives recognition to the enthusiasm of the participating individuals, departments, and institutions that drive successful international linkages.

Policy internationalisation documents of the University of Sydney indicate that the institution rewards staff contribution, and recognition is given to staff who participate in curriculum renewal. At Wits, the university facilitates and provides support of international relationships by encouraging staff flow – both into and out of Wits.

**Analysis reinforcement:** All of the universities have indicated their eagerness to offer incentives and rewards in order to encourage internationalisation efforts at their institutions. It was noted, however, that UCT, the University of Sydney and Wits did

not specify the types of incentives and rewards they offer. However, it is recognised that all universities have developed incentives, recognition and rewards for faculty, staff and student participation. The university policies are in line with De Wit's (2002) proposal that IHE commit by developing reward and promotion policies as a tool to encourage staff and faculties to engage in internationalisation activities. Other rewards include "support for international assignments and sabbaticals" (De Wit, 2001, p. 124).

It can thus be concluded that staff, students and stakeholders are encouraged to participate in internationalisation activities. Merit systems such as staff promotions and salary increments were suggested as rewards that may encourage more internationalisation activities and programmes to take place. Thus, "institutional recognition and rewards for units that contribute successfully to internationalisation (and accountability for those who do not) are also critical" (Hudzik, 2011, p.25).

### **5.3.9 Integration**

The rationale of EUR policy is to develop excellent educational programmes. At KU Leuven University, internationalisation has been developed based on the threefold mission of the University, which supports and stimulates education, research and social services. The University of Edinburgh policy's main aim is to assist the institution to participate in international research collaborations, and to attract a significant amount of research funding.

The UCT policy has recognised that internationalisation affects curricula, research, and teaching. Policy internationalisation of the University of Sydney indicated that commitment to internationalisation and the internal engagement has resulted in collaborative relationships with leading universities in teaching and research. The internationalisation policy of Wits is expressed in curriculum design, research and teaching.

**Analysis of integration:** All university policies emphasise on the teaching, research and service function. The universities follow a process to enhance the inclusion of the international dimension into teaching/learning, research and service functions. It can thus be concluded that internationalisation is imparted into their teaching, learning and research. According to De Wit (2002), teaching, research and service activities at IHEs are enhanced as universities are forced to adhere to and be above international academic standards.

#### **5.4 Conclusion**

This chapter presented the analysis of data, and interpretations of the responses from 16 interviewees through face-to-face interviews. It was concluded that the respondents confirm that there is a lack of internationalisation policy at UNAM. The qualitative analysis also concluded that the interviewees want an internationalisation policy to be developed urgently to minimise the challenges that are being experienced while embracing internationalisation programmes and activities at the institution. The chapter concluded with the evaluation, comparison and analysis of different institutional policies. The comparative analysis of universities internationalisation

policies against internationalisation principle guidelines is summarised in Table 3.2. The outcomes of the comparisons were presented to indicate how each university's internationalisation policies performed against internationalisation practices, based on the principle guidelines. A conclusion was made that the policies of all six universities follow internationalisation guidelines to enhance internationalisation practices. As a result, the main findings from the interviews and the comparisons that led to a conclusion and recommendations are discussed in the next chapter.

## CHAPTER 6

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Introduction

This chapter concludes the study by recapping the objectives as indicated in Chapter 1, and providing recommendations of the study, based on the findings as outlined. The research objectives were used to address the key findings from Chapter 5 to examine the extent that this study has achieved its intended purpose. This chapter is divided into two main parts: the first section is the discussion of the main findings and its conclusions; whereas the second section outlines the recommendations of the study. The next section discusses the main findings, conclusions and recommendations.

#### 6.2 Main findings and conclusions

This study focused on enhancing internationalisation practices in higher education in Namibia, using UNAM as the case study. The researcher explored a central research objective, which was to analyse the current situation, in order to propose a policy guideline for internationalisation at UNAM. The main objective of the study was formulated based on the following sub-objectives:

6.2.1 to compare internationalisation policies of selected universities to serve as a guide for developing a policy at UNAM;

6.2.2 to evaluate and compare UNAM's practices against best internationalisation practices; and

6.2.3 to propose guidelines for the development of the internationalisation policy at UNAM.

In order to analyse the current situation, and to propose guidelines for an internationalisation policy at UNAM, face-to-face interviews with selected members of the executive management and deans of faculties were conducted. The executive management is the highest body of the university that should lead UNAM, and to make strategic policies such as an internationalisation policy. Deans are senior academic leaders who oversee operations in faculties, and they were targeted because they are implementers of internationalisation programmes within their respective faculties.

