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Surname, Initial(s). (2012). Title of the thesis or dissertation (Doctoral Thesis / Master's Dissertation). Johannesburg: University of Johannesburg. Available from: http://hdl.handle.net/102000/0002 (Accessed: 22 August 2017).

Perspectives of Public Higher Education Institutions regarding Internationalisation of Tourism and Hospitality Qualifications

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Dissertation submitted in fulfilment of the Masters degree in Tourism and Hospitality

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2019

<u>DECLARATION</u>

I, Motlabaile Mphahlele**,** student number 200807883, declare that this thesis, submitted to the University of Johannesburg for the Masters degree in Tourism and Hospitality is my own, independent work, and has not previously been submitted by me for a degree at another university.

 I further declare that ethical clearance to conduct the research was obtained from the College of Business and Economics, School of Tourism and Hospitality, University of Johannesburg.

ACKNOWLEDGEMENTS

ABSTRACT

According to Ng (2017) the necessity to understand intercultural workplaces, particularly within the hospitality and tourism industry is very important, however managers still experience problems when addressing intercultural issues. Scholars such as Stier (2006), Caruana (2010), Leask (2010) suggest that internationalisation of the curriculum may be one of the solutions to solving this problem.

"Internationalisation of a curriculum is the process of integrating an international, intercultural, or global dimension in the purpose, functions or delivery of higher education at the institutional and national levels" (Knight; 2003, pg. 1). South Africa was ranked as the 11th most popular international study destination in 2014 with an estimated number of 70 428 international students studying in South African higher education institutions (Guardian, 2014). The study aims to provide an insight into the progress of the internationalisation of public HEIs in the Gauteng province (Traditional Universities, Universities of Technology, and Comprehensive Universities), as well as the perceived activities, challenges, benefits, and obstacles faced by these institutions.

A qualitative approach was used for this study in the form of semi-structured interviews based on existing frameworks and previous literature on internationalisation. The researcher employed three data analysis approaches to analyse the interview transcripts namely: grounded theory, narrative analysis, interim analysis. The interviews addressed six fundamental areas around internationalisation within tourism and hospitality disciplines (1) general understanding of internationalisation, (2) rationales for internationalisation, (3) internationalisation activities and resources, (4) significant benefits of internationalisation, (5) internal obstacles to advancing internationalisation, and (6) qualification features that advance internationalisation.

The findings generally pointed towards the sample population having a moderate awareness of what internationalisation entails. The study revealed the prevalence of a positive perspective of internationalisation within HEIs, specifically in the tourism and hospitality programmes. Contradicting opinions emerged on the real benefits of internationalisation in these programmes. Some of the highlights within tourism and hospitality programmes are in contradictions with this study as the current socio-cultural and political climate of South Africa and the increasing discussion about the Africanisation of HE which is top on the priority of the aforementioned institutions than internationalisation.

ABBREVIATIONS AND ACRONYMS

BTECH	Baccalaureus Technologie
CATHSSETA	Culture, Art, Tourism, Hospitality, and Sport Sector Education and Training Authority
CIHE	Council for Industry and Higher Education
CHE	Council of Higher Education
DHET	Department of Higher Education and Training
FET	Further Education and Training
GDP	Gross Domestic Product
HE	Higher education
HEI	Higher Education Institutions
IA	Internationalisation Abroad
IAH	Internationalisation at Home
IBSA	India, Brazil and South Africa
IEASA	International Education Association of South Africa
IIE	Institute of International Education
MBA	Master of Business Administration
MOU	Memorandum of Understanding
NC(V)	National Certificate (Vocational)
NDIP	National Diploma
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
RDP	Reconstruction and Development Programme
SADC	South African Development Community

SAQA	South African Qualifications Authority
SAUVCA	South African Universities Vice Chancellors Association
SETA	Skills Education and Training Authorities
STH	School of Tourism and Hospitality
SU	Stellenbosch University
TVET	Technical Vocational Education and Training
UCT	University of Cape Town
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISA	University of South Africa
USSR	Union of Soviet Socialist Republics
WHO	World Health Organisation
WIL	Work Integrated Learning
WTO	World Trade Organisation
WUN	World University Network

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Chapter 1: Introduction and background of the study

1.1 INTRODUCTION

Internationalisation is not a new concept either to South Africa's (SA) higher education (HE), or Tourism and Hospitality academic disciplines globally. The South African HE environment has experienced numerous challenges and changes in the last decade – most of which were engendered by local concerns. The most prominent of these challenges were the 'Fees Must Fall movement' as well as the call to decolonise and Africanise SA's HE. Knight (2004, p. 11) defines internationalisation as "the process of integrating an international, intercultural, or global dimension in the purpose, functions or delivery of post-secondary education'. According to Knight (2003), internationalisation comprises of two distinct streams, namely, Internationalisation at Home (IaH) and Internationalisation Abroad (IA) (Brookes & Becket, 2011). The first is concerned with helping students develop an international understanding and intercultural skills without having to leave the campus. The second has the same broad objectives; however, it requires the movement of people or programmes across cultures or borders (Knight, 2003).

IaH was introduced in 1999 (Beelen, 2011), with the aim of making students interculturally and internationally competent without leaving their own cities for study-related purposes (Crowther, Joris, Otten, Nilsson, Teekens & Wächter 2001). Internationalisation in the South African HE system is deeply rooted in the country's rich political background. Indeed, scholars like Jooste (2015) segment the country's HE background into three distinct periods: the period before 1948, the period between 1948 and 1994, and the period from 1994 to 2014.

SA witnessed a drastic change in terms of HE, according to Jooste (2015), when it reduced the number of higher education institutions (HEIs) from 36 to 23, as a result of mergers and incorporations. These institutions were formerly known as universities and technikons in 1994. However, following the mergers, three distinct types of HEIs emerged, namely, traditional universities, universities of technology (former technikons), and comprehensive universities. Currently, SA has 26 universities comprising of 11 traditional universities, six universities of technology, and nine comprehensive universities which offer qualifications from both traditional universities and universities of technology (SAUVCA, nd; Jooste, 2015).

Authors such as Maher (2004), Munoz (2005), as well as Hearns, Devine and Baum (2007) agree that the need for graduates who are able to function effectively in a global industry has been acknowledged by academics, employers, and graduates. In the Tourism and Hospitality industry, the dire need for the internationalisation of the curriculum came as a result of the challenges associated with globalisation and the nature of the industry itself. According to Sangpikul (2008), Tourism and Hospitality industries have an elevated international component that makes them very international in nature. Hence, Wijesinghe and Davies (2001) highlight that the hospitality industry needs personnel with communication and intercultural skills, given the diversity of its customers which means that its workforce is expected to function in a multicultural, service-orientated environment.

Brown, Lauder, and Ashton (2008) as well as The Council for Industry and Higher Education (CIHE) (2009) in the United Kingdom observe that HE is regarded as a crucial medium for cross-border flows of knowledge. The CIHE (2009) also point out that the function of producing graduates with the necessary competencies required within global economies lies with HEIs.

Marmolejo (2012) lists the following as the top five reasons for internationalising HEIs: (1) the urgency to improve student preparedness, (2) the imperative to internationalise the curriculum, (3) the urge to enhance the international profile of the academic institution, (4) the need to strengthen academic research and knowledge production, and (5) the necessity to diversify the faculty and staff. In this regard, Adeyoye, Aniykwa, and Avant (2012) note that African institutions have been making considerable efforts at internationalising HE. Such efforts include student exchange programmes, volunteer programmes external examination, linkages/partnerships, regional programmes, short term and occasional study programmes, as well as affiliated research initiatives. According to the Hotels Outlook (2018) in the South African market the overall income from hotel room accommodation went up by 4.6% to R16.6 billion in the year 2017.

In spite of sluggish economies, the number of people travelling to SA – from North America and Europe – rose by 5.6% and 5.4%, respectively. The country also experienced a 7.4% increase in travellers from Latin America, and a 6.7% increase in those from Asia-Pacific. It suffices to highlight that in 2017 Travel & Tourism directly supported 1, 530,500 jobs (9.5% of total employment). This is expected to rise by 3.3% in 2018 and continue to rise by 2.8% per annum to 2, 082,000 jobs (11.1% of total employment) in 2028' (World Travel and Tourism Council, 2018, p2). According to the World Travel and Tourism Council (2018), the

direct contribution of Travel and Tourism to the Gross Domestic Product (GDP) is determined in relation to the output, as mentioned in the National Accounting of tourism-related sectors like hotels, airlines, airports, travel agencies, as well as leisure and recreation services that deal directly with all types of travellers.

The need to investigate the extent of the internationalisation Tourism and Hospitality education in South Africa emanates from the very nature of industries. The latter encompass dimensions from various cultures and the increasing number of international tourists that automatically increases the demand for personnel capable of working in this globalised industry and who are equipped with foreign language skills and cultural awareness. Therefore the dimensions of programme internationalisation are explored within the two distinct internationalisation streams: IaH and IA (Brookes & Becket, 2011).

1.2 BACKGROUND OF THE STUDY

Knight (2004), Caruana and Spurling (2007), as well as Shiel (2008) emphasise the multidimensionality of the concept of internationalisation. Jackson, Robson and Huddard (2012) point out that, within a highly competitive setting in terms of hiring, enough emphasis should be placed on ensuring high quality and engaging experiences for local and international students. Jackson et al (2012) recommend that further emphasis be put on infusing critical thinking and interpersonal skills development as well as equipping students with a multicultural view for life to ensure that they are able to function in the global economy. Thus, this study aims to provide an insight on the extent of the internationalisation of public HEIs in the Gauteng province (traditional universities, universities of technology, and comprehensive universities) with regards to the perceived general understanding, rationales, activities, resources, benefits, obstacles, and features of their tourism and hospitality qualification. This research draws largely on a similar study undertaken by Beelen (2011) who conducted a global survey to investigate the perspectives of IaH in HEIs based on a study conducted by the Universitat Oberta de Catalunya in Spain. Among other findings, the study concluded that:

(1) *'...the lack of foreign language proficiency of teaching staff [w]as both an external and an internal obstacle to advancing internationalisation, in combination with the staff's experience and expertise'*

(2) 'Students' increased international awareness comes out as the overall main benefit of internationalisation. This is reflected by the scores in the individual regions, with the exception of Africa and the Middle East.'

(3) At a global level, improving student preparedness for a globalised/internationalised world was viewed as the most significant rationale for internationalisation.

(4) 'In the regional overview of activities with the highest priority, HEIs in Africa assign third place to "strengthening the international/intercultural content of the curriculum.'

In this paper Beelen's 2011 paper was used as a foundation stone for focusing on tourism and hospitality disciplines within the Gauteng province. However, Beelen's study is not the only main reference for the present research. Brookes and Becket's 2011 study on the internationalisation of hospitality degree programmes in the UK was also used as a benchmark, particularly with regards to the established framework on the internationalisation of hospitality degree programmes. The table below highlights the main activities related to the internationalisation of hospitality degree programmes; it will be used later in the study to analyse research question three.

Table 1.1: A framework of the internationalisation of hospitality degree programmes

	Internationalisation at Home (IaH)	Internationalisation Abroad (IA)
S T U D E N T S	Activities and participation in: • Curriculum: international aims and objectives • International modules/perspectives • International learning resources (e.g. articles, texts, case studies) • Foreign language provision • International student body • Support for international students • Intercultural exchange in the classroom • Intercultural exchange in social settings • A range of pedagogic approaches used	Activities and participation in: • International study exchange • International internships • International field trips

S	Activities and participation in:	Activities and participation in:
T A F F	• Understanding of different pedagogies • International faculty/teaching experience • International visiting lecturers • International academic/commercial networks • International research • Hosting international conferences • Foreign language skills	• International partnerships/alliances • Joint development and delivery of courses • International alumni network • International teaching exchange • International conference participation

Source: Brookes and Becket (2011)

According to Jibeen and Khan (2015), the benefits of internationalisation comprise of better quality, internationally conscious staff and students, as well as national and international residence for academics from developing nations. Jibeen and Khan (2015) further note that internationalisation has additional advantages such as diversifying and improving the discipline – which is of value to local students, institutions and country.

> *'The internationalisation of education also facilitates and produces the "international characteristics" fostered in students that are desirable in a global economy such as international-mindedness and open mindedness, second language competence, flexibility of thinking, tolerance and respect for others. Each of these relates more to the cross-border aspects of internationalisation than the campus-based activities (Jibeen & Khan, 2015, pg. 197).'*

Nevertheless, internationalisation has the following consequences highlighted by Knight (2007): (1) commercialisation and commodification of education programmes, (2) the rise in a number of foreign 'degree mills' and education providers of inferior quality, and (3) brain drain. For Jibeen and Khan (2015), these consequences relate more to the cross-border function of internationalisation. However, the tourism and hospitality industry will gradually need more graduates who will have to be able to function in a culturally diverse environment in their country of origin, in neighbouring countries, or even overseas countries – as a result of overseas assignments (Hsu, 2015). Hsu (2015) further notes that institutions have the responsibility to shape graduates so that they are able to compete in a globalised world with a culturally diverse workforce.

The International Education Association of South Africa (IEASA), an establishment that stands for the interests of the internationalisation of HE in South Africa, calls to government, legislative bodies, and other stakeholders to endorse and advance a process that allows for the elaboration of a National Policy on the Internationalisation of Higher Education in South Africa (IEASA, nd). IEASA (n.d) observes the current absence of a linkage between internationalisation and HE policies at national level in South Africa. Jooste (2015) states that the lack of a national policy on Internationalisation has resulted in HEIs in South Africa having to impart some sort of internationalisation within their own strategic plans. Jooste (2015) believes that a scrutiny of these strategic plans will reveal that internationalisation and institutions' connection to the global world play a part in strategic development.

