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INTERNATIONALISATION OF HIGHER EDUCATION AT THE UNIVERSITY OF THE WITWATERSRAND: A PHENOMENOGRAPHIC STUDY OF STUDENTS' PERSPECTIVES

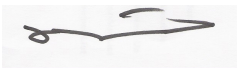
Emmanuel Oluseun OJO

A dissertation submitted to the Faculty of Humanities, University of the Witwatersrand in fulfilment of the requirements for the degree of Masters of Education (Dissertation) in Educational Leadership and Policy Studies

October 2009

DECLARATION

I certify that this dissertation has not been previously submitted for a degree nor has it been submitted as part of the requirements for a degree. I also certify that the dissertation has been written by me. Any help that I have received in my research work and the preparation of the dissertation itself has been acknowledged. In addition, I certify that all information sources and literatures used are indicated in this piece.



…… …14 October 2009……..

Signature of Candidate **Date**

ABSTRACT

This piece is an empirical study of how students experience and conceptualise internationalisation of higher education at the University of the Witwatersrand (Wits), South Africa. The central question of this empirical study is, how do students experience and conceptualise internationalisation of higher education at Wits? The conceptual framework presents Wits within three domains, which are the Official, Pedagogical and Social, as the context within which the university operates. Using a qualitative methodology – phenomenography – that aims to explore the qualitatively different ways in which a group of people experience a specific phenomenon, in this case internationalisation of higher education, four main constructs about internationalisation have emerged from students' accounts:

(I) *internationalisation as Wits is striving to be a top global university*;
(II) *internationalisation as the presence of international students*;
(III) *internationalisation as an issue of mutual respect and acceptance*, and
(IV) *internationalisation as enhancing the students' learning experience*.

The argument is that, though students converge on these conceptions, their differences regarding the emphasis and significance points to a scenario of unbalanced institutional mediation, with strong mediation within the logic of dominant pedagogical practice in the university, constrained by forms of weak mediation in the social domain.

Key words: Internationalisation, Higher Education, Phenomenography, Students' Perspectives, University of the Witwatersrand (Wits)

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To you, Oluwatumininu- my wife and companion in this "long distance race of life", thanks for believing in me, for your love and friendship, prayers and support. This would have been impossible without you. Thanks for putting up with me and tolerating my insensitivity even when I spend long time in the research process to complete this study. To my son, Reuel Morianuoluwa- thanks for coming at a critical time of this process. Your birth gave me new inspiration to think and write.

PUBLICATIONS ARSING FROM THIS RESEARCH

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Cross, M., Mhlanga, E. & **Ojo, E**. (2009) Emerging Concept of Internationalisation in South African Higher Education: Conversations on Local and Global Exposure at the University of the Witwatersrand (Wits). Journal of Studies in International Education, 1028315309334635.

DEDICATION

To the memory of my father, Isaac Olukunle Ojo. Your short life impacted me positively in ways I still have not recovered from. You're just the best!

To my son, Reuel Morianuoluwa, Isaac Olukunle Ojo's first grandson.
It's my prayer that my life will inspire you and your siblings unto godliness, excellence and fulfilment in life. Your life must count as well as your siblings!

To my wife, Oluwatumininu, thanks for all your support since that day in July 2000 that we met. I covet more of your prayers and support for the future even as I pledge my continued allegiance to you.

To my mother, Christianah Temilola, thanks for raising me to be the man I am today. Your constant prayers are working miracles in my life and endeavours. You're just the best!

ABBREVIATIONS USED WITHIN THIS DISSERTATION

ANC	African National Congress
AAU	Association of African Universities
AU	African Union (AU)
CAIR	Centre for Africa's International Relations
CHE	Council for Higher Education
DoE	Department of Education
GATS	General Agreement on Trade in Services
HDU	Historically Disadvantaged University
HEI	Higher Education Institution
I@H	Internationalisation at Home
IEASA	International Education Association of South Africa
IHRE	International Human Rights Exchange
IPC	Internationalisation Policy Committee
NCHE	National Commission on Higher Education
NEPAD	New Partnership for Africa's Development
NRF	National Research Foundation
SADC	Southern African Development Community
SEnC	Student Enrolment Centre
TELP	Tertiary Education Linkages Project
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISA	University of South Africa
USA	United States of America
Wits	University of the Witwatersrand
WIO	Wits International Office

LIST OF FIGURES

Figure 1 An Illustration of Bernstein's Domains of Socialization (1999, 2000)

Figure 2 A University as an Internationalised Environment [Runéus (2005:14)]

Figure 3 Conceptual Framework for the Study: A Modification of Runéus (2005) drawing on Bernstein's distinction (1999, 2000)

Figure 4 Total University Enrolment at Wits (Undergraduate and Postgraduate Students) (2000-2008

Figure 5 Continuum of Mediation at Wits

LIST OF TABLES

Table 1 Rationales Driving Internationalisation [Source: Knight et al (2005: 16)]

Table 2 Socio-Demographic Profile of Interviewees (n=16)

Table 3 Phases of Internationalisation in Post-apartheid South Africa

Table 4 Total University Enrolment at Wits (Undergraduate and Postgraduate Students) (2000-2008

Table 5 List of Policy Initiatives and Reference to Internationalisation of Higher Education as documented by the Council on Higher Education (CHE) and other government sources

Table 6 Summary of the Four Constructs found in the Phenomenographic Study

TABLE OF CONTENTS

DECLARATION ii
ABSTRACT iii
ACKNOWLEDGEMENTS iv
PUBLICATIONS ARSING FROM THIS RESEARCH v
DEDICATION vi
ABBREVIATIONS USED WITHIN THIS DISSERTATION vii
LIST OF FIGURES viii
LIST OF TABLES viii
TABLE OF CONTENTS ix

CHAPTER ONE: INTRODUCTION 1
1.1 Background: The Research Interest 1
1.2 Statement of the Problem 3
1.3 Rationale of the Study 4
1.4 Central Argument of the Study 5
1.5 Structure of Dissertation and Chapter Outlines 6

CHAPTER TWO: UNPACKING THE THEORETICAL CONTEXT AND CONSTRUING THE CONCEPTUAL FRAMEWORK: A REVIEW OF SCHOLARSHIP ON INTERNATIONALISATION 9
2.1 Introduction 9
2.2 Concept and Conceptions of Internationalisation of Higher Education 9
2.3 Rationales Driving the Internationalisation of Higher Education 15
2.4 Key Pillars of Internationalisation of Higher Education 18
2.4.1 Internationalisation at Home (I@H) 18
2.4.2 Cross-Border Education 19
2.5 Understanding Students' Experiences of Internationalisation: Concepts and Methods 21
2.6 Understanding the Domains and Defining the Dimensions: A Conceptual Framework 24

CHAPTER THREE: RESEARCH METHODOLOGY 30
3.1 Introduction 30
3.2 My Choice of Phenomenography as a Research Approach 30
3.3 Phenomenography as a Research Approach 31
3.4 The Epistemological Stance of Phenomenography as a Research Approach 33
3.6 The Research Design 36
3.6.1 Literature Review 37
3.6.2 Documentary Analysis 38

3.6.3 Case Study 38
3.7 Data Collection Strategies 39
3.8 Implications for Collecting the Research Data 43
3.9 Data Analysis 44
3.10 Judging the Trustworthiness of a Phenomenographic Study 45
3.11 Ethical Considerations of the Study 46

CHAPTER FOUR: INTERNATIONALISATION AT WITS: 48
CONTEXT AND LEGACIES 48
4.1 Introduction 48
4.2 Historical Context of Internationalisation at Wits 49
4.2.1 The University of the Witwatersrand (Wits) Under the Apartheid Period 49
4.2.2 Challenges in Post-Apartheid Period: Brief Periodisation 54
4.3 Institutional Portrait and Challenges of Internationalisation at Wits after 1994 57
4.4 Implications for the New Internationalisation Strategy 62
4.5 Conclusion 67

CHAPTER FIVE: INSTITUTIONAL POLICIES AND STRATEGIES: AN APPRAISAL OF INTERNATIONALISATION POLICY IN SOUTH AFRICAN HIGHER EDUCATION AND AT THE UNIVERSITY OF THE WITWATERSRAND 68
5.1 Introduction 68
5.2 The National Scenario: A Review of South African Higher Education Policy Documents on Internationalisation of Higher Education in Post-Apartheid Period 69
5.3 A Review of the 1997 SADC Protocol on Education and Training and the 2004 Accra Declaration on GATS and the Internationalisation of Higher Education in Africa 80
5.4 Absence of a National Policy Framework: Opportunity or Constraint? 86
5.5 Internationalisation at Wits: A Review of Policy and Practice 87
5.5.1 The 1999 Wits' Internationalisation Policy 87
5.5.2 The 2005 Wits' Internationalisation Policy 94
5.5 Beyond the Current Policy Scene on Internationalisation of Higher Education in South Africa and at the University of the Witwatersrand, South Africa 99

CHAPTER SIX: UNDERSTANDING INTERNATIONALISATION IN THE CONTEXT OF STUDENTS' PERSPECTIVES 103
6.1 Introduction 103
6.2 Patterns of Students' Experiences and Perceptions on Campus within the Three Domains and the Evolving Arguments 104

6.4 Emerging Constructs Describing Students' Conceptions of Internationalisation of Higher Education 108
6.5 Constructs Describing Students' Conceptions of Internationalisation of Higher Education: Theoretical Insights 118
6.5.1 Making Sense of the Narratives Connecting Students' Constructs of Internationalisation of Higher Education 121

CHAPTER SEVEN:CONCLUSION AND POLICY IMPLICATIONS 124
7.1 Introduction 124
7.2 Pulling it together: Theoretical Dimensions and Implications 124
7.2.1 The centrality of Student Perspectives on Internationalisation Policy 125
7.2.2 Phenomenography and Internationalisation Experience 125
7.2.3 Internationalisation and the Legacy of Isolation 126
7.2.4 Flexibility in the Policy Domain 126
7.2.5 Students' Voices 127
7.2.6 Institutional Mediation and the Need for Equilibrium 127
7.3 Overall Perspective and Implications for Higher Education in South Africa 128

References 131

Appendices 140

APPENDIX A:GAINING ACCESS TO CONDUCTING THE STUDY 140

Appendix A1: APPLICATION TO THE HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL) FOR CLEARANCE OF RESEARCH INVOLVING HUMAN SUBJECTS 141

Appendix A2:FORMAL LETTER OF APPROVAL BY THE HUMAN RESEARCH ETHICS COMMITTEE TO CONDUCT THE STUDY 146

Appendix A3:
LETTERS TO THE HEAD OF SCHOOLS (FACULTY OF HUMANITIES & FACULTY OF COMMERCE, LAW AND MANAGEMENT) 147

APPENDIX B:RESEARCH INSTRUMENTS 149

Appendix B1: CONSENT & INFORMATION SHEET FOR PARTICIPANTS 150

Appendix B2:STUDENTS' INTERVIEW SCHEDULE 153

Appendix B3:UNIVERSITY ADMINISTRATORS' INTERVIEW SCHEDULE 154

CHAPTER ONE

INTRODUCTION

1.1 Background: The Research Interest

The formation of a democratic government in 1994 opened the door for the influx of students to South African higher education institutions (HEIs). These scholars come from neighbouring Southern African Development Community (SADC) countries, the rest of Africa, Europe, North America and Asia. It also provided more opportunities for South Africans to explore scholarship in other parts of the world. As universities across the global community have a responsibility for knowledge generation, the higher education sector in a post-isolationist South Africa has been increasingly exposed to international networks and collaborations through programmes and initiatives. Some non-South African scholars have travelled to the country for higher education out of inquisitiveness of what indeed has changed. Others, like the author of this dissertation, with a high priority on self-development and intellectualism, have made the journey for the purpose of receiving a quality of education not afforded, for one reason or another, in other African States.

As for 'international students' in any country, I discovered that the rules and regulations were somewhat different from those applicable to local students. For instance, the fee structure was at variance with that of local students, with payment of the international fees mandatory for every non-South African student. Without a study permit, the latter cannot be registered at a university, a factor that motivated my research into the wider relationship between international students and higher education in South Africa.

Although the University of the Witwatersrand (Wits) International Office has a policy strategy for non-South African students, it was evident that this was not all-

encompassing. One possible reason initially presented itself: the legacy of apartheid, which had closed South African HEIs to the outside world. My thinking was that the presence of a national policy on internationalisation of higher education could have centrally motivated and directed universities on strategies, policies and practices for its effective and efficient coordination. Exploration of relevant literature confirmed that there was indeed a lack of substantial research in the area of internationalisation of higher education in South Africa, though much had been written on the topic in Europe and the rest of the world. As a result, I embarked on the research behind this paper, to investigate and document the ways students experience internationalisation of higher education at Wits University.

The 1980s and 1990s, commonly described as the era of globalisation, witnessed calls for universities to *internationalise*, especially in terms of programmes, faculties and students, the latter via staff and student exchange schemes, with the establishment of a significant expatriate component in the student and staff bodies (Welch, Yang, & Wolhuter, 2004). For Knight, meanwhile, *to internationalise involved* a process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education (Knight, 2004a). It consequently became imperative for universities to institute internationalisation strategies which would foster this process.

With regards to the universities, there was a need to develop a strong interface between the local and the global environments. Ramphele (1999:5) provided three thoughtful insights in her study titled, "Immigration and Education: International Students at South African Universities and Technikons". The first claim was that the university by its nature could not be an isolated island, but that "university education demands the transcendence of all boundaries, be they physical, cultural, real or imaginary." For her the university was transnational, transcontinental and trans-cultural. The second claim was that the university has an international responsibility to generate new knowledge for the international community. The third was that the university is simultaneously global and universal, local and regional.

However, she qualified this aspect by noting that "although universities are international, they are also integrated into a given society and region, and social, political and economic system." It is this multidimensional and dynamic nature of the university that affects their activities and dictates in large measure the nature of their mission, vision and strategies (cf. Cross, Mhlanga & Ojo, in press).

The implication of Ramphele (1999) for this study is that, analytically, Wits exists in the interface of the global and the local, with a legacy from the apartheid regime. The University was traditionally an inward-looking institution, isolated from the rest of the world and with little exposure granted to staff or students who studied overseas and returned hoping to teach. A superficial change occurred in the late 1980s, though attempts at wider engagement with international academia were thwarted by sanctions and academic boycotts against an explicitly racist South Africa. The post-1994 era saw various global initiatives and international partnerships, but it soon became evident that internationalisation needed a special focus if the University was to bring itself in line with other major universities around the world (Wits, 1999).

1.2 Statement of the Problem

This study focuses on students' experiences in relation to the academic and social contexts of internationalisation of higher education at Wits. The degree of similarity or variation in the students' experiences will be explored. The central research question posed in this study is: *How do students at the University of the Witwatersrand experience and conceptualise internationalisation in relation to their learning (academic context) and their interaction within the university (social context)?* This will be explored with reference to the following sub-questions:

- What is the qualitative variation in students' understanding and experiences of internationalisation at the University?
- Are the expectations of the students with respect to what they believe and hope to learn in an internationalised university being met?

1.3 Rationale of the Study

The study of internationalisation as an area of research in relation to higher education has gained prominence over the years, though with very little known in South Africa about the phenomenon. Invariably, there is a dearth of contextual research on internationalisation of higher education in South Africa, more specifically research exploring students' experiences of internationalisation. Three key stances support this study, namely the shortage of research on this phenomenon; the use of phenomenography[1] as a research orientation to explore the phenomenon; and a theoretical reframing of the way South African views internationalisation of higher education. In support of the first stance, Sehoole (2006:3) noted that Africa is one of the regions that has experienced colonialism and whose education systems are increasingly affected by globalisation and internationalisation phenomena. He further noted that while previous studies had looked at the phenomenon in European, American and Latin American contexts, there has been little or no research into the manifestation and impact of this phenomenon on the African continent.

Within the context of adding to the dimension of what is known about internationalisation of higher education in South Africa, I am positioning this study with respect to students' perceptions of the phenomenon on the argument of Wihlborg (2004a). According to her, though the available studies over the last decades have been concerned with internationalisation of higher education within European contexts, they have not presented the perspectives of teachers and students or their experiences of aspects of internationalisation in relation to their educational context (Wihlborg, 2004a).

[1] Phenomenography aims at a collective analysis of individual experiences. A phenomenographic data analysis sorts these perceptions, which emerge from the data collected, into specific 'categories of description': Åkerlind, G. (2005). Variation and commonality in phenomenographic research methods. *Higher Education Research & Development*, 24(4), 321-334)

Investigating and describing the ways in which students understand internationalisation and its different facets in relation to their educational context is important, as Wits purports to aspire to be a global higher education provider. Tackling the complexities of students' experiences will add richness to such a study.

1.4 Central Argument of the Study

Four main constructs about internationalisation have emerged from students' accounts. These four qualitatively different ways in which students experience and conceptualise internationalisation of higher education are:

- In regard to any aspirations Wits may have to being a global university
- As the presence of international students
- As an issue of mutual respect and acceptance
- In enhancing the students' learning experience.

These constructs focus: on: (a) the University as an academic institution; (b) students in relation to the University as an academic institution; (c) students in relation to one another in the academic institution; and (d) students in a relation to the University and to one another with learning in focus.

Although students tend to converge in their conceptions as depicted above, this study in its analysis of the data collected through the interviews with postgraduate students shows that they differ on the emphasis and significance of these conceptions, depending on their individual background and profiles. The argument therefore is that, though students converge in their conceptions, their divergence on the emphasis and significance points to a scenario of unbalanced institutional mediation. There is strong mediation within the logic of dominant pedagogical practice within the University, but it is constrained by weak mediation in the social domain.

1.5 Structure of Dissertation and Chapter Outlines

This chapter, **Chapter 1: Reflections on the Beginning of the Research,** lays the foundation for the study. The aim of the chapter is to clarify why the study has been carried out, opening with the experiences of international students, including the author. The argument is that without a clear articulation of why the research has been carried out, and what it intends to achieve, little can be expected in the body of the study. The key issues presented here focus on the statement of the problem, the rationale and central argument.

Chapter 2: Unpacking the Theoretical Context and Construing the Conceptual Framework: A Review of Scholarship on Internationalisation. The aim of this literature review chapter is to synthesize key debates on internationalisation of higher education. It discusses the issues on the concept of internationalisation of higher education, the rationales driving the phenomenon and students' experiences as revealed in past studies. The core argument in this chapter is that the different and complex forms can be better understood by taking seriously students' experiences, perceptions, and understanding of the phenomenon, a dimension still overlooked or neglected in the current debates. Issues to be considered will include current trends and paradigms on internationalisation of higher education. The chapter concludes by presenting the conceptual framework adopted.

Chapter Three: Research Methodology. The aim of this chapter is to explicate the methodology and methods used in data collection. Qualitative research is briefly discussed, as is phenomenography, from an epistemological perspective. In addition, this chapter brings out the connection between phenomenography and sources of data and methods, for instance interviewing students, administrators and faculty members, and documentary analysis. By making the link between phenomenography and my study, and presenting a detailed account of the research process and my own experiences in this process, this chapter provides an understanding of the research approach, and insights into the strategies employed in

the process of exploring students' conceptualisation of the internationalisation of higher education.

Chapter Four: Internationalisation at Wits: Context and Legacies. The aim of this chapter is to explore the institutional context within which the discourse of internationalisation of higher education has taken place in the apartheid and post-apartheid era at the University. The argument in this chapter is that the phenomenon of internationalisation is not new, but the demise of apartheid has given more voice to the phenomenon, presenting an open space within which a university might formulate its own strategies. The issues examined will focus on how Wits has or has not evolved from an inward-looking institution. It profiles the University from being an institution isolated from the rest of the world by, *inter alia*, academic boycott, to an institution where movements towards diversity amongst staff and students became evident, ostensibly at least. It concludes with the post-1994 era, which has seen various initiatives and partnerships that have given internationalisation a special focus intended to bring Wits in line with universities around the world.

Chapter Five: Institutional Policies and Strategies: An Appraisal of Internationalisation Policy in South African Higher Education and at the University Of Witwatersrand. The aim of this chapter is to examine the relevant higher education policies in South Africa and at the University, on internationalisation of higher education. The chapter argues that though there is no distinct national policy in South Africa, the "open space" within which universities such as Wits function has given rise to innovative institutional choices, including certain strategies. Issues examined include a thorough analysis of key higher education policy and policy documents on internationalisation of higher education at the University.

Chapter Six: Understanding Internationalisation in Context of Students' Perspectives. The aim of this chapter is to present a detailed account of the students' conceptualisation and to discuss the four constructs on which they converged. This is

in line with the argument that, although the students expressed different experiences of the phenomenon and laid emphasis and significance on various aspects, their opinions converged on the notion of internationalisation as (I) as Wits striving to be a top global university; (II) as the presence of international students; (III) as an issue of mutual respect and acceptance, and (IV) enhancing the students' learning experience. The key issues here explored arise from the students' detailed accounts, with discussion of the constructs of descriptions from a phenomenographic perspective. Selected extracts from students' interviews will be presented to give a voice to these constructs.

Chapter Seven: Summary, Conclusion, and Policy Implications. The aim of this chapter is to reiterate the key issues that have emerged in the study through an exploration of the different self-contained units, that is a literature review, policy documents and interviews. In this Chapter, I return to the central research question, with focus on the overall picture emerging. To highlight the policy implications, I build my claims on the voices expressed by both students and the University administrators interviewed in the study.

CHAPTER TWO

UNPACKING THE THEORETICAL CONTEXT AND CONSTRUING THE CONCEPTUAL FRAMEWORK:

A REVIEW OF SCHOLARSHIP ON INTERNATIONALISATION

2.1 Introduction

This chapter deals with the notion of internationalisation of higher education and places this study within a broader context, evaluating theoretical issues and debates emerging from literature. It discusses the following issues: (i) the concept of internationalisation of higher education; (ii) the rationale driving internationalisation of higher education; (iii) students' experiences of internationalisation; and (iv) internationalisation of higher education and its conceptual framework as adopted in the study. Internationalisation of higher education is complex, multidimensional and often a fragmented process (Frølich & Veiga, 2005:9), so, central to the thesis is an argument that the different and complex forms can be better understood by taking seriously students' experiences, perceptions, and understanding of the phenomenon, a dimension still overlooked or neglected in current debates. Issues to be considered will be current trends and paradigms on internationalisation of higher education. The chapter concludes with a conceptual framework that will guide the study.

2.2 Concept and Conceptions of Internationalisation of Higher Education

The internationalisation of higher education from a theoretical standpoint invites an exploration of the *what, why,* and *how* of HEIs' engagement with this concept, which has increasingly emerged as a phenomenon in the last few decades. In the 1980s, the

discourse was dominated by policymakers in the field of international education, but with the increasing importance of internationalisation, traditional higher education researchers have become interested in the phenomenon (Huisman, 2007:2). The discourse has evolved over time and is no longer considered as a marginal add-on activity focusing mainly on international mobility of students and teachers (van der Wende, 2001:250). Rather, internationalisation is becoming an important dimension in higher education policy as developed at the institutional and the national level, related to the challenges of globalisation which increasingly affect the higher education sector (van der Wende, 2001:250). There is evidence of universities around the world aspiring to become *globally recognised* and be ranked as "top global universities", partly due to the intense competitiveness in higher education. Wits itself proclaimed that:

> ... by 2015 Wits will have consolidated its status as an intellectual powerhouse in the developing world. To this end, Wits will seek systematically to enhance its status in the world rankings of universities. We aim to be ranked in the top one hundred universities in the world by 2020 (Wits, 2006:3).

Various scholars have attempted to define internationalisation of higher education from different perspectives. For instance, Knight (2008:2) gave the viewpoint on the complexity of the phenomenon as follows:

> Internationalization is a term that means different things to different people. While it is encouraging to see the increased use and attention given to internationalization, there is a great deal of confusion about what it means ... For some people, it means a series of international activities such as: academic mobility for students and teachers; international networks, partnerships and projects; new international academic programs and research initiatives. For others it means the delivery of education to other countries through new arrangements such as branch campuses or franchises using a variety of face-to-face and distance techniques. To many, it means the inclusion of an international, intercultural and/or global dimension into the curriculum and teaching learning process. Still others see internationalization as a means to improve national or world rankings of their institution and to recruit the best and brightest of international

> students and scholars. International development projects have traditionally been perceived as part of internationalization, and, more recently, the increasing emphasis on trade in higher education is also seen as internationalization. Finally, there is frequent confusion about the relationship of internationalization and globalization. Is internationalization the same as globalization? If so, why, how, and to what end? If not, how is it different or what is the relationship between these two dynamic processes? Thus internationalization is interpreted and used in different ways in [Canada and] countries around the world.

Internationalisation of higher education is a *response to globalisation* (Allen & Ogilvie, 2004; Huisman, 2007; Rouhani., 2007; Sehoole, 2006; Seidel, 1991; van der Wende, 2001), and has also been contextualised as an integral part of strategic planning initiatives in universities around the world, occurring within the context of globalisation (Allen & Ogilvie, 2004). Though linked, internationalisation and globalisation are different phenomena, rather than interchangeable terms (Allen & Ogilvie, 2004; Scott, 2000). While globalisation is essentially positive to some observers, for others it symbolises the negative side of contemporary society (Altbach, 2005:64). Scott (2000:4) argued that not only are internationalisation and globalisation different, they are opposed. He claimed the former reflects a world-order dominated by nation states, and, as a result, it has been deeply influenced by the retreat from Empire, the persistence of neo-colonialism and the geopolitics of 'great power' rivalry, most notably the Cold War.

Allen and Ogilvie (2004) added to the debate on conceptions of internationalisation and globalisation by citing Marginson (1999), who argued that internationalisation is concerned with relationships among and between individual countries, and presupposes the nation-state as the essential unit. Each country is perceived as an autonomous unit, interacting with other autonomous units. In contrast, therefore, the authors noted that globalisation is "about world systems which have a life of their own that is distinct from local and national life". Internationalisation as a concept is frequently used in varying contexts and for diverse purposes (Altbach, 2002; De Wit, 2005; Kanjananiyot, 2004; Knight, 2004a; Qiang, 2003). It has been used in its

relationship with intercultural education, interculturalisation, multicultural education, global education, comparative education, area studies, study abroad, academic mobility for teachers and students, and international linkages and partnership project (Lutabingwa, 2005). Various studies on internationalisation and higher education suggest different meanings and approaches to the concept (Abdullahi, L.Kajberg, & Virkus, 2007; De Wit, Jaramillo, Gacel-Ávila, & Knight, 2005; Qiang, 2003). Before then, *international education* and *international cooperation* were the favoured terms, as they still are in some countries. In the 1990s the discussion about using the term *international education* centred on differentiating it from *comparative education, global education*, and *multicultural education* (Knight, 2004a:8-9).

Frølich and Veiga, (2005) and Van der Wende (2001) pointed out the dichotomy of cooperation versus competition, which Frølich and Veiga, (2005) called "drivers of policy change" and which Van der Wende (2001) simply referred to as the two paradigms in internationalisation. According to Van der Wende (2001), international competition between higher education systems and institutions stemmed from Europe losing its leading position as a destination of study abroad to the USA. The popularity of US higher education, according to the author, is also confirmed among European students and scholars. The author noted that the Anglo-Saxon countries are in a strong position in the international higher education market, partly attributable to the English Language being a *lingua franca*. However, the adoption by these countries of an explicit and sometime aggressive competitive approach to internationalisation of higher education has seen most continental European countries pursuing a more cooperative *student-as-consumer* oriented approach (van der Wende, 2001). The literature points to an amalgam of the two paradigms, with a foundation in international cooperation, and universities forming links with each other for one reason or another, but mainly to help them form a competitive alliances so as to be able to compete (Chan & Dimmock, 2008). Burn and Opper (1982) took the debate further by citing Professor Torsten Husen of the University of Stockholm in

summarising the Swedish aims of internationalisation in answering the question *why internationalise*?:

> Internationalising education has two major objectives, one more idealistic and elusive and one more tangible and pragmatic. In the first place, by certain programs and studies in the formal system we want to achieve a heightened awareness among young people of global interdependence, among other things, by presenting them with certain basic facts. We could regard it as a sensitivity training in international thinking. The other overriding objective is to impart certain skills and competencies that will enable young people to function in an international setting, such as mastery of foreign languages, knowledge and insights into foreign cultures, and the history and geography of other nations.