Secondly, a comparative analysis of six universities' internationalisation policies against international practices versus the guiding principles was discussed in order to propose guidelines for the development of an internationalisation policy at UNAM. The analysis of interviews and the compared university internationalisation policies revealed interesting answers to the three sub-objectives. The main findings, discussions and conclusions will be deliberated under the following sub-objectives that were set to answer the main research objective.

### **6.3 Comparison of internationalisation policies of selected universities**

Universities have realised the importance of internationalisation at their respective institutions; hence, IHE have developed internationalisation policies to guide them on how to execute internationalisation activities with ease. Internationalisation policies

also guide them on how to respond to challenges when implementing internationalisation strategies and programmes. Thus, it was essential for the researcher to determine the level of understanding of UNAM management on what internationalisation at tertiary level entails for clarity on what to look for when comparing internationalisation policies of various universities.

Although minimal participants provided a vague definition on internationalisation, the researcher concluded that the respondents are aware of what internationalisation at tertiary level is; however, it was a concern whether some respondents do not understand what internationalisation entails. The consequences of the misunderstanding may result in conflict between the members of management. As a result, internationalisation priorities, the vision and mission statement will differ within the institution. The responses of the respondents indicate that internationalisation can be defined in different ways, depending on what a particular institution considers important. The definitions were aligned with the activities that were prioritised by one of the respondents.

It is safe to conclude that the interviewed respondents are not aware of the guiding principles and issues to be included in the internationalisation policy to enhance best internationalisation practices. One of the participants indicated that commitment is a guiding principle, which is in agreement with De Wit (2002), Taylor (2002); and Hudzig (2011).

None of the respondents indicated planning as a guiding principle which is one of the principles that De Wit (2002), Taylor (2004) and Hudzig (2011) indicated. Five respondents (31%) were not aware of the guiding principles. In addition, funding emerged as a guiding principle when proposed by three respondents. On the other hand, eleven respondents (69%) did not know the guiding principles that should be included in the internationalisation policy. This lack of knowledge is likely to lead to alienation to develop an internationalisation policy at UNAM. The inexistence of an internationalisation policy may have a negative effect on the successful implementation of internationalisation activities and programmes.

Although the respondents outlined various forms of internationalisation to be considered, they collectively suggested various activities that are deemed contributors to internationalisation. However, none of the participants indicated the needs, purpose and benefits of internationalisation. Thus, it is evident that there is a lack of awareness of the benefits of internationalisation among the UNAM community. It can, therefore, be concluded that there is a lack of awareness devoted to students, staff, faculty and society. The importance and benefits are not communicated to the entire institution as De Wit (2002) suggests.

When there is a lack of awareness about the benefits of internationalisation to the institution and individuals, stakeholders might find it difficult to define internationalisation. They will also not be motivated to take part in internationalisation activities at the institution. Furthermore, stakeholders will not move in the same direction because each unit, department and faculty will have rationales that they

would prioritise and consider important, depending on how they define the concept of internationalisation.

This study was able to compare the internationalisation policies of selected universities; thus, its objective was met. Through the review of the six internationalisation policies that were compared, it was evident that the developed internationalisation policies of IHE differ. The six universities that were selected for this study were: University of Cape Town, Wits University, University of Edinburgh, EUR, Ku Leuven University, and the University of Sydney. By comparing internationalisation policies of different universities, the study found that there is no universal step-by-step guide for developing an internationalisation policy for all IHE.

However, it is imperative to note that the guidelines for developing internationalisation policies at IHE depend on the rationales, and the vision and mission statement of the institution (Warwick & Moogan, 2011). The study revealed that all six universities use their internationalisation policies as a guide for internationalisation at their respective institutions. It is for this reason that this study proposed an internationalisation policy guideline for UNAM.

#### **6.4 Evaluation and comparison of UNAM's internationalisation practices**

This study sought to compare UNAM's internationalisation policy to those of other universities. Unfortunately, there was no approved policy that the researcher could use as proven by data from the interviews, which revealed that UNAM does not have an

internationalisation policy. Data from the study confirmed that there are no consistent formal documents and guidelines on how faculties and units handle issues related to internationalisation. This study also found that the UNAM staff experience challenges during the implementation of internationalisation programmes and key activities due to the absence of a policy. Without a clear policy, faculties cannot fully implement internationalisation. The consequence of this situation is that faculties, centres and senior management at UNAM do not necessarily share a common understanding of internationalisation; therefore, there is no strategic thrust to internationalise the institution.