The South African HE system offers a variety of qualification types across different kinds of HEIs, including Tourism and Hospitality qualifications. The South African Qualification Authority (SAQA) (2016) indicates that Tourism and Hospitality qualifications are currently offered by six HE structures:

- Traditional universities (Public)
- Universities of technology (Public)
- Comprehensive universities (Public)
- Technical vocational education and training (TVET) colleges (Public)
- Private universities and colleges (Private)
- Skills education and training authorities (SETAs) (Public)

The above institution types are further classified into either Public or Private. Public institutions are those funded through the government, whereas private institutions are those owned by private organisations or individuals (CHE, 2017). For the purposes of this study, the only structures that will be discussed in detail are public HEIs consisting of traditional universities, universities of technology and comprehensive universities. It suffices to note that public HEIs in Gauteng offer various tourism and hospitality qualifications ranging from National Qualification Framework (NQF) level 6 to NQF level 10. The table below provides a breakdown of the National Qualifications Framework with reference to the tourism and hospitality disciplines and highlights those offered by public HEIs within the Gauteng province.

Table 1.2: NQF levels breakdown

LEVELS	DESIGNATIONS
10	Doctor's degree
9	Master's degree
8	Honours degree, Post Graduate diploma and Professional qualifications
7	Bachelor's degree, Advanced diplomas and B-tech
6	National diploma and Advanced certificates
5	Higher certificates and Advanced national (vocational) cert.
4	Grade 12 (National Senior Certificate) and National (vocational) cert. level 4
3	Grade 11 and National (vocational) certificates level 3
2	Grade 10 and National (vocational) certificates level 2
1	Grade 9

NQF levels of Tourism and Hospitality qualifications offered by HEIs in the Gauteng

Source: www.saqa.org.za

1.3 RESEARCH PROBLEM

Tourism is a labour-intensive, people-centred industry that provides services to locals and international visitors. Hence, the 'preparation of students for a globalised world' justifies the investigation of how internationalised South African institutions offering Tourism and Hospitality faring. Yet, Hanson (2010) describes internationalisation as the 'process' that HEIs compete for students generally, particularly for those who are prepared for a globalised world. As noted by various authors such as Jooste (2015) and Coan (2016), currently there is no national policy on internationalisation in South Africa to assist HIEs to advance internationalisation uniformly. However, as reported by World University News on 8th April 2016, talks on the development of a draft – with March 2017 as a target date for publishing it in the Government Gazette by March 2017 – are underway.

A new policy on internationalisation will rely heavily on recent data on the challenges, barriers, opportunities, and risks of internationalisation as perceived by HEIs. Indeed, these data will help HEIs to effectively update the existing policy. The potential value of this study consists in its proposal to provide national policy makers with an added dimension/view on the current state of internationalisation in South African HEIs.

According to Cobarrubias (1983), the linguistic history of the South African HE system is characterised by five distinct stages in terms of its 'sociolinguistic' profile: (1) Dutchification from 1652, (2) Anglicanisation between 1795 and 1948, (3) Afrikanerisation and (4) Afrikaans-English bilingualism from 1948 to 1994, and (5) Democratisation from 1994 till presently. During all these stages, except for democratisation, a specific language reigned supreme as the administrative language of the land (Cobarrubias, 1983). This had an effect on the media of instruction in HEIs established during these periods (Study South Africa, 2015; Kamwangamalu, 2000).

SA is truly a unique case with regards to its linguistic dynamics, as reflected in literature by various scholars such as Kamawangamalu (2000), Wang (2013), as well as Mushita and Tshibalo (2016). Upon reviewing the literature, one can deduce that SA, unlike most monolingual states, has three main language dynamics that affect its HE system, namely, the impact of current media of instruction, the inclusion of home languages/mother tongues in HEIs, and foreign language provision. Thus, the researcher proposes to investigate the extent to which Tourism and Hospitality undergraduate qualifications are internationalised, through the perspective of the educators.

Limited literature exists on the current state of tourism and hospitality qualifications and how they are emerging towards internationalisation. In other words, the researcher would like to provide a perspective on the status of internationalisation within public HEIs in the Gauteng province, and how educators perceive this phenomenon/concept. This is due to the international nature of occupational fields and the need to strengthen arguments for increased internationalisation. Moreover, most studies concerning the internationalisation of HE only offer Western, European, or global perspectives on internationalisation. Hence, the researcher proposes to study the internationalisation of HE from a South African standpoint, specifically within the tourism and hospitality discipline.

1.4 OBJECTIVES OF THE RESEARCH

The purpose of this study is to evaluate educators' perspectives on the extent of the internationalisation of Tourism and Hospitality qualifications in the Gauteng province. The author has derived six key objectives in order to fulfil the purpose of the study. The objectives will assist the researcher in forming a general idea on how educators perceive

internationalisation. The six key areas to be evaluated include general understanding of internationalisation, rationales for internationalisation, internationalisation activities and resources, internationalisation's benefits, obstacles to internationalisation, and qualification features. The six objectives of this study are:

1. To explore how Tourism and Hospitality educators, generally, understand the concept of internationalisation.
2. To provide insight into what Tourism and Hospitality educators view as the most important rationales for internationalisation.
3. To determine the activities and resources that Tourism and Hospitality educators perceive to receive the most attention.
4. To determine what Tourism and Hospitality educators perceive as the most significant benefits of internationalisation.
5. To determine what Tourism and Hospitality educators perceive as the most important internal obstacles to advancing internationalisation.
6. To determine which Tourism and Hospitality qualification features are specifically geared towards advancing internationalisation.

1.5   RESEARCH QUESTIONS

The following research questions were formulated to help achieve the objectives of the research.

1. How do Tourism and Hospitality educators, generally, understand the concept of internationalisation?

2. What do Tourism and Hospitality educators view as the most important rationales for internationalisation?

3. Which internationalisation activities and resources do Tourism and Hospitality educators perceive to receive the most attention?

4. What do Tourism and Hospitality educators perceive as the most significant benefits of internationalisation?

5. What do Tourism and Hospitality educators perceive as the most important internal obstacles to advancing internationalisation?

6. Which features of Tourism and Hospitality qualifications do educators view to be specifically geared towards advancing internationalisation?

1.6   MOTIVATION OF THE STUDY

According to the World Travel & Travel (2018) travel and tourism's total contribution to the global economy rose to 10,4% of the global GDP (US $77 trillion). It not only outpaced the wider economy, but also grew faster than other significant sectors such as financial and business services, transport, and manufacturing.

In total, nearly 313 million jobs were supported by Travel and Tourism in 2017 (World Travel & Tourism Council, 2018). The sustained demand for Travel and Tourism, together with its ability to generate high levels of employment, continues to prove the importance and value of this sector as a tool for economic development and job creation (World Travel & Tourism Council, 2018). In South Africa, it is already an important contributor to employment and wealth creation. The Tourism and Hospitality industry is considered to have an enormous potential as a catalyst for future economic and social development throughout SA (Steyn & Spencer, 2012). According to Hospitality Outlook (2014), SA draws a variety of business and leisure tourists while offering an assortment of hotel classes. In spite of sluggish economies, the number of people travelling from North America and Europe rose by 5.6% and 5.4%, respectively. At the same time, the country also registered an increase of 7.4% in travellers from Latin America and a 6.7% increase in those from Asia-Pacific.

According to World Travel and Tourism Council (2018), the direct contribution of Travel and Tourism to the GDP is in line with the output of tourism-related sectors like hotels, airlines, airports, travel agents, and leisure and recreation that deal directly with all types of travellers, as mentioned in National Accounting.

The motivation of the study comes from the lack of linkage between internationalisation and SA's HE policies at national level in South Africa, as well as the fact that the process of internationalisation at HEIs assists in the solidification of foreign policy initiatives, diplomatic relations, cross-cultural understanding between nations, and the collective knowledge capital of the nation (Coan, 2016).

1.7 DELIMITATION OF THE STUDY

Internationalisation is a very broad and multifaceted concept. However, the existing literature has funnelled it into two main dimensions, namely, IaH and IA (Knight, 2007; Brookes and Becket, 2011), as indicated earlier. In this study, the researcher will only be focusing on internationalisation as it relates to public HEIs offering tourism and hospitality within the Gauteng province – with regard to how they are dealing with it.

In SA, tourism and hospitality qualifications are offered across various HE structures. These include private and public institutions (such as traditional universities, comprehensive universities, and TVET colleges) as well as institutions offering qualifications accredited by SETAs. For the purposes of making this study more manageable, the researcher has limited the qualifications to only those offered strictly in public institutions

A further delimitation of the study is the restriction of the considered types of undergraduate qualifications offered in public HEIs to those with a minimum NQF level of 6. This will eliminate the qualifications offered at lower levels, as reflected in the table below.

Table 1.3: Tourism and Hospitality qualifications below NQF 6

QUALIFICATION	TYPE OF PUBLIC INSTITUTION	NQF LEVEL
NC (V) Tourism	TVET	4
NC (V) Hospitality	TVET	4
N6 Diploma	TVET	5
Occupational certificates	SETAs	4

Source: www.fetcolleges.co.za

1.8   RESEARCH DESIGN AND METHODOLOGY

The purpose of this study is to evaluate educators' perspectives on the extent of the internationalisation of Tourism and Hospitality qualifications in the Gauteng province. This section of the study explains in detail the research approach and how the author sets to conduct the study.

The nature of this study dictates that it is phenomenological: it attempts to understand people's perceptions and understanding of a particular situation (Leedy & Ormrod 2010); in this case educator perspectives on the understanding of internationalisation within tourism and hospitality qualifications. The researcher adopted a qualitative approach in conducting this study. The justifications for choosing this approach are explained in detail in the following section.

1.8.1 Qualitative Approach and Research Strategy

The researcher proposes to employ a qualitative approach in the study, to understand fully how the educators perceive the extent of internationalisation in their institutions. Gay, Mills and Airasian (2011) explain qualitative research as the collection, analysis, and interpretation of comprehensive narratives and non-numerical data to gain insight into a particular phenomenon of interest. The researcher decided on the qualitative approach due to the fact that the data being interpreted was initially non-numerical. The research population includes educators at public HEIs in the Gauteng province. The study aims to make key contributions to the existing body of knowledge regarding internationalisation and make key recommendations to policy-makers.

1.8.2 Research Population and Sampling

This section describes the research population and the sampling method used in the study. In the research population sub-section the author highlights the numbers of samples, and research focus area. The sampling sub-section further explains the sampling technique and the research focus details.

1.8.2.1 Research population

The researcher aimed to attain 10 participants for the study, however only 9 participants participated in this study. The sampling technique known as purposive sampling was used

whereby participants were selected based on their knowledge of the phenomenon within the tourism and hospitality programme. All the participants were from public higher education institutions within the Gauteng province. In other words, the researcher will select tourism and hospitality academics from public HEIs. The target samples were tourism and/or hospitality educators and staff from 6 public institutions based in the Gauteng province. The targeted public institutions include 2 traditional universities, 2 comprehensive universities, and 2 universities of technology. This enabled the researcher to gain an in-depth understanding of the phenomenon investigated.

1.8.2.2 Sampling

A non-probability sampling technique called purposive sampling was used for the study. In purposive sampling, people or other units are chosen, as the name implies, for a particular purpose (Leedy & Ormrod, 2010). The benefits of using non-probability sampling are that it is less resource-intensive and is generally more accessible and expedient to work with (Jonker & Pennink, 2010).

The researcher purposefully selected Tourism and Hospitality educators from public HEIs in the Gauteng province as the sample population for this study. The reason is that these educators' perspectives are pertinent insofar as the advancement of internationalisation efforts in HEIs.

1.8.3 Data Collection Instruments

The researcher conducted semi-structured interviews which were aligned with the research objectives, not only to assist in defining the areas to be explored, but also to guide the interviewer and interviewee. This helped them to discuss an idea or in more depth (Britten, 1999). Silverman (2000) indicates that the purpose of research interviews is to explore the viewpoints, experiences, beliefs and/or motivations of individuals on certain issues. The researcher used the following instruments in the process of collecting data: (1) consent forms, (2) interview sheets, and (3) digital voice recorder and cell-phone. These are discussed in further detail in the research methodology chapter (Chapter 3).

1.8.4 Data Analysis and Procedures

This subsection discusses the data analysis approaches and procedures adopted. Analysis approaches ensure accurate and credible data collection throughout the process.

1.8.4.1 Data analysis

The researcher utilised three key data analysis approaches: (1) grounded theory, (2) narrative analysis, and (3) interim analysis.

Grounded theory as highlighted by Bitsch (2005) is a methodology entails creating inductive theories which are grounded in methodically collected and analysed data. The data on how educators perceived the internationalisation of Tourism and Hospitality qualifications within HEIs are provided by the participants situated within that particular environment of interest (HEIs). In other words, the grounded theory induces the information from the participants.

Narrative qualitative inquiry is explained by Gay, Mills, and Airasian (2011) in narrative research as the study of how various individuals experience the world that surrounds them. Gay et al (2011) further highlights that if people are permitted to tell their version of events, then their actions will be understood. In this study, the researcher undertakes to understand how educators and staff from selected HEIs perceive the extent of internationalisation in their institutions by analysing their responses to structured questions. The narratives developed through their responses will highlight the various participants' experiences.

Interim analysis is defined as 'the cyclical or recursive process of collecting data' (McMillan & Schumacher, 2006, pg. 366-367). Gubba (2014) advises that the analysis must be done after each interview, to avoid the possible confusion associated with handling large amounts of data. In this study the interim analysis was done after each interview to avoid any misinterpretation of the recorded data, as it is anticipated that respondents may not neccesarily understand some of the terminology.

1.9 STRUCTURE OF THE STUDY

This study consists of five chapters. The focus of each chapter is outlined below.

Chapter 1: Introduction and background of study

This chapter introduces the concept of internationalisation, traces its origins, and highlights its applicability to tourism and hospitality in HE in SA.

Chapter 2: Internationalisation of higher education

This chapter is divided into two sections, as outlined below.

South African Tourism and Hospitality Industries: this first section of the chapter provides an overview of the Tourism and Hospitality industry in SA, with particular focus on a historical synopsis and how tourism and hospitality industries are currently contributing to SA's economy. The chapter also covers future projections to further justify the imperative to internationalise.

South African Tourism and Hospitality Higher Education: this second section of the chapter discusses the types of Tourism and Hospitality undergraduate programmes available in SA as well as the institutions that offer them.