Frølich and Veiga, (2005:3) delineated the dichotomy of cooperation and competition by claiming that the competition paradigm is associated with globalisation and the cooperation paradigm with internationalisation. The authors further claimed that the cooperation predominates in continental European countries, while competition is more related to English-speaking countries. According to them:

> in the United Kingdom, international competition is clearly the basis of higher education policy and practice as it was mentioned that "the government's over-riding concern with economic competitiveness is largely driving the agenda" [citing Luijten-Lub et al., 2004:250. Among the seven countries - Austria, Germany, Greece, the Netherlands, Norway, Portugal and the United Kingdom, the economic rational and the competition paradigm in the United Kingdom are increasing their importance on the definition of national policies. However, international cooperation is also evident as demonstrated by the Dutch example where the competition for Asian students is the basis of the cooperation policy with those countries.

In taking forward the discussion on the theory of internationalisation, Runéus (2005) argued that before internationalisation in HEIs can be managed there must be a consensus in the organisation of its definition, rationales and goals. Some of the key descriptions in the literature of internationalisation are as follows:

> any systematic, sustained effort aimed at making higher education (more) responsive to the requirements and challenges related to the globalisation of societies, economy and labour markets (Van der Wende, 1996:23 cited by van der Wende, 2001).
>
> … globalization can be given a much wider meaning - one that emphasizes the impact of global environment changes, the threat of political and social conflicts that cannot be walled off by tough immigration or asylum policies or policed by superpower, and the growth of hybrid world cultures created by the mingling of global-brand culture and indigenous traditions. Seen in this light of globalization is far from being a Western movement. And the role of universities within it also takes on new and unexpected dimensions (Scott, 1998:122 cited by van der Wende, 2001).
>
> as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education (Knight, 2004a:11).
>
> the complex of processes whose combined effect, whether planned or not, is to enhance the international dimension of the experience of higher education in universities and similar educational institutions (UNESCO, 2007)

Considering these, I am inclined to follow Knight (2004a), whose perspective is on internationalisation as a means to an end and not an end in itself (De Wit et al., 2005). The concept had the following important elements: (a) internationalisation as a process; (b) internationalisation as a response to globalisation, not to be confused with the globalisation process itself, and (c) internationalisation as including both international and local elements (intercultural). De Wit et al. (2005), on the basis of this, considered the following as the seven core aspects of the concept of internationalisation of higher education: the curriculum and teaching process, student and academic mobility, the cross-border delivery of education programs, international development projects, the study of foreign languages, commercial trade, and staff development.

2.3 Rationales Driving the Internationalisation of Higher Education

The question has arisen as to why institutions of higher education, national governments, international bodies and increasingly the private sector, (banks, industry and foundations) are so actively involved in international education activities. There is no single answer but the importance of having clear, well-articulated rationales for internationalisation cannot be overstated (De Wit, 2005). Rationales are the driving force pushing a country, sector, or institution to address and invest in internationalisation. Rationales are reflected in the policies and programmes that are developed and eventually implemented. Without a clear set of rationales, followed by a set of objectives or policy statements, a plan or set of strategies, and a monitoring and evaluation system, the process of internationalisation is often an ad hoc, reactive, and fragmented response to the overwhelming number of new international opportunities available (Knight, 2004a). Throughout history, the internationalisation of higher education has been represented by different rationales, ranging from educational, cultural and social, to political and economic (Jiang, 2008:347).

Qiang (2003:251-254) refers to the various shifts in rationales of internationalisation of higher education in support of Aigner et al. (1992), Scott (1992), Warner (1992), Davies (1992 Johnston and Edelstein (1993), Blumenthal et al. (1996) and De Wit & Knight (1997, 2005), all of whom he cited in his article. Interest in international security, maintenance of economic competitiveness and fostering of human understanding across nations were noted by Aigner et al. (1992) as being not absolute or mutually exclusive reasons for internationalization, and differing greatly in content and emphasis. Scott (1992), on the other hand, identifies seven imperatives for global education, including economic competitiveness, environmental interdependence, increasing ethnic and religious diversity of local communities, the reality that many citizens work for foreign-owned firms, the influence of international trade on small business, the fact that college graduates will supervise or

be supervised by people of different racial and ethnic groups of their own, and national security and peaceful relations between nations.

Warner (1992) proposed three different models of the internationalisation of a university, namely being *competitive, liberal, and socially transformative,* to help examine the various assumptions and imperatives that drive the internationalisation agenda at different universities. In the competitive model, introducing international content into curricula and other elements of campus life is chiefly a means to make students, the institution, and the country more competitive in the global economic marketplace. The liberal model identifies the primary goals of internationalisation as self-development in a changing world and/or global education for human relations and citizenship. The socially transformative model suggests that the most important goal of internationalisation is to give students a deeper awareness of international and intercultural issues related to equity and justice, and to give them the tools to work actively and critically towards social transformation. In contrast to Warner (1992), Qiang (2003) citing Davies (1992), stated that internationalisation is "closely linked with financial reduction, the rise of academic entrepreneurialism and genuine philosophical commitment to cross-cultural perspectives in the advancement and dissemination of knowledge". Though Johnston and Edelstein (1993), Blumenthal et al. (1996) and De Wit and Knight (1997, 2005) have the same rationales in common in the midst of the various changes, the latter authors show clearly that these rationales remain a useful way to analyze rationales driving internationalisation (see table 1 below).

Table 1: Rationales Driving Internationalisation. Source: (De Wit et al., 2005:16)

Categories	Existing Rationales	Rationales of emerging importance
Social/ Cultural	National cultural identity, intercultural understanding, citizenship development, social and community development.	*National Level* Development of human resources Strategic alliances
Political	Foreign Policy National security Technical assistance Peace and mutual understanding National identity Regional identity	Income generation/commercial trade; Nation Building/institution building
Economic	Economic growth and competitiveness Labor market Financial incentives	Social and cultural development and mutual understanding
Academic	Extension of academic horizon Institution building Profile and status Enhancement of quality International academic standards International dimension to research and teaching	*Institutional Level* International branding and profile Quality enhancement., international standards; income generation; Student and staff development, strategic alliances Knowledge production

De Wit argued that, when analysing rationales of internationalisation, the diversity of stakeholders' groups in higher education, the government sector, the private sector and the educational sector must be taken into account (De Wit, 2005:4). Within the last group, three sub-groups have to be distinguished: the institutional level, the academics and their departments, and the students. He also noted that it is important to keep in mind that there is (a) a strong overlap in rationales within and between different stakeholders' groups, the main differences being in the hierarchy of priorities; (b) generally, stakeholders do not have one exclusive rationale but a combination of rationales for internationalisation with a hierarchy in priorities; (c) rationales may differ between stakeholders' groups and within stakeholders' groups; (d) rationales may change over time and may change by country and region; and (e) rationales are in general more implicit than explicit motives for internationalisation.

Rouhani (2007), in agreement with De Wit (2005), also identified students as key stakeholders in higher education. Studies on understanding student experiences of internationalisation will be examined in section 2.5 of this chapter.

2.4 Key Pillars of Internationalisation of Higher Education

A significant development in the conceptualisation of internationalization in the last five years has been the introduction of the terms "internationalization at home" and "cross-border education" (Knight, 2008). In this section of the literature review, I will examine these two separate but closely-linked and interdependent pillars (Knight, 2008) and bring out some of the issues as documented in the literature. Altbach and Knight, (2006:2) claimed that internationalisation is a two-way street, with students moving largely from South to North, and serves important needs in the developing world. However, the North largely controls the process.

2.4.1 Internationalisation at Home (I@H)

The questions arise, why write about internationalisation at home (I@H) as a distinct concept, when the previous section reviewed scholarship on internationalisation? What distinguishes "I@H" from internationalisation? Since the focus of this study is on the Wits campus and the interface between the local and global concerns in research, teaching and learning, it is important to consider the concept of internationalisation within the University's context. Just as it has become necessary to distinguish this concept, and those activities within the campus that involve movement, whether of people or the educational opportunity, from other forms of international activities, it is also crucial to depict internationalisation at home.

The concept of I@H has gained prominence in discussions on ways to internationalise higher education that do not necessitate mobility (UNESCO, 2006b). According to Steglitz and Briggs, it is characterized as taking international education beyond the formal curriculum and integrating the full range of international resources available on and off campus (2005:11). It is a holistic approach aimed at

helping learners build bridges between academic content and extra- and co-curricular experiences. Citing Mestenhauser, the authors noted that it can "bridge the gap between campus and off-campus, between theory and practice, and between rhetoric and action." Knight (2008:3) summarised the concept as follows:

> Campus-based strategies are most often referred to as internationalization "at home" …as a result of a heightened emphasis on international academic mobility, the "at home" concept has been developed to give greater prominence to campus-based elements such as: the intercultural and international dimension in the teaching learning process, research; extra-curricular activities; relationships with local cultural and ethnic community groups; as well as the integration of foreign students and scholars into campus life and activities.

The striking feature of Knight's (2004a) process-based definition is that it does not explicitly state what the process consists of, *i.e.* what are the means by which the "teaching, research and service function" of institutions is to be made international? (Wächter, 2000:5). In line with the historical genesis of internationalisation as a phenomenon, Wächter further explicated I@H as any internationally related activity, with the exception of outbound student and staff mobility (Wächter, 2000:6). He considered 'internationalisation' as a whole, and 'internationalisation at home' in particular, to mean not simply the sum of all international activity in a given institution, but also a coherent relationship between these activities, brought about by some form of institution-wide coordination and central steering. He noted that:

> The context of internationalisation at home consists of many factors. The most important of these contextual factors I take to be, in this order: governmental policies; the process of globalisation; the changed environment brought about by the IT revolution; the trend towards accountability and responsibility expressed in the expectations of the so-called stakeholders; and the widespread 'commodification' of higher education (Wächter, 2000:6).

2.4.2 Cross-Border Education

At present, about 2 million students worldwide study outside of their home countries, a number that a recent study suggests will increase to 8 million by 2025

(Altbach, 2004:18). A review of reports and articles by trade experts reveals that often when they refer to internationalisation of education they are actually referring to international trade in education services (Knight, 2004b:60). The contemporary emphasis on free trade stimulates international academic mobility (Altbach & Knight, 2006:2), which Knight (2008) terms "cross-border education". This is not the direct opposite of I@H, but its complement, focusing on off-campus and offshore activities or strategies. I argue that cross-border education is complementary to I@H because the former has significant implications for campus-based internationalisation and vice versa. Significantly, many of the new developments and unintended consequences are associated with the cross-border aspects of internationalization (Knight, 2008).

Cross-border education has existed since the earliest formations of higher education, beginning with the University of Paris opening its doors to scholars outside France to train its students in the 13th century (Lee & Rice, 2007:383). Current thinking sees international higher education as a commodity to be traded freely (Altbach & Knight, 2006:2). According to the authors, higher education is considered as a private good, not a public responsibility, with commercial forces having a legitimate or even a dominant place in higher education, which comes under the domain of the market (Altbach & Knight, 2006:2). This notion of higher education being considered as a commodity was further strengthened by Knight (Knight, 2004b:59) as follows:

> While academic mobility and education exchange across borders has long been a central feature of higher education, it is only during the last ten to fifteen years that education has been thought of as a commodity or service to be traded on a commercial basis across borders. And, it is only in the last several years that trade agreements have clearly identified education provision as a lucrative trade sector. Thus, as of the beginning of the 21st century, international educators are needing to become more aware of the new opportunities, as well as potential risks that trade liberalization can bring to higher education, and in particular the international dimension.

Altbach and Knight (2006) expatiated on the 'free-trade context' of higher education, the concept of cross-border education, by noting that the World Trade Organization (WTO) will provide a regulatory framework to encourage international trade in education and service-related industries as part of negotiating the General Agreement on Trade in Services (GATS). According to the authors:

> GATS remains under negotiation and individual countries may agree to some or all of its provisions. But GATS will, when WTO member countries implement the agreement, focus on facilitating academic mobility via: *cross-border supply*, which may include distance education (e-learning), and franchising courses or degrees, i.e. it does not necessarily require the physical movement of the consumer or provider; *consumption abroad*, where the consumer moves to the country of the provider i.e., this mode includes traditional student mobility; *commercial presence*, where the service provider establishes facilities in another country including branch campuses and joint ventures with local institutions; and *presence of natural person*s, in which this mode includes persons, including professors and researchers, who travel temporarily to another country to provide educational services. (Altbach & Knight, 2006:2)

In concluding this section, in agreement with Knight (2004b:60), when terms from the trade sector migrate to the education sector, and vice versa, there is fertile ground for confusion and misunderstanding. Therefore, it is important to lay out how the principal concepts are interpreted and used by these two sectors. She noted that three common terms used by the education sector to describe the international nature of education are internationalisation, cross-border education and, more recently, trade in education. There is a hierarchy to these terms, with 'internationalisation of education' being the most comprehensive, 'cross-border education' being one component of internationalisation and 'trade in education' being used to characterize some, but not all, cross-border activities.

2.5 Understanding Students' Experiences of Internationalisation: Concepts and Methods

With higher education becoming increasingly internationalized, universities globally are not only competing for students within their own countries, but are also

increasingly competing for the enrolment of students from across the globe (Mahat & Hourigan, 2007:1). Undertaking tertiary studies in another country may provide a range of benefits for students, including the opportunity to learn a new language, gain valuable life experiences and obtain a deeper understanding of another culture and society (Mahat & Hourigan, 2007:1). For a university, the enrolment of an international student cohort assists in the development of networks and academic links beyond national borders and provides domestic students with greater opportunities for understanding other cultures and exposing themselves to different viewpoints about academic and social ideas. This section of the chapter focuses on issues relating to research on students' experiences of internationalisation from other studies.

In order to address the idea of conceptions, Ireson (1999:193) attempted some working definition of "understanding", with words such as *experience* and *conceptualise* being interchangeably used. Citing Carey (1986), "to understand some new piece of information is to relate it to mentally represented schema, to integrate it with already existing knowledge". In addition to this working definition, quoting Feynman (1998), Ireson (1999) wrote: "what do I mean by understanding? Nothing deep or accurate - just to be able to see some of the qualitative consequences of the equations by some method other than solving them in details." Either way, what is clear is that students' knowledge is often bound to situational descriptions rather than underlying principles (Fyrenius, Silen, & Wirell, 2007). To expound on this notion, Marton and Booth made a distinction between "situation" and "phenomenon". Drawing on an example in physiology, a situation is always experienced within a socio-spatio-temporal location – a context, a time and a place - whereas a phenomenon is experienced as abstracted from or transcending such anchorage (Marton & Booth, 1997).

Studies have been carried out in recent years in educational research with the core issue being how students conceive and understand various phenomena (Anderberg, 2000; Boon, Johnston, & Webber, 2007; Lucas, 1998; Osteraker, 2002; Ramritu,

Ramritu, & Barnard, 2001; Wihlborg, 2005b). The use of various research methodologies has reinforced the need for a reappraisal of the educational context of research into students' understanding of phenomena, and has opened a debate concerning the significant differences in research approaches that assist understanding of human thought and actions in complex and dynamic situations (Sjöström & Dahlgren, 2002:339). Two key trends were noticed in the literature, focusing on students' experiences of phenomena. Firstly, the common trend is an offer to enter into the life worlds of the students and find out how they conceive, understand and experience various phenomena. Secondly, there is an attempt to use various research methodologies in examining students' conceptions of phenomena. While Ireson (1999) used a questionnaire approach to subject the responses to two multivariate analyses (clustering analysis and multidimensional scaling), most of the studies used phenomenography as the preferred mode of inquiry (Boon et al., 2007; Fyrenius et al., 2007; Lucas, 1998; Osteraker, 2002; Sjöström & Dahlgren, 2002; Wihlborg, 2005b). Some of these studies examined an English faculty's conceptions of information literacy (Boon et al., 2007), new nurse graduates' understanding of competence (Ramritu et al., 2001), word meaning and conceptions (Anderberg, 2000), and conceptions in teaching and learning accounting education (Lucas, 1998). Others applied it to nursing research (Sjöström & Dahlgren, 2002); quantum physics (Ireson, 1999) and medical physiology (Fyrenius et al., 2007).

The context of internationalisation within a university acts as the melting point for local and international students. Citing the example of Australia, Mahat and Hourigan (2007:2) argue that for the country to continue to successfully compete globally for international students, and in turn reap the benefits that an international student cohort brings, it is important to have a good understanding of the satisfaction international students experience, including the quality of the teaching offered and the skills and knowledge they obtain as a result of that teaching. Contact between local and international students is regularly noted as an important factor in achieving the aims of internationalization, which Summers and Volet (2008:357) identified as: promoting a critical awareness of the culture-specific, subjective nature

of knowledge; countering out-group prejudice; and fostering students' development of intercultural competence. From El-Khawas's observation, teaching in universities has been adjusted to a wider range of student abilities. She noted that universities have introduced programme innovations responsive to student preference and students find opportunities for hands-on experience (internships and project work for example) to complement their book-learning.

Most studies have documented evidence of the experiences of international students in comparison to local students (Asmar, 2005; Cadman, 2000; Fine, 2008; Halualani, Chitgopekar, Huynh, Morrison, & Dodge, 2004; Jackson, 2008; Mahat & Hourigan, 2007; Scheyvens, Wild, & Overton, 2003; Stone, 2006; Summers & Volet, 2008; Yourn & Kirkness, 2003). Stone, for instance, offered possible indicators with which a tertiary institution may choose to audit, review and develop opportunities to internationalise students' learning experience. Grouping these sample indicators into four key categories: staff and student attributes; international relations; curriculum design and content; and curriculum delivery, she explained internationalisation as the complex of processes that gives universities (the students) an international dimension (2006:410). Fine (2008), on the other hand, emphasized that despite a tripling of international student numbers on Canadian campuses in the previous 10 years, little had been done to increase support services and that the system was still built on the assumption of delivering services to domestic students.

2.6 Understanding the Domains and Defining the Dimensions: A Conceptual Framework

The study, having begun the construction of knowledge within a theoretical framework derived from previous studies, needs an organiser. This organiser will help provide reference points to literature and will assist in making meaning of data to be collected to provide a structured approach to communicating the findings (Smyth, 2004). The framework has two components, the first based on a set of ideas and principles from Bernstein as interpreted by Cross, Shalem, Backhouse, Adam,

and Baloyi (2008), the second on Runéus (2005). Both components appear useful in explaining the relevant field of enquiry around the study of internationalisation of higher education in a university.

Bernstein's Domains of Socialization that shape students' experiences and perceptions within the university environment are: (i) the Official Domain; (ii) Pedagogical Domain and (iii) the Social Domain. Cross et al. (2008) in their study entitled *CHE Institutional Culture, Throughput and Retention Project University of the Witwatersrand. A Draft Report for the Council for Higher Education*, characterized the first two domains as follows: the *official domain,* which is mainly regulatory, focusing on national higher education bodies with institutional issues around vision, mission, policies, and rules produced and managed by university administration; and, *pedagogical domain,* with its main function as academic production and reproduction, and to consider institutional issues such curriculum, teaching and assessment located in academic faculties, departments and courses. I illustrate the *social domain* as the domain which explores the sphere of influence outside the teaching-learning environment that impacts on the students at the University. F*igure 1* below is an illustration of Bernstein's Domains of Socialization. The three domains overlap because in reality they are all related in shaping and guiding how students navigate themselves within the maze of processes on campus.

Cross et al. (2008:15) sought to understand the meanings individuals, particularly students, give to events in their particular academic setting, taking into account crosscutting factors such as class, race, gender, language, physical disability and the material contexts of higher education (its external and institutional environment). The ideas I am drawing from their study are rooted in Bernstein's distinction (1999; 2000) between the "*official recontextualising field*" (ORF) and the "*pedagogic recontextualising field*" (PRF). The authors noted that:

> According to Bernstein (2000: 53-54) these intellectual fields regulate the production and distribution of meanings and thus the dominant social order in education. This distinction helps to locate sets of claims

> about and expectations from higher education, that are current in academic debates on higher education and in official documents and which attempt to respond to local and international developments in higher education.

In consideration of convenience, as did the authors, I refer to the two fields as the official and the pedagogical domains (OD and PD). Since these concepts are well-fitted in providing a lens through which to assess the institutional setting within which internationalisation of higher education is taking place, adding the social domain (SD) is a logical choice for describing the interpersonal relationships outside the teaching-learning environment that impacts on the students at the University. In merging the ideas from Cross et al. (2008) and my notion of the social domain (SD), and in line with my research questions, this study adopts the "amalgam of concepts" as *Bernstein's Domains of Socialization* that shape students' experiences and perceptions within a university environment.

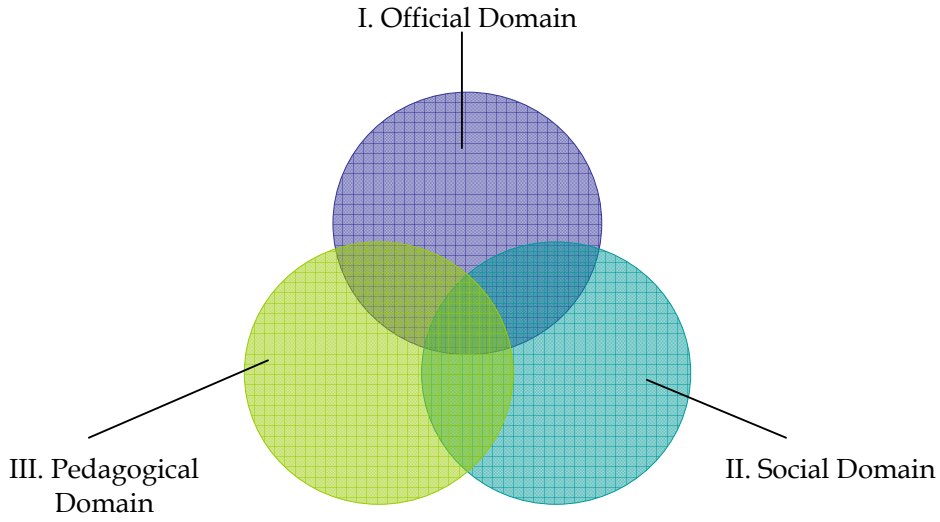


Figure 1: An Illustration of Bernstein's Domains of Socialization

The second component of the conceptual framework is a set of ideas from Runéus (2005). The author identified nine components of internationalisation of higher education (depicted in figure 2 below). This framework is modified for the use of the study, to form the basis both for collecting and analyzing data. The nine domains which she located within the university as an international environment are: mobility of teachers and other students; student mobility; international programmes; language; "area studies"; curriculum development; pedagogical development; solidarity; development; projects *and* co-operation with surrounding society. Her conceptualisation based on these nine domains clarifies the key components of what internationalisation should focus on within a university. In addition, she explained that key influences on these nine domains form an interface between *strategy & policy* and *infrastructure* are political priorities, system of education; geography/languages *and* type of education/field. My consideration of the components of internationalisation of higher education highlighted by Runéus (2005) allude to the two pillars of internationalisation presented in section 2.4, as internationalisation at home and cross-border education.

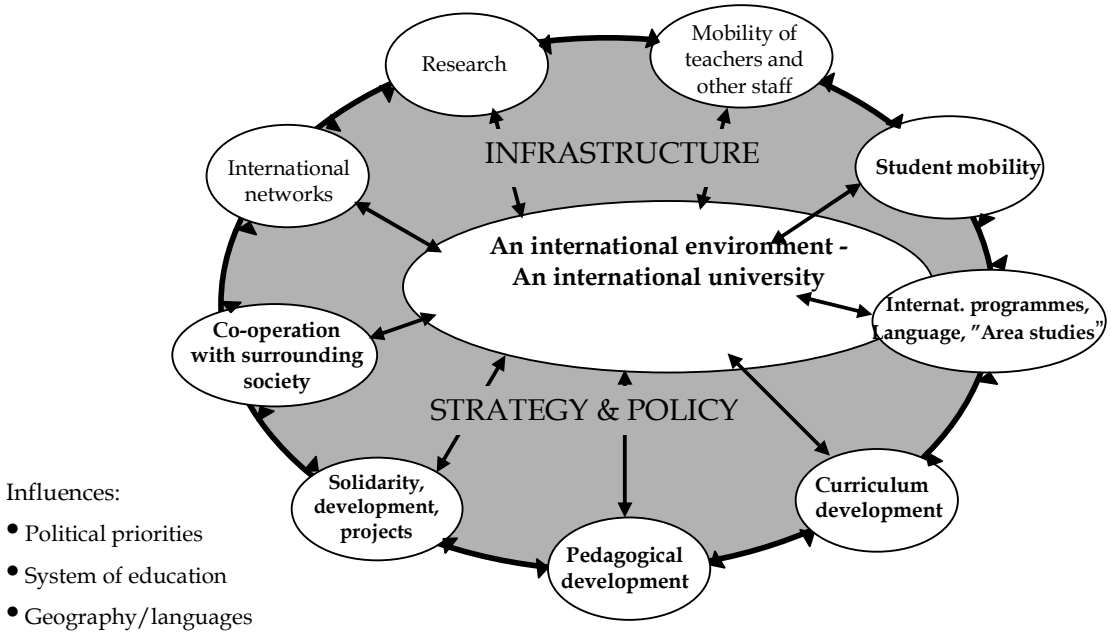


Figure 2: A University as an Internationalised Environment (Runéus, 2005:14)

In a re-modification of the two components, Cross et al. (2008) and Runéus (2005) (*see figures 3*) present Wits at the centre, as an internationalised university within an international environment. Within the scope of this study, the kind of internationalisation focused on is that which occurs within the campus called, "internationalisation at home". The University of the Witwatersrand is delimited as an internationalised university interfacing between strategy and policy on one hand and the available materials and social base on the other hand. The various institutional documents guiding the internationalisation process, such as the Wits Policy on Internationalisation, which will be examined in Chapter five, constitute the "strategy and policy". The combination of the human and non-human resources required in the function are portrayed as the "materials and social base". The conceptual framework put forward the "three domain discourse", namely the Official Domain, Pedagogical Domain and Social Domain, as a *trilectic* relationship with interfaces between *strategy and policy* (on the official domain side) and *materials and base* (on the pedagogical and social domain sides). Within this conceptual framework, main functions for official, pedagogical and social domains are *regulatory*, *academic production and reproduction,* and *the interface between the two respectively.*

The conceptual framework is further simplified as presented in Figure 3. The figure presents the official, pedagogical and social domains as overlapping (figure 1 above) and "four keys": A, B, C and D. Key A represents the University, as an international university in an international environment and "B+C+D" as the Strategy and Policy, Material and Social Base (Runéus, 2005). The nine components of internationalisation of higher education are all the various processes going on within "A" guided by the three domains: official, pedagogical and social.