Ten participants experienced and solved obstacles, challenges or constraints faced by students and staff in the faculties, departments and units while embracing internationalisation programmes and activities at UNAM. The challenges, obstacles and constraints were seemingly due to a lack of an internationalisation policy that can give clear guidance to the institution. The challenges experienced by the implementers of internationalisation at UNAM can be caused by how staff members understand internationalisation. Additionally, due to the lack of a coherent policy to guide the stakeholders on how to handle internationalisation programmes and activities, challenges and obstacles are experienced.

The findings of the main study correspond with Namweya's (2013) pilot study, which found that challenges experienced in the implementation of internationalisation programmes and key activities by UNAM academics and administrative staff were attributed to the lack of a policy. The obstacles faced by faculties, departments and

units may contribute to the loss of interest by UNAM staff to participate in internationalisation initiatives. Furthermore, the respondents demonstrated that UNAM is remaining behind on internationalisation due to a lack of a policy. This study has attained its objective by interviewing the respondents, and responses revealed that there is no internationalisation policy at UNAM. Furthermore, for this reason, the researcher was motivated to propose a guideline for an internationalisation policy at UNAM.

It is evident from the compared university policies that institutions make a conscious effort to encourage practices against best internationalisation practices. All six university policies adhere to efficient practice, which is to develop an internationalisation policy. The universities' internationalisation activities are guided by the guiding principles as stipulated in the internationalisation policies. Although the guiding principles are not clearly indicated in each university policy, the comparative analysis confirmed that all guiding principles were outlined within each respective policy.

### **6.5 Proposed guidelines for the development of an internationalisation policy at UNAM**

Leadership commitments that were expressed in a written policy reveal the interest of senior administrators. The study has reached this objective by conducting face-to-face interviews to confirm whether there is an internationalisation policy at UNAM. The responses confirmed that there is no internationalisation policy at UNAM. Furthermore, the responses revealed that UNAM is lagging behind in the field of

internationalisation due to the lack of a policy. 13 Respondents agreed with the statement that developing an internationalisation policy is regarded as the best practice to improve and guide internationalisation at IHE. All respondents agreed with the statement that institutions are affected negatively due to the inconsistency of internationalisation policies within the institution.

In addition, the study found that all six universities, whose internationalisation policies were compared, use their internationalisation policies as a guide for internationalisation at their institutions. Moreover, this study found that guidelines are developed to achieve the mission and vision of the institution. The analysis revealed that university policies guide staff and students in their respective institutions to have a standard understanding of what internationalisation at the institution entails. Comparisons of internationalisation policies placed communication mechanisms to create awareness about internationalisation in their institutions. The policies of the compared universities facilitate internationalisation implementers to execute the programmes and activities coherently, regardless of the different units within the institution. It is against this background that the researcher was prompted to propose guidelines for the development of an internationalisation policy at UNAM, which are part of the recommendations that are discussed in the next section.

## **6.6 Recommendations**

### **6.6.1 UNAM should develop an internationalisation policy for the institution**

The recommendation is based on the response rate from the respondents, who agreed that UNAM has not developed an internationalisation policy. UNAM management should be committed towards internationalisation in order for staff and students to develop an interest. This commitment of internationalisation should be displayed by a formal, written internationalisation policy that should also be a tool to monitor the performance of internationalisation programmes.

This study recommends that the policy should not only be written, but it should also be approved by the relevant authorities within UNAM structure. Written policies reflect the interest of senior administrators. Furthermore, the support of all senior administrators is crucial for the success of internationalisation. The development of an internationalisation policy will ensure that internationalisation activities continue even when new management is appointed when the institution is faced with limited financial resources, or when it rearranges its priorities. Policy development is crucial because it is a way to strengthen internationalisation at IHE.

The development of an internationalisation policy at UNAM will encourage staff, students and stakeholders to follow similar procedures during the implementation of internationalisation activities and programmes. Hence, policy initiatives, such as developing internationalisation policies on campus, encourage the mobility of domestic academic staff and students who have the capacity to strengthen the internal

dimension of internationalisation. Policy coherence is an important challenge, which needs to be addressed to avoid clashes and conflicts.

Additionally, policy guidelines promote a greater, coordinated focus on international activities, and it maintains consistency in the institution. A clear and outlined policy can minimise the obstacles, challenges or constraints faced by students and staff while embracing internationalisation programmes and activities at UNAM. Policy guidelines will accelerate the development of a policy that may give clear guidance to UNAM. Developing an internationalisation policy is recommended because it is regarded as the best practice to improve and guide internationalisation at IHE.