Chapter 3: Research Design and Methodology

This chapter describes the approaches used by the researcher, the reasons for adopting those approaches, the precautionary measure taken, and the general delineation of the study.

Chapter 4: Data Collection and analysis

This chapter analyses the data obtained from the participants in the study.

Chapter 5:. **Findings and Recommendations**

This chapter discusses the findings of the study and makes recommendations on the internationalisation of the HE Tourism and Hospitality sector.

1.10 ETHICAL CONSIDERATIONS

. The ethical considerations include protection from harm, informed consent, right to privacy, and honesty with professional colleagues/deception. The ethical considerations in this study are consistent with the Code of Academic and Research Ethics of the University of Johannesburg which 'upholds the values of freedom, democracy, equality, human dignity and respect for diversity'(UJ, 2009). The researcher obtained full approval to conduct the study. This study encompasses four main ethical considerations which are explained below:

Protection from harm: Leedy and Ormrod (2010) stress that researchers must not expose those partaking in their studies to any form of unnecessary physical or psychological harm. By its nature, this study does not place the participants at risk of any harm. The questionnaire

only assists in analysing the perspective of educators on the extent of internationalisation in their various institutions. All measures to ensure a safe participation in the study have been considered.

Informed consent: According to Sage Publishing (2007) consent refers to the view that individuals have a choice on whether or not they want to participate in a study. The participants must also understand that they have the right to withdraw from the study at any time – without any replications. The collection tool (questionnaire) would thus include a cover letter that informs the potential participants about the study and their choice to withdraw.

Right to privacy: Leedy and Ormrod (2010) emphasise that any research that involves human beings should ensure respect for those partaking in it in terms of their rights to privacy. Under no situation should a report be presented in such a way that people would know how a specific participant responded or behaved – unless otherwise agreed to by the participant in writing. Section A of the data collection tool (questionnaire) used in this research includes a demographical component which requests participants to provide details about themselves – excluding very personal details like names and contact details.

Honesty with professional colleagues/Deception: Sage publishing (2007) conceives research deception as the deliberate 'misrepresentation' of research facts related to the purpose, nature, or consequence of an investigation. Thus the cover page should clearly indicate the purpose of the study, its use, and the various aspects it investigates.

1.11 CONCLUSION

The purpose of this study is to evaluate educators' perspectives on the extent of the internationalisation of Tourism and Hospitality qualifications in the Gauteng province. In Chapter One, key aspects of how the researcher plans to achieve the purpose were highlighted. These included the background of the study, the research objectives, the research questions, the sample's size and characteristics, and the research approach the researcher plans to use. The next chapter goes into great detail to discuss literature by various academics on the topic of internationalisation. The researcher will also link the research objectives with the current literature on internationalisation, tourism and hospitality, and HE in SA.

Chapter 2: Internationalisation of Higher Education

2.1 INTRODUCTION

Internationalisation is the practice whereby an international and intercultural dimension is ingrained in the teaching, research, and service functions of a HEI (Ghasempor, Liaghatdar & Jafari, 2011). As indicated in Chapter One, internationalisation comprises of IaH and IA (Brookes & Becket, 2011). The first stream is concerned with helping students develop an international understanding and intercultural skills – without having to leave their country or their HEI. The second stream has the same broad objectives, but involves the movement of people or programmes across cultures or borders – away from campus (Knight, 2003).

IaH was initially introduced in 1999 (Beelen, 2011). IaH aimed to make students intercultural and internationally competent without leaving their own city for study-related purposes (Crowther, Joris, Otten, Nilsson, Teekens & Wachter, 2001). IaH shared characteristics with other concepts that focus on the internationalisation of the curriculum in Australia and the internationalisation of the campus in the United States (Beelen, 2011, pg. 251). Beelen (2011, pg. 251) notes that the difference between practices in Australia and United States and those in Europe lies in the 'approach of student mobility'. For Beelen (2011, pg. 251), the difference in focus may be explained by geographical and language-related matters. In Europe, travelling to a country with a different culture and language is easier than in Australia and the United States. This factor could be relevant to the South African situation; however South Africa is long-haul destination prior to visiting.

The importance of faculty in delivering an internationalised programme is acknowledged, particularly within business programmes (Cornuel, 2007). Internationalised programmes must allow for flexible student learning styles (Haigh, 2002); as such, staff must be sensitive to the various cultural learning styles (Otten, 2003). In addition, the imperative for staff to have an understanding of diverse pedagogies – to ensure that students' diverging cultural perspectives are accommodated – has been reiterated (Stone, 2006, pg. 409). However, Dzvimbo and Moloi (2013, pg. 8) observed that, to link globalisation and education, there needs to be an understanding of the 'dialectual' relationship between the state, international capital, and the production and distribution of knowledge in a global economy. The next section aims to provide a perspective, based on existing literature, on how internationalisation and tourism

and hospitality qualifications are interrelated, as well as how this interrelation can benefit the South African HE.

2.2 HISTORY OF INTERNATIONALISATION

It is vital to connect the widely recognised focus on the internationalisation of education to the origins of HEIs, to be able to place current developments into perspective. Kerr (1994, citing Knight and De Wit (n.d, pg. 4), observes that until about 500 years ago, HE was characterised by what is referred to as the 'convergent' model of universal education. The latter was subsequently replaced by the 'divergence' model which recognised education as an essential part of the improvement of a nation's image.

Moreover, Knight and De Wit (n.d, pg. 4) utilise Kerr's (1994) analysis to categorise the historical development of internationalisation through three key periods: (1) the Middle Ages and Renaissance period, (2) the nationalist period between 1800 and World War II, and (3) the post-war period. According Knight and De Wit (n.d), little is known about the internationalisation of HE between the 18th century and World War II, despite the availability of historical resources during the medieval and renaissance period. One example of the internationalisation of education during the Middle Ages and Renaissance period, according to De Ridder-Symoens (1992), is the use of Latin as common language during students' pilgrimage.

For De Ridder-Symoens (1992), the use of Latin, an identical programme of study, examination systems, and other traits of present day internationalisation ensured that qualifications were recognised throughout Christendom. Similar to those experiencing present day internationalisation, these students also acquired more than just a degree. They also went through new experiences, and developed novel philosophies, views, and political principles. Furthermore, they became acquainted to new ways of life and etiquettes that they were not previously accustomed to, considering that most of these students were born from the elite of their countries. Thus, they later held significant offices where they applied their new skills and knowledge.

The second era of Kerr's (1994) analysis is the period between the 18th century and World War II, which Knight and De Wit (n.d) consider as the period during which education systems were exported. In other words, this is the period in which colonial powers were taking their educational systems to their colonies which later became independent but kept

the systems. Knight and De Wit (n.d) further observe that Latin American HEIs were moulded around the Iberian Peninsula states HE while institutions from India, Asia, the Caribbean, North America, and some African states colonised by Britain at the time were modelled on the their coloniser's education system. The same applied to French colonies which were erected according to the French HE system. In the South African context, Malherbe (1925) notes that the system in the Cape colony was a carbon copy of the Netherlands' education system. Thus, Sehoole (2006) states that as early as those times the system in SA was international with regards to how it was modelled, its curricula, and its student body.

According to Knight and De Wit (n.d, pg. 8), the third period can be identified as the post-war period. The latter witnessed the formation of various bodies to address the growing demand in international pedagogy exchange such as the Institute of International Education (IIE) created in 1919 in the United States (US) as well as the British Council established in 1934. Knight and De Wit (n.d, pg. 8) further notes that, after the Second World War, the trend for educational exchange was first dominant in the US and the Soviet Union, as these two superpowers wanted to attain a better viewpoint of the world around them and stretch their areas of influence. That period, as pointed out by Sehoole (2006, pg. 4), was also characterised by the mushrooming of 'political and national culturalism' which, according to Hammerstein's (1996) account, prevented studying in other countries and displaced Latin as a medium of instruction in favour of vernaculars, among other things.

The 1960s and 1970s, according to Knight and De Wit (n.d, pg. 8) saw a paradigm shift characterised by advancements like the decolonisation of the developing world and the growth of HE, as well as a change in the view of HEIs from traditional centres of scholarly study to human capital procedures. Knight and De Wit (n.d) point out that further change followed on the complexion of internationalisation when, in the 80s, Japan emerged as an economic power, communism buckled, the Union of Soviet Socialist Republics (USSR) diminished as a superpower, and the world shifted from being regimented to becoming de-regimented because of new emerging powers following the collapse of previous superpowers. This statement is supported by De Wit (2002) who states that, by the end of the Cold War, internationalisation in HE became increasingly intertwined with both globalisation and regionalisation. With the advancements of globalisation, as De Wit (2002) further notes, international facets will develop into a more included component of HE – drifting away from the current disposition of being a range of activities, policies, and procedures.

Sehoole (2006) reckons that the categorisation of the progression of internationalisation over the years is helpful; this is because it gives various chronological facets of this phenomenon.. Knight (2015, pg. 2-3) differentiates the two terms (globalisation and internationalisation) by putting forward that globalisation is only a process impacting on internationalisation. Knight (2015, pg. 3) further highlights that internationalisation impacts on education and globalisation influences the world of internationalisation. Some conscious attempts were made to mention the one without the other in studies of the previous decade.

2.3 NATIONAL POLICY ON THE INTERNATIONALISATION OF HIGHER EDUCATION INSTITUTIONS IN SOUTH AFRICA

The International Education Association of South Africa (IEASA), an establishment that stands for the interests of the internationalisation of HE in South Africa, called to government, legislative bodies, and other stakeholders to endorse and advance a process which allows for a National Policy on the Internationalisation of Higher Education in South Africa (IEASA, nd). This call was observed by the Department of Higher Education which subsequently published the *Draft Policy Framework for the Internationalisation of Higher Education in South Africa* on 04th April 2017. Before the publication of this draft policy, according to Coan (2016), the IEASA had highlighted the lack of linkage between internationalisation and SA's HE policies at national level in South Africa. The process of internationalisation at HEIs assists in the solidification of foreign policy initiatives, diplomatic relations, cross-cultural understanding between nations, and the collective knowledge capital of the nation.

According to DHET (2017), the purpose of the Policy Framework is to offer high-level principles and guidelines, to set extensive parameters, and to offer a national framework for the internationalisation of HE which enables HEIs to advance and draw their institutional internationalisation policies and strategies. The Department of Higher Education (2017) remarks that the Policy Framework is not set in stone, nor is it a handbook on the internationalisation of HE; it rather serves the purpose of directing HEIs and other stakeholders within the sector in their endeavour to develop their own policies and or approaches for internationalisation that should be in alignment with this Policy Framework. In other words, the Policy Framework sets to provide legitimacy and guidance on activities related to the internationalisation of HE (DHET, 2017).

2.4 INTERNATIONAL STUDENTS IN SOUTH AFRICA

In this section, the researcher elaborates on the situation of international students studying in South African HEIs. The discussion touches on topics such as enrolment trends, factors influencing student mobility, as well as application and entrance requirements, as highlighted by Study South Africa (2017).

2.4.1 Enrolment Trends of International Students in South Africa

An important factor to note, according to Study South Africa (2017), is that the enrolment figures of international students in SA are highly distorted by the effect that distance learning institutions have on them. Therefore, to attain a clearer picture of the enrolment trends of international students in SA, only contact students are to be considered.

Study South Africa (2017) estimates that around 50.3% of contact international students (students not enrolled for distance learning) were registered in science, engineering and technology, about 22% were registered for humanities and social science, 23% were enrolled in business, and just around 4% were registered in education.

SA has become, over the years, a popular destination for students from other African countries, particularly for postgraduate studies prospects. During 2013, South African institutions certificated 180 823 postgraduates – around 8.6% of whom were from outside SA (Study South Africa, 2015). The apparent trend regarding international students in SA is that a higher percentage of them (8.6%) were registered at postgraduate level than those enrolled at undergraduate level (7.64%). This is mainly attributed to the strategic targeting of postgraduate students by South African HEIs.

The number of international students enrolled in South African HEIs, as seen in Table 2.1, has increased significantly within the last 15 years. According to Gubba (2014, pg. 215), after SA attained democracy in 1994 and stabilised ties with the global HE community, the number of international students increased four times more over the last 2 decades – from 12 500 in 1994 (dawn of SA's democracy) to over 72 000 in 2015.

Table 2.1: National vs international students (2000-2015)

Year	National student numbers	International student numbers
2000	533 595	44 439
2001	588 039	39 238
2002	621 103	46 079
2003	654 545	50 710
2004	691 898	52 580
2005	683 473	51 600
2006	687 642	52 171
2007	701 659	57 526
2008	735 526	62 036
2009	776 923	59 596
2010	826 817	64 784
2011	868 140	70 061
2012	880 514	72 859
2013	909 839	73 859
2014	896 156	72 999
2015	912 252	72 960

Source: Study South Africa (2017)

2.4.2 Factors Influencing International Student Mobility

The OECD (2013) highlights that the number of international students registered in HEIs outside their resident countries has dramatically increased in the last decades. This is indicative of the growth of the tertiary education system around the world and the globalisation of economies and societies. In this regard, *The Guardian* (2014) published an article – with a set of statistics from the United Nations Educational, Scientific and Cultural Organisation (UNESCO) – about the top places around the world that attract the most overseas students to their universities. Table 2.2 provides the total number of students per destination country. The table reveals that SA is ranked 11th highest international student attraction – with 70428 international students. One of the major reasons SA is such a popular destination for international students is the poor state of postgraduate education in the African continent. In fact, a study by Khodabocus (2016) revealed that, out of seven sampled

universities offering doctoral education across sub-Saharan Africa, the University of Cape Town accounted for 57% of international graduates between 2001 and 2014. A slow growth in the enrolments of doctorates was recorded over the same period at other six South African universities. However, some growth was evident in the enrolments of master's degree international students (Khodabocus, 2016).