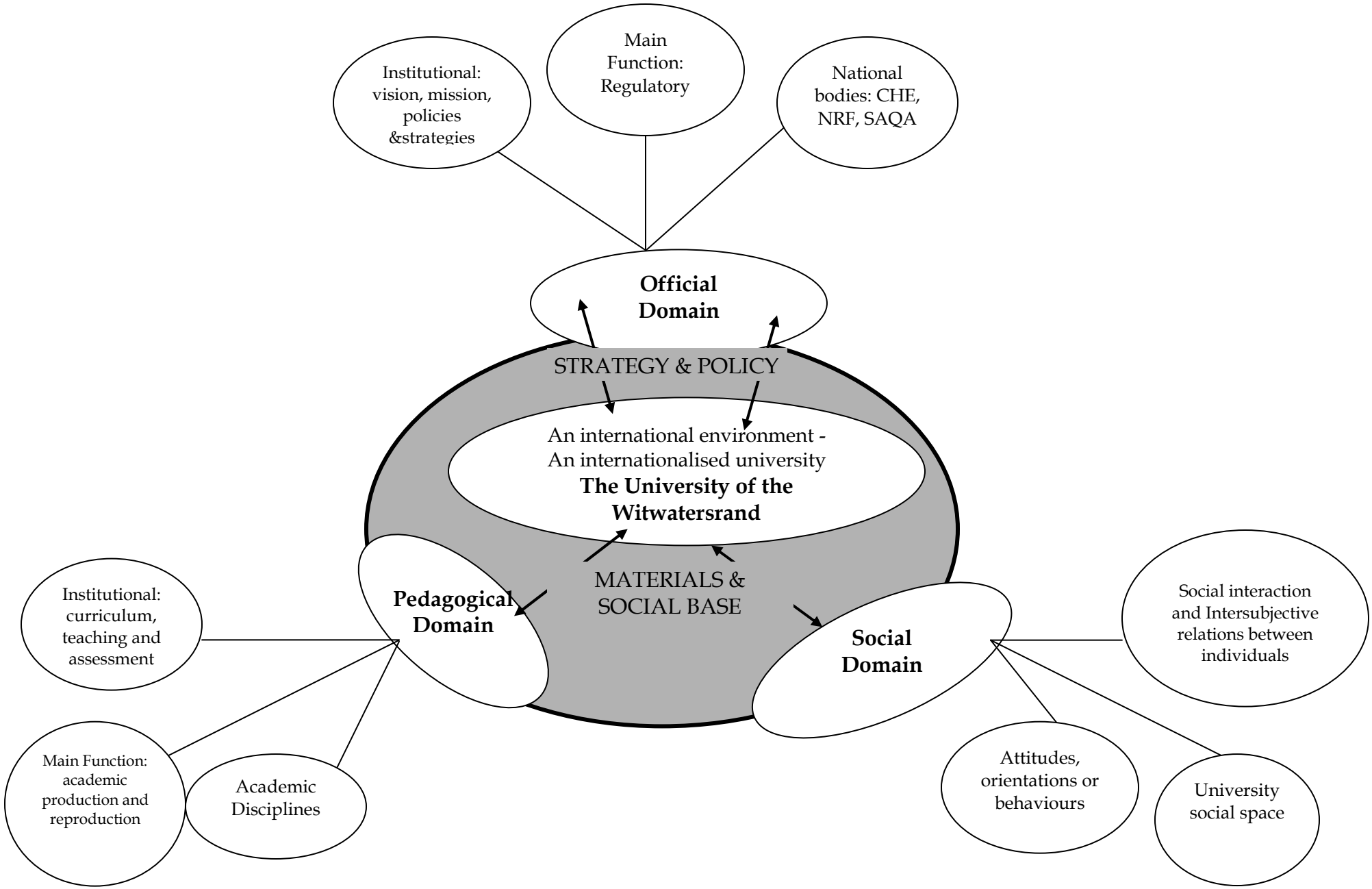


Figure 3: Conceptual Framework for the Study: A Modification of Cross et al. (2008) and Runéus (2005)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

As outlined in the previous chapters, the study's central question is, how do students at the University of the Witwatersrand experience and conceptualise internationalisation in relation to their learning (academic context) and their interaction within the campus (social context)? To work towards answering this question, my aim in this chapter is to present the research methodology of the study, i.e., the process and approach that will lead me from the known to the unknown. The various issues discussed in this chapter include: (i) the choice of phenomenography as a research approach; (ii) epistemological orientation of the research approach; (iii) perspective on qualitative research and an exploration of case study research; (iv) research design; (v) sources of data and methods; and (vi) issues on the trustworthiness of the research approach.

3.2 My Choice of Phenomenography as a Research Approach

My decision to choose phenomenography as my research approach was prompted by my first encounter with the research approach in Monne Wihlborg's doctoral dissertation titled, *A Pedagogical Stance on Internationalising Education. An Empirical study of Swedish Nurse Education from the Perspectives of Students and Teachers*, and the word, "phenomenography[2]". Without hesitation, I initiated an email communication with her, which eventually resulted in various communications on my plan to carry

[2] "Simply put, phenomenography is a research tradition which affords the researcher a rigorous foundation for exploring and describing the cognitive relationships which individuals or populations have with the world they live and move in" (Booth, 1992:48).

out my study on internationalisation of higher education[3], using this research approach. Though she was very willing to help, our discussion revealed that her many responsibilities and frequent travel would make it difficult. Surprisingly, a seminar on phenomenography was held weeks later at the School of Education by Åke Ingerman, an Associate Professor at the University of Gothenburg, which confirmed my decision to choose the research approach. Since very few studies are available on internationalisation of higher education in South Africa, and none has used phenomenography as a research approach to date, I decided to attempt this approach.

This chapter will focus primarily on "applied" phenomenography (an application to research into internationalisation of higher education), although this is so intimately connected, both scientifically and historically, with phenomenography in its "pure" form that it will be at times unreasonable to decouple them (Booth, 1992:49). The connection between my study and phenomenography as the research approach of choice is that this study examines internationalisation of higher education as a phenomenon using the tenets of the research approach. It explores the experience and conceptualisation of students in relation to the phenomenon. Subsequent sections focus on the issues highlighted in section 3.1.

3.3 Phenomenography as a Research Approach

Phenomenography owes its origin to a change in research focus made by a group of researchers, led by Ference Marton, at the Department of Education and Educational Research at the University of Göteborg (Booth, 1992). Marton described phenomenography as aiming at description, analysis, and understanding of experiences, i.e., research which is directed towards experiential description (Marton, 1981:180). The unit of phenomenographic research is *a way of experiencing something* and the object of the research is the variation in ways of experiencing phenomena (Marton & Booth, 1997:112). Simply defined, it is a research approach focused on

[3] See section 1.1 of chapter on what prompted me to make this choice.

different ways in which people experience things. The aim of a phenomenographic study is not to characterize individual students, but to grasp the variation in meaning of a phenomenon of interest and the relationship between different possible meanings of the same and different phenomena (Marton, Wen, & Wong, 2005:297). The phenomenographic approach assumes "the world is not constructed by the learner nor is it imposed upon her, but it is constituted as an internal relation between them ... there is only one world, but it is a world we experience, a world in which we live, a world that is ours" (Marton & Booth, 1997). Marton & Booth elucidated as follows:

> In phenomenography individuals are seen as the bearers of different ways of experiencing a phenomenon, and as the bearers of fragments of differing ways of experiencing that phenomenon. The description we reach is a description of variation, a description on the collective level, and in that sense individual voices are not heard. Moreover, it is a stripped description where the structure and essential meaning of the differing ways of experiencing the phenomenon are retained, while the specific flavours, the scents and the colours of the worlds of the individuals have been abandoned. (1997:115).

The key concern is to investigate ways in which students at Wits make meaning (conceptualise) and/or ways they experience internationalisation. The rationale for the choice of phenomenography as a research orientation is that its main strength and promises lies in a rigorous, empirical exploration of the qualitatively different ways in which people experience and conceptualize various phenomena in, and aspects of, the world around us (Boon et al., 2007).

The driving force of phenomenography according to Marton and Booth is that:

> in order to make sense of how people handle problems, situations, the world, we have to understand the way in which they experience the problems, the situations, the world that they are handling or in relation to which they are acting. Accordingly, a capability for acting in a certain way reflects a capability of experiencing something in a certain way. You cannot act other than in relation to the world as you experience it. [...] the unit of phenomenographic research is a way of

> experiencing something... and the object of the research is the variation in ways of experiencing phenomena. At the root of phenomenography lies an interest in describing the phenomena in the world as others see them, and in revealing and describing the variation therein especially in an educational context. (1997:111)

The key question to ask is how we delimit phenomenography. Booth (1992:53) asked a key question in her thesis to delimit this: "how do phenomenographers map the ways in which people understand phenomena, or do they do that incidental to some wider research aim?" In answering this, she expressed the view of Marton (1986) as follows:

> I am arguing that the mapping of the hidden world of human conception should be a specialization in its own right. Of course, such a specialization is complementary to other disciplines. A careful account of the different ways people think about phenomena may help uncover conditions that facilitate the transition from one way of thinking to a qualitatively "better" perception of reality. Such research would be of interest to those studying developmental psychology and the psychology of learning. Sociologists and anthropologists would be interested in learning why certain perceptions are more prevalent in one culture than in another. (Marton, 1986, p 33)

Marton delimited phenomenography as dealing with people's conceptions of individual phenomena, and work which built on them is consigned to "other disciplines", in spite of phenomenography's roots in learning research (Booth, 1992). Booth further noted that, in practice, however, "phenomenographic work almost never stops at the mapping stage, and nor is it even designed to do so; there is almost inevitably a question to answer which lies outside the realm of pure phenomenographic curiosity".

3.4 The Epistemological Stance of Phenomenography as a Research Approach

According to Booth (2008:451), phenomenography "… is built on explicit epistemological … assumptions". She went further to state that:

> The fundamental epistemological stance of phenomenography […] is that knowledge is essentially a relation between the learner and the phenomena being learned – between the knower and the known, the learner and the learned. This is in distinction to the behavioural views of learning in which the learner is an accumulator of facts that lead to higher forms of learning through externally imposed stimuli and feedback, on the one hand, and to the cognitivist views of learners forming internal schema or structures of knowledge that can be retrieved heuristically as needed, on the other hand. […] The phenomenographic stance is more readily related to the socio-cultural views of knowledge as relational, though more interested in knowing and learning in individuals than in cultures, and more in a pedagogical context than in an historical context. Commonalities can also be seen with the social constructivist epistemology, but the phenomenographic emphasis is on learning content, coming to see important knowledge in particular ways and how to contextualise them, and not at all on learning social structures that have formed around knowledge and how to manoeuvre in them (2008:451).

Recapping on what Booth has noted above, knowledge is essentially a relation between the learner and the phenomena being learned. This translates to the reality that the way a learner experiences a phenomenon links with the knowledge and understanding of the phenomenon. Hence, there is interconnectedness with the concepts of experience, knowledge and understanding.

There are two perspectives widely adopted in investigating the way people interact with and experience the world (Marton & Booth, 1997), namely a first-order and second-order perspective (Marton, 1981; Marton & Booth, 1997). Both perspectives facilitate descriptions of a phenomenon that are relational, experiential, contextual and qualitative (Marton, 1981). A phenomenon is anything that is apparent to the senses or directly observable. When research assumes a first-order perspective, the researcher is orientated to and makes comments about the world (Marton, 1981:178). With a second-order perspective, the research is orientated towards how people perceive the world and the researcher makes comments about how people experience it (Marton, 1981:178). Therefore, a first-order perspective in research would provide a description of a phenomenon, whereas a second-order perspective would provide a description that encompasses the various ways a phenomenon is

experienced, and therefore perceived, by people (Marton, 1981; Marton & Booth, 1997). Phenomenography is a research approach that assumes a second-order perspective, and "therefore, identifies and describes the various ways that individuals perceive a phenomenon" (Marton, 1981; Marton & Booth, 1997). On the other hand, "As an inductive research approach, phenomenography assists in understanding human activities within complex and changing situations; that is, how people understand their world" (Sjöström & Dahlgren, 2002).

The implication of the epistemological orientation of the research approach is that within the context of this study I have adopted the words "experience and conceptualisation" in explicating the "knowledge or understanding" of student of internationalisation of higher education. As Svensson (1997) noted that "knowledge" is based on thinking and activity, and that there is a relationship between knowledge and conceptions within the world or environment in which thinking and activity occur, so my stance is that the students' reality of internationalisation of higher education reveals the complexity of the interaction of these various concepts. However, I choose to delimit these various interactions to mean "experience and conceptualisation", so as to avoid ambiguity in the study.

3.5 Perspective on Qualitative Research

Phenomenographic research methods which the study adopts comprise a qualitative research approach. Hoepfl, citing Strauss and Corbin (1990), broadly defined qualitative research as "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (Hoepfl, 1997:2). Expounding further on qualitative research, Hoepfl explains that qualitative researchers seek instead illumination, understanding, and extrapolation to similar situations, and their work results in a different type of knowledge from that of quantitative inquiry (Hoepfl, 1997). McMillian and Schumacher (2001:35-42) classified qualitative modes as interactive or non-interactive. The authors explained interactive qualitative inquiry as an in-depth study using face-to-face techniques to

collect data from people in their natural settings. Furthermore, the researcher interprets phenomena in terms of the meanings people bring to them. The five interactive modes of inquiry are: ethnographic (anthropology and sociology), phenomenologic (psychology and philosophy), case study (human and social science and applied areas such as evaluation), grounded theory (sociology) and critical studies (several disciplines).

According to McMillian and Schumacher (2001:35-42), the five interactive modes of inquiry can be organised as (a) a focus on *individual lived experience,* as seen in phenomenology, case study, grounded theory, and some critical studies; and (b) a focus on *society and culture,* as defined by ethnography and some critical studies. Furthermore, each inquiry mode is supported by either traditional or more contemporary critical and postmodern assumptions. "Traditional" qualitative research assumes (a) society is an orderly structure, and (b) the researcher learns from participants by maintaining a relatively neutral stance. My focus is strictly on the first interactive mode of inquiry, focusing on individual lived experience of students of the phenomenon of internationalisation of higher education. This raises the issue of phenomenography presenting results at a collective level, across students and not individually.

3.6 The Research Design

This study is informed by empirical research questions focusing on students' experiences in relation to the academic and social contexts of internationalisation of higher education at the University of the Witwatersrand. So, it is exploratory in nature, requiring an exploratory research design. This study is empirical, as new data will be collected and analysed on the phenomenon of internationalisation of higher education. Research design can be thought of as the structure of research, that is it is the "glue" that holds together all of the elements in a research project (Trochim, 2006). A research design is the logic that links the data to be collected (and the conclusions to be drawn) to the initial question of a study (Yin, 1994). For the purpose of this

study, the research design is made up of three main components: the literature review, documentary analysis and the case study.

3.6.1 Literature Review

In conducting my literature review (see chapter two), my research questions inspired me to find out what the theoretical underpinnings of internationalisation of higher education are, hence, my exploration of relevant books, articles and dissertations highlighting the key debates on the phenomenon. The purpose and the value as part of the methodology are as follows: (i) to create an awareness of the main debates, perspectives and methodological approaches; (ii) access relevant secondary data; and (iii) refine the conceptual framework. This experience gave me the opportunity to discover how globalisation has impacted on higher education and how internationalisation has evolved as a concept. What I discovered in the process of reviewing past scholarship on the subject is how much literature has been produced internationally on the phenomenon, but how little locally in South Africa. This spurred my interest in studying the phenomenon, and my interest in the internationalisation of higher education with respect to exploring what students' lived experience is within the home-campus was, inspired by Monne Wihlborg's insight (Wihlborg, 2005b) into the phenomenon.

Thus, a shift from an overall external perspective to a relational experience-based perspective, viewed as the description of students' and teachers' experiences and understandings of an internationalised educational context, is a much-needed research area (Wihlborg, 2005a:1). According to her, "a relational experienced based perspective" has consequences in teaching and learning approaches, based on the various experiences and understandings of the phenomenon of internationalisation in relation to teachers' and students' experiences. For instance, in her particular study, which she conducted within the educational context of Swedish nursing education, her results imply that the main reason for the perceived lack of clarity concerning 'internationalisation' relates to a lack of teachers' pedagogical and didactical theoretical awareness. This has consequences for students in teaching and

learning situations, when issues, topics, matters and aspects of internationalisation are focused on. A critical part of the literature review is the conceptual framework as an organiser for my study. My objective in choosing this lens is to assist in making meaning of data to be collected and provide a structured approach to making meaning of this data.

3.6.2 Documentary Analysis

For the purpose of this study, a documentary analysis was conducted to present a background perspective of the policy environment within which the phenomenon occurs. Furthermore, the purpose of this section and the value as part of my methodology are to create an awareness of the main national and institutional policies and access the relevant secondary data. The Wits' Internationalisation Strategy Key and relevant policy documents on South African Higher Education were obtained and analysed. These documents were sourced, respectively, from the University Intranet, and from the Department of Education (DoE), Council for Higher Education (CHE) and South African Development Community (SADC) websites. Some of the key documents analysed are as follows: *the NCHE Report: A Framework for Transformation*; *Education White Paper 3: A Programme for the Transformation of Higher Education*; *the SADC Protocol*; *Higher Education Bill and subsequent Higher Education Act, No 101 of 1997; 'Size and Shape' Report: Towards a New Higher Education Landscape: Meeting the Equity, Quality and Social Development Imperatives of South Africa in the 21st Century*; *National Plan for Higher Education (NPHE)*; and *the Accra Declaration on GATS and the Internationalization of Higher Education in Africa*

3.6.3 Case Study

As for the case study, which involves collecting empirical data, generally from only one or a small number of cases, my goal was to establish what the case should be and the understanding of the narrative of the case (Johnson, 2006:65). For the purpose of this study, the University was chosen as the case to be studied within which students' experiences and conceptualisations of internationalisation of higher education would be sought. Informing my case study selection were its proximity

and a responsibility to make my research relevant, starting from my "home-institution".

A case study approach is justified as a choice because it helps to develop a detailed or intensive knowledge about a single case or a small number of related cases. Typical features of a case study approach are: (i) selection of a single case or small number of cases; (ii) study of the case in its context and setting; and (iii) collection of information from a range of techniques including observation, interview, questionnaire and documentary analysis (Robson, 1993). The case study has been defined as a strategy for conducting research which involves an empirical investigation of a particular contemporary phenomenon within its real life context, using multiple sources of evidence (Robson, 1993:146). It examines a "bounded system" or a case over time and in detail, employing multiple sources of data found in the setting (McMillian & Schumacher, 2001). Tellis (1997a:6), citing Stake (1995), noted that cases are not chosen for representativeness, but for uniqueness or because they may be used to illustrate an issue.

3.7 Data Collection Strategies

There are two strategies used in collecting data for this study, namely (i) semi-structured interviews of university administrators[4] and students; and (ii) documentary analysis.

3.7.1 Semi-Structured Interviews

Two sets of semi-structured interviews were conducted, one set for university administrators and the second for students. The first set, targeted at the university

[4] The term "university administrators" within the context of this study depicts academic and administrative staff who are directly or indirectly involved in the process of internationalisation of higher education at the University of the Witwatersrand. Some of the personnel in this category interviewed are also involved in teaching and research at the university.

administrators, had its goal as the enrichment of the contextual and policy chapters of the study.

Key university administrators who are directly involved with the internationalisation process at Wits with respect to policy and practice were interviewed. Though the requests to interview were sent to about seven administrators, only four responded within the timeframe available. The interview schedule consisted of three key questions as follows:

(i) As a university administrator, who has experienced higher education at Wits during the pre-1994 era, what ready experiences can you share that depict internationalisation during the apartheid era versus what is happening at Wits today?

(ii) Could you highlight three legacies of the apartheid era that were key impediments to internationalisation at Wits? And how has Wits overcome these legacies in the current dispensation as compared to the apartheid days?

(iii) In your opinion, even as the University strives towards the *Wits 2010 Vision*, what should the University do differently to be able to internationalise its teaching, learning and research processes?

These interviews were transcribed and extracts used.

The semi-structured interviews with students were carried out as dialogue so that they could "make things which are unthematized and implicit into objects of reflection, and hence thematized and explicit" (Lucas, 1998:6), making the interview very conversational (my translation). Semi-structured interviews were used in both cases as instruments to collect qualitative data, later transcribed for analysis. As typical of a phenomenographic research approach adopted in this study, semi-structured interviews with the students gave a second-order perspective of internationalisation of higher education at Wits. Past studies, examined using

phenomenography, also showed semi-structured interviews give a fairly open framework, allowing for guided and focused, conversational, two-way communication. They also showed semi-structured interviews can be used both to give and receive information.

Each student's semi-structured interview, which lasted between 45 and 60 minutes, had three sections and eight questions as *entry points* for an in-depth discussion of the phenomenon, varying the context for discussion by varying the fore-grounded aspects of the phenomenon. The first section explored the students' thoughts about internationalisation, drawing upon the lived experiences that readily came to their mind. The second section focused in on their experiences with students and staff at Wits, using the conversation of the first section as the basis for further probing. It also probed what the students saw internationalisation as offering Wits, when students and staff from within and outside South Africa come together for the purpose of higher education. The third section went into their expectations of internationalisation, the purpose of the University pursuing internationalisation, and ways in which their expectations are met as students at Wits. Each interview was audio-recorded and transcribed verbatim into transcripts, which formed the raw material for the analytical stage.

Sixteen graduate students, studying for the Master's level degree, at two of the faculties of the University, namely Commerce, Law and Management (CLM) and Humanities, were interviewed. Participants voluntarily participated in the interview and each gave informed consent by signing a consent form and receiving instruction as to the aims of the research and the interview procedure and process. The participants comprised both South Africans (different races) and non-South Africans (Africans and non-Africans), with male and female in equal proportions from each of the two faculties: two non-African students (one male and one female); two African students (from any country, one male and a female); and four South African students (white: one male and a female & black: one male and a female). This is in line with the phenomenographic principle of taking a theoretical sample, the even mix of

origin and gender ensuring that there is a variation in experience which is as wide as possible. What is common to this group of postgraduate students is that they have had at least three years of higher education at Wits, which is taken to indicate that they have had some experience of the University and the phenomenon under investigation. Table 2 (below) shows the profile of the students interviewed:

Table 2: Socio-Demographic Profile of Interviewees (n=16)

FACULTY: COMMERCE, LAW AND MANAGEMENT (CLM)				
No	**School**	**Race**	**Gender**	**Nationality**
CLM 1	PDM	Black	Female	South African
CLM 2	PDM	Black	Male	South African
CLM 3	PDM	White	Female	South African
CLM 4	PDM	White	Male	South African
CLM 5	PDM	African	Female	Non-South African (Lesotho)
CLM 6	PDM	African	Male	Non-South African (Botswana)
CLM 7	GSBA	Non-African	Female	Non-South African (Switzerland)
CLM 8	GSBA	Non-African	Male	Non-South African (UK)
FACULTY: HUMANITIES (H)				
No	**School**	**Race**	**Gender**	**Nationality**
H1	Education	Black	Female	South African
H2	Education	Black	Male	South African
H3	Arts	White	Female	South African
H4	Arts	White	Male	South African
H5	Education	African	Female	Non-South African (Swaziland)
H6	Education	African	Male	Non-South African (Lesotho)
H7	Social Sciences	Non-African	Female	Non-South African (Czech Republic)
H8	Social Sciences	Non-African	Male	Non-South African (France)

KEY:

CLM	Commerce, Law and Management
PDM	Public and Development Management
GBSA	Graduate School of Business Administration
H	Humanities

3.7.2 Documentary Analysis

A documentary analysis was conducted to achieve a contextual understanding of the policy and practice environment within which internationalisation of higher education takes place in South Africa, and at Wits in particular. Key relevant documents, such as national higher education policy documents, as well as the Wits Internationalisation Policy document, were obtained and analysed. To analyse these documents, a framework developed from the three components of the policy cycle, i.e., policy formulation, policy implementation and policy accountability, will be used (Denzin & Lincoln, 2003:619-642). The policy formulation analysis will determine whether past and current policy examined has been supportive of internationalisation practice. The policy implementation analysis will determine if policy related to internationalisation of higher education was appropriately implemented and the analysis for policy accountability will determine if there has been accountability in relation to policies and programmes directed at the practice of internationalisation of higher education in South Africa, and at Wits.

3.8 Implications for Collecting the Research Data

According to Berglund (2006:3), in as much as careful planning and formulation of well articulated research questions is the key to a successful project, the purpose must be defined and the researcher must select a research approach so that the research question and the approach go hand-in-hand. Since I have made my choice of the research approach, my goal in this section is to present what process went into the actual data collection and strategies embarked upon. In very clear, unambiguous language, this section presents my actual experience using my knowledge on doing a phenomenographic study in collecting my data.

3.9 Data Analysis

The purpose of phenomenographic research is to present the variation that emerges from the whole group's understanding of the notion of internationalisation – the range of questions was designed to focus students' awareness on different aspects related to their experience of internationalisation, also to allow them room to follow their own thoughts on the subject. As a first orientation in the data analysis process, each transcript was read at the same time as the recorded voice file was listened to. The point was to ensure that the analysis gave priority to the utterances of the interviewees, and defocus any possible preconceptions of the researchers.

As the key researcher in this study, I assumed three roles as the interviewer, the transcriber and the data analyst. This first process also helped to identify the key excerpts in the data without getting lost in the many extraneous utterances and exchanges in the conversations. Afterwards, each interview was examined for the different ways of describing the aspects of the phenomenon of internationalisation that could be drawn out. At this stage, the analysis can be said to be of the first order – taking account of the factual ways in which the interviewees handled the phenomenon of internationalisation and its various aspects. The utterances drawn out from each of the interviews were brought together at a second stage of the data analysis, thus recontextualising extracts of text, taking them from their original interview contexts and placing them in a context of similar utterances from across the group of interviews. An iterative process ensued in an organised manner, to see where the extracts occurred in the interview texts and what the overriding meanings of the extracts are, thus evolving into categories of similarity.

Now the analysis had entered a second-order phase, where the underlying ways in which the overall phenomenon of internationalisation and its aspects as a process of cross-examination of the interpretations led to self-debate as to what could be alternative interpretations from data. Finally, through this interactive process, four

constructs emerged. These will be discussed in detail in chapter six of the study. Different possible relations between the four constructs were explored, until they could be placed into an ordered outcome space, where the distinct differences between the constructs came clearly to light. The outcome space, constituted of the four qualitatively distinct constructs of description can be viewed in two ways. These two different ways are summarised in table 6 as referential and structural aspects. Each structural aspect is again analysed into its internal horizon – what constitutes the essence of the category – and an external horizon – what constitutes the background to the category.

Seen from the perspective of the empirical data collection and analysis, it is a set of categories that describe different ways of conceiving of the phenomenon; seen from the perspective of the students who gave rise to the data. It is a set of ways of experiencing, or conceptualising the phenomenon. In what follows we will be referring to these as "conceptions", though they could equally be called "ways of experiencing" or "ways of understanding".

3.10 Judging the Trustworthiness of a Phenomenographic Study

The validity and reliability of qualitative research such as phenomenography is a vexed question (Booth, 1992:69). Berglund (2006) cited various authors to corroborate this argument. To bring illumination into how issue about trustworthiness of a phenomenographic study is unpacked, Booth (1992) delimited trustworthiness into validity and reliability. In her words:

> The fundamental concept is that of validity, and to question that is to ask, what justification do you have for presenting the work you are presenting and making the claims you do? To question reliability is to ask, if another researcher repeated the research project you have just carried out, what is the probability that he or she would arrive at the same results, the same categories of descriptions and conceptions; in other words, to what extent can the results be relied upon and generalized? (Booth, 1992:69)

She further highlighted three aspects of validity as *content-related*, *methodological* and *communicative* validity (Booth, 1992:69). A key question is whether tools that normally are attributed to positivistic research approaches, such as validity and reliability, can be used to discuss the quality of phenomenographic research, or if the non-positivistic character of phenomenography makes these concepts useless for judging the outcome of a phenomenographic research project (Berglund, 2006; Booth, 1992).

What phenomenography offers a researcher like me is an opportunity to bring my competence and my understanding of the subject area as insightful tools to interpret the students' statements. Doing this is precisely what I have done in this study. Having reviewed key literature on internationalisation to understand various aspects of it, one of the key steps to establish my study was to first conduct a pilot study to "test the waters", and though a phenomenographic data collection as well as analysis might be a slow, complex, full of hesitation and doubts (Berglund, 2006), the pilot study gave me the inductive opportunity into the entire process. I have shown due diligence in collecting and interpreting the data as presented in the sixth chapter. Nevertheless, I know that two different researchers could get different results if studying the same research question, because a phenomenographic study does not share the tradition of the natural sciences, the positivistic tradition, where the outcomes of a project should be repeatable and the researcher should act as an observer (Berglund, 2006, citing Cohen & Manion, 1994)

3.11 Ethical Considerations of the Study

This study has been conducted with the approval of the Human Research Ethics Committee of the University of the Witwatersrand, Johannesburg. The study operated within the principles of honesty and ethics of respect for the knowledge, democratic values, and quality of educational research in South African Universities. The study has obtained the voluntary consent of the participants in a way that each

participant understood and agreed to their participation without duress (see Appendix A).

CHAPTER FOUR

INTERNATIONALISATION AT WITS: CONTEXT AND LEGACIES

4.1 Introduction

Having begun this study with a background to the research questions, a review of scholarship on internationalisation and an insight into the research methodology, the purpose of this chapter is to discuss the contextual issues within which internationalisation of higher education occurred in South Africa and at the University of the Witwatersrand during the apartheid and post-apartheid periods. The chapter seeks to answer the questions, what are the legacies - both internal and external - and what are the implications for the current period? In answering these questions, extracts from the university administrators interviewed will be presented as data in the chapter.