#### **6.6.2 UNAM should introduce a reward system**

A reward system should be introduced to encourage and recognise departments, staff and students who are exceptionally dedicated to internationalisation programmes and activities. The recommendation for UNAM to introduce a reward system is based on the respondents who agreed that internationalisation should be encouraged at IHE. Rewards and incentives are important in the encouragement of internationalisation; hence, this study proposed a list of specific rewards and incentives that can encourage participation in internationalisation programmes and activities at UNAM.

Merit systems like staff promotion and salary increments should be used to encourage internationalisation. Other rewards can also be introduced, such a mobility fund, granting lecturers sabbatical leaves, and international scholarships, which increase the

promotion of short-term programmes overseas. Providing support for international relationships, recognition of individuals and departments or faculties that drive successful internationalisation are the incentives that can be introduced to encourage more internationalisation activities and programmes to take place at UNAM. The introduction of rewards and incentives will portray a positive picture to UNAM management about their determination and commitment to drive internationalisation at the institution.

### **6.6.3 UNAM should organise an awareness campaign for internationalisation activities**

This study recommends UNAM to organise campaigns where all stakeholders are made aware of the needs, purpose, importance and benefits of internationalisation. The awareness campaign should include the identified rationales that drive UNAM to internationalise, and the benefits that students, staff and UNAM will gain from being an internationalised institution. The awareness will increase staff and student knowledge on the rationales that drive UNAM to internationalise, and the benefits of internationalisation activities. Staff and students are more likely to develop an interest to participate in internationalisation when they are aware of the benefits.

UNAM should develop requisite information and support schemes to enable domestic and international students, staff and visitors to participate in internationalisation activities. This can be done by, for instance, appointing a team that is responsible for the awareness of internationalisation at the institution. Awareness notices and announcements of internationalisation programmes, activities and strategies should be

channelled through formal and informal platforms of the university, such as committees represented by members of faculties, newsletters, communications, sessions, forums, or face-to-face discussions. A more practical recommendation is to develop an internationalisation handbook that can be shared with students, staff, faculties, and stakeholders.

#### **6.6.4 UNAM should have an internationalisation office**

This study recommends UNAM to adapt structures to deal with international strategies effectively. Management should dedicate an office with full-time staff members to spearhead internationalisation practices at UNAM. The current coordinating office (EIRO) executes the internationalisation process concurrently with other international responsibilities. A fully-fledged office with a qualified director and staff members to coordinate internationalisation programmes will ensure that programmes are executed smoothly at the institution. Moreover, clearly outlined responsibilities and duties to departments and individuals at UNAM will enhance internationalisation performance results. It is recommended that faculties, departments and units should be implementers of internationalisation activities at UNAM, while the proposed office coordinates and facilitates.

Deans, as heads of faculties, are in a suitable position to implement strategies and programmes in the internationalisation policy, because deanship is a senior position that oversees activities within their faculty. The establishment of an office with an appropriate structure will enhance the effective execution of internationalisation programmes and strategies. In addition, the functions of the office must be clearly

stipulated, and the responsible officers for the implementation and coordination of internationalisation will avoid unnecessary clashes at the institution in future.

The advantage of establishing a fully-fledged office for internationalisation is to ensure that there is a regular intervention by the coordinating office for internationalisation programmes. Moreover, the recommended office will be able to monitor whether the planned internationalisation activities are included in the university's strategic plan. The aim of the internationalisation assessment is to enhance the quality and impact of initiatives and to monitor the progress of the policy. A fully-fledged internationalisation office should have a sufficient allocation of resources, especially financial and human resources. In this way, internationalisation programmes will not come to a standstill when new management is appointed, or when the priorities of the institution change.

#### **6.6.5 UNAM should have guidelines for developing an internationalisation policy**

This study found that respondents are not aware of the guiding principles and issues that should be included in the internationalisation policy to enhance best internationalisation practices. It is against this background that the study proposed guidelines for developing an internationalisation policy at UNAM. These guidelines will allow stakeholders to know the support that is expected of them in order to succeed in an internationalisation effort. The development of a policy is crucial for a public institution; hence, it was imperative for this study to propose guidelines for the development of an internationalisation policy at UNAM. The proposed guidelines are

based on the internationalisation circle and internationalisation policies of selected universities as cases of the study.

The proposed policy guidelines are recommended for UNAM, and the study contributes to the body of knowledge on internationalisation policies of organisations, IHE and any institutions in general. The proposed guidelines will also serve as a model practice for Africa and the world. New additions and extensions to the initiatives accommodate various needs of organisations, departmental structures, clusters, and terms used in particular institutions. For institutions that have not yet developed an internationalisation policy, such as UNAM, the proposed principles will act as a tool to direct the development of an internationalisation policy. The researcher recommends UNAM to use the proposed principle guidelines to reap results from internationalisation. Each proposed principle is discussed in detail in the next section.