Table 2.2: Popular international student destination countries

	DESTINATION COUNTRY	TOTAL NUMBER OF STUDENTS
1.	US	740 482
2.	UK	427 686
3.	France	271 399
4.	Australia	249 588
5.	Germany	206 986
6.	Russia	173 627
7.	Japan	150 617
8.	Canada	120 960
9.	China	88 979
10	Italy	77 732
11.	**South Africa**	**70 428**
12.	Malaysia	63 625
13.	South Korea	59 472
14.	Austria	58 056
15.	Netherlands	57 509

Source: *The Guardian* (2014)

The above table positions SA as one of the top international student destinations – with 70 428 students in its various HEIs. The determining factor for this is largely the state of HE as well as the political and economic situations of neighbouring countries such as Botswana, Namibia, and Zimbabwe (Macgregor, 2010). Gubba (2014, 223) also highlights the endeavour to curb 'brain drain', student assistantship (funded academic appointments), the ranking of the institution, and infrastructure as some of the factors attracting international students from the Sub-Saharan Africa region.

2.4.3 Application and Entrance Requirements for International Students

Study South Africa (2015) observes that international students wishing to study in SA need a study visa and permit to stay in the country. These are acquired through the South African High Commission, Embassy or Consulate in the prospective international student's country. SA education institutions are not allowed to register a prospective international student until such a time that they have obtained a Study Permit for a specific institution, which takes a minimum of six weeks (Study South Africa, 2015). As such, a prospective international student should fulfil the following requirements and submit to one of the abovementioned institutions/offices to obtain a Study Permit:

- An application form from the Department of Home Affairs – completed online (Handwritten form are not accepted).
- A passport with a validity period of more than 30 days after the completion of planned studies.
- A fee of R1350.00 for the administration or any acceptable proof of payment thereof.
- Proof of payment of a South African Medical Aid Cover and relevant validation. The cover should be valid for the specific calendar year.
- A letter from the South African education institution stating that the prospective international student has been accepted and that he/she has not taken the position of a local student, as well as an undertaking to notify the Department of Home Affairs in the case of deregistration.
- Medical and radiological reports not older than 6 months.
- Yellow fever vaccination certificate.
- Certificates relating to the marital status of the prospective international student.
- Documentation detailing the accommodation arrangements during the prospective international student's period of study.
- Proof that the prospective international student has adequate funds to cover his/her tuition costs and upkeep.
- If the prospective international student is a minor, evidence of guardianship should be provided.
- Police Clearance Certificate for prospective international students 18 years and older.
- A cash deposit or a return ticket to the home country. However, nationals from African countries are not required to submit such a deposit, if their government

undertakes to cover any cost relating to repatriation actions (Study South Africa, 2015).

The next section discusses the various perceptions of internationalisation regarding how various academics define the concept of internationalisation, which correlates with the first objective of this study. The discussion includes various definitions and the comparison between internationalisation and globalisation.

2.5 GENERAL UNDERSTANDING OF INTERNATIONALISATION

2.5.1 Defining Internationalisation within Higher Education

Various discipline-specific definitions of internationalisation exist. Zeleza (2012) notes that internationalisation – over the years – has experienced various definitions. This is due to the different views on the driving forces, constituting activities, the competencies it endorses, the values it creates, the procedures that sustain it, the individual roles of the significant constituencies of institutions of higher learning – both internally and externally, and the effect it has on the core functions of particular HEIs.

De Wit's (2002) contribution to internationalisation uses the following three segments to illuminate the sophistication involved in defining the concept of internationalisation: (1) *international dimension*, (2) *international education*, and (3) *internationalisation of higher education*. Each of these segments refers to a certain time in the advancement of the concept of internationalisation.

Sehoole (2006) indicates that the first segment, *international dimension*, refers to the period before the 20th century which is more unintentional than planned because of colonisation and industrialisation. He characterises the second segment, *international education*, as a more organised/intentional version of the *international dimension* and a product of the 20th century. This second segment was initially introduced by the United States in its foreign policies. The third segment, *internationalisation of higher education*, is also an evolution of the previous segment. It took form towards the end of the Cold War, when internationalisation became part of strategic processes and was linked with globalisation (Sehoole, 2006).

The most frequently adopted concise definition of internationalisation conceives it as 'the process of integrating an international, intercultural or global dimension into the purpose,

functions or delivery of post-secondary education' (Knight, 2003, pg.1). Adeyoye, Aniykwa and Avant (2012) highlight that, since the development of its definition in the early 90s, the internationalisation of HE has evolved significantly. This has generated various definitions over the years. For instance, Msweli (2011, pg. 104) defines internationalisation as '... the extent to which an institution is strategically positioned to operate within an international and intercultural sphere through its academic activities'. For McLellan (2008, pg. 7), internationalisation is 'the process of more intensively and/or strategically engaging in the international activities to help prepare individuals and institutions for participation and survival in an increasingly interconnected global environment'. Similarly, Altbach, Reisberg and Rumbley (2009, as cited in Adeyoye, 2012, pg. 1), define internationalisation as 'the variety of policies and programs that universities and governments implement to respond to globalisation'. For Soderqvist (2007, pg. 29), internationalisation is '... a change process from a national HEI into an international HEI leading to the inclusion of an international HEI leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and research and to achieve the desired competencies'. All the above definitions share a commonality in that they interpret the internationalisation of HE as either a process or a demonstration of how a HEI prepares/is prepared to deal with globalisation within an academic sphere.

According to Scheffler (1960), when numerous definitions exist in literature, it is better to implement a definition that is best suited for the particular situation. Since the purpose of this study is to evaluate the extent to which South African Tourism and Hospitality undergraduate qualifications are internationalised, the best suited definition would be one that is extensively used in current literature. One such definition, based on an extensive review of literature, would be the definition by Knight: *'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education'* (Knight, 2015, pg1). Sehoole's (2006) description of internationalisation as an evolutionary concept is ideal, as it gives the chronological dimensions of the phenomenon. The following section provides a chronological overview of the historical background of present day internationalisation. The focus is on the most common definition elaborated by Knight (2003), as most of the literature acknowledges it.

2.5.2 Globalisation and Internationalisation

Globalisation and internationalisation have a profound impact on the delivery of HE (Ryall, 2013). De Wit (2011) observes that globalisation and internationalisation are complicated concepts, as the various differences between them are considered suggestive. On their part, Singh, Kenway and Apple (2005, as cited in Dzvimbo & Moloi, 2013, pg. 3) highlight that globalisation is a 'widely contested concept' which has a variety of connections for academic policies, politics, and teaching in the nation states.

A significant characteristic of today's HE, as highlighted by Libhaber and Greene (2015), consists in joining the international community. Libhaber and Greene (2015) note that, because of the forces of globalisation, an increasing pressure is put on HEIs to contest for students, funding, faculty, and research avenues.

2.6 INTERNATIONALISATION RATIONALES

Previous literature acknowledges four main rationales for internationalisation, namely, *economic, academic, social and cultural, and political.* Msweli (2011) emphasises the relationship between the goals of internationalisation and the abovementioned rationales by using the National Plan for Higher Education (Ministry of Education, 2001) as reference.

Economic rationale: According to Msweli (2011), the revenue required to fund HE is one of the significant drivers of internationalisation, as institutions cannot rely on local students for income. In other words, declining budgets from governments leave HEIs no choice but to seek international students as a 'lucrative option' to increase their income. Many countries recruit international students to earn profit by charging high fees. Examples include Australia, Canada, the United Kingdom, and the United States (Altbach and Knight, 2007). Altbach and Knight (2007) add that international graduates generate research outputs and provide teaching services for reasonable payment.

Academic rationale: Shaydorova (2014) indicates that this rationale includes an international dimension into research and teaching, the extension of the academic horizon, institution building, profile and status, the enhancement of quality, and international academic standards. Msweli (2012) conceives the academic rationale for internationalisation as one

factor that drives internationalisation as it involves international ranking and international research collaboration.

Social and cultural rationale: Intercultural competence, or the ability to work effectively within various cultures, can be enhanced when academic units and faculties infuse intercultural dimensions in teaching, learning, research, and community outreach activities (Msweli, 2011).

Political rationale: For Msweli (2011), this rationale includes foreign policy and regional/international trade agreements that promote interregional cooperation. Within the borders of SA, these agreements will involve the SADC Protocol on Education and Training, and the General Agreement on Trade in Services (Kwaramba, 2012).

A discussion on the various activities and resources relating to the advancement of internationalisation unfolds in the next section.

2.7 INTERNATIONALISATION ACTIVITIES AND RESOURCES

The discussion below focuses on the correlation between the activities and the frameworks available in present literature, as well as policies, approaches and professional authorities that advance internationalisation.

2.7.1 Frameworks Application to the Internationalisation of Higher Education

SA's Framework for Higher Education, according to Kwaramba (2013), is modelled on modes of supply recognised by the World Trade Organisation's (WTO) General Agreement on Trade in Services. Middlehurst and Woodfield (2007) are some of the researchers recognised for developing a framework that helps to evaluate internationalisation at a HE level.

A further review of the literature reveals the existence of an internationalisation framework for Hospitality programmes – notably a study done in the United Kingdom by Maureen Brookes and Nina Becket in 2011. Brookes and Becket (2011) conducted this research with the aim of evaluating the extent to which hospitality management degree programmes were internationalised with the sole purpose of developing graduates capable of working within the global hospitality industry. Brookes and Becket (2011) found that programmes in the UK predominantly contained IA dimensions which are not particularly attractive to students.

Other key findings of the study include the identified opportunity to enhance the internationalisation of degree programmes, and a greater need to collate with government to advance internationalisation (Brookes & Becket, 2011).

Table 2.3 distinguishes between activities relevant to Internationalisation at Home (IaH) and Internationalisation Abroad (IA) within HEIs, these activities are further separated into activities relating to students and staff. These activities will be compared in the research findings with the perspectives of the participants.

Table 2.3: Internationalisation framework

	Internationalisation at Home (IaH)	**Internationalisation Abroad (IA)**
S T U D E N T S	Activities and participation in: • Curriculum: international aims and objectives • International modules/perspectives • International learning resources (e.g. articles, texts, case studies) • Foreign language provision • International student body • Support for international students • Intercultural exchange in the classroom • Intercultural exchange in social settings • A range of pedagogic approaches used	Activities and participation in: • International study exchange • International internships • International field trips
S T A F F	Activities and participation in: • Understanding of different pedagogies • International faculty/teaching experience • International visiting lecturers • International academic/commercial networks • International research • Hosting international conferences • Foreign language skills	Activities and participation in: • International partnerships/alliances • Joint development and delivery of courses • International alumni network • International teaching exchange • International conference participation

Source: Brookes & Becket (2011)

The conceptualisation of internationalisation led the identification of four key approaches. Various nations have taken different approaches to internationalisation, ranging from market reliance (HE competition) to centralised intervention (binding government regulations). Countries often combine approaches, which gradually implicates governments in institutional strategies (Hénard, Diamond & Roseveare, 2012). The following section focuses on the different approaches used to advance internationalisation.

2.7.2 Different Approaches to Advance Internationalisation

A historical review of the literature on the advancement of internationalisation typically identifies four main approaches. Qiang (2003) notes that these approaches are construed as the 'stances' taken by persons in leadership positions to advance and implement internationalisation programmes. Qiang (2003) further indicates that these approaches have overlapping elements and are thus not mutually exclusive (Knight & De Wit, 2002). The aforementioned four main approaches to internationalisation are the activity approach, the competency approach, the ethos approach, and the process approach. A brief description of each approach follows.

- **Activity approach:** According to Knight and De Wit (2002), this approach primarily emphasises academic activities and does not necessarily comprise of any organisational issues needed to initiate, develop, and sustain activities. Qiang (2003) lists the following as activities that this approach typically endorses: curriculum, student/faculty exchange, technical assistance, and attracting international students. Qiang (2003) further remarks that the activity approach was prevalent at the time when international activities were mentioned with regards to specific activities or programmes and was synonymous the term international education during the 70s and 80s.

- **Competency approach**: The crux of the competency approach consists of skills development, knowledge, students' attitudes and values, as well as staff and faculty (Qiang, 2003). Knight and De Wit (2002) point out that the competency approach emphasises the human element rather than academic activities, functions, or organisation issues.

- **Ethos approach**: The ethos approach, as Qiang (2003) notes, aims at creating an environment or culture that endorses international/intercultural views and initiatives. It acknowledges the importance of the international element in defining HEIs, and is of the

view that without a stable belief system and supportive culture, the international element of an institution will never be realised.

- **Process approach**: Similar to the ethos approach, for Knight and De Wit (2002), the process approach stresses the infusion of the intercultural/international element into teaching, research, and service. This approach combines a variety of activities, policies, and procedures (Qiang, 2003).

Henard, Diamond and Roseveare (2012) suggest the following three approaches to HEIs management, to advance internationalisation.

- **Internationalisation and international networks**: HE is becoming increasingly internationalised, which involves intensive networking among institutions, scholars, and students, as well as interaction with other actors such as the industry. International collaborative research has been strengthened by the intense networking among institutions and the cross-border funding of research activities (OECD, 2008).

Networks also provide exposure and interaction opportunities, especially with countries and institutions that students might not otherwise encounter. Networks facilitate student exchange and research collaboration. They also enable institutions to tap into experts around the world, appraise and appoint colleagues as reviewers, benchmark, and recommend practices (OECD, 2012). Networks provide the space for institutions to support one another and to continue the conversation on internationalisation issues, even in difficult financial times (Henard et al. 2012). Henard et al (2012) indicate that networks also participate in the trust-building efforts of institutions operating internationally and sending or enrolling international students. Mutual recognition of degrees, collaborative learning, and research partnerships are some of the major long-term outcomes of good international networking. Henard et al (2012) further suggest that the added value of networks typically results from a wise balance of the policy analysis of trends (comparative analysis, overviews, benchmarking, and so forth) as well as tools and best practices (e.g. practical matters such as student placement, joint research work, and directing students to the most suitable university).

However, drawbacks arise when networks do not meet expectations. In some cases, joining networks has been a pretext for university administrators not to take greater measures to

internalise. In the absence of a strategic view on internationalisation, the choice of networks joined is unlikely to be coherent or bring the expected benefits (OECD, 2012).