The year 1994, when South Africa became a democratic state, is taken as the "marker" to examine issues relating to internationalisation under apartheid and what it is today in the post-apartheid period. My argument is that the phenomenon of internationalisation is not new, but the demise of apartheid has given more voice to the phenomenon presenting an open space within which the university can formulate its own strategies. An examination of the historical antecedent of internationalisation internally with respect to Wits and externally with respect to South Africa as a nation, presents the possibilities and opportunities that internationalisation may offer in enhancing staff and student practice and experience. The chapter is organised in sections focusing on the historical context within South Africa; Wits under the apartheid period focusing on the internal issues within the university; changes after 1994 and the implication for a new strategy.

4.2 Historical Context of Internationalisation at Wits

Current thinking suggests that as countries and even institutions of learning (South African universities included), the choice to be either role players or spectators in globalisation has to be made (Gawe & de Kock, 2002:36). The authors further noted that the concept of globalisation is not foreign to higher education, which makes it imperative for countries to relate more in the area of education and training sharing experiences and best practices. South Africa as a nation with her higher education institutions (HEIs) has no choice but to participate in the global economy. Coming from a general perspective of internationalisation of higher education as documented in the various studies reviewed earlier, this study would be incomplete without relating the "bigger" picture to the national context of the phenomenon and what the legacies are in South Africa. It is important to relate the generally acknowledged focus of internationalisation of higher education in today's world to South African universities and to place the present developments in an historical perspective (De Wit, 2005), which is why the two timeframes identified as apartheid and post-apartheid eras will be considered.

The South African higher education system, especially in the late 1980s, saw more initiatives with overseas institutions, though limited, with greater tolerance for the apartheid regime. With the late 1980s as the turning point in higher education in South Africa, the period saw the establishment of the National Education Policy Investigation (NEPI) and Education Policy Units (EPUs) as the most significant policy initiatives, though these initiatives paid little significance to internationalisation in the policy debates promoted. The decisive era has been the post-1994 period with many European-led initiatives which eventually led to the establishments of international offices in most South African universities.

4.2.1 The University of the Witwatersrand (Wits) Under the Apartheid Period

The decisive threat to academic freedom arose in the 1950s with the apartheid government's imposition of racial restrictions on student admissions to the "open

universities" (du Toit, 2001:4). As recorded on the University of the Witwatersrand's website (Wits, 2007):

> From the outset, Wits was founded as an open university with a policy of non-discrimination - on racial or any other grounds. This commitment faced its ultimate test when the apartheid-government passed the Extension of the University Education Act in 1959, thereby enforcing university apartheid. The Wits community protested strongly and continued to maintain a firm, consistent and vigorous stand against apartheid, not only in education, but in all its manifestations. These protests were sustained as more and more civil liberties were withdrawn and peaceful opposition to apartheid was suppressed. The consequences for the University were severe - banning, deportation and detention of staff and students, as well as invasions of the campus by riot police to disrupt peaceful protest meetings. With the dismantling of apartheid and the election of a democratic government, the role of Wits as a resource became increasingly important: staff members and researchers are approached on a daily basis by the media, commerce and industry to give their expert knowledge and opinion on a wide variety of topics.

Considering the University of the Witwatersrand during the apartheid era, though there is evidence of international ties the university struggled to maintain, it is remarkable that the four university administrators interviewed alluded to the legacy of the academic boycott. In University Administrator A's explicit account of the academic boycott, some of its implications and challenges on internationalisation at the time, he noted that:

> … there was an education boycott which resulted in South Africa being isolated in a way that was not clear until later. The extent to which the process of internationalisation happening around the world was not happening in South Africa. Wits always had substantive international links prior to the apartheid era. Many of these continued during the education boycott despite the pressures on those institutions to stop them. The key reason was that enlightened educationists in the world recognized that there were particular universities which were inimical to the regime in South Africa. These were actually significant players in opposing the apartheid machinery. Wits was unquestionably the

leader in that. They came to be known as the "Open Universities[5]" because those universities continued to contrive to allow black South Africans to register in the university though the apartheid regime said no. At the time, Wits invented all sorts of majors in their degree which were not available in the homeland universities which led to student been given permission by the government to come to Wits to study. Black students were not allowed to study at the so-called white universities which had been imposed on the institution. But Wits had gone public in 1957[6] when they first put the issues on the table, started its opposition to the regime and had continued to oppose what the government was doing. We were fully in opposition to the government. Because of the opposition, universities in the developed world who understood what Wits was doing continued to support us, particularly some one or two American universities and others entered into agreement with us even in that era, though they knew about the academic boycott. So, during the apartheid era, Wits was denied the possibility of international exchanges, we lost some of our international research linkages. For example, we had a very long standing collaboration with the university in Mozambique, which later became the Universidade Eduardo Mondlane, with a joint-research project at Inyaka Island. And we published jointly the first book on the flora of the Inyaka Island which is very unique. And that project was out on hold for a whole period. We used to have a research project on the Cariba Dam which was run jointly by Wits and what later became the University of Zimbabwe and was linked to the University of Zambia. That research project died though we built the facilities.

The SADC states were strong promoters of the boycott. And even in that era, we continued to receive students from across the Southern African States. But from 1992 onwards, we received increased interest from the rest of Africa and particularly from the developed world when they saw what the role of Wits has been in the political struggle.

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[5] Open Universities according to University Administrator A were the five universities during the apartheid era which clearly opposed the regime. The "Open Universities" were initially Wits and UCT, then Rhodes and Natal joined and UWC. According to him, these were given support in many forms in terms of exchange of scholars though the boycott was on. A special dispensation was given to these five universities by knowledge leaders of institutions.

[6] The plaque in front of the Wits Great Hall was mentioned in this interview. That plaque read as follows, ""At the General Assembly of the University held on 16 April 1959 the following dedication was affirmed: *we are gathered here today to affirm in the name of the University of the Witwatersrand that it is our duty to uphold the principle that a university is a place where men and women without regard to race and colour are welcome to join in the acquisition and advancement of knowledge; and to continue faithfully to defend this ideal against all who have sought by legislative enactment to curtail the autonomy of the university; now therefore we dedicate ourselves to the maintenance of this ideal and to the restoration of the autonomy of our university*". Thus, starting very clearly the stance of Wits on its opposition to the apartheid government at the time. There are lots of photographic evidences of what Wits did in 1957

> So, I suppose on the Internationalisation front, the international links continued but there were increased incidences where our academics were denied access, e.g., Professor Philip Tobias was denied access to a conference at a UK conference though he was there in the country but was not allowed entrance into the conference[7].

The two other university administrators (University Administrator B & C) authenticated this legacy of academic boycott as follows:

> I am an administrator at the moment. And I have been since 2005. From 1995-2005, I was in government. Before then I was at Wits. So, I was not a university administrator before 1994. But even at that, I can conveniently share my knowledge of what was happening at that period. For me the biggest difference between the pre-1994 and now is the academic boycott. It was a feature of the nature of relationship academics could have with the international community. And those were very significant because progressive academics would not come to South Africa and it was very hard for South African academics to travel. The second thing would have been that the apartheid government would not welcome internationalisation initiative in allowing non-South Africans to come here for studies, especially blacks. I do not know so much about the policy then because I was not here at that level.[8]

> During the apartheid era, the relationship between South Africa higher education institutions and the rest of the world was made more problematic by the phenomenon of apartheid. Although there was a very strong attempt on the part of South African academics to react in a different way towards the academic boycott in South Africa. So there will be a very strong division of opinion- that SA isn't a viable place to live in because of apartheid. So, the need to go elsewhere. And there were other people who remained. The academic boycott was a major issue. Those of us on the left at the time would say, we understand the motive of the academic boycott; and some of us supported the idea. But part of us believes it was important to fight apartheid from within. Also University of the Witwatersrand adopted the approach very strongly. So, our idea was to try and get the international community to support the opposition to apartheid in any intellectual and political way it could. But to support us in that opposition and to allow us to remain part of the community that will in turn enrich our ideas and understanding (enrich the role of the intellectual in the struggle), there was a very strong attempt of those South Africans who remained to

[7] Interview with University Administrator A on 24 December 2008.
[8] Interview with University Administrator B on 8 December 2008.

> maintain those international ties as a result of our understanding that we will never be effective world-class academics, let alone people in opposition of apartheid, if we didn't keep contact with the outside world. So I think there was a strong internationalisation impulse in that sense because it keeps us in contact with the outside world- especially to know the trends, the thoughts, and quality of education in other to make Wits a player in education, in which the works of academic and political world could be done against apartheid.[9]

This striking evidence of academic boycott became the ultimate legacy of the apartheid era that impeded against internationalisation of higher education though there were many attempts at Wits to secure and maintain international links. These above accounts serve to explain key legacies at the University of the Witwatersrand during the apartheid era. Though the academic boycott was a major impediment, this is evidence showing a form of internationalisation during the apartheid era at the University as depicted in some of the extracts from the interviews. Moodie (1994:2) noted that in Wits' Senate in 1948, for example, there were 28 professors with first degrees from overseas and only 19 with South African degrees, though by 1961 the proportions were more than reversed. Moodie further noted that, for many years during the apartheid days, the majority of senior academic staff consisted of graduates from Europe, especially British Universities.

Although constrained by the apartheid regime, and strongly depicted by the legacy of isolation, the evidence at the University of the Witwatersrand showed numerous opportunities for internationalisation of higher education. As shown in the accounts of the University administrators profiled in this section, Wits has played a key role in the process of change, opening the opportunity to engagement of students and staff across the borders of the country through the establishment of the International Education Association of South Africa (IEASA). The key question to ask at this juncture is what has changed at the University of the Witwatersrand since the collapse of apartheid in 1994? In the next section, I will attempt to answer this question and present some of the evidence for what has changed. Again, I will draw

[9] Interview with University Administrator C on 15 December 2008.

extensively from the interview-transcripts of the University administrators I interviewed.

4.2.2 Challenges in Post-Apartheid Period: Brief Periodisation

The end of apartheid in South Africa in 1994, which led to the signing of the SADC Protocol in 1996, opened up institutions in South Africa which hitherto had been alienated from initiatives around the world. Rouhani (2007:3-8) noted some selected manifestations of internationalisation during the post-apartheid era which the author noted as significant phases of internationalisation (table 3 below), and which help in identifying key role-players in the internationalisation of South African Higher Education. The key players which the author highlighted are as follows: the government (various departments); the higher education sector, including institutions and statutory bodies such as Higher Education South Africa (HESA) and the Council on Higher Education (CHE); professional associations such as the International Education Association of South Africa (IEASA); student formations; and donors (Rouhani., 2007:3).

Table 3: Phases of Internationalisation in Post-apartheid South Africa.
Source: (Rouhani., 2007:476)

Period	Phase	Trend
Early 1990s	Euphoric	Fairly open access
Mid-late 1990s	Reactive	Double demand from local and international students
Late 1990s onward	Formative and Consolidative	Setting up institutional administrative structures; and inter-institutional links
2000 to date	Competitive	Marketisation
Unknown future	Regulatory	More state steering

Citing Rouhani & Paterson (1996), NCHE (1996), Rouhani (2002), CHET (2003), and IEASA (2006), some of the key manifestations recorded by Rouhani (2007:476) are as follows:

- Increment of international student from about 4,600 in 1992 to about 53,000 at present ;
- In terms of proportional representation, international student proportions rose from 2.1% of the total higher education enrolments in 1992 to just less than 7.0% in 2001;
- South Africa is now the top host nation to international students with about 55,000 students on the African continent and among the top 20 host countries in the world;
- Two sets of international student inflows have been observed: a major current from Africa and a minor current from countries of the northern hemisphere. These international student inflows are mainly from neighbouring Southern African Development Community countries (SADC; more than 60%) and the rest of the African continent, with relatively smaller proportions from Europe (15%) and North America;
- Although the African students tend to register for full-time undergraduate and postgraduate degree programmes, the majority of European and North American students tend to be short-stay exchange or study-abroad students seeking a broader educational and cultural experience in a developing country in rapid transition;
- The inflows from the African continent are understandable given that the South African higher education sector is better resourced and more diversified than those of many other African countries, and South Africa is assumed to have the most developed higher education system on the African continent. In addition, South African higher education institutions have been relatively free of the disruptions common to higher education institutions elsewhere on the continent. With a fairly stable political economy, South Africa dominates the SADC region and the continent as a regional "superpower."

The relevance of this section is further strengthened by what Rouhani (2007) noted as the "unknown future", which she noted as regulatory, in her classification of the phases of internationalisation illustrated in the table above. Having considered the historical context of internationalisation of South African higher education so far, and with studies claiming lack of a clear national policy and support for internationalisation (Rouhani & Kishun, 2004; Welch et al., 2004), evidence shows that the discourse is skewed towards regulatory tendencies (Kishun, 2007; Rouhani, 2004; Rouhani & Kishun, 2004; Rouhani., 2007).

University Administrator A spoke of the key turning point for the external discourse of internationalisation of higher education in South Africa, which arose when the International Education Association of South Africa (IEASA) was formed. He said[10]:

> The creation of IEASA has greatly helped in changing the context of internationalisation of higher education in South Africa. […][11]
>
> Wits hosted the first meeting of IEASA […] as we tried to lobby the South African Universities Vice-Chancellors' Association (SAUVCA) to buy into the initiative. But this led to a dismal failure. The cluster of the historically-black institutions, which later defined themselves as the historically-black disadvantaged institutions, argued that because Wits has asked to be put on the agenda, it was an elitist thing that was not needed. For political reasons, there was no reference to this in all the meetings in which this should have been discussed.
>
> In 1995, our Vice-Chancellor signed a letter […] in which all the 36 Higher Education Institutions (HEI) were asked to send a high level representative, either a Deputy VC or Registrar, to a meeting to discuss the issue of internationalisation. We hosted 2 meetings in which we discussed key issues on the web of legislations in South Africa inimical to internationalisation and the need to change or lobby the government as well as the need to speak with one voice. Three Higher Education Institutions were missing in the first meeting and only one representative of the technikons. The second meeting had all except one technikon representative who was missing. That was the year IEASA was formed.
>
> We did an excellent lobbying of the government, especially the officials of the Department of Home Affairs and some major changes occurred. For instance, under the apartheid regime an international students' study permit was only issued for 6 months. And though it took us about three years, the new act changed to the minimum time it will take to get the qualification- either a 3 or 4 years. Initially, this was difficult because under the former regime, the role of the Department of Home Affairs was to keep foreign influence out of South Africa.

[10] Interview with University Administrator A of 24 December 2008. This senior management staff was selected and interviewed for this study because of his wealth of experience at Wits as well as his involvement in the internationalisation process having served with various Vice-Chancellors in the apartheid and post-apartheid eras.

[11] […] means interview text has been omitted to keep the text anonymous.

At the time or writing, the IEASA has taken the initiative to involve a number of different institutional and national stakeholders to participate in the process of and debates on internationalisation in South Africa. This effort has made it helpful for the universities to respond to internationalisation at their institutions by devising ways and strategies to promote, support and enhance internationalisation and international programmes. What the legacies were at Wits after 1994 will be discussed in the subsequent sections.

4.3 Institutional Portrait and Challenges of Internationalisation at Wits after 1994

The picture of internationalisation that emerges at the University is "varied, multi-dimensional, and paradoxical" (M Cross et al., in press). Though the term "open universities", with which Wits was identified under apartheid, has become meaningless as a distinguishing property for these universities in post-apartheid South Africa (du Toit, 2001:4), statistics show a significant increase in the enrolment of students at the University since 1994. This clearly illustrates how the post-apartheid higher education scene has opened up for the international community. This also shows proof of the University's aspiration to attract undergraduate and postgraduate students from Africa, the SADC region, Europe, North America and Asia. There is evidence that many students are choosing Wits partly because of its institutional practice and historical legacy (M Cross et al., in press). The authors further confirmed the students' perception of Wits as follows:

> Student views are articulated through several descriptors based on the information from parents, friends, media, loyal alumni, proud staff members and fellow students. Here are some examples: 'a world-class university'; 'an institution with an international reputation'; 'a leading university in Africa'; 'a centre of excellence'; 'Wits offers a high standard of education'; 'I will be getting good quality of education'; 'An internationally recognised university'; 'one of the institutions that is always being taken seriously internationally"; 'I will be highly marketable'; 'It has a very good reputation, more than other universities in South Africa'; 'Wits is a university with a lot of heritage and that is what is appealing to me'; 'The qualifications of Wits are top-notch'; 'A centre of intellectual thought'; and 'I always thought it was a

> cool university… you know when kids say it's cool, it's something they want to get into… probably because it's in Jo'burg and Jo'burg is the thing'. Students comment that Wits offers more than just a qualification; it offers both formal curriculum and opportunities to develop leadership skills and access to powerful social networks. In this regard, some students alluded to the advertisement slogan 'Wits gives you the edge' (M Cross et al., in press).

An example of recent evidence in the post-apartheid era is illustrated by the two-year Internationalisation of Higher Education Project[12] at Wits sponsored by the National Research Foundation (NRF). The project investigated the nature of the international and global experience that South African universities provide to their graduates, particularly at the curriculum level. This project was considered extremely important and premised on the notion that the majority of scholars will hardly have an opportunity to study outside the country. Taking internationalisation of higher education as a phenomenon of transformation as inferred by Thorpe (1999)[13], she noted that:

> Although the subject of transformation has long been on the agenda of various fora at the University of the Witwatersrand even prior to the first democratic elections in South Africa in 1994, indeed, as a so-called "open" or liberal academic institution, the University was constantly at loggerheads with the Nationalist government concerning the University's right to admit whom it chose to study or teach there. As a Historically White University (HWI), much progress has been made in altering the racial composition of the student body of approximately 18,000 students, to more accurately reflect the demography of the country. Whereas in 1994 only 35.7% of students at the University were Black, the 50% mark was reached in 1998. This development is in the face of declining student numbers at tertiary institutions nationwide.

To support the notion that much has changed at Wits since 1994, I am taking an extensive extract from my interview with University Administrator C who in

[12] See Research Project on http://web.wits.ac.za/Academic/Humanities/Education/Staff/MCross/Research+Projects.htm (Retrieved January 31, 2008).

[13] See "Post-Apartheid Transformation at Universities in South Africa: The example of the University of the Witwatersrand, Johannesburg" http://www.inst.at/studies/s_0202_e.htm. (Retrieved January 31, 2008).

recounting her personal and work life experiences strongly made reference to some key evidences as follows:

> Well I think, I am not sure to be honest if the eras are comparable. This is because in the apartheid days, there were ways internationalisation was clearly restricted. We could not take black South African students let alone students from the rest of Africa. For Wits to admit the black SA students, we had to cheat. The only conditions under which you could take in a black South African student at the time, was by saying there was no degree available at the historical black universities. Occasionally we had the odd black students who may have come from somewhere outside South Africa even at that, it was very few. You would occasionally get some Americans, but even then they were very few. We were busy keeping our heads above the waters, keep our international standards up and we could not really internationalise ourselves. We did try to get international staff. But even at that, we were very constrained to get people of colour of any kind from any country. You could not get permission to appoint someone to be a member of staff if they were black, Asians or whatever. We had people from Italy or France in the languages for instance. But even at that, if I could call this internationalisation, most of these people were of European origin usually. You could get away with having someone from Germany or France or Italy because they would want to teach German, French or Italian. Occasionally, we would get some few people from the US, who came and were very strong in the relation to the struggle. There was those but few!

> …the moment we could open to black South African students, at about the same time, Wits opened to students from the rest of Africa and everywhere. This laid emphasis in the beginning on diversity. For me, the difference is extraordinary. And remember that my point of view is that I am so strong in my way of internationalisation. This is because the Graduate School for the Humanities and Social Sciences is a real home for international students. In my view, we have the highest number of international students from the rest of Africa than anyone else in humanities with very strong international culture located here, in our labs and our community. For me, that's been just wonderful and amazing. In much of my life before the end of apartheid, I had not met a person from the rest of Africa. And when I think of it now, I cannot just believe how close we are. I was lucky enough to have travelled all over Europe, lived in America for a year, and in Oxford for a year. But I have never been to Africa because South Africans were not allowed to. I have been to Zambia, Zimbabwe and what was then South-West Africa. But I have never set foot on anywhere else in Africa let alone meeting people from the rest of Africa for that matter of time. I have

> met people from European countries or from the States obviously. Because I was studying there or they came here. But all along, never met Africans as I have met them now. That's a noticeable change and for me, that's just so amazing! Now, its quite difficult for me to get someone who is not from the rest of Africa, you know. People would often tease me and ask, "is there a job for South African students in […]?" And, I always say, "yes of course". These international students are very remarkable people and […] has the tradition of employing people from the rest of Africa. Humanities students from the rest of Africa are very strong and intelligent. They are strong in personality and in numbers.
>
> So it's very difficult for me to compare indeed because I would say that the ties were so strong at that time to Europe and America, and you had to fight to maintain them. Now, for me, the ties are so strong in that direction and equally strong in the direction of African students and staff. That's my experience anyway though I have never taught at an African university or studied at one. Our Dean for instance with us is from […] .That's excellent and it opens up your world. It makes you feel like you are on the African continent. For instance, I grew up in Cape Town, which was much more isolated in those days. If you're in Cape Town in those days, it really does not feel like you were on the African continent. It does feel like another continent by space and by attitude, though not so much. For me Johannesburg is indeed an international city with people from all over the world[14].

In synthesizing the interview data with statistical data of enrolment at Wits after 1994 with specific reference to years 2000-2008 (see Table 4 and Figure 4 below), there is clear evidence of increasing diversification in terms of race, gender, and the presence of international staff and students. In very clear terms therefore, much has changed at Wits since 1994, leaving much room for sustainable development in the direction of internationalisation at the university.

[14] Interview with University Administrator C on 15 December 2008.

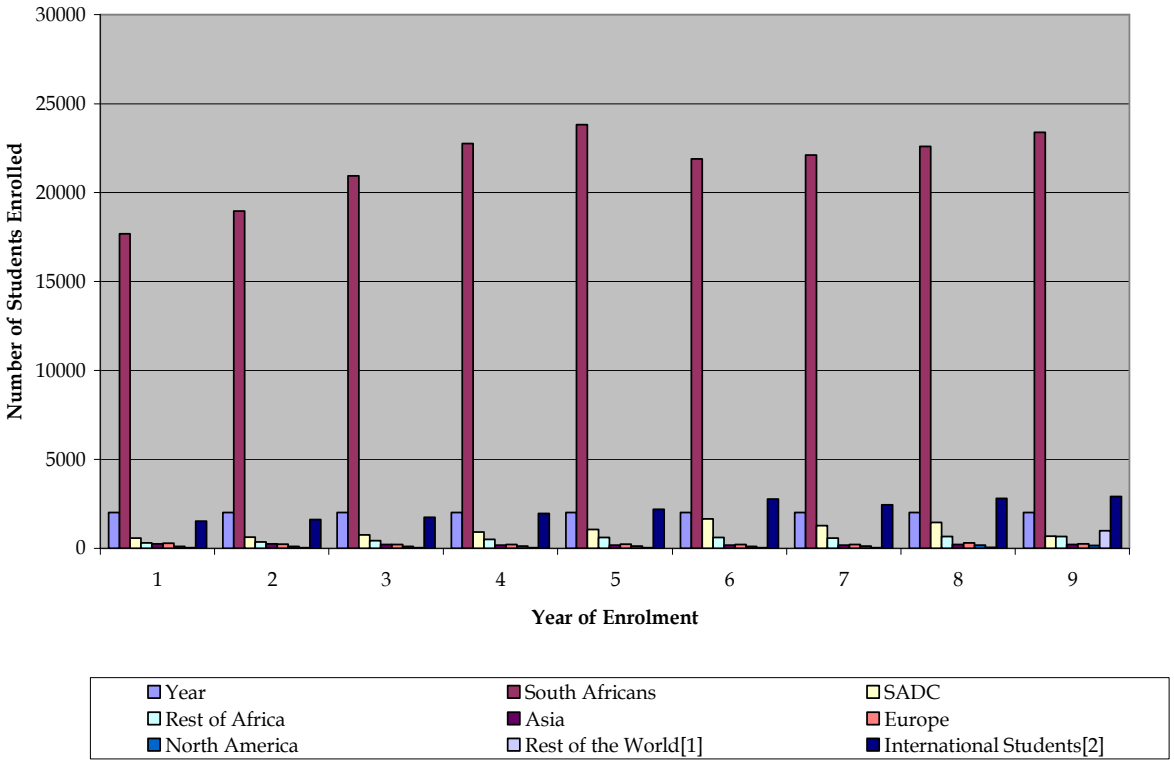
Table 4: Total University Enrolment at Wits (Undergraduate and Postgraduate Students) (2000-2008)[15]

Year	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**
South Africans	17680	18947	20916	22769	23822	21888	22113	22585	23377
SADC	577	632	750	901	1054	1649	1290	1462	670
Rest of Africa	294	351	431	499	591	592	586	647	656
Asia	256	245	211	181	163	170	175	192	190
Europe	272	237	212	204	226	193	204	299	249
North America	99	106	99	130	121	107	136	176	149
Rest of the World[16]	23	29	31	32	36	37	32	39	985
International Students[17]	1521	1600	1734	1947	2191	2748	2423	2815	2899
Total Enrolment	19201	20547	22650	24716	26013	24636	24536	25400	26276

In analysing the above data, the growth rate calculated as the fractional rate at which the number of students increased between 2000 and 2008 shows very interesting results. Total enrolment over the nine years grew by 37%, while the rates for South Africans and International Students were 32% and 91% respectively. Though, the sudden rise in the rest of the world in 2007 and 2008 could not be explained as presented by the data-set, a disaggregation of the international students' growth rate into constituent parts shows the following trends: Rest of Africa (123%), North America (51%), and SADC (16%). Growth rates for Asia and Europe showed negative trends as -26% and -8% respectively.

[15] Source: Academic Information & Systems Unit (AISU), University of the Witwatersrand
[16] This comprises international students from Australia & Oceania, and South America.
[17] Aggregate of non-South African students from SADC countries, rest of Africa, Asia, Europe , North America, Australia & Oceania, and South America

Figure 4: Total University Enrolment at Wits (Undergraduate and Postgraduate Students) (2000-2008



4.4 Implications for the New Internationalisation Strategy

Beyond the challenges of the apartheid era, Wits has aspired to evolving from being an "open university[18]" to an international university, building on the minimal international ties secured during the apartheid era and taking advantage of the pre-1994 period to grow its students and staff. The implication of the "open years", which I described here as the year 1994 onwards, is that there is evidence at Wits of "interactions and processes related to internationalisation as well as the possibilities and opportunities that internationalisation may or may not offer in enhancing staff and student practice and experience" (M Cross et al., in press). Such a development

[18] See the footnote under section 4.3 for its meaning. "Open University' is equally used in academic circles today to mean "distance and open learning". In the context of this section of the study, it relates to those universities in apartheid South Africa which purported to oppose the regime.

is envisaged as a new dispensation in which the University could emerge with its own identity of internationalisation and develop through its human and non-human resources.

In my view, it is imperative to this discourse to critically analyse the implications of such a new internationalisation strategy by considering what the understanding of University administrators is of internationalisation at Wits at the current time. The four administrators interviewed had this to say:

> I think for the university on the level of the concept and policy, there are two traditions of internationalisation at the University of the Witwatersrand. These are: keeping contact with the global academic world and the promotion of students coming to study at Wits from other countries; but that one does focus quite a lot on Africa. I think that celebration of diversity is the best learning community. The best thing you can do for a student is exposing students to the international community via the English-speaking world through the US and Europe. This is one of the key issues driving Wits commitment to international access and proper level of education with the best[19]

> Wits is not so much about competing with other universities in South Africa but showcasing what's unique about the institution… we do feel that there is a different type of internationalisation and different type of responsibility that Wits has to its other African counterparts. "You are our neighbours. If you help destroy your neighbours crops, your crops will go down, you cannot live in isolation". That for me is the key and the mutuality of being an African. I remember at the beginning of the year the issue of xenophobia. There is apathy about things- people say there is a problem, though we do not experience that on campus. The majority of our student did not have a problem on campus. That tells a lot about Wits- mutuality and respect. However we were more concerned about those living outside the campus. And what we could do, we did for them to be psychologically relaxed, one of which was increasing the bus services. There is this negative perception too of being in Johannesburg. But for me, it's not because "this is where it happens: ventures start here and then go into the rest of Africa". So mutuality and understanding of where you are is needed[20].