#### **6.6.5.1 Context**

In order for UNAM to achieve the principle of context, policy makers should be aware of the possible factors to make alternate plans, so that policy efficiency and sustainability are maintained. The principle guideline of context is to assess and analyse the external and internal factors that affect issues in relation to the internationalisation policy. These internal and external factors should not be ignored, so that conflict with the strategic plans within the institution or national policies in the country are avoided. The principle guidelines should be able to measure the UNAM's assessment ability, in order to analyse its internationalisation policies against the Namibian legislative and policy framework.

Furthermore, the internationalisation policy should be in line with the policies of national regulatory bodies. For example, the Research, Science and Technology Act 2004, (Act No. 23 of 2004) promotes research, science and technology. There will be a conflict if, for example, the UNAM internationalisation policy only supports students who go for teacher exchange programmes, and not generally other exchange programmes. The guiding principles, programmes and initiatives in the UNAM internationalisation policy should not have direct influence or be in competition with another policy within the country or the institution.

Another instance is the credit that exchange students should obtain in a foreign country during exchange programmes; they should not be in conflict with what the Namibia Qualification Authority has stipulated for academic qualification programmes in the country. UNAM's internationalisation policy objectives and the national priorities should be thoroughly analysed to create harmony with all other legislative bodies, such as: National Medical Council, Health Professions Councils of Namibia, Higher Education Act, 2003 (Act No. 26 of 2003), Research, Science and Technology Act, 2004 (Act No. 23 of 2004), Vision 2030 (2004), NDP4, MDGs, UNAM Act, 1992 (Act No. 18 of 1992), and the HPP (2016).

In addition, the institution should be able to analyse the internal context and assess its internationalisation policies that are in relation to its vision and mission statement, values, goals, objectives and strategic plan. The internationalisation policy should be aligned to internal policy documents, and it should support the objectives of the university's strategic plan. Internationalisation should be clearly stipulated in the

mission statement in order to simplify the understanding of internationalisation at the institution. The misunderstandings will only be avoided if the context of internationalisation is clear and explicit in the mission statement.

#### **6.6.5.2 Awareness**

To create awareness, UNAM should organise an internationalisation awareness campaign to make all stakeholders aware of the needs, purpose and benefits of internationalisation. The awareness of internationalisation should be communicated to students, staff, faculty and society in general. The university should choose a suitable communication tool to convey the message. An awareness of internationalisation needs, purpose and benefits can be communicated through an established steering committee, task forces, deans of faculties and units, handbook, website, and any other suitable medium. One tool of communication is not effective; hence, communication tools should be combined to reach the various audiences and to suit in various situations and environments. For instance, a UNAM distance education student might not receive timeously, compared to students and staff who are based on campus. Internet is not always reliable in rural areas; therefore, awareness will not be successful in this instance.

#### **6.6.5.3 Commitment**

In order for UNAM to achieve commitment, an unwavering and dependable leadership from the top is crucial. Commitment and support by senior leadership, management and government involvement are crucial for the success of internationalisation at the

institution. Policies at the institutional level should be aligned to national policies to avoid conflict in future. Therefore, it was important for the researcher to add a new initiative to the proposed policy guidelines in order to measure the UNAM internationalisation policy against the national policy through national broader policy, programmes and regulatory frameworks.

Policy development is a sign of commitment by executive management; therefore, it should be in writing. UNAM has many internationalisation activities that are taking place; however, due to the lack of a written internationalisation policy, it will be concluded that commitment from management is lacking. Lack of commitment might lead to the discontinuation of internationalisation activities and programmes. Thus, this guideline includes initiatives in the policy, such as commitment from UNAM's highest body – the council, senior administrators and executive management, stakeholders and students.

#### **6.6.5.4 Planning**

Planning requires well-thought planning strategies by UNAM management. Planning entails the identification of activities that the institution wants to carry out in the future. The activities can be achieved in either short, medium and long-term period. The identified needs may include initiatives desired by the institution in future, such as motives, purpose and priorities that UNAM wants to internationalise, and where the money is coming from to execute internationalisation activities. The initiatives that can be identified may be needs, rationale and motives why UNAM want to internationalise. It is important to allocate a budget and plan for human and financial

resources so that internationalisation activities cannot be stopped all of a sudden. The needs, rationales, motives goals and objectives should be listed in order of priorities so that resources can firstly be deployed to the important activities and programmes of the institution. The priorities should be in line with the objectives, goals and priorities of UNAM's strategic plan.