Internationalisation through dual and joint programmes: A dual degree programme consists of two separate approved degree programmes. A candidate will earn one degree that will be approved and recognised by two different institutions. A joint degree programme is one agreed upon by two institutions and for which two diplomas are issued, one by each institution (OECD, 2012). Henard et al (2012) list the following as the advantages of dual/joint programmes: (1) it is more enjoyable working with students of a different nationality through cultural exchange; (2) high expectations among students about the career impact of these programmes which become key drivers of student motivation; (3) dual/joint degree programmes generate revenue and enable HEIs to gain access to another differentiated revenue steam; and (4) dual/joint degree programmes allow for institutional learning and quality improvement in some countries.

- **Internationalisation and off-shore campuses**: The 2012 OECD Guide for Higher Education Institutions titled ''*Approaches to internationalisation and Their Implications for Strategic Management and Institutional Practice''* lists several motivators for establishing an off-shore campus, including:

  - Revenue generation;
  - Increased international prestige;
  - Recruiting excellent students for home campuses' programmes;
  - Genuine desire to serve the community in which an off-shore campus is being established;
  - Desire to improve the internationalisation of the home campus;
  - Building on a prior relationship; and
  - Cultural diplomacy (OECD, 2012).

The OECD Guide further states the factors on which institutions may base their choice on where to establish an off-shore campus and which create formal or informal contacts between a country and an institution; as well as personal connections and research collaborations or partnerships resulting in joint programmes or nation-to-nation relationships (OECD, 2012).

2.7.3 Internationalisation-related Policies

Jooste (2015) indicates that the South African government has signed agreements with the 'traditional north' – in the interest of HE. One such agreement is the Erasmus Mundus programme which was entered into in 2009. This programme sought to contribute towards the development of high-level skills for the betterment of SA.

In an effort to address the impact of the increasing demands of globalisation within HEIs, institutional internationalisation has been advanced through the years. One of the ways in which this has been achieved is through policies, programmes, and professional authorities.

The following is a discussion on some of the various policies, programmes, and professional bodies present in the South African HE system which are meant to address the advancement of internationalisation.

2.7.4 Policies Relevant to Internationalisation

Before the development of the Policy Framework for the Internationalisation of Higher Education in South Africa in 2017, various policies and frameworks existed that assisted with the advancement of the internationalisation of SA's HE (Department of Higher Education, 2017). Internationalisation policies are all courses of action as pushed by government to advance internationalisation. Some may not be deliberately drafted with internationalisation in mind, although they do assist with the advancement of and support to internationalisation. The following are policies which, according to the Department of Higher Education (2017, pg. 16), are deemed relevant to internationalisation:

- 'Education White Paper 3: A Programme for the Transformation of Higher Education (1997);'
- 'White Paper for Post-School Education and Training: Building an Expanded, Effective and Integrated Post-school System (2013);'
- 'White Paper on Science and Technology: Preparing for the 21st Century (1996)'
- 'White Paper on International Migration (1999)'
- 'Immigration Regulations (2014)'
- 'Higher Education Qualifications Sub-Framework (2013)'
- 'Green Paper on International Migration in South Africa (2016)'.

The Southern African Development Community (SADC) Protocol on Education and Training, which is this region's response to internationalisation, comprises of the following countries: Angola, Botswana, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Zambia, and Zimbabwe. For Kwaramba (2012), the SADC Protocol signed in 1997 offers a framework for cooperation and integration in the region. The Protocol on Education and Training which was implemented in July 2000 offers support in various domains and facilitates collaboration among member countries in the following areas:

• Policy for education and training
• Basic education
• Intermediate education and training
• Higher education
• Distance education
• Training fund
• Research and development
• Lifelong education and training; and
• Publishing and library resources   (Southern African Development Community, 1997)

Wilson-Strydom and Fongwa (2012) observe that the enrolment ratio of prospective students in the SADC region is still below par, when compared to those of other regions of the world. Wilson-Strydom and Fongwa (2012) highlight that the global percentage of prospective students gaining access to HEIs was 26% in 2007, while the percentage of sub-Saharan Africa's prospective students gaining access to university education only sat at 5%. Wilson-Strydom and Fongwa (2012) further highlight that SA accounts for the majority of enrolments, graduates, and research yields. Kwaramba (2012) notes that by the year 2002, a total of 5% of all students in South African universities and tecknikons (universities of technology) were from the SADC region.

The India, Brazil and South Africa (IBSA) Memorandum of Understanding (MOU) on Cooperation in the Field of Higher Education was among the first South-South memoranda of understanding to be established in 2003 – with this specific MOU coming into effect in 2007 (Jooste, 2015). Jooste (2015) indicates that this MOU was formulated to establish conditions of cooperation for member countries' institutions, faculties, research collaborations involving both students and researchers, establish new South-South linkages, line up the different education systems, and solidify the advancement of training and professionals. The next sub-

section discusses the dynamics of student mobility programmes and professional authorities that support internationalisation in SA.

2.7.5 Student Mobility Programmes and Professional Authorities in South Africa

Generally, within SA HEIs, there is one programme that stands out in the advancement of student mobility and that is The Erasmus Mundus Programme. According to the European Commission (nd), the Erasmus Mundus Programme is a leading mobility programme in Higher Education and Training and among the most outstanding European Union (EU)-level actions.

According to the European Commission (2013) the Erasmus Mundus Programme is named after the Dutch philosopher, theologian and humanist Erasmus of Rotterdam (1465-1536), who also opposed inflexibility.

Erasmus resided and worked in various areas of Europe, in the pursuit of the knowledge, experience and insights that only certain contacts with other countries could bring, through his wealth left over to the University of Basel, he became a precursor of mobility grants (European Commission, 2013). For the IEASA (2015), the Erasmus Mundus Partnership began in 2009 and intended to 'enhance the quality of European Higher education by promoting a dialogue and understanding between people and cultures through cooperation with third world countries'.

According to the IEASA, the relation between the EU and SA began in 1986 with the Special Programme for Victims of Apartheid which directed resources to non-governmental organisations (NGOs) that focused on education and training, legal aid and humanitarianism, and social programmes (IEASA, 2015).

The post-apartheid period witnessed the signing of cooperation agreements that were in line with the Reconstruction and Development Programme (RDP) which assisted in the operation of the European investment in SA (International Education Association of South Africa, n.d).

2.7.6 Professional Authorities (Organisations, Networks, Associations)

Professional authorities may range from organisations and networks to associations. These authorities are not advancing internationalisation in South Africa directly; but, they contribute to at least one of the core activities of internationalisation in the country. For instance, Nico Jooste pointed out that the IEASA has coordinated internationalisation efforts in the country for the last two decades (Coan, 2016; Jooste, 2015). The following discussion will allude to

the *Organisation for Economic Co-operation and Development (OECD), the World University Network (WUN), the IEASA, and the Universities South Africa.*

•*Organisation for Economic Co-operation and Development (OECD):* The main objective of the OECD is to promote the policies aimed at advancing the social and economic enhancement of people the world over (OECD, 2012). According to the OECD (2012) the organisation has been around for five decades providing a platform for governments to network and share their similar problems
Ryall (2013) identifies the following as the implications of the OECD for HE: facilitation of the promotion of international collaboration in managing innovation and influencing of teaching, research, and service functions.

•*World University Network (WUN):* Though only affiliated to one university in SA (University of Cape Town), the WUN's presence cannot be ignored. According to the WUN (2018) itself, it is a leading global HE and research network which comprises of 23 universities across 13 countries and 6 continents. The WUN (2018) regards itself as immensely active – with 2000 strong teams of researchers and students working together on various initiatives. The network is aimed at solving the world's most pressing problems. It is supported by partners like the UN Foundation, the World Bank, the OECD, and the World Health Organisation (WHO).

•*The International Education Association of South Africa (IEASA):* The IEASA promotes internationalisation in SA through a wide range of policies and services. According to the IEASA (n.d), it has seven functionalities dubbed as 'what we do': international education policy, services, networking, training, ethical standards, accreditation, and globalisation. According to Jooste (2015), the establishment of the IEASA resulted from the South African government's lack of interest; hence, the onus was on HEIs to enhance the process. Jooste (2015) stresses that if it had not been for the steering efforts and stewardship of the IEASA, internationalisation would have not advanced in most South African HE institutions.

•*Universities South Africa:* According to the Strategic Framework for Universities South Africa 2015-2019, this professional authority represents 25 South African public universities in matters of advancement – with focus areas that include social, cultural, and economic development. Universities South Africa has six broad goals and strategic objectives, one of which focuses particularly on internationalisation. As stated in the Strategic Framework, the

goal is to 'Support the internationalisation agenda of South Africa's universities' (Universities South Africa, 2014). The Strategic Framework has a timeline of five years to achieve the various goals, including the advancement of internationalisation. It remains to be seen how Universities South Africa will fair with the many HE challenges SA faces.

The next subsection discusses the dynamic of language provision as it relates to internationalisation within HEIs in SA.

2.7.7 Language Provision in the South African Higher Education Context

The internationalisation of HE recognises language as a key factor – particularly the provision of a foreign language – as noted in the works of scholars such as Brookes and Becket (2012). Cobarrubias (1983) notes that the linguistic history of the South African HE system is characterised by five distinct stages in its 'sociolinguistic' profile: (1) Dutchification from 1652, (2) Anglicanisation between 1795 and 1948, (3) Afrikanerisation from 1948 to 1994, (4) Afrikaans-English bilingualism, and (5) Democratisation from 1994 to present. During all these stages, except for democratisation, a specific language reigned supreme as the administrative language of the land (Cobarrubias, 1983). This had an effect on the media of instruction in the various HEIs established during these periods (Study South Africa, 2015; Kamwangamalu, 2000).

The review of the literature enables one to deduce that SA, unlike most monolingual states, has three main language dynamics that affect its HE system, namely, the impact of current media of instruction, the inclusion of home language/mother tongue in HEIs, and foreign language provision.

According to Mushita and Tshibalo (2016), the majority of learners in Southern Africa are not taught through the medium of their home language but rather though their secondary language which, in most instances, is English. An attributing factor in the success or failure of some students is the command of English which may hamper the understanding of a subject matter (Mushita & Tshibalo, 2016).

During apartheid, SA was considered a bilingual state with English and Afrikaans being the only two recognised languages (Kamawangamalu, 2000). After the demise of apartheid in 1994, the new government adopted a policy that instituted 11 official languages in the

country. One of the aims of the new language policy was to promote nine African languages by using them as a source of learning (Kamawangamalu, 2000).

SA has a host of distinct linguistic challenges due to its apartheid past. On the one hand, there are issues with the previous two official languages (English and Afrikaans) and, on the other hand, 'linguistic tensions' exist between the white minority and the black majority (Mushita & Tshibalo, 2016). Mushita and Tshibalo (2016) suggest that these 'linguistic tensions' are largely about which language should serve as a medium of instruction in schools. Wang (2013) states that SA has two primary languages of instruction within its HE system, namely, English and Afrikaans. He emphasises that the Minister of Education at the time, placed the advancement of a language framework at the top of the list, as a result of the decision made by cabinet in 1999.

A 'Foreign Language is defined as a language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools and is not widely used as a medium of communication in higher education institutions, government or the media' (Wang, 2013, pg. 16). For Wang (2013), the essence of SA's language diversity is encompassed in the Policy Framework for Language in HE, which addresses the following:

• Languages of instruction in HE,
• The future of South African languages as fields of academic study and research,
• The promotion of multilingualism in institutional policies and,
• The study of foreign languages (Ministry of Education of South Africa, 2002).

The Ministry of Education of South Africa (2002), in its Language Policy for Higher Education, planned for the advancement and study of South African languages as well as the provision of the literature to support the study of foreign languages. The languages that were instrumental in promoting SA's culture, trade, and diplomatic relations such as German, Greek, Portuguese, French, and Hindi were thus paid significant attention. Another foreign language being taught lately in some South African universities is Mandarin. According to Wang (2013), there is no policy to address the provision of Mandarin as a foreign language. Therefore, its provision depends entirely on HEIs that should devise additional product offerings to advance students. Wang (2013) stresses that the only institutions that currently offer Mandarin as a foreign language are the University of South Africa (UNISA),

Stellenbosch University (SU), and the University of Cape Town (UCT). However, in 2017, the University of Johannesburg (UJ) announced that it would be offering Mandarin through four accredited courses, namely, (1) Basic Mandarin, (2) Intermediate Mandarin, (3) Tourism Mandarin, and (4) Business Mandarin (University of Johannesburg, 2017).

2.8 BENEFITS OF INTERNATIONALISATION

For Stier (2003), one of the greatest potential benefits of the internationalisation of HE is the possibility of intercultural exchange. Through internationalised curricula, students can be encouraged to learn about one another's culture, traditions and societies, to acquire intercultural competencies. Various academics highlight the existence of differences in the perspectives of developed and developing countries regarding the benefits of internationalisation within HEIs. Knight (2015) emphasised the following two key benefits of internationalisation: more internationally oriented students and staff as well as improved academic quality. For Knight (2015), there exists a difference between the importance given to internationalisation in developed and developing countries. HEIs in developed countries perceived internationally oriented students and staff as the most notable benefit of internationalisation; however, developing countries ranked it fourth (Knight, 2015). Knight (2015) explains that developing countries accord more importance on the benefits of academic quality, research, and curriculum, which are key elements of any HEI.

In the same study, Knight (2015) compared how HEIs in developed and developing countries perceived the benefits of internationalisation. This was to establish which benefits were viewed as more important. The table below illustrates the various views.

Table 2.4: Perceived benefits of internationalisation

Perspectives of developing countries	Perspectives of developed countries
1. Benefits related to internationally orientated students and staff	1. Benefits related to academic quality
2. National and international citizenship	2. Benefits linked to research
3. Revenue-generation	3. Benefits related to curriculum
4. Brain gain	4. Benefits linked to internationally orientated students and staff

Source: Knight (2015), Jibeen and Khan (2015)

Jibeen and Khan (2015) also reveal certain differences in how developed and developing countries view the benefits of internationalisation. The positive aspects of internationalisation – for developing countries – include 'improved academic quality, internationally oriented students and staff, and national and international citizenship for students and staff'(Jibeen & Khan, 2015, pg. 198). For developed countries, the potential gains are revenue-generation and brain gain (Jibeen & Khan, 2015, pg. 198). The other benefits of internationalisation, according to Hayden, Thompson and Williams (2003), include help with the development of international characteristics in student, which may be attractive to the global economy. These characteristics include international-mindedness, open-mindedness, second language competence, flexibility of thinking, tolerance, and respect for others.