[19] Interview with University Administrator C on 15 December 2008.
[20] Interview with University Administrator D on 10 December 2008.

> If you look at internationalisation now, my perception is that South African universities see universities in the West as status bestowal. This is, if you have a relationship with the prestigious international universities in the world, that this is good for your image here. I do not intend to be cynical, because for some academics, I believe the motive is very genuine and a sense of international collaboration with the best thinking in the world wherever that might be. But I see this more as a colonial model as bestowal of one's intellectual validity of the universities in the West. My next comment which is probably a little cynical is that my sense of the relationship of SA universities with the rest of the continent is that of markets. So, the question is could we establish good relationship with good universities in Africa so that they could send us their postgrad students?[21]

> Wits own process has been bedevilled. When the Wits International Office (WIO) was set-up, no one at Wits was interested in formalizing internationalisation as a concept. So, we had an educative role as the first responsibility to first help colleagues realize that internationalisation was a phenomenon that we didn't really understand. Secondly, we had the responsibility to get the administrators to understand it. […] The office reported to me until […] and it was then put under the […] It was actually […]the first Vice Chancellor who really understood internationalisation was, and he made a big impact on it. He also gave a wonderful address in one of the early conferences of IEASA…When […] left, that portfolio was moved to […]. His view was straight way beyond SADC. He envisaged linkages and influence into Africa. So, at Wits, that became the focus – across Africa for it to become a real power house of what it could offer the academic elite of Africa. This is because we could charge much cheaper as compared to the developed world. That shift has happened. My involvement is that I still serve on the Wits Senate Internationalisation Policy Committee since its inception as well as the […] of IEASA. I still re-educated my colleagues about what internationalisation as a phenomenon means[22].

From the extracts above, on how the University administrators described internationalisation at Wits, it is clear that there is a strong emphasis on building relationships within the African continent. In addition, the internationalisation perspective is pertinent at this time, as Wits aspires to be a top global university (Wits, 2005a). However, whatever the professed aspirations, the University has to

[21] Interview with University Administrator B on 8 December 2008.
[22] Interview with University Administrator A on 24 December 2008.

synchronise its internationalisation strategy and emerge with its own global identity if this is not to remain an unfulfilled dream. If Wits claims to be, or is regarded as, a 'world-class university':

> it should be clear that its students come to the institution because of the superior curriculum it offers, the unique supervision available from staff, the cultural experience the university can offer, and because of the supportive environment created for international students (M Cross et al., in press).

This can only be achieved if the knowledge basis, the curriculum provision, the intellectual orientation, the social environment, and the combination of teaching and learning inputs and processes provide students with a suitable combination of national and international perspectives for gaining and exercising citizenship in an increasing globalised world (Cross et al., in press).

In concluding this section, the University administrators interviewed were asked, "What should Wits do differently to meet the challenges of internationalisation?" University Administrator B clearly stated that:

> I think we need to seek more research collaborations in the continent…that leads to the orientation of not seeing foreign intellectual community as a market for postgraduate students but for rich becoming intellectual sphere for collaborative research projects.

In the words of University Administrator C:

> … it ranges from very big conceptual things to small practical things. So one of the things until very recently was absolutely a bumped-up International Office. Look, it ranges from very big conceptual things to small practical things. Practical things like medical aids, fees, international students not been helped to get the right documents, not been allowed to get effective information about how to apply and so on. These made it difficult to run their lives in South Africa simply because of the Wits International Office. Things are much different now though the issue of the steep increase in fees is something I oppose …It is a real issue now that South Africa is perceived as a xenophobic country because of the issues that happened earlier in the year. This has become a big, big problem. I was absolutely devastated

> during that time because of the people I work with at the […] . But I was very pleased how Wits strongly resisted that though the media did not give it much coverage. It was sad to have to stand on Jan Smuts again for such bad reasons which were part of my growing up experience. We were always protesting those days on Jan Smuts, though it not comparable to what happened then...
>
> The other ones are just difficult to identify apart from that about the Wits International Office which I have stated. For me, I think we need to make more advertising, though I know that the Vice-Chancellor is actively taking that up. We also need to make the culture of the university more international. But how you do that other than bringing people here, I do not know![23]

University Administrator A in his view made three suggestions as follows:

> Making a big step to provide a bed to an international student coming to Wits to study. Admission into other African university comes automatically with a bed…
>
> I would like us to create a fund to further the course of internationalisation. We started to charge the full-dollar fees or what the Yanks call, the out-state fees; and I think that's legitimate. The logic is that every African State has that facility to support UG studies. Government had said to us in writing that they were going to stop supporting international students though they haven't. I had wanted to take the difference in the dollar-fees to put in a fund to further the course of internationalisation at Wits. My one regret is that the university never did that- the difficulty of balancing our books in the few years of the new regime meant we had to use that money to run the university. In my mind, that's the greatest sadness because we need that kind of funding strategically.
>
> Internationalisation at Home which is what UCT is very big on. They have done very extensive work on that. Wits is not good at helping others understand internationalisation on campus[24].

My interview with the University administrators yielded zeal for internationalisation. As University Administrator A put it:

> my passion is that for every person who's on my campus, who is an international student, that person brings a new worldview for my

[23] Interview with University Administrator C on 15 December 2008.
[24] Interview with University Administrator A on 24 December 2008.

> students to be exposed to. That is why I believe in internationalisation so passionately and that, eventually we will have 20% of Wits students as international students ... with this kind of demographics on campus, that the chance is that, one out of five of any group of students will be an international student and would help influence, shape the thinking and provide alternate ways of looking at things. And so tell how stupid we are and help us have insight, grapple with things those countries grappled with before us and not make the mistakes that they made.

Irrespective of what choices Wits makes, the view of University Administrator C that internationalisation should have a dual stance of diversity of learning as well as diversity of the cultural and social practices is quite remarkable.

4.5 Conclusion

In concluding this section, what is clear is that the University has overcome the legacy of apartheid and isolation to embrace internationalisation of higher education. With the "face of diversity" on campus, through increased international students and staff and partnerships with universities overseas and Africa coordinated by the Wits International Office, amongst other processes of internationalisation at the university, there is the need to synchronise these processes with its long-term goals.

CHAPTER FIVE

INSTITUTIONAL POLICIES AND STRATEGIES: AN APPRAISAL OF INTERNATIONALISATION POLICY IN SOUTH AFRICAN HIGHER EDUCATION AND AT THE UNIVERSITY OF THE WITWATERSRAND

5.1 Introduction

Since the establishment of the new political dispensation, the South African government has placed emphasis on the introduction of policies and mechanisms aimed at redressing the legacy of a racially and ethnically fragmented, dysfunctional and unequal education system inherited from apartheid (Cross, Mungadi, & Rouhani, 2002:171). This chapter is a documentary analysis of institutional polices and strategies, aimed at achieving an understanding of the policy and practice environment within which internationalisation of higher education takes place in South Africa, and at Wits in particular.

Key relevant policy documents on South African Higher Education, in particular the Wits' Internationalisation Strategy, were obtained and analysed (see table 5). Issues dealt with in this chapter focus on the framework developed from the three components of the policy cycle, i.e., policy formulation, policy implementation and policy accountability (Denzin & Lincoln, 2003:619-642). The policy formulation analysis will determine whether past and current policy examined has been supportive of internationalisation practice. The policy implementation analysis will determine if policy related to internationalisation of higher education was appropriately implemented and the analysis for policy accountability will determine if there has been accountability in relation to policies and programmes directed at the practice of internationalisation of higher education in South Africa and at Wits. My argument is that although there is no distinct national policy on the internationalisation of higher education in South Africa, the "open space" within which universities such as Wits function has given rise to innovative institutional

choices and strategies. There is no distinct national policy on internationalisation of higher education in South Africa.

5.2 The National Scenario: A Review of South African Higher Education Policy Documents on Internationalisation of Higher Education in Post-Apartheid Period

The legal and policy context of higher education in South Africa since 1994 has produced five Ministers of Education: Professor Sibusiso Bengu (1994-1999), Professor Kader Asmal (1999-2004), Mrs. Naledi Pandor (2004-2009), and currently two as follows: Minister of Basic Education (Mrs Angie Motshekga) and Minister of Higher Education and Training (Dr Blade Nzimande). Prior to 1994, international cooperation as an aspect of South African higher education was greatly restricted as a consequence of the country's political and economic isolation, and the attendant marginalisation of its HEIs (Council on Higher Education (CHE), 2004) Thus, well-established centres for international education did not exist in South Africa, although internationalisation of higher education became a feature of higher education systems in many other parts of the world following the Second World War.

The formal process of higher education policy formulation began when the promised National Commission on Higher Education (NCHE) was established by presidential proclamation at the end of 1994 (Council on Higher Education (CHE), 2004). Its report, *A Framework for Transformation*, submitted in September 1996, rested on three envisaged 'pillars' for a transformed higher education system as follows: increased participation; greater responsiveness and increased cooperation and partnerships. Reference was made to globalisation and not internationalisation. The context within which this was subsequent policy document after the NCHE 1996 documents: the 1997 Education White Paper 3; the 1997 SADC Protocol; the 1997 Higher Education Bill and subsequent Higher Education Act; the 2000 'Size and Shape' Report by the Council on Higher Education (CHE); the 2001 National Plan for Higher Education (NPHE); and the 2004 Accra Declaration on GATS and the Internationalization of

Higher Education in Africa (see table 5 below). Table 5 gives a preview of the various policy initiatives that have helped shape higher education in South Africa, the key references to internationalisation of higher education in them, and the provisions on internationalisation, if any.

Adopting the three components of policy cycle (Denzin & Lincoln, 2003:619-642) as a framework to assess whether or not past and current policies have been supportive of internationalisation practice, if they have been appropriately implemented and if there has been accountability in relation to policies and programmes, I found out that until recently South African Development Communities (SACD) Protocol on Education and Training, there were other concerns in South African Higher Education other than issues on the internationalisation of higher education. It was very clear that the apartheid legacy and globalisation were twin challenges set out to be addressed by higher education in national policy after 1994, which both the NCHE and the 1997 *White Paper* set out to correct the CHE(Council on Higher Education (CHE), 2004). According to the Council on Higher Education (2004):

> Both the National Commission on Higher Education (NCHE) and the *White Paper* set out the balancing act that South African higher education would have to perform, in simultaneously serving the reconstruction and development needs of the country and confronting the challenges posed by globalisation. Thus the *White Paper* recognized that 'this national agenda is being pursued within a distinctive set of pressures and demands characteristic of the late twentieth century often typified as globalisation. This term refers to multiple, interrelated changes in social, cultural and economic relations, linked to the widespread impact of the information and communications revolution, the growth of transnational scholarly and scientific networks, the accelerating integration of the world economy and intense competition among nations for markets (Chapter 12:213)

Though neither the 1996 NCHE, nor the 1997 White Paper detailed a specific vision, or specific principles, goals or strategies for the internationalisation of higher education (Council on Higher Education (CHE), 2004: Chapter 12, Pg. 213), both documents gave various expressions to internationalisation of higher education in

Africa and South Africa. Keywords such as 'Africa', 'international', 'internationalisation' and 'globalisation' were sought for in the documents to determine their meaning. Although the 1996 NCHE was referred to in the conducting this documentary analysis of the keywords, I placed emphasis on the 1997 Education White Paper 3, since it was the culmination of a wide-ranging and extensive process of investigation and consultation that was initiated with the establishment of the NCHE in February 1995 by President Mandela, and the subsequent release of the Green Paper on Higher Education in December 1996 and the Draft White Paper on Higher Education in April 1997 (Department of Education (DoE) 1997:2).

Within the 1996 White Paper, though "internationalisation" was not used at all, the keywords: 'Africa', 'international', and 'globalisation' were used in various contexts. The word 'Africa' as used in the extracts below was contextual as regards to South Africa within the continent, with respect to increment in African students' mobility between 1986 and 1993, and South Africans' preparation for effective linguistic communication with the rest of Africa and the world in the fields of culture, diplomacy, science and business. Within the same document, 'Africa' was also used to mean 'Black South Africans' in relation to other races, in what has now come to be known as "the Rainbow Nation":

> contribute to the advancement of all forms of knowledge and scholarship, and in particular address the diverse problems and demands of the local, national, southern African and **Africa**n contexts, and uphold rigorous standards of academic quality (Section 1.14:7, para. 4)

> There is a clear case for the expansion of the higher education system if it is to meet the imperatives of equity, redress and development. According to the National Commission on Higher Education (NCHE), the total number of **Africa**n students at universities and technikons increased by an annual average of 14% between 1986 and 1993, as against 0.4% for whites. However, the overall participation rates, that is the percentage of the 20-24 age cohort enrolled in higher education, which is the international norm adopted by UNESCO, continued to be characterised by gross inequalities. In 1993, the overall participation rate in all post-Standard ten programmed in public and private

> institutions was about 20 per cent. However, the participation rate for white students was just under 70 per cent, while that for **Africa**n students was about 12 per cent (NCHE Report, 1996:64). (Section 2.22:15, para. 7).
>
> ensuring that the composition of the student body progressively reflects the demographic realities of the broader society. A major focus of any expansion and equity strategy must be on increasing the participation and success rates of black students in general, and of African, Coloured and women students in particular, especially in programmed and levels in which they are underrepresented. (Section 2.24:16, para. 4).
>
> the role of higher education in preparing South Africans for effective linguistic communication with the rest of Africa and the world in the fields of culture, diplomacy, science and business (Section 2.79:25, para. 8).

As for the word 'international', its frequency of usage was the highest in the document. It was used with respect to the standard of South Africa's higher education in comparison with Africa and the rest of the world, and South Africa's comparative advantage as against the rest of the world in production and finance, and governance:

> While parts of the South African higher education system can claim academic achievement of international renown, too many parts of the system observe teaching and research policies which favour academic insularity and closed system disciplinary programmed. Although much is being done, there is still insufficient attention to the pressing local, regional and national needs of the South African society and to the problems and challenges of the broader African context. (Section 1.4:4, para. 6)
>
> In particular, the South African economy is confronted with the formidable challenge of integrating itself into the competitive arena of international production and finance which has witnessed rapid changes as a result of new communication and information technologies. These technologies, which place a premium on knowledge and skills, leading to the notion of the "knowledge society", have transformed the way in which people work and consume. (Section 1.9:5, para. 5)

> There is a relatively well-established private higher education sector in South Africa, offering programmes under franchise from professional institutes or from local and international universities, and in some cases under their own auspices. The programmes offered range from certificates and diplomas in fields such as human resource development, business administration, communications and information technology (in particular, computing), to tuition leading to degrees awarded by UNISA and universities based abroad. In 1995, according to the NCHE, there were some 150 000 learners enrolled in such programmes (NCHE Report 1996:159). (Section 2.54:21, para. 3).
>
> Both local and international experience confirms the importance of governments working co-operatively with institutions of civil society in a spirit of partnership and mutual dependence. The challenges of modern societies cannot be met by either party acting alone. Thus our model of governance must be interactive. (Section 3.4: 30, para. 4).

In the White Paper, which set out policy in support of an intention to transform higher education through the development of a programme-based higher education system, planned, funded and governed as a single coordinated system, and accepting the three NCHE 'pillars' as consistent with these principles (Council on Higher Education (CHE), 2004: Chapter 2, Page 26), 'globalisation' was meagrely used within the perspective of the policy challenges of transformation, reconstruction and development as follows:

> The transformation of higher education is part of the broader process of South Africa's political, social and economic transition, which includes political democratisation, economic reconstruction and development, and redistributive social policies aimed at equity. This national agenda is being pursued within a distinctive set of pressures and demands characteristic of the late twentieth century, often typified as globalisation. This term refers to multiple, inter-related changes in social, cultural and economic relations, linked to the widespread impact of the information and communications revolution, the growth of trans-national scholarly and scientific networks, the accelerating integration of the world economy and intense competition among nations for markets (Section 1.7:5, para. 3).
>
> Against this backdrop, higher education must provide education and training to develop the skills and innovations necessary for national development and successful participation in the global economy. In addition, higher education has to be internally restructured to face the

> challenge of globalisation, in particular, the breaking down of national and institutional boundaries which remove the spatial and geographic barriers to access. (Section 1.11:5, para. 3).

As depicted above, 'globalisation' also had the least usage in the 1996 NCHE document. Its usage was with respect to the context of the challenge higher education faces in South Africa, the regulation of distance education programmes and the context of declining research outputs. In a way, these usages inferred "internationalisation of higher education", as I noticed that the phenomenon was collapsed into the word 'globalisation' in the document:

> These challenges have to be understood in the context of the impact on higher education systems world-wide of the changes associated with the phenomenon of globalisation. The onset of the 21st century has brought in its wake changes in social, cultural and economic relations spawned by the revolution in information and communications technology. The impact of these changes on the way in which societies are organised is likely to be as far-reaching and fundamental as the changes wrought by the industrial revolution in the eighteenth century. At the centre of these changes is the notion that in the 21st century, knowledge and the processing of information will be the key driving forces for wealth creation and thus social and economic development. (Section 1.1:4, para. 3).
>
> The Ministry welcomes these developments in distance education as they indicate the growing responsiveness of institutions both to changes in learning and teaching technology but also to the needs of learners who are in employment or who need to work in order to meet study costs. However, it is important to guard against the uncritical introduction and adoption of distance education as a panacea for the challenges that confront higher education in South Africa. Nor must we be blinded by the suggestions that in the context of globalisation and the development of virtual universities, especially by multinational telecommunications companies, distance education is the beginning and the end of higher education. The notion of the virtual university and the role of distance education must be interrogated to assess both its promise and peril for higher education in South Africa and the continent as a whole. (Section 4.4:51, para. 4).
>
> The development and sustainability of the national research system is also dependent on its ability to respond to the opportunities and

> challenges provided by the global transformation in knowledge production and dissemination. This transformation has been driven by vastly increased (and increasing) global information and communication technologies, by the changing ways in which knowledge is produced, mediated and used, and by the development of multiple sites of research and knowledge production which are partly or wholly separate from higher education. In this context, the role of the national research system is not simply to respond to local imperatives, but also to develop the capacity to take advantage of the new opportunities that globalisation has engendered. (Section 5.1:61, para. 1).

As premised above, therefore, the two policy documents on higher education at different times alluded to the fact that there is interconnectedness in the global economy which warrants knowledge production as a factor key to survival and sustainability (Council on Higher Education (CHE), 2004: Chapter 12, Page 212). Within the two earlier documents, internationalisation was inferred in the use of the word 'globalisation'[25], though the two are viewed as distinct concepts rather than as different sides of the same coin. At this juncture, the question to ask is, "what do the newer documents reveal?" In other words, "is there anything that points to internationalisation of higher education in subsequent policy initiatives?"

Though the '*Size and Shape report*' sparked heated public debates, especially from historically disadvantaged universities (HDUs), because of its proposals of essentially a two-tier system of 'bedrock institutions' and others that provide high quality research and postgraduate programmes (African National Congress (ANC), 2007:3), the word 'internationalisation' was used in the context of attracting greater numbers of international students, particularly from sub-Saharan Africa and parts of Asia and to initiate the establishment of the appropriate infrastructure to promote the internationalisation of the student body (Council on Higher Education (CHE) 2000:38,46). Following public inputs to the Ministry on this report, the Cabinet adopted the *National Plan on Higher Education* in March 2001 (African National

[25] Against this background, globalisation is defined as 'the flow of technology, economy, knowledge, people, values, ideas … across borders' in a sense that is worldwide in scope and substance and does not highlight the concept of nation (Council on Higher Education (CHE), 2004: Chapter 12, Page 212)

Congress (ANC), 2007:3). According to the ANC document (2007:3), the key proposal of the National Plan was *institutional restructuring*, which invariably led to the mergers. The document summarised its key aim as follows (2007:3):

> The National Plan outlined the framework and mechanisms for implementing and realising the policy goals of the White Paper. It recognised the strengths and weaknesses of the system and was based on a developmental approach, intended to guide institutions towards meeting the goals of a single integrated higher education system. It moved away from the 'Size and shape' approach of a system based on the division between bedrock/undergraduate and research/post graduate institutions, towards an integrated system based on programme focus. The National Plan therefore provided a unique opportunity to establish a higher education system that can meet the challenges and grasp the opportunities presented to us by the contemporary world.

Amongst other key proposals, the document of the ANC (2007:3-4) proposed the recruitment of mature and disabled students as one of the priorities, as well recruiting students from the SADC region as part of the SADC Protocol[26] on Education. It also proposed a shift in the balance in enrolments over the next five-to-ten years between Humanities, Business and Commerce and Science, Engineering and Technology from the current ration of 49%: 26%: 25% to 40%: 30%: 30% respectively. All institutions were expected to establish equity targets, with emphasis on the programmes in which Black and female students were under-represented, and to develop strategies to ensure equity outcomes. Redress for HBUs would be linked to the agreed missions and programme profiles, including developmental strategies to build capacity, in particular, administrative, management governance and academic structures. Also proposed was the establishment of a single dedicated distance education institution to address the opportunities presented by distance education, by increasing access both locally and in the rest of Africa. The merger of the University of South Africa (UNISA) and Technikon SA was to incorporate the distance education of Vista University into the merged institution.

[26] A section 5.3 will examine the 1997 SADC Protocol on Education and Training in details as this was the key document that initiated the internationalisation debate in South Africa.

Within the 2001 National Plan on Higher Education (NPHE), there was no mention of the word 'internationalisation', though words such as 'Africa' and 'international' were used. Significantly, the usage of these latter words for the National Plan lies in their awareness on the part of the South African government of the realities of interdependence and the need for relevance in the global economy. The role of higher education as a key channel for development was stressed at the beginning of the National Plan document, as was the need for comparable international best practice and standards in research and teaching:

> Higher Education has a critical and central role to play in contributing to the development of an information society in South Africa both in terms of skills development and research. In fact, as Manuel Castells, the noted social theorist of the information revolution (and who has agreed to serve on the Presidential International Task Force) has argued, "if knowledge is the electricity of the new informational international economy, then institutions of higher education are the power sources on which a new development process must rely" (Castells: 1993). (Section 1.1:5, para. 1)

> There are clear strengths in the system, in particular the calibre of research and teaching is in some cases comparable to international best practice and standards. The system is also beginning to respond to the changed social order as reflected, for example, in the changing demographic profile of student enrolments. However, the overall effectiveness and efficiency of the system is in doubt, as evidenced by a range of systemic problems. These include the overall quantity and quality of graduate and research outputs; management, leadership and governance failures; lack of representative staff profiles; institutional cultures that have not transcended the racial divides of the past; and the increased competition between institutions which threatens to fragment further the higher education system. (Section 1.1, para. 3, Page 5)

> The benchmarks have been calculated by reviewing student cohort models, involving a combination of retention rates, drop-out rates and graduation rates over a five-year period[27]They have been developed

[27] As an example - in the case of three-year, full-time, undergraduate programmes, the ideal would be for 1/3 of the enrolment in any given year to be entering students, 1/3 students carrying on into a 2nd year and 1/3 students in their final year. If all those in the final year actually graduated, then the ratio of graduates to enrolments would be 33%.

> taking into account South African conditions, which include current performance and the fact that a large number of under-prepared students enter higher education. It is not possible for the Ministry to provide meaningful international comparisons given variations in international qualifications and practices. (Section 2.3.1:20, para. 6)
>
> Whatever the reason, it is clear that the decline in research outputs calls into question the ability of the higher education system to meet the research and development agenda of the country. The decline in traditional or basic research, including research in the humanities, is worrying. This is in direct contradiction to the policy framework of the White Paper, which prioritises the need for both basic as well as applied research and for knowledge generation across the full spectrum of disciplinary inquiry. As the White Paper states, basic research is "crucial in nurturing a national intellectual culture, generating high-level and discipline-specific human resources, and providing opportunities for keeping in touch with international scientific developments - all of which facilitates innovation" (White Paper 1997: 2.89). (Section 5.1:61, para. 4)

Furthermore, I observed that the 2001 National Plan on Higher Education gave the most credence to issues of Africa. South Africa, seeing herself has an intellectual powerhouse through distance education, for instance on the recommendation of the Council on Higher Education (CHE), empowered UNISA to become a truly African University:

> The Ministry agrees with the Council on Higher Education's recommendation that: "a single predominantly dedicated distance education institution that provides innovative and quality programmes, especially at the undergraduate level, is required for the country. The opportunities that the present distance education institutions have created for students in Africa and other parts of the world must be maintained and expanded" (CHE 2000: 45). (Section 4.5:53, para. 8)
>
> …contribute to the advancement of all forms of knowledge and scholarship, and in particular address the diverse problems and demands of the local, national, southern African and African contexts, and uphold rigorous standards of academic quality" (White Paper 1997: 1.14). (Section 1.2:6, para. 6)

Before unpacking the 1997 SADC Protocol and 2004 Accra Declaration in the next section, which are decisive documents in opening debates on internationalisation of

higher education in Southern Africa and South Africa, I argue that the Higher Education Act 101 of 1997 is playing its role of regulating higher education in South Africa in the trend and progress of South African higher education.

The Higher Education Act 101 of 1997 aims

> to regulate higher education; to provide for the establishment, composition and functions of a Council on Higher Education; to provide for the establishment, governance and funding of public higher education institutions; to provide for the appointment and functions of an independent assessor; to provide for the registration of private higher education institutions; to provide for quality assurance and quality promotion in higher education; to provide for transitional arrangements and the repeal of certain laws; and to provide for matters connected therewith (Department of Education (DoE), 1997:1).

There are key realities that have emerged so far in conducting this documentary analysis of policy documents on internationalisation in post-apartheid South Africa. Though within a policy-vacuum, internationalisation has evolved as a major concept that many South African universities are striving to achieve in whatever way(s) they understand the phenomenon. Diversity on campus has become fashionable, even as some universities seek to attract students from other countries as a proof of internationalising their campuses. In other words, different South African institutions have taken varied strategies and approaches to the phenomenon, which makes internationalisation of higher education imperative in the current democratic dispensation, but with enormous implications with respect to global relevance of South African universities.

5.3 A Review of the 1997 SADC Protocol on Education and Training and the 2004 Accra Declaration on GATS and the Internationalisation of Higher Education in Africa

Though seven years apart, the SADC Protocol on Education and Training and the 2004 Accra Declaration on GATS[28] and the Internationalization of Higher Education in Africa, are two major documents that cannot be overlooked in the discourse of internationalisation in Southern Africa, South Africa or the African continent. The SADC Protocol on Education and Training was a conscious and deliberate step in which the twelve Heads of SADC came together and declared that they were "convinced that in education and training a concerted effort by Member States is necessary to adequately equip the Region for the 21st century and beyond" (Southern African Development Community (SADC), 1997:1). The SADC Protocol was an "awareness and relationship-based perception" to issues affecting the region in education and training within an international context, as seen in the extracts below:

> … to liaise with other SADC sectors and with national, regional and international organizations on matters of mutual interest (Chapter 4, Article 11, page 13)

> … relationship with other states, regional and international organizations: subject to the provisions of Article 6(1) of the Treaty, Member States and SADC shall maintain good working relations and other forms of co-operation, and may enter into agreements with other states, regional and international organizations, whose objectives are compatible with the objectives and the provisions of this Protocol. (Chapter 6, Article 24, page 18)

[28] The General Agreement on Trade in Services (GATS) is a multilateral agreement concluded in 1994 designed to govern international trade in services, as the General Agreement on Tariffs and Trade (GATT) has done for international trade in goods. To date, The GATS has only been enforceable to the extent that signatory countries have been willing to make commitments to place sectors of their economies under the GATS regime. The November 1999 meeting of international trade ministers in Seattle will seek to expand the range of services to be governed by GATS and move towards the so-called "horizontal" approach, where some GATS rules would be applied across-the-board to all 160 service sectors covered by the agreement, including education (Clift, 1999)

These two documents, along with the 2001 National Plan on Higher Education, gave documentary evidence to support policy implementation in terms of the practice of internationalisation of higher education in South Africa.