#### **6.6.5.5 Operationalisation**

For UNAM to maximise the benefits of internationalisation, using the principle of operationalisation from the proposed guidelines, the institution should be able to put the theory in practice. The operationalise criteria entail the development of the proposed policy guidelines for an internationalisation policy to cover the best and comprehensive criteria and initiatives as expected. The academic activities may include initiatives like student exchanges, staff mobility and collaborations, while academic services may include services to enhance academic activities, such as facilitating and providing support for international relationships, encouraging staff and student flow in and out of the institution. Other academic services include acquiring funds to innovate research and education, and hospitality to all students and staff within the international network. The establishment of a dedicated office that will be the custodian, spearheading an internationalisation policy should not be overlooked. The office should have adequate staff and a budget for operations to be fully executed.

#### **6.6.5.6 Implementation**

In order for UNAM to achieve implementation, an individual or office should be accountable for the failure or achievement to deliver as planned. Implementation refers to delivering and carrying out all programmes and initiatives in the internationalisation policy. Once UNAM decides to develop an internationalisation policy, policy makers must be determined to drive the process, despite difficulties – in order to achieve the desired objectives. Policy implementation involves taking practical actions, to move the internationalisation initiatives process forward and to put theory into practice. If there is no implementation of an internationalisation policy, programmes and activities, then time and resources invested in the planning of the policy document will be a waste.

#### **6.6.5.7 Review**

The review stage is possible if UNAM assesses the achievements or failures of the results from internationalisation activities. The review stage is the process of evaluating the assessment of what was executed, in order to determine whether it leads to desired results as planned. The time that a policy should be evaluated can be determined by the needs and urgency of the institution to rectify and monitor the situation. Policy evaluation will determine the efficiency, effectiveness of the policy, and also to be assured that it is sustainable in the long term. It is a process of assessing whether what was planned is progressing or needs to be re-planned to avoid adverse effects. Internationalisation policies of selected universities include determining a specific period of time in which the progress of the policy is monitored, reviewed and assessed. The policy document can be reviewed after every three or six months, or

annually by reporting the progress to an established committee. The aim of policy evaluation is to assess the impact of the criteria and initiatives so that the quality can be enhanced. Thus, the review stage should act as an evaluation tool.

#### **6.6.5.8 Reinforcement**

To achieve the principle of reinforcement as proposed, UNAM should introduce attractive incentives to its staff and students. Rewards and incentives are important in the encouragement and reinforcement of internationalisation. Hence proposed a list of specific rewards and incentives that can encourage more participation in internationalisation programmes and activities at UNAM. Merit systems like staff promotion and salary increments, rewards such as a mobility fund, granting lecturers sabbatical leave, international scholarships, increasing promotion of short-term programmes overseas, recognition of individual and department or faculties that drive successful internationalisation, removal of barriers for increasing quality programmes, and providing support of international relationships are incentives that can be introduced to encourage more internationalisation activities and programmes to take place at UNAM.

#### **6.6.5.9 Integration**

The principle of integration entails determining work methods and procedures to enhance the impact of the desired outcome. The integration should measure the impact of internationalisation on research, the service function ranking of the university, and

on teaching. Integration includes the ability a student has to execute what he/she has learned, to be the best in his/her career.

#### **6.6.5.10 International orientation**

The researcher recommend to add an additional guideline of international orientation to be considered. The principle of international orientation is proposed in the guidelines in order for the internationalisation policy to accommodate the measures that are used by World University Rankings to determine the most international universities. The measure of the most international universities is determined by the percentage of international academic staff, the number or percentage of international students, and the total proportion of its research papers published with a co-author from another university. The concept of internationalisation and the desire for a university to be international is the core ingredient of this study, so there was a need for international orientation initiatives to be included in the policy.

A university will be able to assess whether it has reached the internationalisation target, depending on whether there is an increase or decrease in the number of international students, international academic staff and the number of publications. The principle of international orientation is easier to measure than the rest of the guiding principles because it uses numbers, statistics and percentages. The rest of the elements assess the success and failure of internationalisation by using descriptive and analytical measures, which is time-consuming and complex.

## **6.7 Areas for future research**

Further research should be done to develop an internationalisation policy scoring scale; it will assist IHE to determine their performances in the area of internationalisation. It will be important to determine the score of IHE in comparison to other universities. This study proposes a study that will determine whether UNAM is adhering to the internationalisation practices, compared to the selected universities. This research will reveal results of how UNAM will score against other universities. This study interviewed UNAM administrative and academic management; it is recommended for future research to include students, staff and other universities that have been engaged with UNAM to determine the impact of internationalisation on UNAM. The proposed future research will contribute to the knowledge gap in the field of internationalisation in Namibia and the world.