2.9 OBSTACLES AND CHALLENGES TO INTERNATIONALISATION

Fundamentally, the challenges of internationalisation have been similar within HEIs all over the world. However, there exist some regional challenges engendered by the unique demographic, political and cultural differences of specific areas. For instance, Zeleza (2012) highlights the challenges faced by HEIs in all the main regions of the world, including Africa. Zeleza (2012) indicates that most African HEIs were modelled on European ones – as a result of the colonial influences of the 18th and 19th century. It must be noted that the major challenge to internationalisation within African institutions is not directly associated with the concept itself. Zelza (2012) contends that African universities' paradigm shift – from having a largely Euromerican and Eurocentric focus to a more Afrocentric one – is the major barrier to internationalisation. The implementation of this reform agenda within African HEIs presents five main issues which may be regarded as barriers to internationalisation. The sub-section below sets out to discuss these barriers.

2.9.1 Africanisation, Pan-Africanism, and Decolonisation

The part played by HEIs in the search for African nationalism – which includes decolonisation, development, democratisation, integration and Africanisation – has been considered with extreme care (Zeleza, 2012). Included in this regard were questions of the uneven and changing relations between universities and the state, civil society and the industry, as well as the role of universities in helping to manage and resolve the

various crises that confront the African continent, from civil conflicts to epidemics and environmental threats (Zeleza, 2012).

According to Molefe (2016, pg. 32), South African students as well as a small number of liberal academics started a movement in 2015 in view to decolonise the university curriculum 'by ending the domination of Western epistemological traditions, histories and figures'. Shay (2016) particularly highlights students' call for the end of the domination by 'white, male, Western, capitalist, heterosexual, European world views' in HE and the integration of other South African, African and global viewpoints, experiences, and philosophies – as the central tenets of the curriculum, teaching, learning and research in the country.

Letsekha (2013) notes the fact that the essentials of internationalisation and those of Africanisation are portrayed in research and literature as separate positions. Nevertheless, Botha (2010) describes the indirect proportionality between these two concepts by remarking that the more one internationalises, the less one Africanises; and the more one Africanises, the less one internationalise. Letsekha (2012, pg. 3) further points out that infiltrating the discourse on HE transformation have been issues about curriculum reform, internationalisation, the role of HE in a newly democratic country and, at crucial moments, the issue of Africanisation.

Botha (2010) identifies some sort of harmony between the two concepts: just like Africanisation, internationalisation is very conscious of indigenous culture. Without the indigenous part, there is nothing to offer the culture aspect. Therefore, a strong indigenous culture would advance the worth of internationalisation.

Kaunda (2012) highlights Professor Chrissie Boughey's argument that the internationalisation of the curriculum should be more than just an inclusion of African content. It should also include various ways of observing and knowing the world. Quinlan (2013) emphasises that there are still some people who relate the 'internationalisation of the curriculum' to the past experience of international know-how which clouds the curriculum at the cost of African knowledge and viewpoints.

2.9.2 Globalisation

A second issue perceived by Zeleza (2012) as an obstacle to internationalisation is globalisation which is associated with the influence of trends related to new information and communication technologies, as well as the widening trans-border provision of HE and trade in educational services under GATS system. Very important in the context of globalisation as it relates to internationalisation is the role of external HEIs philanthropists, as the paradigm of African institutions changes. For Zeleza (2012), globalisation becomes an obstacle to internationalisation if the former does not speak to the changing narrative of African HEIs, notably the Africanisation of global knowledges.

2.9.3 Institutional Ideological Identity

Zeleza (2012) highlights hearty deliberations over the ideological foundations of African HEIs in an era of privatisation, as well as the conception, content and repercussions of the reform agenda within the continent as some of the pertinent issues hindering internationalisation. Until African HEIs are able to find a balance among the abovementioned issues, true internationalisation cannot be realised.

2.9.4 Management Challenges

Challenges regarding the management of HEIs in Africa have been identified as another issue hampering internationalisation. According to Zelza (2012), these institutions are struggling with issues such as quality control, funding, governance, changing demographics, equity as it relates to underrepresented groups, faculty politics, and new regulations.

2.9.5 Pedagogical and Paradigmatic Challenges

Zeleza (2012) highlights the existence of pedagogical and paradigmatic challenges within African HEIs which range from languages of instruction, educational systems used, as well as the production of knowledge and its relevance in the given society.

The main pedagogical and paradigmatic challenge to internationalisation according to Zeleza (2012) is the relevance within the society of the knowledge produced within African HE systems and how these systems are consumed and dispersed by students, the academic society.

2.10 FEATURES OF AN INTERNATIONALISED QUALIFICATION

According to Quinlan (2013), the post-apartheid era engendered an overwhelming incline in both inward-bound and outward-bound mobility of students and academic staff. She further observes that SA having been exposed to the control of a particular set of philosophies across the curriculum, there was an ambition to 'Africanise' the curriculum on the part of numerous academics. This is an amplified yearning to draw on native knowledge and viewpoints, and shift the paradigms that had dominated how other courses were being delivered in SA.

Orla Quinlan, the Director of the International Office at Rhodes University and a contributor towards existing knowledge on the extent of internationalisation in SA, stresses that the degree to which institutions have been internationalised in SA differs greatly (Quinlan, 2013). Subsequently, she encourages academics to seriously reflect on the degree to which the curriculum they are delivering is internationalised.

2.10.1 Internationalisation of the Curriculum

Leask (2008, pg. 209) defines the internationalisation of the curriculum as the integration of international and/or global facets in the content of the curriculum, the learning outcomes, assessment activities, teaching methods, as well as support services contained in a study programme. Leask (2012) stresses that an internationalised curriculum should have the following aims:

- Involve students in internationally cognisant research as well as cultural and linguistic diversity.
- Purposefully develop students' international and intercultural perspectives.
- Go beyond traditional borders and prevailing paradigms and assist students to deal with improbabilities by opening their minds and developing their ability to think inventively and critically.

The University of Kent (2016) recognises three dimensions in the abovementioned definition of the internationalisation of the curriculum, namely, formal curriculum, informal curriculum, and the hidden curriculum. The formal curriculum is inclusive of dimensions surrounding the programme content modules. The informal curriculum, it is concerned with co-curricular activities. The hidden curriculum revolves around institutional practices or conventions (University of Kent, 2016). The University of Kent's (2016) 'Curriculum internationalisation toolkit' identifies the following as central areas in the pursuit for an internationalised curriculum.

Intended Learning Outcomes (ILO): these are learning outcomes achieved through the selection of either generic or subject-specific activities that will orientate students with regard to the international content, concepts, applications, examples, and research.

Subject content: this refers to the incorporation of key examples whereby the subject content addresses international issues. Depending on the context of the analysis or calculation, different applications from other regions of the world maybe useful.

Assessment: this element needs to acknowledge the variety of students' backgrounds and should respond to that by assessing them accordingly. A variety of assessment patterns, based on what the diverse groups are familiar with, may be helpful.

Teaching methods/activities: these refer to a wide range of teaching approaches and methodologies to cater for the cultural diversity which is another key element in the pursuit for an internationalised curriculum. This may be offered within specific module contents during the course delivery, to highlight the wide range of international experiences and research backgrounds.

Support services: these are responsible for student support beyond the classroom. They include support provided to students through academic advisers with international experience.

Table 2.5: Principles of an internationalised curriculum

Principles of an internationalised curriculum	
Principle 1	The learning outcomes relating to the development of international and intercultural perspectives within the students' discipline are clearly defined, systematically developed, assessed, and communicated to students and staff.
Principle 2	Curriculum content is predominantly informed by international research and practice. Furthermore, various disciplinary viewpoints and ways are invited, represented, and rewarded.
Principle 3	A wide variety of learning and teaching activities integrate global and cross-cultural perspectives into learning tasks at all stages of the programme. These activities require students to engage with multiple national and international perspectives.

Principle 4	Constructive feedback is provided to assist students in developing international and intercultural knowledge, skills, and attitudes.
Principle 5	Students are provided with opportunities to learn a foreign language and study abroad, as part of an accredited programme.
Principle 6	Students are given training and support so that they will be able to work effectively in a variety of cross-cultural group-work situations, on completion of the programme.
Principle 7	Assessment tasks which require students to discuss and analyse international and intercultural issues relevant to their discipline are embedded in the programme at all levels of study.
Principle 8	Teaching teams are expected to have a good understanding of the cultural foundations of knowledge and best practices in their discipline are embedded in the programme at all levels of study.
Principle 9	All teaching staff are required to continually develop their understanding of their discipline and related professions – at an international level.
Principe 10	Teaching staff are supported in the employment of teaching strategies that engage students from diverse cultural backgrounds.

Source: McKinnon (2013)

2.11 CONCLUSION

The purpose of this study is to evaluate educators' perspectives on the extent of the internationalisation of undergraduate Tourism and Hospitality qualifications in the Gauteng province. This chapter has clarified the concept of internationalisation within the HE context. This was done by discussing key elements of the concept such as its history and policies, the dynamic of international students in SA, as well as the literature that supports the study's objectives relating to the following points: (1) the general understanding of internationalisation, (2) rationales for internationalisation, (3) internationalisation activities and resources, (4) the benefits of internationalisation, (5) the obstacles to and challenges of internationalisation, and (6) the features of an internationalised qualification.

The next chapter focuses on the research design and methodology adopted in this study, emphasising how they relate to the objectives of the research. The aspects covered include the research design, the research methods are to be used, the ethical considerations applicable to this study, a description of the research population and sampling technique, as well as the validity and reliability of the research.

Chapter 3: Research Design and Methodology

3.1 INTRODUCTION

The research design and methodology chapter explains how the research data will be collected, analysed and presented. In other words, this chapter indicates how the research will be conducted – with an elaboration on the following: the research design, the research methods to be used, the ethical considerations applicable to the study, the research population and sampling, as well as the validity and reliability of the research.

Given that the purpose of this study is to evaluate educators' perspectives on the extent of the internationalisation of undergraduate Tourism and Hospitality qualifications in the Gauteng province, the study is guided by four fundamental research questions listed in Chapter 1. It suffices to reiterate that the study has six objectives:

1. To explore how Tourism and Hospitality educators generally understand the concept of internationalisation.
2. To provide insight into how Tourism and Hospitality educators view the most important rationales for internationalisation.
3. To determine the activities and resources Tourism and Hospitality educators perceive as receiving the most attention.
4. To determine what Tourism and Hospitality educators perceive as the most significant benefits of internationalisation.
5. To determine what Tourism and Hospitality educators perceive as the most important internal obstacle to advancing internationalisation.
6. To determine which Tourism and Hospitality qualification features are specifically geared towards advancing internationalisation.

This study is phenomenological by nature, as it attempts to understand people's perceptions and understanding of a particular situation (Leedy and Ormrod, 2010).

3.2 QUALITATIVE APPROACH AND RESEARCH STRATEGY

The researcher employed a qualitative approach in order to help to fully understand how tourism and hospitality educators perceive the extent of internationalisation in their institutions. According Gay et al (2011, pg. 7), qualitative research consists in the collection, analysis, and interpretation of comprehensive narrative and non-numerical data to gain insight into a particular phenomenon of interest. The researcher decided on the qualitative approach due to the non-numerical nature of the data. Similar studies such as the one conducted by Alsharari (2017) used this approach as the study was exploring internationalisation in a specific context (United Arab Emirates).

The researcher used semi-structured interviews to collect the data. The qualitative approach focused on six key areas (research questions), to establish the participants' perception: (1) general understanding of internationalisation, (2) internationalisation rationales, (3) internationalisation activities and resources, (4) benefits of internationalisation, (5) internal obstacles to internationalisation, and (6) internationalisation within the curriculum.

3.2.1 Selection Criterion and Participant Characteristics

This subsection explains how the researcher chose the participants to meet the research objectives. This subsection also gives a description of the participants in the study, based on their institution's type, gender, academic background, work experience, and occupation to demonstrate their relevance to the research objectives.

3.2.1.1 Selection Criteria

The researcher used the purposive sampling technique. The latter, as Leedy and Ormrod (2010) indicate, aims at choosing people or units for a specific purpose. The participants in this study were Tourism and Hospitality educators from selected public HEIs around the Gauteng Province who met the following predetermined criteria:

1. Educators and/or staff members within a public HEI,
2. The public HEI must be situated in the Gauteng Province,
3. The educator and/or staff member has to be closely related to tourism and hospitality qualifications,
4. The tourism and/or hospitality qualification offerings must be at a minimum NQF level 6.

3.2.1.2 Participant Characteristics

The table below gives a detailed description of the participants' characteristics to contextualise their relevance to this study. The table provides such information as the type of institution, date of interview, academic discipline background, professional position, and the number of years in their current public institution. The participants were assigned codes, as illustrated in Table 4.1 below. The letter 'L' represents their occupation. It is followed by a number that indicates the chronology of the interviews. The same coding approach was used to label the institutions that the participants represented. The letter 'U' was followed by a number that signals the chronological order of the visit to the given institution.

Table 3.1: Selected participants' details

	RESPONDENTS	INSTITUTION	INSTITUTION TYPE	GENDER	ACADEMIC BACKGROUND	OCCUPATION /POSITION	NUMBER OF YEARS IN CURRENT INSTITUTION
1.	L1	U1	University of Technology	Female	Hospitality	HOD	24 years
2.	L2	U1	University of Technology	Female	Hospitality	Lecturer	23 years
3.	L3	U2	Comprehensive University	Male	Tourism	Lecturer	4 months
4.	L4	U2	Comprehensive University	Female	Hospitality	Lecturer	12 years
5.	L5	U3	Comprehensive University	Female	Hospitality	Lecturer	+1 year
6.	L6	U4	Traditional University	Female	Tourism	HOD	20 years
7.	L7	U4	Traditional University	Female	Tourism	Lecturer	10 years
8.	L8	U4	Traditional University	Female	Tourism	Lecturer	13 years
9.	L9	U5	University of Technology	Female	Hospitality	HOD	+20 years

Source: Author's fieldwork

A total of nine participants were included in the study. The institutional breakdown is as follows: two universities of technology, two comprehensive universities, and one traditional university. It took approximately 12 to 25 minutes to complete each interview, depending on the length of the responses.