The 2004 Accra Declaration followed the 1997 SADC Protocol on Education and Training in terms of its inclusiveness and magnitude on the internationalisation of higher education in South Africa. This four-point declaration was the outcome of a workshop on the theme: "The Implications of WTO/GATS for Higher Education in Africa", which was an initiative of the Association of African Universities (AAU), in collaboration with UNESCO and CHE, South Africa. The workshop held in Accra, Ghana from 27-29 April 2004 brought together high profile participants drawn from 16 African countries, with others coming from Europe, the Middle East, and Canada. These included trade and education ministers and other senior policymakers, Vice-Chancellors and other leaders of public and private universities, heads of regional research and higher education organizations, representatives of national and regional regulatory agencies, sub-regional and international organizations, donors, advocacy networks, as well as consultants, journalists and other major stakeholders (Southern African Development Community (SADC), 1997:1). The participants unanimously adopted the Declaration to affirm their commitments and guide the concerted actions of all major stakeholders. Some of the issues the workshop participants explored were: GATS and its implications for higher education Africa; transformations in African higher education; and gaps in research and advocacy in the context of the internationalisation of higher education in Africa.

The prelude to the 2004 Accra four-point Declaration was the 1998 World Declaration on Higher Education for the 21st Century[29], and these four points are presented as follows (Association of African Universities (AAU) 2004:4):

[29] It is imperative to reaffirm the role and importance of higher education for sustainable social, political and economic development and renewal in Africa in a context where ongoing globalisation in higher education has put on the agenda issues of increased cross border provision, new modes and technologies of provision, new types of providers and qualifications, and new trade imperatives driving education. Higher education in Africa has to respond to these challenges in a global environment characterised by increasing differences in wealth, social well-being, educational

- A renewed commitment to the development of higher education in Africa as a 'public mandate' whose mission and objectives must serve the social, economic and intellectual needs and priorities of the peoples of the African continent while contributing to the 'global creation, exchange and application of knowledge' (AAU Declaration on the African University in the Third Millennium).

- Continued support for multiple forms of internationalisation in higher education which bring identifiable mutual benefits to African countries as much as to their co-operating partners in other countries and regions.
- A commitment to the strengthening of national institutional capacity and to developing national and regional arrangements for quality assurance, accreditation and the recognition of qualifications, and to greater co-operation and exchange of information on quality assurance issues relating to cross-border provision.

- A commitment to engagement with the political, educational and economic implications of GATS for higher education in Africa.

In my observation, the 2004 Accra Declaration building on the 1997 SADC Protocol has created the much needed policy context for internationalisation of higher education in this decade and beyond. In agreement with the declaration, African nations and institutions in South Africa cannot, because of GATS, reduce higher education to a tradable commodity. As the document posits, internationalisation of higher education bring identifiable mutual benefits to African countries as much as to their cooperating partners in other countries and regions (Association of African Universities (AAU) 2004:4). A changing approach driven by the SADC protocol alluding to the value of internationalisation of higher education in South Africa is the influx of SADC students to South African universities, with the provision that they pay the same fees as South African students, and that there is an increase in higher education activities in the SADC region, such as those organized by the SADC Centre, currently at the University of Pretoria.

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opportunity and resources between rich and poor countries and where it is often asserted that 'sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce this gap (1998)

In concluding this section, table 5 below helps in summarizing the various policy initiatives, and shows how the phenomenon of internationalisation of higher education has been profiled in the policy documents examined.

Table 5: List of Policy Initiatives and Reference to Internationalisation of Higher Education as documented by the Council on Higher Education (CHE) and other government sources:

Date	*Initiative*	*Type of Initiative*	*Goals*	*Reference to internationalisation?*	*Provision on Internationalisation*
1996	NCHE Report: A Framework for Transformation	Final version of policy framework and statement of values and principles for the transformation of higher education		Not directly as internationalisation, but using keywords as "Africa", "international" and "globalisation"	Not directly though the word "Africa" was used with regards to South Africa within the continent, with respect to increment in African students' mobility between 1986 and 1993, and South Africans' preparation for effective linguistic communication with the rest of Africa and the world in the fields of culture, diplomacy, science and business.
1997	Education White Paper 3: A Programme for the Transformation of Higher Education		To establish broad consensus on policy framework and statement of values and principles for the transformation of higher education	Not directly. Meagre use of the word "globalisation"	The word "globalisation" was meagrely used within the perspective of the policy challenges of transformation, reconstruction and development
1997	The SADC Protocol	Treaty	Co-operation amongst member states in education and training under this Protocol	Yes	Gave documentary evidences to the support of policy implementation in terms of practice of internationalisation in South Africa.
1997	Higher Education Bill and		To establish legal framework for		

	subsequent Higher Education Act, No 101 of 1997		future policy implementation		
2000	'Size and Shape' Report: Towards a New Higher Education Landscape: Meeting the Equity, Quality and Social Development Imperatives of South Africa in the 21st Century	Initial Discussion Document Final Discussion Document	Restructuring institutional landscape of higher education to achieve efficiency, quality and equity goals	Yes. The word "internationalisation" was used in a different context.	Used in the context of attracting greater numbers of international students particularly from sub-Saharan Africa and parts of Asia. And to initiate the establishment of the appropriate infrastructure to promote internationalisation of the student body.
2001	National Plan for Higher Education (NPHE)	Implementation framework and plan	To provide framework and plan for implementation of White Paper goals	Not directly as internationalisation, but using keywords as "Africa" and "international".	The role of higher education as a key channel for development was stressed as well as the need for comparable international best practice and standards in research and teaching
2004	Accra Declaration on GATS and the Internationalizatio n of Higher Education in Africa	Declaration in conjunction with The Association of African Universities (AAU), in collaboration with UNESCO and the Council on Higher Education (CHE) (South Africa)		Yes	Gave documentary evidences to the support of policy implementation in terms of practice of internationalisation in South Africa

5.4 Absence of a National Policy Framework: Opportunity or Constraint?

While most developed countries over the years have prioritised the internationalisation of higher education through cross-border activities, developing countries have simply been on the demand side, spending enormous resources yearly to study abroad (Knight, 2008). It has been argued that this trend has compromised the vision of developing countries in improving the supply-side of attracting international students to their higher education institutions (Bjarnason et al., 2009). With the collapse of apartheid and the end to the legacy of isolation in South Africa's higher education, the country's universities have become the destination of choice for African students, because of the human and non-human resources available. This, as stated above, necessitates a national policy framework which is currently lacking.

The key question arises as to how internationalisation of higher education should be addressed within the current democratic dispensation? Two claims can be made in this regards. While one argues that a tight policy framework could be restrictive and constraining, and what is needed is an opening of a space for dialogue and negotiation, the other pushes for a clear national policy framework and tight guidelines. Seeing these two claims as extremes, aiming for a middle-ground approach, with a loose but very clear vision and framework within which to address the challenge of internationalisation of higher education at national and institutional level seems rational. That would see an open space for initiative and creativity, but informed by the national policy framework. To support my point, within the loose and uncertain policy framework in South African higher education, a number of things have happened, one of which is the Tertiary Education Linkages Project (TELP)[30].

[30] Approved in 1995, the Tertiary Education Linkages Project spent an estimated $50 million through the year 2004 to increase access for Black South Africans to tertiary education opportunities and resources, and to improve academic, administrative, and research capacity in historically disadvantaged tertiary education institutions. TELP committed more than $22 million through its Bilateral Agreement with the South African government as at the time the 2000 report was presented (Academy for Educational Development, 2000:5).

The TELP programme injected a major stimulus to many institutions, particularly the historically disadvantaged tertiary ones, creating a major interest around cross-border initiatives of staff at the time. The programme also created an overwhelming interest in South Africa, resulting in considerable cooperation, agreements and initiatives. The positive thing about this example is that, with or without a clear direction, most South African universities during this TELP programme engaged in some aggressive process, steered by the new funding opportunities, out of awareness of the intrinsic value of internationalisation of higher education. Although, millions of US dollars were pumped into this process, there was very little in terms of legacies, relevance and sustainability. So, this is an example of how not to engage in internationalisation of higher education.

In reiterating my point in this section, the absence of a national policy on internationalisation of higher education is more of an opportunity than a constraint. I consider it as an opportunity because an orientation inclined towards being loose, but with a very clear vision and framework, could better help address the challenge of internationalisation of higher education at national and institutional level.

5.5 Internationalisation at Wits: A Review of Policy and Practice

5.5.1 The 1999 Wits' Internationalisation Policy

The motivation for a national policy on higher education in South Africa, which is one of the strategic goals of International Education Association of South Africa (IEASA), is premised on the role higher education plays in producing the skilled workforce needed to transform an economy within an international job mobility space. Though a national policy document is lacking at present, universities in South Africa are left with the open space within which to decide what policy best suits their situation. Within this open space for institutional choices on internationalisation, many universities have adopted policies geared towards internationalising the teaching and learning, as well as research

processes. Starting with the formation of an International Students' Office to coordinate these processes for non-South African scholars, South African universities such as the University of Cape Town, University of KwaZulu-Natal and Wits have differently conceived policies that they deemed best fit their situation to maximise the 'soft and hard benefits' of internationalisation at their institutions. This section will review the policy documents of Wits, the role of the Wits International Office (WIO), and bring in relevant data from the transcripts of my interview with the university administrators to explore what strategies and choices exist.

Though the picture of internationalisation that emerges at Wits is varied, multi-dimensional, and paradoxical (M Cross et al., in press), Wits went through a dual-phase of policy choice to arrive at its 2005 internationalisation policy. For both parts of this phase, University Administrator A played pioneering and steering roles to put together Wits' Internationalisation Policy. According to him[31]:

> 1993 marked the huge shifts in linkages. In later 1993, sitting in this office came the President of […] who was sent to me because I was the only one in the senior administration which knew anything about internationalisation. Though my colleagues were not interested, this was the first of many visits we had between 1993 and 1997. In 1997, I helped to create the International Education Association of South Africa (IEASA), which has played a huge role in the development of internationalisation in South Africa's higher education. Part of what led me to do that was the visit from this gentleman. He said that Wits has been chosen as the university with which they wish to have a full Memorandum of Understanding (MoU) on international collaboration. Afterwards, many other universities in the forefront of internationalisation came but Wits was neither ready nor interested at that time, even though we always had the linkages. What we had missed was the fact that the rest of the world had started to change their curriculum to make an international elective a highly desirable component of their degree. Wits was unwise in many things we did in those days. We became wiser as the years go by and we realized that we have a role to play to help the rest of South Africa wake up.

[31] Interview with University Administrator A on 24 December 2008.

The first phase of internationalisation at Wits was between 1994 and 1999, culminating in a three-page document (Wits, 1999). This policy document had nine sections as follows: preamble, positioning of Wits, attractions, areas of need, student recruitment targets, university-wide partnerships, departmental and faculty-based partnerships, study abroad programmes and membership of higher educational institutions. I have scrutinized this 1999 *Wits Policy on Internationalisation* and construed, in an organized framework, key issues on practice at the University.

The policy document clearly stated Wits' efforts to bring itself in line with other major universities around the world, having evolved within the legacy of apartheid (Wits, 1999). This claim is further strengthened by Wits' preamble in the policy[32] document on internationalization, which clearly states that:

> The University of the Witwatersrand is committed to the internationalisation of its staff, students and curricula. This commitment is declared in the university's mission statement and is expanded in the university's strategic plan.. […] The thrust will be to expand professional and academic activities with selected tertiary institutions in Africa. This will be done as Wits positions itself as a world university with appropriate recognition and quality, appropriate values, activities and perspectives. This policy is predicated on the premise that the university aims to attract a diverse cultural mix of staff and students to our campus. In addition, Wits seeks to foster the mobility of our students and staff to other countries as part of their development through conference attendance, staff and student exchanges, and collaborative research and teaching programmes. In this process, the international students will simultaneously provide the university with an additional source of income. The main beneficiary of this income shall be the departments most active in the implementation of the policy. To facilitate this process Wits will need to seek international accreditation for appropriate qualifications and international recognition for all academic activities and qualification (1999:1).

[32] Wits (1999). Policy on Internationalisation: University of the Witwatersrand, Johannesburg

In analysing the policy document, what is very clear is that the policy context gives expression to the University's Mission Statement *"by 2015 Wits will be recognized as an intellectual powerhouse in the developing world*", expanded in the University's 2010 strategic plan (Wits, 2005a). As stated in the Strategic Plan:

> Wits will move in a determined manner towards making a measureable contribution to the development of a more equitable, productive and engaged future. Thus, by 2010 Wits should be recognised internationally as a leading South African university in terms of its current contribution to knowledge, democracy, intellectual leadership and economic development.Excellence in our core activities of teaching and learning, research and engagement will be indisputable.We will have become the University of choice for individual staff and students and key strategic partners focused on realization of potential and achievement (2005a:1)

Within the 1999 Wits Policy on Internationalisation, the University had five principles through which the goal of "internationalisation at home[33]" was to be achieved. These were: strong research and academic tradition; student recruitment targets; language and curriculum; university-wide partnership and study abroad programmes and memberships of higher educational associations (Wits, 1999:2-3).

The **strong research and academic tradition** of Wits and its high standing, particularly in the Anglophone community, needs to be used to extend the University's reach into other parts of the world where it is well-known.

The **student recruitment targets** may draw on the opportunity provided by Wits' operations in the economic hub of Southern Africa, a location that provides it with a significant opportunity to expand its influence in the region, and indeed in Africa, and so attract students from wider spheres. The University's proximity to the SADC

[33] Within the context of the 1999 Wits Policy on Internationalisation, the concept of "internationalisation at home" was used to mean the internationalisation process on campus.

countries provides a special opportunity for it to contribute to regional development as well.

Regarding **language and curriculum**, there is a need to develop pre-university English Foreign Language (EFL) programmes, because of the historic development of English Second Language (ESL) skills rather than the usual focus on EFL. As a South African urban, metropolitan University, Wits has professed a commitment to a review of its curricula so as to eliminate parochialism and thus offer our students the opportunity of developing international perspectives in appropriate disciplines. In this process, the University believes it has recognized an opportunity to provide an international education within the context of the southern hemisphere, more particularly the rich southern African environment in which it functions

It is hoped **University-wide partnership and study abroad programmes** run by Wits will seek to develop rich, university-wide, departmental and faculty-based partnerships, exchange agreements with institutions in each of the following areas: SADC, Africa (north of SADC), Europe, America, Asia, Australia and South America.

Similarly, **memberships of higher educational associations** such as the AAU, The World League of Universities, The Association of Commonwealth Universities (ACU) and IEASA) will provide an opportunity for the organizations to network, improve academic contact, develop marketing and gain general international exposure.

The WIO, as the organ of the internationalisation process, was established in the 1990s. University Administrator A gave an historic antecedent of its formation and some of the challenges earlier faced[34]:

[34] Interview with University Administrator A on 24 December 2008.

> …when the Wits International Office was set-up, no one at Wits was interested in formalizing internationalisation as a concept. So, we had an educative role as the first responsibility to first help academic colleagues that internationalisation was a phenomenon that we didn't really understand. And secondly, we had the responsibility to get the administrators understand it. The office reported to me until 1998 and it was then put under … It was actually Professor … who was the first Vice-Chancellor who really understood internationalisation. And he made a big impact on it. … In 1996/97, the Senate Internationalisation Committee helped in putting the building block in place. Professor … coming out of the ANC with a background in Social Work had a developmental-orientation. Her sense was that Wits should not be involved in internationalisation in the traditional way, but to focus on SADC. The office was then given to her to drive that concept. And so, in her period, there was a greater focus on the SADC countries. Wits went in at an administrative level to create linkages of a formal type, which were there at the heat of the boycott. In many ways, internationalisation was moving at different levels but at the level of their students and projects.
>
> When Professor … left, that portfolio was moved to Professor …. His view was straight way beyond SADC. He envisaged linkages and influence into Africa. So, that became the focus – across Africa for it to become a real power house of what it could offer the academic elite of Africa…
>
> I must say that the biggest problem for our office was that we made an injudicious appointment of a person as the Head of the International Office. Unfortunately the person appointed was not a good administrator and the WIO floundered. All the processes fell apart. Two-third into Professor … administration, he realized he had made a mistake and there was incapacity hearing. And the Head of the International Office was dismissed… So, this kind of history of how poor it has been, led to … to come on board until he was called by the […] to come on board as his assistant. And his wife was bullied into taking over. She has helped to rebuild the office and reinstated some of the processes.

In reviewing University Administrator A's accounts on the establishment of the WIO and the internationalisation process at Wits, the university would have grown in its institutional experience and effort at internationalisation if it had had a properly equipped, properly staffed international office. But beyond the challenges of finance and

administration that Wits faced in the 1990s, the 1999 Wits Internationalisation Policy as a policy-guide helped to reposition and re-brand the WIO to what it has become now.

The WIO[35] was given the responsibility of the practise of internationalisation, and is strategically positioned to lead and facilitate this. According to the WIO's website, its key roles are: attracting and recruiting international students and providing relevant services to them; putting into action the internationalisation strategy of the university; building and maintain the university's international partnerships and collaborations, and receiving international visitors and delegations. Within these roles, the international office has evolved from a meagrely-staffed, badly-administered organization, to its present ten-staff team under the directorship of University Administrator D[36]:

> …when I started with this office, there were really two full-time staff and a director. That was what we had as an organization. But today, I could say that we have nine full-time staff and we just hired a new manager for international partnerships. She would start next year. So, we have grown in the portfolios that service our students, the community and the faculty. The thinking of this office is to be a top hundred global university and not just a top hundred university in South Africa or Africa … So clearly, the goal that it has for itself speaks to the facts of its international presence.

Within the various structures of the University and its community, the WIO complements the services provided by faculties and academic departments to international students with key accomplishments to showcase. Apart from a well-staffed and organised office with a fully-functional database of international students, the WIO has run various programmes. Through its staff members, its various programmes have included co-ordinating the *Semester Study Abroad Programme*, thus creating exchange opportunities for Wits students with partner universities abroad; regularly invitations to the Department of Home Affairs to the campus to assist international students and staff with study and work permits; and interfaces with various medical aid providers to

[35] Information used in this para. was directly sourced from the WIO's website, as follows http://web.wits.ac.za/Prospective/International/AboutUs/

[36] Interview with University Administrator D on 10 December 2008.

assist new students with this potentially vital aspect of their study in South Africa. Another key accomplishment of the WIO is the International Human Rights Exchange (IHRE), started in 2006, and if which University Administrator D said[37]:

> One of the things happening at the undergraduate level is the International Human Rights Exchange. Wits started this in 2006, which is an inter-disciplinary programme. We bring in faculty and students from all over the world to participate with equal number of local and international students participating. We also have local and international faculty co-teaching on the course. One of the things people do not know about Wits is that we have a very respectable number of international faculty. Sometimes, Wits is too proud to bring out these issues and one of the things my office is trying to do is share this information with people. So that they know what's happening at Wits.

The WIO also participates actively in IEASA, with two[38] members of staff in its executive.

5.5.2 The 2005 Wits' Internationalisation Policy

The second phase of the internationalisation process at Wits is a culmination of a number of processes in the area of internationalization, more especially since the last quarter of 2003 (Wits, 2005b:3). In this direction, before Wits' Senate approved the 2005 Wits Policy on Internationalisation, two conscious attempts were made to enhance Wits' understanding of the phenomenon and what kind of strategies could be adopted on the basis of it. These attempts are document in the executive summary of the 2005 policy document as follows:

> Professor Michael Cross from the School of Education, who had just received a grant from the National Research Foundation to lead a research project on internationalisation agreed to start research work on Wits as the first of his case studies on internationalisation at South Africa Universities.

[37] Interview with University Administrator D on 10 December 2008.

[38] University Administrators A and D.

> Because of the relevance of his research to Wits' internationalisation process, his grant was also supplemented by the Vice-Chancellor's Office to allow him and his team to complete the Wits case study as a matter of urgency. Professor John Stromlo from the School of Social Sciences and the Centre for Africa's International Relations had broader objectives within his centre that squarely matched those that the review on internationalisation had recommended. As of the beginning of 2004, he appoint a senior academic with vast experience in African engagement to his centre to drive the process of capacity building in Africa, much to the benefit of our internationalisation process (Wits, 2005b:3).

These two attempts paid off and were the bedrock upon which the present internationalisation policy and the efforts of the WIO were built. Cross's research resulted in the 2004 survey report entitled, *University Experience in the 21st Century: Perception of Global and Local Exposure at the University of the Witwatersrand*. The research of Stromlo, from the School of Social Sciences and the Centre for Africa's International Relations (CAIR), resulted in David Himbara acting as an adviser for the WIO, bringing a sense of direction to help the process of internationalisation at Wits. Professor Thandwa Mthembu, the then Deputy Vice-Chancellor (Partnerships and Advancement), also played important role to help the process of internationalisation at Wits. Though the 2003 survey report by Cross and his team reported evidence of considerable effort to internationalise the University, and many examples of well-targeted accomplishments in some schools, three important challenges came forth (Cross et al., 2003:v).

Firstly, the emphasis at the time was on the inward movement of staff and students, which according to the authors needed to be complemented by strategies to increase the outward movement of the University staff and students, international students and staff exchanges to provide cross-cultural exposure and international experience believed to impact positively on teaching, learning and research. Secondly, the author noted that the number of scattered, fragmented and uncoordinated internationalisation initiatives often championed by dedicated individuals in schools suggested the need for an integrated, programmatic and institution-wide internationalisation strategy. Thirdly, a

louder management 'voice'[39] was needed in shaping the direction that internationalisation would follow at Wits.

On the basis of the recommendations (Cross et al., 2003), a draft policy document under the leadership of Mthembu was made available in October 2004, and an updated version approved by the University Senate in September 2005. As compared to the 1999 Wits' Internationalisation Policy, the 2005 policy document was elaborate and became the first 'integrated, programmatic and institution-wide internationalisation strategy', as suggested in the 2004 survey report by Cross and his team. Though the 2005 policy document was not fundamentally different from the earlier principles set out in the 1999 version, the 2005 policy document had six major areas of focus and intervention, as follows: curriculum and academic programmes; research, innovation and development; engagement with society[40]; student enrolment and profile; academic staff complement and profile; and services to students, staff and scholars. Clearly, the first three of these speak to the basic mission and vision of the University, whilst the latter three speak to capacity and resources to realize the mission and vision and the strategies that should arise from the process of internationalizing Wits (Wits, 2005b:4). The following five strategic areas of focus and intervention, as referred to in the 2005 Wits' Internationalisation Policy, are expatiated on as follows, taking extracts from the document (Wits, 2005b:12-19):

> *Curriculum and Academic Programmes*
> The overall objective of 'internationalized' curricula is to ensure that our programmes and courses allow for time and space for international perspectives as may be reflected in intellectual traditions, methods and

[39] Within the context of the report, 'voice' referred to a university administration speaking up, initiating where it is required and taking a lead in promoting or supporting examples of 'best practice' in internationalisation, and encouraging cross-cultural interaction at all levels of campus life (Cross et al., 2003:vi)

[40] Because engagement with society is becoming a critical activity for a modern university, a separate plan for it will be produced in due course. (Wits, 2005b:4)

delivery modes, to be embedded in our planning and practice, and be seen to be so through the graduates we produce.

Research, Innovation and Development
The University Research Committee (URC) has identified a number of research thrusts. Whilst this committee and the Deputy Vice-Chancellor: Research will continue to plan for and support these thrusts, the interest here is how 'internationalized' Wits could be in this field.

Student and Graduate Profile
The challenge of internationalising the student body should not be limited to 'international' students, but should also extend to domestic students whose perspectives require an international dimension. Hence, Wits should concentrate on recruiting international postgraduate students, especially from other parts of Africa, and from the rest of the world. At the undergraduate level, our focus should be in students enrolled in academic areas in which other SADC sister institutions do not offer programmes.

Staff Profile
Universities tend to take it for granted that the challenge of internationalization has more to do with their students – not even necessarily their graduates – than it has to do with staff and scholars, their approaches to education and their practices. For the internationalization project to be holistic and successful, academics should also display similar attributes as presented above.

Services to Staff and Students
The International Office (IO) should be the main port of call for international students, staff and scholars in terms of services that are peculiar to these groups. Care should be taken not to offer duplicate services that other departments offer, but rather to build stronger partnerships and service level agreements between the IO and those departments and centres.

Apart from the detailed strategic areas of focus and intervention as presented above in the 2005 Wits' Internationalisation Policy, the document had three sets of mechanisms and structural arrangements that were put in place to ensure that the objectives could be met. These included the following: policies and processes; governance, management

and administration; affiliations, strategic partnerships and collaborators (Wits, 2005b:4, 20-25). In terms of "policies and processes", which within the document was redefined as "policy design and monitoring", the Senate's Internationalisation Policy Committee (IPC) remained the committee for internationalisation across Wits, with the role of driving policy changes and monitoring progress regardless of which committee or what office has the primary responsibility (Wits, 2005b:20).

On the aspect of "governance, management and administration", eight functions were assigned to the WIO. These were: (i) facilitating the development of internationalization policy, monitoring and reviewing such developments; (ii) facilitating, recording and managing strategic links and partnerships based on academic and research programmes; (iii) facilitating and managing student/staff/scholar exchange programmes based on the University's niche academic and research areas; (iv) assisting faculties and schools to grow the University's international standing through high quality international postgraduate students, staff and scholars, participation of the University in hosting international conferences, seminars and debates, membership of strategic international associations, and so on; (v) providing quality service to international students, staff and scholars, especially in specialist areas identified as information and applications, health insurance, study and work permits, and settling-in and integration; (vi) engaging in income generation activities through strategic partnerships, study abroad or "cross-border study" programmes, international fees and other programmes; (vii) facilitating communications, marketing and advocacy on internationalization; and (viii) planning and execution of annual academic, non-academic, artistic and theatrical programmes that promote internationalisation (Wits, 2005b:21-22).

The IPC remains the main structure of governance though the management of, and logistical support for, internationalisation rest with the Wits International Office (WIO), in partnership with other departments and centres such as the Student Enrolment

Centre (SEnC) on the administrative side, and CAIR on the intellectual and coordination side (Wits, 2005b:21). On "affiliations, strategic partnerships and collaborators", the provision within the policy document is that a brief study needs to be conducted of various international organizations and networks in the areas of higher education policy and management, research, academic innovations, equipment and facilities, general information sharing and Information and Communication Technology (ICT) (Wits, 2005b:23).

At this juncture, a key question to ask is if this 2005 Wits' Internationalisation Policy, though a major leap from the 1999 version, has sufficient content to deliver the internationalisation process Wits envisaged in the Wits Strategic Plan (2003-2005)? Has the document, as well as the various South African higher education policies -whether past or current - examined and supported internationalisation practices? Have these policies related to internationalisation of higher education been properly implemented? Has there been accountability in relationship to policies and programmes as related to internationalisation of higher education? The next section will attempt to answer these questions, drawing on insights into these documents.

5.5 Beyond the Current Policy Scene on Internationalisation of Higher Education in South Africa and at the University of the Witwatersrand, South Africa

According to Kishun (2007:455):

> in the global context, higher education might well ask what kind of education would be best suited for South Africa in a 21st century characterised by rapid change and the 'knowledge society'. Education and its outcome knowledge, which supersede natural resources and population size, are seen as the prime wealth creator in today's global economy and the cornerstone for the development of high-level skills that the country needs.

Higher educations institutions as intellectual powerhouses have greater roles to play in the knowledge society today as compared to past decades.

With so much at stake in this era of unprecedented global change and uncertainty, Rouhani and Kishun (2004:236-239) argue that various instruments of particular significance for international education and development in Africa cannot operate in a policy vacuum. According to the authors, the following instruments are of particular significance for international education and development in Africa: the African Union (AU), the New Partnership for Africa's Development (NEPAD), GATS, and the Republic of South Africa's Immigration Act of 2002. All these instruments represent a new departure for the continent. The authors further noted that although the major transformative changes, beginning with the 1996 National Commission on Higher Education (NCHE) report, have all been influenced by international 'best practices', there is little in the literature on change in higher education in South Africa that pays attention to internationalisation (Rouhani & Kishun, 2004:238).

In affirming the claims of the authors that there is almost no reference to the term *internationalisation* in the contents or indices of some of the most relevant policy documents dealing with higher education transformation, in my view the mention of keywords as presented in section 5.3 showed that the consciousness of internationalisation was there at the beginning. However, the burning issues at the time were not focusing on it specifically. So in a way, whilst various South African higher education policies *indirectly* made reference to internationalisation in the context of using words like 'Africa' and 'international', only the 1999 and 2005 Wits' Policy documents specifically tackled the University's internationalisation challenge and examined *directly* their internationalisation practices.