## **6.8 Conclusion**

This study discussed the main finding, conclusions of the central objective and its sub-objectives. This study revealed that there is no coherent internationalisation policy at UNAM. The results were centred on the identified internationalisation practices that were deemed as the preferred guideline for internationalisation policy making. The comparative analysis of six universities internationalisation policies against internationalisation was discussed, and the results indicated that all compared universities follow the guidelines to adhere to the best internationalisation practices. It is on that basis that five recommendations were made that will assist UNAM to overcome challenges and to seek measures to enhance internationalisation practices. The proposed internationalisation policy guidelines will enhance the process of

internationalisation at UNAM. The main aim is for the institution to improve the process of internationalisation at the institution, while adhering to the best internationalisation practices in future.

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## APPENDICES

### Appendix A: Ethical clearance certificate



**UNAM**  
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

**Ethical Clearance Reference Number: FEMS/95/2016**      **Date: 29 April, 2016**

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

**Title of Project:** ENHANCING INTERNATIONALISATION PRACTICES IN HIGHER EDUCATION: A CASE STUDY OF THE UNIVERSITY OF NAMIBIA (UNAM)

**Nature/Level of Project:** Doctorate

**Researcher:** Nambata B.N. Namweya

**Student Number :** 9220259

**Faculty:** Faculty of Economics and Management Science

**Supervisor :** Prof. C. Keyter (Main) Dr. H. Beukes (Co)

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
  - (i). withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
  - (ii). request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

*Dr. H. Kapenda*  
Dr. H. Kapenda  
Director –Centre for Research and Publications  
ON BEHALF OF UREC

**Appendix B: Consent letter to conduct interviews with UNAM staff**

Dr. Francis Sifiso Nyathi  
Registrar  
University of Namibia

19 July 2017

Dear Dr Nyathi

**RE: REQUEST FOR PERMISSION TO CONDUCT INTERVIEWS WITH THE SELECTED UNAM STAFF MEMBERS**

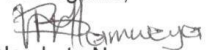
Please be informed that I am a PhD student in the Department of Political and Administrative Studies within the Faculty of Economics and Management Sciences at UNAM. I have made progress under the supervision of Prof Charles Keyter (main) and Dr Hendrik Beukes (co), hence the need to collect data through interviews.

Although I have received a Research Permission Letter and an Ethical Clearance Certificate which are attached, I hereby request permission to be granted by your office to conduct the research. All interviews will take place on the UNAM main campus.

The purpose of the interviews is a way to collect data in order to complete my research. The topic of the research is: **Enhancing internationalisation practices in higher education: A case study of UNAM**. The 18 targeted groups will be the Deans, Executive Management and Directors. The interviewers are represented by the following identified individuals:

1. Prof. Lazarus Hangula, Vice Chancellor
2. Prof. Frednard Gideon, Pro Vice Chancellor - PVC (Academic Affairs)
3. Prof. Kenneth Matengu, PVC (Research, Innovation & Development)
4. Dr. Ellen Ndeshi Namhila, PVC (Administration, Finance & Resource Mobilisation)
5. Mr. Joseph Ndinoshiho, University Librarian
6. Mr. Ralph Van Rooi, Bursar
7. Dr. Francis Sifiso Nyathi, Registrar
8. Dr. Ngepathimo Kadhila, Director: Centre for Quality Assurance and Management
9. Dr. Hileni M Kapenda, Director: Centre for Research and Publications
10. Mr. Evangelus Eranshus, Acting Director - EIRO Nambata
11. 8 Deans, for 8 faculties

Kind regards,

  
Nambata Namweya  
0818859999 / 206 3628

Request Approved /  Not approved

  
REGISTRAR

University of Namibia Office of the Registrar  2017 -07- 27  Dr S. Nyathi Private Bag 13301 Tel: 206 3044
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Date 27/07/2017

## Appendix C: Research permission letter

### CENTRE FOR POSTGRADUATE STUDIES

University of Namibia, Private Bag 13301, Windhoek, Namibia  
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### RESEARCH PERMISSION LETTER

**Student Name** : Nambata BN Namweya  
**Student number** : 9220259  
**Programme** : Doctor of Philosophy in Public Administration  
**Approved research title** : ENHANCING INTERNATIONALISATION PRACTICES IN HIGHER EDUCATION:  
A CASE STUDY OF THE UNIVERSITY OF NAMIBIA (UNAM)

### TO WHOM IT MAY CONCERN

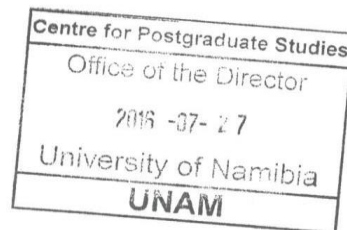
I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Kind Regards

A handwritten signature in black ink, appearing to be "M. Hedimbi", is written over a horizontal line.