3.3 RESEARCH POPULATION AND SAMPLING

3.3.1 Research Population

The research population includes educators and staff of public HEIs in the Gauteng province. The qualitative approach focuses on six key areas (research questions), to evaluate the perception of the participants: (1) *general understanding* of internationalisation, (2) internationalisation *rationales*, (3) internationalisation *activities and resources*, (4) *benefits* of internationalisation, (5) *internal obstacles* to internationalisation, and (6) internationalisation within the *curriculum*.

Below are the interview questions developed for the purposes of the study:

1. What is your **general understanding** of the concept of internationalisation in Higher education?

2. What are the most important **rationales** for internationalisation at your institution?

3. Which internationalisation **activities and resources** receive the most attention at your institution?

4. What are the most significant **benefits** of internationalisation in your institution?

5. What are the most important **internal obstacles** to advancing internationalisation at your institution?

6. Which **features** of your Tourism and/or Hospitality qualification do you view to be specifically geared towards advancing internationalisation?

Gubba (2014) notes the existence of numerous ways to approach and apply qualitative research; these include grounded theory, narrative qualitative inquiry, and interim analysis. These data collection methods will be discussed in detail in the research method section of this chapter.

The researcher aimed to attain 10 samples for the study. The target samples are Tourism and/or Hospitality educators and staff from 6 public HE institutions in Gauteng province.

The targeted public institutions include: 2 Traditional universities, 2 Comprehensive universities, and 2 Universities of technology. The number of 10 is justified by the total population size of 114 tourism and hospitality educators and staff from the 6 public HE institutions. The number was gathered from the official websites of the institutions. Table 3.1 below provides a breakdown of the research population.

Table 3.2: List of public HE institutions offering Tourism and Hospitality in the Gauteng province

	NAME OF INSTITUTION	CITY	PROVINCE	RELATED QUAIFICATION OFFERED	TOTALNUMBER OF STAFF	TARGETED SAMPLES
1.	Tshwane University of Technology	Tshwane	Gauteng	NDip Hospitality Management NDip Tourism Management	17	2
2.	University of Johannesburg	Johannesburg	Gauteng	NDip Hospitality Management NDip Tourism Management	26	2
3.	University of Pretoria	Tshwane	Gauteng	BCom Tourism	5	1
4.	University of South Africa	Tshwane	Gauteng	Diploma in Tourism Management	31	2
5.	University of Witwatersrand	Johannesburg	Gauteng	Bcom Tourism	14	1
6.	Vaal University of Technology	Vaal	Gauteng	NDip Hospitality Management NDip Tourism Management	21	2

Source: Tshwane University of Technology (2018), University of Johannesburg (2018), University of Pretoria (2017), UNISA (2017), University of Witwatersrand (2017), Vaal University of Technology (2017**)**

The next section deals with the sampling techniques used in the study.

3.3.2 Sampling

A non-probability sampling technique called purposive sampling will be used for this study. In purposive sampling, people or other units are chosen, as the name implies, for a particular

purpose (Leedy & Ormrod, 2010). The benefits of non-probability sampling are that it is less resource-intensive, generally more accessible, and expedient (Jonker & Pennink, 2010).

The researcher purposefully selected Tourism and Hospitality educators working in public HEIs in Gauteng province as the sample for this research. The reason is that these educators' perspectives are pertinent to the advancement of internationalisation efforts in HEIs; as the phenomenon is considered to be rather new within the research arena (Rumbley & Proctor, 2018).

3.4 DATA COLLECTION PLAN AND ITINERARY

This section details how the data were collected and traces the itinerary utilised to collect the data within the different HEIs within the Gauteng province.

3.4.1 Data Collection Plan

A data collection plan ensures that the collection process runs as efficiently as possible. The data collection process is planned in five distinct phases: (1) plan and develop an interview schedule, (2) pilot the interview, (3) pilot the interview analysis/evaluation and make modifications, (4) phase one data collection, and (5) analysis of interview data.

1. **Plan and develop an interview schedule**: in this phase, the proposed interview takes shape, and enables some adjustments to be made to suit the purpose of the study. The various literature sources used to develop the interview schedule include Beelen (2011), Ryall (2013), as well as Brookes and Becket (2011). All these authors conducted studies relating to internationalisation in HE in various fields, to evaluate the perceptions of staff as well as the curriculum. Given that the purpose of this study is to establish the extent of the perception of internationalisation, the development of the interview schedule had to be geared toward measuring perceptions without limiting the participants' responses. Thus, the researcher adapted Jos Beelen's 2011 questionnaire design which had four main questions, to evaluate the extent to which internationalisation was perceived. These four main questions focused on the following themes: (1) Rationales, (2) Participation in activities and resources, (3) Benefits, and (4) Internal obstacles. However, unlike in previous studies, the author conducted face-to-face interviews with the respondents. In an effort to extract as much information as possible from the respondents, the authors probed the interviewees for richer and in-depth responses.

2. **Pilot interviews***: Once the tool was designed, the researcher conducted pilot interviews for further refinement, elimination of any of mistakes such as layout and grammar. The pilot interviews were conducted with the academic staff from the University of Johannesburg's School of Hospitality and Tourism (STH). The respondents provided constructive feedback and the interview schedule was amended accordingly.

3. **Pilot interview analysis/evaluation and modification:** Modifications were made to the interview questions and/or data analysis methods, to ensure that they accommodate each other. These modifications were based on the results of the pilot interviews.

4. **Data collection:** The data collection phase consists of a variety of steps which are discussed in detail in section 3.5.2. In general, this phase encapsulates how, when, and where the data will be collected.

5. **Data analysis:** This phase includes transcribing the recorded interviews, conducting an interim analysis, analysing the narrative, and identifying themes.

3.4.2 Data Collection Itinerary

All the interviews are to be conducted directly with the participants (face-to-face), thus the need for a data collection itinerary. All the considered HEIs are situated in the Gauteng province. Therefore, to prevent unnecessary backtracking and to save costs, the author has developed an itinerary. The first institution to be sampled is the Vaal University of Technology situated in Vanderbijlpark, south of the province. It is followed by two institutions located in Johannesburg which is 77 km away, namely, the University of Witwatersrand and the University of Johannesburg, in the central region of the province. The last three institutions are located in Pretoria which is 58 km away; the researcher will begin with the University of South Africa, followed by the University of Pretoria, and conclude with Tshwane University of Technology, situated in the western part of the province.

Table 3.3: Data collection itinerary

	INSTITUTION	CITY/TOWN	ADDRESS	DATE	NUMBER OF INTERVIEWEES
1.	Vaal University of Technology	Vanderbijlpark	Andries Potgieter Blvd, Vanderbijlpark, 1900	16/04/18	2
2.	University of Witwatersrand	Johannesburg	26 Jorissen Street, Johannesburg, 2000	17/04/18	1
3.	University of Johannesburg	Johannesburg	74 Bunting Rd, Cottesloe, Johannesburg, 2092	17/04/18	2
4.	University of Pretoria	Pretoria	Dr Savage Rd, Prinshof 349-Jr, Pretoria, 0084	18/04/18	1
5.	University of South Africa	Pretoria	Preller St, Muckleneuk, Pretoria, 0002	18/04/18	2
6.	Tshwane University of Technology	Pretoria	Staatsartillerie Rd, Pretoria West, Pretoria, 0183	19/04/18	2

Source: Author's field work (2018)

3.5 DATA COLLECTION INSTRUMENTS

This section focuses on the instruments the author used to collect data from the research participants. These data collection instruments used include consent forms, interview sheets, and voice recording equipment.

3.5.1 Consent Forms

Before the participants are allowed to partake in the study, the researcher will request for their permission by ensuring that they sign a consent form (Appendix A), to clear all ethical issues linked to conducting a study of this nature. Further ethical consideration dimensions are discussed in the ethical consideration section of this chapter.

3.5.2 Interview Sheets

Interview sheets with a list of questions will be used in the interviews as guides for both the interviewer and the interviewee. This is to eliminate any misunderstandings when the questions are being asked vocally. An example of the interview questions is attached as Appendix A. The researcher plans to conduct semi-structured interviews whose guiding questions will be similar to the main research questions. The interview questions will be in an 'open-ended format', to extract as much information as possible from the respondents. Silverman (2000) notes that the purpose of research interviews is to explore the viewpoints of the individuals', experiences, beliefs, and/or motivations concerning certain issues.

3.5.3 Digital Voice Recorder and Cell-phone

The researcher will use two devices as his primary data recording instruments. The first is a Philips Voice Recorder DVT1150 which is a traditional voice recorder with audio playback capability. The second data recording instrument to be used in the study is the researcher's personal cell-phone which is an iPhone 6 with voice recording software.

The next section provides a detailed explanation of the methods used to collect the data for the study. The researcher will explain each of the four steps and justify the use of those methods.

3.6 DATA COLLECTION METHODS

The researcher used the following methods to collect the data in this study:

- Grounded theory
- Narrative qualitative inquiry
- Interim analysis

3.6.1 Grounded Theory

This study is based on grounded theory which, according to Bitsch (2005), is one of the approaches to qualitative research. For Bitsch (2005, as cited in Gubba, 2014, pg. 245), grounded theory is a 'methodology consisting in creating inductive theories that are grounded in methodically collected and analysed data'. Bitsch (2005) further highlights that the processes of data collection, analysis, interpretation, as well as the development of the theory occur in synergy to one another. The data on how educators perceived the internationalisation of Tourism and Hospitality qualifications within HEIs are provided by the participants situated within that particular environment of interest (HEIs). In other words, the grounded theory induces the information from the participants.

3.6.2 Narrative Qualitative Inquiry

Gay et al (2011) explain narrative research as the study of how various individuals experience the world that surrounds them. Gay et al (2011) believes that if people are allowed to tell their stories, then their actions will be understood. In this study, the researcher undertakes to understand how educators and staff from selected HEIs perceive the extent of

internationalisation in their institutions by analysing their responses to structured questions. The narratives developed through their responses will highlight the various participants' experiences.

3.6.3 Interim Analysis

Interim analysis is defined as 'the cyclical or recursive process of collecting data' (McMillan & Schumacher, 2006, pg. 366-367). Interim analysis implies that the data analysis is done continually, instead of at the end of the data collection process, to generate a comprehensive analysis of how the participants perceive the extent of internationalisation in their institutions. Gubba (2014) advises that the analysis must done after each interview, to avoid the possible confusion associated with handling large amounts of data.

3.7 DATA ANALYSIS PROCEDURE

Data analysis is the application of reasoning to understand and interpret the collected data (Conradie, 2013). The appropriate data analysis technique shall be determined by the researcher's information requirements, the characteristics of the research design, and the nature of the data collected (Zikmund, 2003).

3.8 ETHICAL CONSIDERATIONS

This section highlights all the ethical aspects considered by the researcher to conduct the study in a moral, humane and non-discriminatory manner - – so as not to infringe the rights of or offend the targeted respondents. Gubba (2014, pg. 252) stresses that research is about ethics and that there are certain consequences to any unethical behaviour towards the research respondents. The researcher has considered the following ethical issues for the study: (1) protection from harm, (2) informed consent, (3) right to privacy, (4) honesty with professional colleagues/deceptions.

3.8.1 Protection from Harm

Leedy and Ormrod (2010) emphasise that researchers must not expose those partaking in their study to any form of unnecessary physical or psychological harm. The present study does not place the participants at risk of any harm. The interviews will only assist in

analysing the perspective of educators on the extent of internationalisation in their various institutions. All measure to ensure a safe participation have been considered.

3.8.2 Informed Consent

Atkin and Wallace (2012, pg. 42, as cited in Gubba, 2014, pg. 253) characterise *voluntary informed consent* as one whereby the participants comprehend the purpose of a study and agree to participate, before the research begins. To ascertain this, the researcher will issue a consent form and letter (Appendix B) for the respondents to read first to understand what the research entails and to sign – if they agree to partake.

The participants must also understand that they have the right to withdraw from the study at any time. Thus, the data collection tool will include a cover letter that informs the potential participants about the study and their right to withdraw without any consequences.

3.8.3 Right to Privacy

Ary, Jacob and Sorensen (2010) stress the respect for privacy is pivotal to conducting ethical research with human participants. This study will guarantee the privacy of its respondents by ensuring that no information that could help to identify them is included in the study without their consent. According to Leedy and Ormrod (2010), any research that involves human beings should have respect for those participating in it – in regards to their rights to privacy – and under no situation should a report be presented in such a way that others would know how a participant responded or behaved (unless otherwise agreed by the participant in writing). Section A of the actual data collection tool includes a demographical subsection which asks the participants to give details about themselves. However, it excludes very personal details like the names and contact details of the participants.

3.8.4 Honesty with Professional Colleagues/Deception

According to Sagepub.com, research deception is the deliberate 'misrepresentation' of research facts related to the purpose, nature, or consequence of an investigation. Thus, the cover page of the data collection tool clearly indicates the purpose of this study and categorises the various aspects it investigates.

3.9 CONCLUSION

The purpose of this study is to evaluate educators' perspectives on the extent of the internationalisation of undergraduate Tourism and Hospitality qualifications in selected HEIs situated in the Gauteng province. The aim is to provide institutional policy makers with a clearer picture on how educators perceive internationalisation, to ensure better policy implementation – since educators are at the core of the implementation of internationalisation. The qualitative approach to this study is influenced by the nature of the data to be collected as well as the total sample population. The latter consists of Tourism and/or Hospitality educators from Gauteng's public HEIs (universities, universities of technology, and comprehensive universities) that provide Tourism and/or Hospitality qualifications within NQF levels 6-8.