Since there was almost no reference to the term *internationalisation* in the contents or indices of the relevant policy documents dealing with higher education transformation (Rouhani & Kishun, 2004:238), issues of policy implementation and accountability do not count on the national scene. Within the open space within which Wits has taken the

initiative of consciously and institutionally presenting objectives for internationalisation, issues of policy implementation and accountability could be examined. In this regard, Wits is still in that "third stage process", in which internationalisation becomes embedded through a deliberate institutional strategy aimed at all students and staff (Wits, 2005b:8). Internationalisation at Wits, through the 2005 Wits policy document, has taken a new shape with the synergistic and coherent approach that the IPC is applying through what may be termed the "nerve-centre of internationalisation", the WIO. In a way, Internationalisation at Wits has also taken a vertical and horizontal alignment of policy in terms of the 'voice' or leadership by the Senate, in producing the most recent policy document (Wits, 2005b). The question arises, have these policies related to internationalisation of higher education been properly implemented at the University?

In place are the various mechanisms and structural arrangements in terms of accountability in relationship to policies and programmes as related to internationalisation of higher education at Wits. Again, the IPC has clearly taken the responsibility for issues of policy and processes, governance, management and administration, and affiliation, collaborations and strategic partnerships. With the direction and institutional will that Wits has at present, there is a possibility of momentum growing behind the internationalisation process. Wits at this stage has gone successfully through the cycle of awareness, commitment, planning and operationalising internationalisation, as it progresses to that of review and reinforcement (Knight, 1994, in Taylor, 2004:150).

A possibility is for the University, through the Senate's IPC, to commission and earmark funds for continuous studies to research into internationalisation within the global context, particularly to keep abreast of 'best practices'. This in my understanding would be a "lifelong learning, institutional approach to internationalisation" at Wits. As Knight (2004a:9) noted:

> given the myriad of factors that are affecting internationalization both within and external to the education sector plus the accelerated pace of change, it is no wonder that *internationalisation* is being used in a variety of ways and for different purposes. What is surprising, though, is the small number of academics or policy makers who are seriously studying the nuances and evolution of the term itself given the changes and challenges that are before us.

Furthermore, this would strongly help to internationalise the curriculum and "internalize" internationalisation across Wits, so that intellectual perspectives might be informed by conditions in Africa and the whole world (Wits, 2005b:20). So, a coherent internationalisation strategy and institutional culture of continuous research into the dynamics of internationalisation is inevitable as a higher education institution aiming to be amongst the top global universities.

CHAPTER SIX

UNDERSTANDING INTERNATIONALISATION IN THE CONTEXT OF STUDENTS' PERSPECTIVES

6.1 Introduction

The central goal of this dissertation is to find out how different students at Wits experience and conceptualise internationalisation of higher education. Focusing on *Bernstein's Domain of Socialization,*[41] I started in Chapters two and three with a review of literature and the conceptual framework that shape students' experiences and perceptions within a university environment. Having then outlined the methodology for collecting data, as well as the context and policy behind the phenomenon of internationalisation, this chapter presents the analysis of the data collected. It aims at unpacking the qualitative data in the light of the conceptual framework developed above, to reveal the main constructs students revealed at their conceptions of internationalisation of higher education. The next section presents students' experiences within the three domains[42], highlighting the evolving arguments to illustrate these arguments with the students' accounts. In subsequent sections, the way students *conceptualise* these experiences of internationalisation, in terms of the four main constructs of internationalisation of higher education, are presented.

[41] The Bernstein's Domains of Socialization that shape students' experiences and perceptions within the university environment are: (i) the Official Domain; (ii) Pedagogical Domain and (iii) the Social Domain (Kindly see section 2.6)

[42] See section 2.6 titled, "Understanding the Domains and Defining the Dimensions: A Conceptual Framework". Within this conceptual framework, main functions for official, pedagogical and social domains are regulatory, academic production and reproduction, and the interface between the two respectively.

In recapitulating what I have presented in the methodology chapter, key factors such as faculty, race, gender and nationality are used to differentiate the participants interviewed. All the students interviewed were studying for their Master's degree, and race is described as either 'white' or 'black'. Excerpts from student interviews are coded as follows: faculty (H for Humanities, *and* CLM for Commerce, Law and Management); assigned interview number for each faculty; School (name of the school where the student is studying); race (W for white and B for black); gender (F or M); and nationality (the country of origin). So, for example, (H6, Edu, W, F, South Africa) represents student number 6 from the Faculty of Humanities who is a South African white female studying at the School of Education.

My argument in this chapter is that, although students express similar perspectives on four main constructs on internationalisation of higher education at the University, their difference in emphasis and significance with respect to these constructs points to a scenario of unbalanced institutional mediation. They have strong mediation according to the logic of dominant pedagogical practice within the University, but this is constrained by forms of weak mediation in the social domain (see sections 6.5 and 6.5.1).

6.2 Patterns of Students' Experiences and Perceptions on Campus within the Three Domains and the Evolving Arguments

As acknowledged in the methodology chapter, the students interviewed for this study had varied backgrounds. As I engage with the data, the shared individual experiences become the core which invariably informs how they interpret their experiences in a conceptual way. My reflection on the experiences and the various issues raised in the narratives generated a thought-process leading me to highlight the tensions between the experiences in the three domains in this section. These tensions in students' experiences of internationalisation of higher education clearly show the discourse focusing on the University in a three-dimensional relationship that interfaces between strategy and policy (on the official domain side), and materials and base (on the pedagogical and

social domain sides)[43]. Aligned to the three domains, students distinctively revealed that the diverse academic space Wits provides gives value of their credentials after a schooling experience.

> For me, I could not have chosen another university other than Wits. Is either Wits or no other university … partly because I grew up here in Gauteng. I have lived all my life here and have all my friends here … Coming to Wits with the different faces you see at the Great hall is so cool. I think the diverse student base Wits offers has a way to enrich my experience here. So for me, internationalisation is a very cool concept. *[CLM4, PDM, WM, RSA]*

> To be honest with you, I am learning a lot here at Wits … I think if I were to go back home, I can use my knowledge. You want more? I don't know. We are learning at Wits, a lot, a lot, I think. They do push you which is good, that's one thing I appreciate. It's hard but really it's good. Last year, there was so much work and so much reading. They push you. *[H5, Edu, BF, Swa]*

> Yes my expectations are met. Students from other institution don't have the information and experience I have as a student in Wits Studying at Wits it's a plus because here at Wits you have the opportunity to meet and interact with people from other countries. When you go out to look for a job you have an edge over other graduates from other institutions. *[H1, Edu, BF, RSA]*

> So in the class, you have to memorise thousands of data that you will never use in the future. But here, we are writing essays. I focus on subject I choose for myself which no one is choosing for me and I am going deeper in research to find out about what I am writing the essay on. So it's much better for me here than the system in Czech Republic … I think Wits is preparing me much better. I am able to do my presentation for example in front of so many people with ease now. *[H7, Soc.Sc, WF, Czech Republic]*

What is evident from these transcripts is that students have a clear understanding of the normative, official domain, and have accepted the norms, rules and standards without questioning them. In one student's account, "… there is a set of rules that applies to non-

[43] See figure 3 which shows the conceptual framework earlier developed.

South African students that does not apply to me as a local student, most importantly on fees ...Wits set the rules and they simply comply" *[CLM4, PDM, WM, RSA].* Another noted that,

> I am here because I wanted an experience of an African education. As an international student, I have strictly adhered to the stipulated rules by paying my fees and obtaining my study permit. So for me, this is a clear experience of internationalisation. They make the rule and either I like it or not, I just have to obey *[H8, Soc.Sc, WM, France]*

> Coming to Wits as an international student is not easy though they might want to say they are encouraging us to come. They are not making it easy for us at all. For example, I applied here in 2006. I desperately wanted to come and study. I had put money aside and everything aside to come. But, they are not just efficient. Everything was just delayed. They don't accommodate us who come from other countries. When they release the letters of acceptance, they do it same time as the local students. *[H5, Edu, BF, Swa]*

Considering what another student said: "For me, coming to Wits to study is a dream come true. My problem is that they are not organised here. Can you imagine coming from … though a neighbouring country with no relatives here and been told there is no accommodation for me? Why did they give me admission in the first place when they have not arranged an accommodation for me?" *[CLM6, PDM, BM, Bot].* What I can make out of the students' account' is that though they have a clear understanding of the official domain with respect to policy governing internationalisation at the University, they do not link this understanding to the way they experience it. As this last student's account inferred, students do not question the rules but the practices of the administration within the normative, official domain, especially the international students. I perceive this to be so because they are directly affected by challenges in this domain as compared to local students.

The third set of experiences focus on the University's social space, which seems to connect an individualistic approach to the pedagogical approach. According to

students' accounts, this (social) domain is not as welcoming or as "social" as it could be. There is an unhealthy space in which boundaries are invisibly drawn with local students on one side, and non-South Africa students on the other. As one of the students presented it: "in terms of interacting with students at the University for me, I do not trust them! I don't trust South Africans. Because of the crime in South Africa, who can you trust?" *[H5, Edu, BF, Swa].* In another student's account: "Yes it does in the academic context. Culturally it doesn't" *[H1, Edu, BF, RSA].* Another said:

> I can leave here and go to Nigeria and won't adjust; but I feel if I go to America I will adjust. I feel the University culture in America is similar to what is obtainable here. But in Nigeria the culture is very different. I don't think my studying here prepares me for what is outside there, except academically. Maybe it's me. I just do not relate with some of this fellow Africans. *[CLM1, PDM, BF, RSA]*

> Well, I think it is very individual. If I take professors here for example, there were times some professors didn't come to class and nobody explained to us why they didn't come … In terms of students, I have meet students from Zimbabwe, Botswana etc. … I really like these students though I find this place a little bit of a cold environment. Everybody is into their own stuff. … First time I thought nobody likes me. I just felt like that. Or maybe it was in my behaviour too - I was shy, in a new country and because I couldn't speak good English. I was always waiting for somebody to come to me. *[H7, Soc.Sc, WF, Czech Republic]*

> I was expecting to be treated like everybody else and to have a conducive environment and I haven't experience a sense of belonging since I came to Wits. I feel I am been sidelined but I think I will push myself in. *[CLM5, PDM, BF, Lesotho]*

Three arguments evolve, namely:

- Students enjoy and appreciate their academic experiences (*pedagogical domain*) - both African and European students. They feel enriched.

- Students have a clear understanding of the *normative or official domain* but are constrained by tensions in this domain. They find it difficult to link their understanding to the way they experience this.
- Students do not enjoy the university social space. There is a tension in campus experience, with a strong divide between local and non-South African students, which linked to an individualistic approach and to the pedagogical approach.

The different patterns of experiences and perceptions leading to these three arguments, as noted above, are centred on the three domains. With the diverse accounts mapping out the patterns along the lines of the three arguments with respect to the experiences of students of internationalisation at Wits, what is significant is the variation in students' accounts and the tensions. Some experiences are healthy, others are not. With the experiences and perceptions of the students come tensions. Though their accounts showed they do not enjoy the University's social space, they alluded to an understanding of the official discourse and the enrichment of the academic environment. Yet, there is a convergence of similar conceptions of the phenomenon, as I shall reveal in the subsequent sections of this chapter.

In summary, with respect to the three arguments I have presented above, students' realization of internationalisation is at two extremes, with the pedagogical domain doing very well and the University's social space (social domain) not doing well. The normative domain (official domain) lies between the two extremes.

6.4 Emerging Constructs Describing Students' Conceptions of Internationalisation of Higher Education

Out of these experiences, some healthy others not, what are the main constructs these students develop about internationalisation? On the basis of the previous section, in which I have mapped out the students' experiences and the tensions, I will be

presenting in this section the answer to this main question. I will present the four main constructs with quotations to illustrate them. Though students come with different backgrounds and profiles, my reflection on the data shows they share similar meaning of the phenomenon of internationalisation of higher education, without losing their individual identity.

Four constructs of students' conceptions of internationalisation of higher education have emerged, and been refined and verified by repeated reading, decontextualising and recontextualising extracts from the interview transcripts. These four qualitatively different ways in which students experience and conceive internationalisation of higher education at the University are:

- Internationalisation as Wits striving to be a top global university
- Internationalisation as the presence of international students at Wits
- Internationalisation as an issue of mutual respect and acceptance
- Internationalisation as enhancing the students' learning experiences.

The relations between categories are focused on the University as an academic institution, students in relation to the University as an academic institution, students in relation to one another in the academic institution, and students in a relation to the University and to one another with learning in focus.

I. Internationalisation as Wits striving to be a Top hundred Global University

All the students made reference to internationalisation of higher education being a vital aim for the University to pursue: "Yes, internationalisation is very important in the current global situation … for me, internationalisation is a very cool concept". *[CLM4, PDM, WM, RSA].* What is interesting is that all the students were conscious of Wits' goal

to become a top hundred university[44]. They alluded to one way in which Wits could achieve this, namely through the internationalisation of higher education, in which non-South Africans would be encouraged to come to the University and South African students encouraged to access programmes and opportunities outside. For example, one student noted that:

> I think they don't have much choice- or do they? They don't! If you want to be part of the global world. Then encourage people to come to your university. Don't live on an island. How are you going to grow? … I think it's the idea of Wits wanting to compete with other international universities to be ranked internationally … aiming to be in the top hundred … I don't know … I really don't know. [*H5, Edu, BF, Swa*]

> In the hierarchy of performance the whites South African and other whites perform excellently followed by the Non-South African blacks and Indians. Then lastly the black South Africans though in Wits we have about 90% black students. By prioritising the concept of internationalisation, I think the University is trying to bring in students from other countries to show that Wits is not just an African university. But a global institution. *[H1, Edu, BF, RSA].*

The main feature of this conception is the focus on Wits measuring up to international standards such that teaching, learning and research processes meet quality standards that are acceptable globally. Some of the issues raised with respect to this conception are:

- *leading advanced knowledge in South Africa:*

  > This concept is very important for a good university because Wits is one of the top, leading advanced knowledge in South Africa. So Wits should know what's happening outside of South Africa in terms of technology, sociology and economy. *[CLM7, GSBA WF, Switz]*

  > Yes, internationalisation is important … Wits is one of the top, leading advanced knowledge in South Africa. *[CLM3, PDM, WF, RSA]*

[44] See section 5.4 "Internationalisation at Wits: A Review of Policy and Practice"

The interviewee expressing this conception consistently used phrases such as "don't live on an island" and "Wits gives you the edge", a current promotional slogan at the University.

- *top hundred… top in the world:*

> To start with, Wits gives you the edge- it's known worldwide that with a Wits certificate, you're a high flyer. I know Wits is striving to be amongst the top hundred. I can't remember…but one of the top in the world. So I think that is one of the other tools to use to get to that standard is internationalisation. *[H2, SocSc, BM, RSA]*

This is a general conceptualisation of internationalisation that emphasizes support for open access initiatives worldwide, through institutional networks and collaborations:

> I think for them to be internationally-compliant. To do what is done elsewhere. Wits would want to be seen (and they pride themselves) as been the leading university in the region. *[CLM3, PDM, WF, RSA]*

In the document which describes the current vision for the University, formulated by the Office of the Vice Chancellor, *WITS 2010: a University to call our own*, it is noted that:

> Wits enjoys a national and international reputation as a university of high quality and we aim to build and improve on this. In pursuit of further excellence, we need to reassert the pivotal role of higher education in our emerging and transforming democracy. Successful countries attach much value to higher education and have successful universities. Through the choices we make and the course we follow, Wits will play an influential role in South Africa. By following this path Wits can help rekindle respect and esteem for higher education. (Wits, 2006)

Considering the various issues highlighted above under the first construct, and merging that with the Wits vision, there is a clear understanding by the interviewees that Wits regards itself as a global university, seeking relevance and striving to be one of the best in the world. The key factor I perceive that inspires this construct is their experience of diversity of students in the lecture hall or tutorial. This diversity challenges them to be independent, with enormous exposure to readings from around the world.

II. Internationalisation as the presence of international students at Wits

In this second way of experiencing internationalisation, focus is on the demographics of the academic institution, on foreignness and the presence of international students on campus, and the mobility that makes it possible. As compared to the apartheid period, when there was academic isolation, the University has become a place where citizenship is purely by rights and responsibilities to do research (and teaching)[45].As a "republic of knowledge", race, gender, creed and nationality melt, because of the universality of knowledge.

In engaging with the second construct of internationalisation of higher education at Wits, students seem to become more conscious of the phenomenon by the presence of a diverse racial composition seen daily on campus. According to one of the students interviewed, "Hummm, Internationalisation - for me, it's about – it's about - okay, me being an international student - so it's like you are an international student because you are from outside South Africa" *[H5, Edu, BF, Swa].* Another student said that, "I am not sure on that one. But I think internationalisation - bringing other international students, people from other countries, and making them part of Wits … this is my own opinion". *[H1, Edu, BF, RSA].* Reference is made to the mechanisms of mobility that underpin internationalisation, such as: "Haa - I mean for example, I have met many international students too- from Africa and Europeans, coming for exchange programmes. Since we have like Socrates Erasmus which is very necessary even in Europe, something that every student go through - and I think it's very important" *[H7, Soc.Sc, WF, Czech Republic].* The South African Department of Home Affairs[46] and the issue of study permits are referred to, and the need to improve these services:

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[45] Comments by Professor Tawana Kupe, Dean: Faculty of Humanities, at the induction of new staff members of the Wits School of Education on 26 January 2009.

[46] See the interview texts of University Administrator A on this issue in Section 4.2 "Historical Context of Internationalisation of South African Higher Education"

> I have friends in Arts from other African countries. They are very intelligent and seem to have more experience of the workplace than us. I know some of them in the past have had frustrations about going to the Home Affairs to extend their study permit. I think it is rather unfortunate that the process is not so easy for them *[H3, Arts, WF, RSA]*
>
> Some other countries like the UK help you to study and work. But in South Africa, its about how long you want to study - and strictly, they give you that. For instance, my study permit expires in December 31, 2008, But what of if my study extends because of my research that I am unable to submit by then- maybe extending to February 2009? I am not accommodated … Or what harm will it do to them really if I stay another year and do an internship to gain some work experience? *[H5, Edu, BF, Swa]*

The campus may be characterised as a 'global village', in which people from different backgrounds intermingle, and there is a need expressed for this in a globalised society: "the presence of different skin colour shows that it's a global village and there is nothing that could be done about it" *[CLM3, PDM, WF, RSA]*. In particular, the fact that the presence of students from different backgrounds means that different experience is being brought into the overall campus experience. An interviewee also noted that: "I don't think any country has a choice because people are speaking about the global village. I would define internationalisation as concept in higher education that involves new students, international students coming to South Africa to study and bring their experiences" *[H4, Arts, WM, RSA]*.

These extracts from the interviews show the theme of difference on campus brought out by to internationalisation, and the mixed milieu that ensues. In a way, this construct maps out an interface of the official and social domains, though with an undertone of pedagogy with respect to teaching and learning at the core of students' motivation to attend the University.

III. Internationalisation as an issue of mutual respect and acceptance

This construct of internationalisation emphasizes the notion that global consciousness and respect for pluralism is vital at the University as an academic institution, and is necessary for preparing students for global citizenry within a global marketplace. It is a construct of internationalisation dominated by the experience of a tense social environment which points to the recognition of the value of mutual respect and acceptance. According to the students' accounts, Wits does not seem to be doing enough in the social domain to contain wider social pressures.

With this construct mapping directly the University's social space, which as highlighted in the previous section is not so socially welcoming, one interviewee said: "what I learnt is to try and [as people] appreciate other people for who they are. Try and learn about where they come from which is more about mutual respect and acceptance" *[CLM1, PDM, BM, Bot]*. There is an awareness that globalization has strongly influenced the workplace and that university students must be oriented to thinking globally and act locally through the teaching-learning process. The responsibility of the key stakeholders within higher education – students, teachers and institutions of higher education – is referred to. It is a conception virtually all the students interviewed, South Africans and foreigners alike, expressed. One of the interviewees noted that: "all my friends are international students. I am forced to interact with them because even if I don't like it, they are the only people that are there" *[H1, Edu, BF, RSA]*. Other students interviewed noted that:

> although this might sound as if it's discriminatory, the only students given recognition are those living in the international house - it's nice to network. If you want to grow academically or otherwise, networking is vital. I wish that platform could be there for international and South African students. But there isn't. *[H5, Edu, BF, Swa]*

> I get different expressions from different people from the same country. Though this could be confusing, I have come to realise that I still have to

> respect them. Africa is beyond just South Africa and we have to be open-minded starting from our studies at the university to respect ideas even if on the basis of nationality differs from mine *[CLM4, PDM, MW, RSA]*

> I was very excited in coming to Wits to study. And I also found so many issues in South Africa. For instance, discrimination – not for me – but for different groups. They cannot make friends with each other. My black friends and white friends do not relate with each other […] So, that should be changed in South Africa [*H7, Soc.Sc, WF, Czech Republic]*

Many international students find themselves somewhat isolated but all the South African students allude to the importance of that sense of mutuality that is at the core of the construct. There is a general awareness that the negative aspects of being a foreigner in South Africa are not experienced only in the realm of higher education, as this interviewee pointed out:

> Can you imagine the killing of foreigners these past weeks? They accused neighbouring Southern African nationals of being criminals and of taking their jobs and wives. Does that make sense? *[CLM6, PDM, MB, Bot]*

Despite the fact that it did not manifest on campus, attacks labelled by the media as 'xenophobic' were rife in South Africa (May 2008) at the time of the interviews. In a way, the issue was brought to light when I was interviewing some of the students who clearly resented what was happening. With this construct directly relating to the social domain within the conceptual lenses, the core of this way of understanding internationalisation lies in the interactions of people from different backgrounds in a frame of mutual respect, even with infiltration from outside the University. The core of this construct on internationalisation as 'mutual respect and acceptance' entails a form of mediation by the University in the social space on campus, which premised on students' accounts is very weak. Wits does not seem to be doing enough in the social domain to contain wider social pressures, hence the need for urgent interventions.

IV. Internationalisation as enhancing students' learning experiences

In the above section, I argued that students, both African and European, enjoy and appreciate their academic experiences (*pedagogical domain*). They feel enriched. On the basis of their experience as transcribed above, the fourth construct alludes to internationalisation, focusing more on the learning experience as a result of the presence of South Africans and non-South Africans at the University. This was evidenced by the diversity in the campus climate. According to one of the interviewees, "… my education at Wits gives me the opportunity to meet and interact with people from other countries … I learn a lot from he experience they are bringing from their home countries" *[H2, Edu, BM, RSA].* In another student's account*:*

> Yes, am saying yes because what they are teaching us here is more practical unlike where I did my first degree in my home country […] where it was more theoretical. I worked for 4 years before I came to Wits for my masters and what I gained in school there in […] was not applicable to my work then. Now I can work anywhere either locally or internationally. If I go for a job interview now the experience I got from my previous job and the University of Wits which has changed my attitude and perceptions will enable me get the job. *[CLM5, PDM, BF, Lesotho]*

In other students' accounts:

> We don't think we have a choice because in Africa, we need to think as a block. And for us to survive as a region, we need to think developmental as a continent. So that will not be possible if we think suspiciously of other people. So, I see internationalisation as a cross-fertilization of ideas and experience. *[H1, Edu, BF, RSA]*

> I have many students from neighbouring Southern African countries. … They are very good friends. I find their debates in the classroom when we have lectures intellectually stimulating. … There are experiences they have because they have worked in government and in an NGO. This is a distinct experience coming to Wits offers. I am glad I chose to come back for my graduate studies. *[CLM3, PDM, WF, RSA]*

> As the slogan goes, "Wits gives you the edge" indeed. Though I was anxious when coming because my English was not so good, interacting in class and at the international house helped me a lot. I have learnt so much. The discussion in class is so good presenting different ideas from different people. *[H8, Soc.Sc, WM, France]*

With this construct clearly showing the place of the pedagogical domain in students' experiences, and making sense of internationalisation of higher education, many expressed that the exchange of ideas inside and outside the classroom at the University was really enriching. The main feature of this construct is the focus on the universality of knowledge and the need to share. The role of pedagogy in the internationalisation of higher education is emphasised as this "teaching-learning space", providing the forum for learning and cross-fertilisation of ideas. Another student pointed out the need, as an international student, to take the high quality of learning back home: "… I am learning a lot here at Wits and I think if I were to go back home, I can use my knowledge. Though we are been challenged intellectually and pushed to the limits, my coming here is preparing me really good" *[H5, Edu. BF, Swa].*

All the students, and notably the South Africa nationals, attested to the need to have students from other African countries come to Wits to study. One of the interviewees stressed that internationalisation pointed to Wits drawing knowledge from outside, thus enriching the learning situation: "…at Wits, the discourse draws initially from international debate and gradually adapted to local content. So I think Wits alerts you at postgrad level to issues" *[H4, Arts, WM, RSA]*. The point here is that this construct refers to the quality of the learning experience at Wits, and thus points to pedagogical issues at the heart of the purpose of the University. Another meaning I could make out of students' accounts is that for Africa to develop as a continent, all Africans must learn together and share knowledge, without losing sight of the ideas and experience non-Africans bring on board.

Within the era of academic boycott and isolation, higher education at Wits was inclined towards universal knowledge about what was happening around the world. Fifteen years later, the post-apartheid dispensation pushes for reclaiming local, South African-local experience, and African-local experience. Within this construct, there is a weakness of defining global experience as just what the world can offer, while neglecting the maximisation of local experience as a platform to engage internationally within a global context. The students seems to be happy with just taking in the learning experience from the diversity, with an apparent neglect of what the local space has to offer with respect to internationalisation. What is not clear within this construct, as expressed by the interviewee, is the appreciation of local knowledge. In other words, as in any other discourse, there are tensions within it.

6.5 Constructs Describing Students' Conceptions of Internationalisation of Higher Education: Theoretical Insights

Taking the constructs in the order they are described (from I- IV), and deconstructing them in the light of the epistemology of phenomenography, they graduate from a purely external and imposed reference (Wits needs to be international in order to achieve its purposes), through an internal but obvious reference (there are people from different countries and cultures on campus), through a relational reference (people from different countries and cultures need to interact with respect and acceptance of one another), and finally to a reference at the very heart of the matter of higher education (the learning experience is enriched by meeting with people from different countries and cultures). There is an increasing degree of abstraction, away from the institution and the students as such, to the relations between them and knowledge production.

In all the four ways of experiencing and conceptualising internationalisation, there is a sense of the interface between the local and global contexts at Wits, reflecting the universality of knowledge within higher education. According to Marton and Booth

(1997:87), an experience has a structural aspect and a referential (or meaning) aspect. The structural aspect of a way of experiencing something is twofold: discernment of the whole from the context, and discernment of the parts and their relationships within the whole. Intertwined with the structural aspect of the experience is the referential aspect, i.e., the meaning. To discern further degrees of meaning (referential aspect), the authors further denoted the aspect as internal and external horizons. That which surrounds the phenomenon experienced, including its contours, is called the 'external horizon'. The parts and their relationships, together with the contours of the phenomenon, refer to the internal horizon (Marton & Booth, 1997:87).

Table 6 below helps to illustrate the four ways of experiencing and conceptualising internationalisation at Wits, mapped out as experience having a structural aspect and a referential (or meaning) aspect. The first column presents each construct as the "referential/meaning aspect" and the structural aspect presented in the next column splits into the internal and external horizon of each of the experiences. Each construct points to distinctly different aspects of internationalisation of higher education, as experienced by the students exposed to it. In the first construct, where Wits is seen as raising its international profile, this is particularly apparent, while in the remaining constructs it is the meetings between people and knowledge in the international setting of Wits that comes into focus, albeit in different ways. This first construct presents Wits at the core of the internationalisation phenomenon (the referential aspect), and the structural aspect presents Wits as an institution of higher education and recognises its wish to become a leading South African university (as the international horizon), as well as Wits being in the globalised world of higher education (as the external horizon). Each structural aspect is again analysed into its internal horizon – what constitutes the essence of the construct – and an external horizon – what constitutes the background to the construct.

Table 6: Summary of the Four Constructs found in the Phenomenographic Study.