**Name**  
**Director: Centre for Postgraduate Studies**  
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## Appendix D: Confirmation letter from the editor



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### To whom it may concern

I, the undersigned, hereby acknowledge that I have edited and proofread the following dissertation for language and typographical correctness:

### ENHANCING INTERNATIONALISATION PRACTICES IN HIGHER EDUCATION: A CASE OF THE UNIVERSITY OF NAMIBIA

I have indicated the areas in the thesis to which attention should be paid. All changes that are made to this thesis after the date above are not covered by the editing and proofreading done. The editor will not be held accountable for any later additions or changes to the document that were not edited by the editor, nor if the client rejects/ignores any of the changes, suggestions or queries -- which he/she is free to do. The editor can also not be held responsible for errors in the content of the document, or whether or not the client passes or fails. It is the client's responsibility to review the edited document before submitting it for evaluation.

I trust that my advice was accepted, and that these corrections and changes were executed as suggested.

Sincerely,

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Guild

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## **Appendix E: Interview schedule**

### **Introduction**

My Name is Nambata Namweya, a PhD student in the Department of Political and Administrative Studies within the Faculty of Economics and Management Sciences. I would like to invite you to participate in this PhD research project, entitled: **Enhancing internationalisation practices in higher education: A Case of the University of Namibia (UNAM).**

Participants will be anonymously referred to; however, the proceedings will be tape-recorded. It is worth mentioning that data will be used only for the purpose of the study.

#### **a. Analysis of context**

1. In your opinion, how does UNAM's current mission statement support your understanding of internationalisation?
2. Policies at national level create a positive enabling environment for universities and greater internationalisation plans in a country. What is your opinion on this?

**b. Awareness**

3. In your opinion, what does internationalisation at the tertiary level mean?
4. Examples of effective internationalisation practices can be found at various universities. What guiding principles and issues that should be included in the internationalisation policy to enhance the best internationalisation practices?
5. Are you familiar with the criteria used to determine the most international university?

5.1 If yes, briefly explain.

5.2 In your opinion, which criterion should be added?

**c. Commitment**

6. Institutions that have not yet developed, or are still in the process of developing internationalisation policy plans are often regarded as remaining behind in internationalisation. In your view, how do you assess commitment of senior management towards an internationalisation policy at UNAM?

**d. Planning**

7. There are many rationales that drive internationalisation at institutions of higher education.

7.1 What would you suggest is the most important rationales of internationalise?

7.2 In your opinion, what are the rationales that drive UNAM to internationalise?

**e. Operationalise**

8. The policy making process has to follow the pre-stipulated steps.

8.1 What are the stages of the public policy making process that should be considered?

8.2 In your opinion developing an internationalisation policy at Institutions of Higher Education (IHE) and developing a public policy at a non-institution of higher education should follow / not follow similar policy making process, why?

9. Although faculties at universities might operate independently, clashes will be experienced if its internationalisation policies are not consistent with each other. What are the possible effects of this on an institution?

10. Have you experienced or solved any obstacles, challenges or constraints encountered by faculties, departments, units, staff, students or overall in the institution while embracing internationalisation programmes and activities at UNAM? Explain.

**f. Implementation**

11. After initiation of an internationalisation policy has been completed successfully, it needs to be implemented.

11.1 In your opinion which department on UNAM's structure should be the implementer of the internationalisation policy?

11.2 At which level of position should the UNAM implementer of the internationalisation policy be?

**g. Review**

12. Developing an internationalisation policy is regarded as the best practice that can improve and guide internationalisation at Institutions of Higher Education (IHE).

12.1 What is your opinion on the statement?

12.2 What is your opinion regarding UNAM's internationalisation policy status?

**h. Reinforcement**

13. If you were responsible for drafting a new internationalisation policy at UNAM, what would be some of the most important issues to include, and why?

14. Internationalisation should be encouraged at IHE. In your opinion, how should it be encouraged?

**i. Integration**

15. The internationalisation of teaching, research and service activities of universities is believed to be enhancing the quality of higher education by compelling institutions to rise to international academic standards. What are the benefits that an institution might gain for being an internationalised university?

**General**

16. Are there any other matters you would like to raise?