	Reference	Structure	
		Internal horizon	External horizon
I	Wits	Wits as an institution of higher education and its wish to become a leading SA university	The globalised world of higher education
II	Campus and its students	Wits as a global village, people to be found there, students of different origins	Mobile students and staff in the globalised world of higher education
III	Students meeting with respect and acceptance	Wits as a pluralistic global village, people meeting there socially	Mobile students and staff in the globalised world with its conflicts and antagonisms
IV	Students learning	Students in relation to globally valued knowledge and intellectual values	Wits as a place of learning in a global setting

The question is begged: what are the critical aspects that distinguish one construct from the next? Clearly, what distinguished the last construct from the first three is that the core activity of the university, learning, is alluded to, and internationalisation is seen as enhancing the learning context at the University. The second and third constructs both embrace the people who meet in the university situation, the second referring only to the outer characteristics of those people, and the third referring to the relationships between them. Thus, one can say that the third construct, of mutual respect, is essential if the fourth is to be realised, while the second is merely a truism of the internationalised campus. Meanwhile, the first refers only to the ambitions of the University, which cannot be achieved with any depth unless the third and fourth are in place. Thus, there is a sort of hierarchy in the constructs, the fourth demanding the third, which in its turn demands the second and which, without the first, would probably not come into being at all. At the same time, if the aim expressed in the first is to be achieved, it must also embrace the fourth construct, where students experience an enhanced learning situation. This is a circle of critical aspects of internationalisation, where certain of the

students' ways of experiencing it are necessary for the achievement of the University's expressed goals.

What are the key tensions in these constructs? As highlighted above, students perceived institutional mediation[47] differently and as a tension in their experience of internationalisation of higher education at Wits. As revealed in their accounts, three scenarios emerged: (i) students enjoy and appreciate their academic experiences (*pedagogical domain*); (ii) students have a clear understanding of the *normative or official domain* but are constrained by tensions in this domain; and (iii) students do not enjoy the University's social space *(social domain)*, as the accounts revealed a tension in campus experience, with a strong divide between local and non-South African students. There seems to be another tension in a particular notion of the global (without local knowledge). A key tension here in relation to the "global without local knowledge" is the apparent neglect of the local experience and knowledge as a necessary component of internationalisation, enabling people to understand the environment and engage in strong opposition with the outside world.

6.5.1 Making Sense of the Narratives Connecting Students' Constructs of Internationalisation of Higher Education

I argued above that, although students tend to converge in their experience of internationalisation of higher education, they differ on the emphasis and significance of these conceptions, as a result of their individual background and profiles. In other words, though the four main constructs illustrate their perspectives on internationalisation at Wits, the interviewees differed on what was emphasised and the significance placed on each of the constructs. Locating three permutations of what could be used to explain this on a continuum, with weak and strong medications at the

[47] Mediation as an external pressure on the individuals that may enable, prevent or facilitate a particularly process, in this case , internationalisation of higher education at the University of the Witwatersrand, South Africa

extremes; my contention was that the study showed a scenario of *unbalanced institutional mediation* at Wits (Figure 5 below):

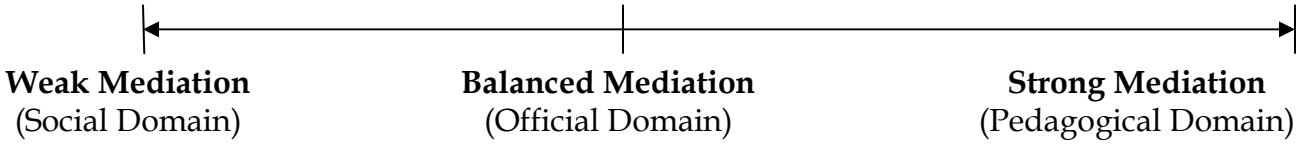


Figure 5: Continuum of Mediation at Wits

KEY:
Strong mediation (a scenario of different students with different background and profiles experience and conceptualise internationalisation the same way). Students clearly match the purpose and the experience.

Weak mediation (a scenario of different students with different background and profiles experience and conceptualise internationalisation entirely differently). The students' experience contradicts the purpose.

Balanced institutional mediation (a scenario where different students with different background and profiles share same meanings without losing their individual identity).

Mediation in this context could be delineated as been the degree of intervention between Wits on one hand (institutional mediation) and shared experience of internationalisation on the other. Different students with different backgrounds and profiles had shared experience of internationalisation, without losing their individual identity. The interviewees showed a strong sense of familiarity with the campus climate, including relevant Wits' documents, especially the international students. I think part of the explanation for this is that the students are mature and some, especially the international ones, have worked before choosing to study at Wits. One key factor that accounts for this strong individual identity of the interviewees, in my experience, is that these are postgraduates who have a distinct experiential knowledge of the local and global contexts within their academic and social environments.

In concluding this chapter, my strong perception in making sense of the narratives connecting students' perspectives on internationalisation is that Wits' postgraduate students seem to have a strong identity and able to easily negotiate their ways within the University environment. The postgraduate students interviewed experienced and conceptualised internationalisation with shared meanings, without losing their individual identities. This demonstrates an ability to navigate the maze at the interface between the local and global contexts within their academic and social contexts. As delineated above, mediation is an external pressure on the individuals that may enable, prevent or facilitate a particularly process. Beyond this, mediation depends on the existing subjective conditions, in this case, the diverse students' profiles. The Wits environment is more suited to postgraduate students with strong identities, who are much more opened to a negotiation model than to a tight prescriptive one. They can navigate with confidence through the three domains. Questions can be raised concerning undergraduate students, though that is beyond the scope or context of this study.

CHAPTER SEVEN

CONCLUSION AND POLICY IMPLICATIONS

7.1 Introduction

The key central question which this study has dealt with so far is: how do students at the University of the Witwatersrand experience and conceptualise internationalisation in relation to their learning (academic context) and their interaction within the university (social context)? This central question has been explored with reference to the following sub-questions: what is the qualitative variation in students' understanding and experiences of internationalisation at the University? Are the expectations of the students with respect to what they believe and hope to learn in an internationalised university met? In this chapter, I return to these specific questions in a much more focused way, to highlight the overall picture emerging from my analysis throughout the study. I build my claims on the voices expressed by both students and the university administrators interviewed in the study. I will highlight the main theoretical dimensions of the study and their policy implications for internationalisation of higher education, on the basis of the argument articulated above, that though students converge on these four key conceptions, their difference in the emphasis and significance points to a scenario of unbalanced institutional mediation, with strong mediation within the logic of dominant pedagogical practice within the university constrained by forms of weak mediation in the social domain.

7.2 Pulling it together: Theoretical Dimensions and Implications

This study has focused on internationalisation of higher education which is a very important phenomenon in the twenty-first century, not least as a result of the impact of globalisation. Drawing on the conclusive evidence through the different self-contained

units (literature review, policy document and interview transcripts of students and university administrators), this section highlights the following theoretical insights:

7.2.1 The centrality of Student Perspectives on Internationalisation Policy

Emanating from the literature review is that, several studies have dealt with internationalisation but without considering the views of students. This study positions itself with the agenda to present students' voices. All the students interviewed affirmed internationalisation of higher education as imperative for Wits to pursue and make success of, if the University is to become a global player in academia. From the varied experience shared the collective shows four fundamental constructs of internationalisation documented in the previous chapter. These four qualitatively different ways map out how students at the University experience and conceptualise internationalisation in relation to their learning (academic context) and their interaction within the university (social context): (I) internationalisation as Wits striving to be a top global university; (II) internationalisation as the presence of international students at Wits; (III) internationalisation as an issue of mutual respect and acceptance; and (IV) internationalisation as enhancing the students' learning experiences.

7.2.2 Phenomenography and Internationalisation Experience

On the basis of the centrality of students' perspectives as key to understanding internationalisation of higher education at the University, this study has presented the usefulness of phenomenography as a suitable methodology to account for the experiences of students. At the root of phenomenography lies an interest in describing the phenomenon (internationalisation of higher education) in the context of the University as postgraduate students experience it, and in revealing and describing the variation therein.

7.2.3 Internationalisation and the Legacy of Isolation

Internationalisation of higher education is not a new phenomenon in South Africa, though there have been differences in the approach to the phenomenon in both the apartheid and post-apartheid periods. This difference is a core qualitative difference in three dimensions: its *scope*, *degree* and *nature*. With respect to its scope, which focuses on the extent of openness in the apartheid and post-apartheid periods, there is evidence that the apartheid era clearly restricted Wits in exploring the opportunities and possibilities, pointing to a legacy of isolation. Unlike this era, the post-apartheid era has opened the University to a wide range of possibilities, some of which it has taken advantage of. There is also clear evidence that Wits is increasingly embracing internationalisation, with a wider range of activities such as mobility of staff and students, partnerships and linkages showing the degree of engagement in the post-apartheid era.

The nature of internationalisation of higher education has changed as well in the post-apartheid era, as compared to the apartheid period. For instance, internationalisation has become a core business of the University, through policy and practice at home. Having evolved from being something of an "open university" (see section 4.2.1) during the apartheid era, the present-day Wits has indeed stood the test of time in holding to its ideals of a university, in which every person, irrespective of race and nationality, has his or her place.

7.2.4 Flexibility in the Policy Domain

The core issue presented in this study is the dichotomy of extremes in terms of the policy domain in South Africa. While one extreme argued for an explicit, tight guideline which is restrictive and constraining, the other extreme argued for space to unleash initiative and dialogue. My position in this study is a middle-ground between these two extremes, arguing for flexibility in the policy domain. Flexibility in this sense is about

reconciling these two extremes in a way which is appropriate to the contextual challenges that institutions face. My perception is that a middle ground approach has the benefit of allowing an open space where universities in South Africa can become innovative, customising unique solutions to meet their different needs within the globalised higher education environment of the twenty-first century.

7.2.5 Students' Voices

Within the contextual framework of Wits, four constructs emerged in the study. In conceptualising the interface between the Bernstein externalist and normative framework developed in the conceptual framework and the internal and relational framework of phenomenography, students' voices described the four distinct perspectives on internationalisation of higher education within the official pedagogy and social domains within which the University functions (See section 6.4). The first, mapped within the official discourse of the University, made clear that students considered Wits as aspiring to be a top global university. The second and the third are related to the University's social space, where the students considered the University primarily as a place of human meetings. The students clearly expressed their understanding of internationalisation of higher education as the presence of international students and as an issue of mutual respect and acceptance within this construct. The fourth is in the pedagogical domain of discourse, with student seeing learning and it associated features of life at the university as the core focus.

7.2.6 Institutional Mediation and the Need for Equilibrium

Though the students' voices converge on the four constructs presented in the previous section, my argument is that they differ significantly on the emphasis laid on these constructs. I see a scenario of unbalanced institutional mediation, with strong mediation within the logic of dominant pedagogical practice within the university constrained by forms of weak mediation in the social domain. As mapped out in the first construct, which dealt with the aspiration of Wits to be a top global university, the shared expectations of students showed that these have been met. The study has shown that

though students differ on the issues emphasised and the significance placed on each of the constructs, there is a strong feeling that coming to Wits to study gives them the opportunity to compete globally in the workplace. Mediation in this context is delineated as an external pressure on the individuals that may enable, prevent or facilitate a particular process, in this case internationalisation of higher education at the University of the Witwatersrand, South Africa. In other words, it is the degree of intervention between Wits on one hand (institutional mediation) and each distinct interviewee on the other hand. It is evident from the study that most postgraduate students have a relatively clear understanding of why they have chosen Wits as their preferred institution.

7.3 Overall Perspective and Implications for Higher Education in South Africa

This study is intended to underpin the notion that an awareness of the ways in which students experience and conceptualise internationalisation of higher education and its different academic and social contexts is vital in shaping internationalisation policy. As the study has shown, what students experience and conceptualise of internationalisation of higher education to be, collectively, has implications for the University with respect to the official, social and pedagogical domains. University students, staff and administrators need to have a thorough understanding of how practice and elements fit into the greater context of teaching and learning at the University. Consequently, seeing internationalisation as a means to an end, and not an end in itself, is vital for the development of any positive contribution to global citizenship.

Though there is silence about experience around local knowledge as an important component of global experience, students' accounts have the following implications for the internationalisation process at Wits: (a) the need for a strong voice, particularly within university structures, on internationalisation; (b) the need to pay attention to the

University's social space, so as to enable students (both national and international) to negotiate a healthy space of dialogue and social enrichment; (c) the need for a support system for international students to ease their integration into university life; (d) the need for increased engagement of local and international exchange programmes; and (e) mentorship programmes to maximise the benefits of these group of students (international students coming to Wits are postgraduate students with many years of work experience and varied skills) and help mentor local students.

In essence, students' voices can simply be summarised in one single statement, and one which was corroborated by one of the university administrators: "internationalisation at home must be taken very seriously to achieve the Wits 2010 vision through an articulation of the entire university system vis-à-vis the academic and non-academic processes". A vision cannot be achieved in a vacuum, as university policies (including those on internationalisation) must align to one another within the current teaching and learning, and research environments. My reflection on this and the various implications highlighted above is that a stronger voice in terms of strong leadership is needed to enhance the provision of services at Wits, and to facilitate the stronger mediation needed for that healthy space of dialogue and social enrichment. This implies that leadership within the University structures is at the core of the internationalisation of higher education at Wits.

My intention is to shed light on the current context of internationalisation of higher education at Wits. Leadership is at the core and a stronger voice through leadership in the University structures is needed, since the instruments are in place for the phenomenon of internationalisation of higher education to flourish. This paper challenges the reader (and personnel tasked with policymaking at the University) to see how important internationalisation of higher education is in helping achieve its *Wits 2010* vision, and producing citizens with a continental and global consciousness (a

sense of global citizenship). In my view, knowledge is not generated for the sake of knowledge, but knowledge generation and production will inform a better life for all.

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Appendices

APPENDIX A:
GAINING ACCESS TO CONDUCTING THE STUDY

Appendix A1

APPLICATION TO THE HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL) FOR CLEARANCE OF RESEARCH INVOLVING HUMAN SUBJECTS

HREC (2005)
UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Unless applications are received by the 15th of the month, they will be carried forward to the following month for consideration. Please note incomplete applications will NOT be considered at all.

PROTOCOL NUMBER (for office use only): _____

This application must be typed or handwritten in capitals

NAME :Prof/Dr/Mr/Mrs/Ms/Miss	Emmanuel Ojo _____
DEPARTMENT/INSTITUTION	Education_____
FULL TIME OR PART-TIME	Full time_____
TELEPHONE NO. AND EXTENSION	**X**73022_____
E-MAIL	Emmanuel.Ojo@students.wits.ac.za_____
Name and Tel number of Supervisor	Professor Michael Cross X73093___

TITLE OF RESEARCH PROJECT
A Phenomenographic Study of Students' Conceptions and Experiences
Of Internationalisation at the University of the Witwatersrand

Is this research for degree purposes ? If so, for what degree, and has it been approved by the relevant higher degrees committee or other relevant unit?
YES. Master of Education (MEd.) by Dissertation
No, the proposal is to be submitted in February 2008

WHERE WILL THE RESEARCH BE CARRIED OUT? University of the Witwatersrand

OBJECTIVES OF THE RESEARCH (Please list)
The research has three objectives:

- To provide insight into how students conceive and experience internationalisation at the University;
- To explain the trend and variations in their understanding and experiences as regards the interface between the local and global concerns at the University; and

- To explore what their expectations are with respect to what they believe and hope to learn in an internationalised university.

WHO ARE THE RESEARCHERS AND WHO WILL SUPERVISE THE PROJECT?

Prof M Cross (Supervisor)
Mr. Emmanuel Ojo (MEd. Student/Researcher)

Protocols submitted to the Committee must have the information that will enable it to judge the safety of procedures or confidentiality of information for research on participants.

The following questions have been designed for this purpose and should therefore be answered as fully as possible.

---

1. Give a brief outline of the proposed research including a definition of procedures

General conception

The study of internationalisation as an area of research in relation to higher education has gained prominence over the years. The challenge is that, though many studies over the last decades have been concerned with internationalisation in/of higher education, it has not been from the perspectives of teachers and students and their experiences of aspects of internationalisation in relation to their educational context (that is, as a student, and as a teacher) (Wihlborg, 2005). The proposed study will investigate students' conceptions and understanding of internationalisation at the University of the Witwatersrand. It will attempt three main dimensions in contributing to literature- (i) conceptual dimension; (ii) methodological dimension and (iii) policy dimension.

At the conceptual level, the proposed study aims to make an original contribution by refining ideas around Bernstein's "three domain discourses" and "adapt these domains" to the University of the Witwatersrand within the context of internationalisation and higher education. Secondly, phenomenography as a research methodology would be used to expound on students' experiences about internationalisation at the University. The third attempt of this study would be to help inform policy on internationalisation at the University of the Witwatersrand. Outputs will include scholarly publications and contributions to policy debates on the interface between the local and global concerns.

2. What type of information is to be gathered? Where a scale, questionnaire or interview schedule will be used, please attach a copy

Sources of data

1. Literature review
2. Background documents (e.g. Wits Internationalisation Policy and Wits 2010 Vision)
3. Interviews with Honours and Masters Students at the Faculties of Humanities and Commerce, Law & Management.

Type of information

The information to be collected will focus on students' conceptions, understanding and experiences about internationalisation and how these relate to the teaching-learning process at Wits.

Fieldwork main questions

1. What is your understanding of internationalisation? What key explanations/experiences readily come to your mind?

2. How have you experienced the internationalisation interacting with students and staff at the University?

3. What are your expectations of Wits as an internationalised university?

3. How will informed consent be obtained?

A covering letter providing a brief of the project and a consent form will be circulated to all those willing to participate in the project before the interviews are held. Only those who respond positively and sign the consent form will be interviewed.

3.1 Please attach participants' information sheet, informed consent form and questionnaire or interview format if any

_____

4. Who will the participants be?

Selected postgraduate students (Honours and Masters' Students) from the faculties of Humanities and Commerce, Law & Management.

4.1 State the age ranges of the participants

20-35

4.2 How will the participants be selected and exactly what will they be told when asked to participate in the research?

The key criteria for selection of participants will be:

- That each of the participant was prepared to answer the semi-structured interview which would take approximately 60-75 minutes.
- That should the researcher requires clarification in more thorough manner; the participant was prepared to answer questions.

4.3 Are the participants considered to be vulnerable individuals (including pregnant women, orphans, etc)?

No

---

5. Will the research be of any direct benefit to the participants?

YES / NO (delete whichever is not applicable)

If 'YES' elaborate briefly.

The research will not be of a direct benefit to the participants though they will be helping the study to find out more about their conceptions of internationalisation at Wits.

---

6. Are there any risks involved for the participants? (For example – legal, psychological, financial or physical risks) If "yes", please identify them and explain how they will be minimized.

Not at all

7. How is confidentiality to be guaranteed?

No names of the interviewees will be disclosed. All interviews will be kept anonymous.

8. Has permission been obtained from the relevant authorities: e.g Gauteng Dept of Education? (Please attach copy).

N/A

---

9. What is to be done with the raw research data after completion of the project?

The raw data will be archived.
Only with the permission of the Ethics Committee can it be made available for use in the future.

---

10. How will the end results be reported, and to whom?

The proposed study is for degree purpose. As such, it's strictly for academic purposes (at least one journal publication will be published from the result of the research)

- **In signing this form, I, the supervisor of this project, undertake to ensure that any amendments to this project that are required by the Human Research Ethics Committee are made before the project commences.**

Please print name:

DATE : _____ SUPERVISOR'S SIGNATURE :_____

DATE : _____ APPLICANT'S SIGNATURE :_____

DATE : _____ DEPARTMENT/UNIT HEAD'S SIGNATURE
_____

Revised November 2005

Appendix A2

FORMAL LETTER OF APPROVAL BY THE HUMAN RESEARCH ETHICS COMMITTEE TO CONDUCT THE STUDY

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3007 • Fax: +27 11 717-3009 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

STUDENT NUMBER: 0516720Y
Protocol: 2008ECE05

21 April 2008

Mr. Emmanuel Ojo
ELPS

Dear Emmanuel Ojo

Application for Ethics Clearance: Master of Education

I have pleasure of advising you that the Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has agreed to approve your application for ethics clearance submitted for your proposal entitled:

A phenomenographic study of students' conceptions and experiences of internationalization at the University of the Witwatersrand

Recommendation:

Ethics clearance is granted

Yours sincerely

Matsie Mabeta
Wits School of Education

Cc Supervisor: Prof M. Cross (via email)

Appendix A3:
LETTERS TO THE HEAD OF SCHOOLS (FACULTY OF HUMANITIES & FACULTY OF COMMERCE, LAW AND MANAGEMENT)

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
WITS SCHOOL OF EDUCATION

Division of Educational Leadership and Policy Studies
Wits School of Education
Parktown.

3 April 2008

The Head
Faculty of Humanities
University of the Witwatersrand
Johannesburg

Dear Sir/Madam,

REQUEST FOR INSTITUTIONAL CONSENT TO CONDUCT A RESEARCH IN YOUR FACULTY

My name is Mr. Emmanuel Ojo, a Masters student in the Division of Educational Leadership and Policy Studies of the University of the Witwatersrand. I wish to request your permission to use your faculty to collect data on my proposed research. The topic is "*A Phenomenographic Study of Students' Conceptions and Experiences of Internationalisation at the University of the Witwatersrand*".

If my request is granted, I would be conducting *in-depth interviews* with selected Honours and Masters' students on their perspectives of the interface between local and global concerns in their teaching-learning situations at Wits. The key criteria for selection of the participants will be (i) that each of the participants will be prepared to answer semi-structured interview which will take approximately 60-75 minutes (ii) That should the researcher require further clarification the participants will be asked to respond in more detail. This research is for the purpose of my Masters degree. Data will be reported in an anonymous and confidential manner. This means that no name will be mentioned in the research findings.

Thank you

Yours faithfully

Mr. Emmanuel Ojo
Student No. 0516720Y

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
WITS SCHOOL OF EDUCATION

Division of Educational Leadership and Policy Studies
Wits School of Education
Parktown.

3 April 2008

The Head
Faculty of Commerce, Law and Management
University of the Witwatersrand
Johannesburg

Dear Sir/Madam,

REQUEST FOR INSTITUTIONAL CONSENT TO CONDUCT A RESEARCH IN YOUR FACULTY

My name is Mr. Emmanuel Ojo, a Masters student in the Division of Educational Leadership and Policy Studies of the University of the Witwatersrand. I wish to request your permission to use your faculty to collect data on my proposed research. The topic is "*A Phenomenographic Study of Students' Conceptions and Experiences of Internationalisation at the University of the Witwatersrand*".

If my request is granted, I would be conducting *in-depth interviews* with selected Honours and Masters' students on their perspectives of the interface between local and global concerns in their teaching-learning situations at Wits. The key criteria for selection of the participants will be (i) that each of the participants will be prepared to answer semi-structured interview which will take approximately 60-75 minutes (ii) That should the researcher require further clarification the participants will be asked to respond in more detail. This research is for the purpose of my Masters degree. Data will be reported in an anonymous and confidential manner. This means that no name will be mentioned in the research findings.

Thank you

Yours faithfully

Mr. Emmanuel Ojo
Student No. 0516720Y

APPENDIX B:
RESEARCH INSTRUMENTS

Appendix B1:
CONSENT & INFORMATION SHEET FOR PARTICIPANTS

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
SCHOOL OF EDUCATION

PARTICIPANTS INFORMATION LEAFLET AND INFORMED CONSENT

28 April 2008

Dear Participant,

My name is Mr. Emmanuel Ojo**,** a Masters student in the Division of Educational Leadership and Policy Studies of the University of the Witwatersrand, Johannesburg. I am conducting a research titled, '***A Phenomenographic Study of Students' Conceptions and Experiences of Internationalisation at the University of the Witwatersrand***', aimed towards the fulfilment of the requirement for the award of a Masters of Education degree.

This is to invite you as a member of the Wits students' population to participate in this research. The research will be conducted using in-depth, semi-structured interview. Your participation in this study is voluntary and you can decline to participate at any point. Responses could take a maximum of 75 minutes of your time.

You will not be paid to participate in this study neither will any other participant. All information obtained during the course of this study will be kept strictly confidential. Data that may be reported in the thesis or any journal will not include any information that identifies you as participants.

Since students are key stakeholders in the teaching-learning process at the university, there is the need to find out conceptions and experiences of the interface between the local and global concerns within the University. Your perspective as a student and your experiences of aspects of internationalisation becomes a major factor even as the University of the Witwatersrand strives towards the Wits 2010 Vision. This information will be reviewed by the Ethics Committee of the University of the Witwatersrand.

Your participation in this study will contribute to literature from a *relational experience based perspective* of internationalisation that could help the University in designing a better internationalisation policy and implementation guidelines. The result of the research could be availed for viewing at your request.

Thank you.

Mr. Emmanuel Ojo
Masters Student/Researcher

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
SCHOOL OF EDUCATION

Research Topic A Phenomenographic Study of Students' Conceptions and Experiences of Internationalisation at the University of the Witwatersrand

PARTICIPANTS' INFORMED CONSENT

1. I hereby confirm that I have been informed by the researcher, Mr. Emmanuel Ojo, about the nature of the study.

2. I have also received, read and understood the above written information (Participant Information Leaflet and Informed consent) regarding the educational study.

3. I am aware that the information I give regarding my sex, age and nationality will be anonymously processed in this study.

4. In view of the requirements of the research, I agree that the data collected during this study can be processed in a computerised system by the student.

5. I may at any stage, without prejudice, withdraw my consent and participation in the study.

6. I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

Participant's Faculty **……..**

……
Printed Name Signature Date and time

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
SCHOOL OF EDUCATION

Research Topic: A Phenomenographic Study of Students' Conceptions and Experiences of Internationalisation at the University of the Witwatersrand

INSTRUCTION: PLEASE TICK AS APPROPRIATE

DEMOGRAPHC DATA FOR PARTICIPANTS

A. Age: ……

B. Gender: Male ☐ Female ☐

C. Race:

Black ☐

White ☐

Indian ☐

Coloured ☐

Other (please identify) ☐

D. Nationality: ……

E. Level of Study

Masters ☐

Honours ☐

G. Specified your Course of Study ……..

H. Total Number of years spent as a student at Wits ……..

Appendix B2:
STUDENTS' INTERVIEW SCHEDULE

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
SCHOOL OF EDUCATION

Research Topic: A Phenomenographic Study of Students' Conceptions and Experiences of Internationalisation at the University of the Witwatersrand

QUESTIONS GUIDE FOR THE SEMI-STRUCTURED INTERVIEWS (PROBES)

The in-depth, semi-structured interviews will be structured into three sections as follows:

Section 1: Conceptions about Internationalisation

1. What is your understanding of internationalisation?
2. What key explanations/experiences readily come to your mind?

Section 2: Real-Life Experiences with Students and Staff

3. How have you experienced internationalisation interacting with students and staff at the university?
4. How do you perceive non-SA citizens coming to study at Wits?

Section 3: Managing Expectations of Students about Internationalisation

5. Do you consider Wits as an internationalised university?
6. What are you expectations of Wits as an international university?

Appendix B3:

UNIVERSITY ADMINISTRATORS' INTERVIEW SCHEDULE

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
SCHOOL OF EDUCATION

November 25, 2008

Dear Sir/Madam,

I am Emmanuel Ojo, a Masters by Dissertation student under the supervision of Professor Michael Cross in the Division of Educational Leadership and Policy Studies at the School of Education. I am currently completing my dissertation titled, *Internationalisation of Higher Education at the University of the Witwatersrand: A Phenomenographic Study of Students' Conceptions*. As a way of strengthening my contextual chapter, I will want to at Wits during before 1994 and at present. In a way, it's also to document some ecological validity of the constructs the students' converged on as their conceptualisation of internationalisation of higher education at Wits.

The three key questions I plan discussing with you are:

1. As a university administrator, who has experienced higher education at Wits during the pre-1994 era, what ready experiences can you share that depicts internationalisation during the apartheid era versus what is happening at Wits today?

2. Could you highlight three key legacies of the apartheid era that were key impediments to the internationalisation at Wits? And how has Wits overcome these legacies in the current dispensation as compared to the apartheid days?

3. In your opinion even as the university strives towards the Wits 2010 Vision, what should the university do differently to be able to internationalise its teaching, learning and research processes?

I have also attached a synopsis on my research and the four main constructs of students' experiences of the phenomenon at Wits based on my empirical work.

Please, when can I come through this week?

Kind Regards,
Emmanuel Ojo