To ensure a fair and thorough data collection, this process is divided into 5 distinct phases: (1) planning and developing interview schedule, (2) piloting the interview, (3) piloting the interview analysis/evaluation and modification, (4) undertaking phase one data collection, and (5) analysing the interview data. The researcher plans to use the following data collection methods: grounded theory, narrative qualitative inquiry, and interim analysis. The study has considered all the necessary ethical requirements, including the participants' protection from harm, attaining consent, as well as the assurance of privacy and honesty. In addition, the participants will be given an option to access the final paper, in an effort to ensure transparency.

Chapter 4: Data Collection and Analysis

4.1 INTRODUCTION

The purpose of this study is to evaluate educators' perspectives on the extent of the internationalisation of Tourism and Hospitality qualifications in the Gauteng province. This data collection and analysis chapter seeks to contextualise the data collection and analysis methods and align them with the research aims and questions. It suffices to reiterate that the study has six key objectives that help to fulfil its purpose:

1. To explore how Tourism and Hospitality educators generally understand the concept of internationalisation.
2. To provide insight into what Tourism and Hospitality educators view as the most important rationales for internationalisation.
3. To determine the activities and resources that Tourism and Hospitality educators perceive to receive the most attention.
4. To determine what Tourism and Hospitality educators perceive as the most significant benefits of internationalisation.
5. To determine what Tourism and Hospitality educators perceive as the most important internal obstacles to the advancement of internationalisation.
6. To determine which Tourism and Hospitality qualification features are specifically geared towards the advancement of internationalisation.

The abovementioned objectives will assist the researcher to gain deeper insight into how educators perceive the concept of internationalisation in relation to their institutions. This chapter will also provide a holistic summary of how the participants view internationalisation – from a general standpoint.

4.2 CONDUCTING PILOT INTERVIEW, PILOT INTERVIEW ANALYSIS AND MODIFICATION

Section 4.2 gives a detailed explanation of how the pilot interviews were conducted. It also describes how the analysis was done, and indicates the subsequent modification of the interview schedule.

4.2.1 Conducting a Pilot Interview

A pilot interview was conducted to eliminate any existing errors and refine the interview questions and consent form. A single sample was used as a pilot, with the interview lasting twenty-seven minutes and three seconds. The pilot interview assisted the researcher in determining a more realistic expectation of the length of the actual interviews, anticipating the challenges in answering the questions, and directing follow-up questions. This was done through a careful probing of the questions asked to establish which questions required further clarity, and/or a different enquiry approach. This is evident in the average length of the interviews conducted later on in the study. The interviews consequentially became shorter and more focused on the research objectives. This assisted the researcher during the analyses stage of the study.

4.2.2 Pilot Interview Analysis and Modification of Schedule

A pilot interview resulted in the following changes to the data collection tool:

• The consent form and cover page were merged.

• Grammatical errors were rectified.

• An additional section for the researcher to keep notes was added, as the researcher realised the need to keep notes throughout the interviews.

4.3 DATA COLLECTION

The data collection process used in this study included six important steps which the author used to collect and process the data. These steps included preparing an itinerary for collecting the data, interviewing and recording participants, transcribing the recordings, generating themes and code from the transcribed recordings.

Figure 4.1: Data collection process

Source: Author

4.3.1 Preparing for Data Collection

The data were collected within a period of 14 days, which involved such logistics as setting appointments, obtaining confirmations from the participants, elaborating an itinerary, conducting pilot and actual interviews. Overall, nine face-to-face interviews were conducted, hence the need for a data collection itinerary including dates. This was to avoid unnecessary backtracking and to save costs.

The data collection itinerary is detailed in the table below.

Table 4.2: Data collection itinerary

	INSTITUTION	INSTITUTION TYPE	CITY/TOWN	DATE	NUMBER OF INTERVIEWEES
1.	U1	University of Technology	Vanderbijlpark	16/04/18	2
2.	U2	Comprehensive university	Johannesburg	17/04/18	2
3.	U3	Comprehensive university	Johannesburg	18/04/18	1
4.	U4	Traditional University	Pretoria	19/04/18	3
5.	U5	University of Technology	Pretoria	20/04/18	1

Source: Author's fieldwork

4.3.2 Interview Process and Recording

Interviews were scheduled according to the availability of the participants from the selected five public HEIs across the Gauteng province. The researcher encountered a few problems with regard to scheduling the interviews with the targeted participants; this was partly due to the timing. Indeed, the interviews were scheduled around the time when most of the selected institutions had their graduations.

Nevertheless, the interview process typically included the following steps: (1) reintroduction of the interviewer, (2) explanation of the purpose of the study and provision of a brief background, (3) signing of consent form, and (4) initiation of the recording and commencement of the interview. This process made it easier to conduct the interviews. Although most interviewees were initially unsettled by the prospect of being recorded, they were more at ease once a background had been given.

The interviews lasted between 12 and 26 minutes, as the manner in which each participant responded varied and some interviews were disrupted by unscheduled visits and/or phone calls. Once the interviews had been conducted, the recordings were transcribed, coded, and analysed – using Atlas.ti™ Version 8.

The researcher used two devices as his primary data recording instruments: a Philips Voice Recorder DVT1150, which is a traditional voice recorder with audio playback ability and the researcher's personal iPhone 6 equipped with a voice recording software. All interviews were recorded using these instruments and all the recordings were saved in mp3 format, to ensure uniformity.

4.3.3 Transcribing

The transcription of the interview recordings was done to enable the researcher to accurately analyse the data. Thus, the researcher transcribed the interview recordings before using any analytical computer programmes to sort and properly organise the data to establish their correlation with the literature from Chapter 2. Accurate transcription was necessary to ensure the validity and reliability of the data. The researcher used a transcription technique known as verbatim transcription. According to Salonga (2018), verbatim transcription consists in producing the written format of the spoken language; as such, it captures all the spoken words, including fillers like "ah", "uh" and "om", as well as throat clearing and incomplete sentences. Verbatim transcription also includes pauses, laughter and other sounds, which are all expected parts of spoken language. In this regard, Salonga (2018) stresses that verbatim transcription is the most expensive transcription technique, because it is time-consuming.

4.3.4 Data Analysis Software (Atlas.ti^{TM} Version 8)

After the transcription of the interview recordings was completed, the researcher began to organise and analyse the data by means of the computer software called Atlas.ti^{TM} Version 8. Lewins and Silver (2007) characterise Atlas.ti^{TM} as a computer programme that assists researchers to unearth and analyse a complicated phenomenon concealed within unstructured data. This software assists by giving the researcher aids that enable him/her to identify codes and interpret findings within primary data and assess their relevance to the study. It is important to highlight that the researcher used this computer programme primarily as a means to organise the data and filter any unrequired utterances. In other words, the bulk of the

interpretation and analyses were done using other techniques (codes and themes) that will be discussed in the next subsection (4.3.5).

4.3.5 Codes

Saldana (2013) points out that grounded theory disposes of six coding techniques, namely, in vivo, process, initial, focused, axial, and theoretical coding. Other coding approaches, according to Kawulich (2004), include theory-driven, research-driven, and data-driven coding. In this study, the researcher used research-driven coding. Kawulich (2004) describes research-driven codes as ones that were previously used by others, in this case Beelen (2011). She further states that the findings of the previously used codes assist directly in coding the data in the current research. The codes that emerged in this study were adapted from and guided by Jos Beelen's 2011 study on internationalisation; as such, they have similar themes that are mentioned below.

4.3.6 Themes

The themes that emerged during the data analysis process described above are as follows:

- General understanding of internationalisation
- Important rationales
- Internationalisation activities and resources
- Internationalisation benefits
- Internal obstacles to advancing internationalisation
- Curriculum features that advance internationalisation

Table 1 illustrates the emerged themes and their associated codes from the Atlas.ti™ Version 8 analyses. The researcher managed to maintain a good balance between the analytical narrative and the illustrative codes. The method used in analysing the data was predominantly the research-driven approach, meaning that codes were inherited from a previous study by Beelen (2011). However, new codes emerged from the present study, as illustrated in the table below. These codes emerged primarily because of the context of the study (public HEIs in Gauteng) that was used as a prime source of the coding aligned to Jos Beelen's global study.

The secondary reason for the emergence of other codes in this particular study is a direct reflection of its discipline-focused nature (Tourism and Hospitality) which was not the case in Beelen's 2011 study. The codes contained in the table below derived from the research study.

Table 4.3: Codes and themes that emerged from the Atlas.ti™ Version 8 analyses

1. **General understanding**	
	• MOU, student exchange and collaboration
	• International exposure of students and student enrollments
	• Linkage/Networking
	• Benchmarking and quality assurance
	• Hosting various nations/nationalities
	• Understanding and integrating cultures
	• International curriculum and accreditation
	• Awareness of international environment
	• Reacting to the international community and trends
	• Knowledge and skill development
	• Teacher-and-student interaction
	• Industry-related offering
2. Important rationales	
	• Awareness of global/international environment
	• International exposure of staff and students
	• Increasing cultural understanding and integration
	• Linkage and networking
	• Improving preparedness for a globalised /internationalised world
	• Benchmarking and quality assurance
	• Positioning the institution and enhancing the profile
	• Strengthening research and international knowledge capacity production
	• Redress
	• Cost-containment
3. Activities and resources	

	• International student exchange and attraction of international students
	• MOU, research, research collaborations and publications
	• Outgoing mobility options for staff and students
	• Visiting and hosting international institutions, conferences, and scholars
	• Decolonisation/Africanisation
	• Workshops, short courses, and field trips
	• Access to information and library services
	• Benchmarking, quality assurance, and internationalisation-related policies
	• Recruiting and using an international workforce
	• Using international case studies in the curriculum
4. Benefits	
	• Students' increased international awareness
	• International exposure of students, staff, and institutions
	• International recognition and enhanced profile of institutions
	• Benchmarking and quality assurance
	• Linkage and networking
	• Attracting students
	• Increased or diversified revenue-generation
	• Transfer of international skills and knowledge to staff
	• Addressing industry gaps
5. Internal obstacles	
	• Insufficient financial resources
	• Lack of guidance and understanding from the International Office
	• Lack of institutional/faculty interest and involvement
	• Employment equity and redress
	• Lack of internationalisation strategy/plan and administrative inertia
	• Limited expertise and knowledge of internationalisation by staff
	• Contextualisation of theory
6. Qualification features that advance internationalisation	
	• Hospitality-related subjects
	• Internationally-orientated learning material and resources
	• Tourism and Hospitality as inherently international
	• Experiential training and work-integrated learning
	• Difference between internationally-oriented subject and students'

	international competence
	• Constant review of course material
	• Staff training
	• Blended learning approach to teaching
	• Research
	• Benchmarking
	• Excursions and fieldtrips

Source: Author's fieldwork (2018)

Preparing for data collection and interpretation entails additional measures to ensure the reliability and validity of the study, as will be discussed in the next section.

4.4 ENSURING RELIABILITY AND VALIDITY

Gay et al (2011:91) conceive validity within qualitative research as the extent to which the data can precisely measure what is being studied. The most recognisable terms, when describing validity within this type of research, are trustworthiness and understanding. Given that the purpose of this study is to evaluate educators' perspectives on the extent of the internationalisation of Tourism and Hospitality qualifications in the Gauteng province, the following measures to ensure reliability and validity were applied.

4.4.1 Trustworthiness

Trustworthiness refers to the credibility, transferability, dependability and conformability of the research findings (Gay et al., 2011). This particular study was steered by these principles. A more detailed explanation of the principles that insure the trustworthiness of a study is provided below.

4.4.2 Credibility

According to Twining, Heller, Nussbaum and Tsai (2017), the overall credibility of qualitative research depends on the logical correlation of the following: literature reference, research question(s), as well as data collection and analysis techniques. The researcher

approached the study in a manner that is consistent with the above mentioned criteria, to achieve credibility. The research questions are similar to the interview questions (Appendix B) which are congruent with the literature and research findings in Chapter 5.

4.4.3 Transferability

For Ary, Jacobs and Sorensen (2010), transferability can be explained as the degree to which the findings of a qualitative study can be applied or generalised to other contexts. The transferability achieved in this study relates to the sample techniques used to select the study participants. The researcher selected public HEIs within the Gauteng province, thus making the transferability to other public HEIs from other provinces possible, because they have similar regulatory bodies, i.e. Department of Higher Education and Training, South African Qualifications Authority, Council of Higher Education, Universities South Africa, and the Council for Quality Assurance in General and Further Education and Training.

4.4.4 Conformability

Gay et al. (2011) and Shenton (2004) explain conformability as the extent to which an instrument ensures the consistent measurability of what it sets out to measure. In this regard, the literature must be congruent with the findings and recommendations of the study. In other words, there must be a connection between the literature, the data collected, and the research findings.

4.5 DISCUSSION OF THE FINDINGS

This section intends to describe the themes and associated codes identified during the Atlas.ti™ Version 8 analysis process, as shown in Table 4.3.

4.5.1 General Understanding of Internationalisation

The participants' perceptions of their general understanding of the concept of internationalisation was in line with the widely accepted definition by Knight (2003), which conceives internationalisation as the practice involving the incorporation of an international, intercultural or global dimension in the curriculum, research, and service functions. The codes and themes pertaining to the first main research question were condensed, to provide a more refined explanation of how the participants viewed internationalisation.

One participant indicates that:

> *'Internationalisation is not part of my expertise, field. But in general I think that with the opening up of the world and we live in a global environment, we need to be very aware of our international environment as we have a lot of our peers in various institutions in the higher education field who are also working with similar things to us…Moreover we also enrol students from various African countries in our department we do not have much of a interaction with other countries other than African countries in our department' (L1).*

L1's general understanding of internationalisation has more to do with an awareness of the international environment and the general interaction with peers from similar environments, but in the global academic village. L1 also linked her general understanding to her institution's enrollment of students from different countries, especially African ones. L1's general perception of the concept of internationalisation coincides with some of the framework points on internationalisation outlined by Brookes and Becket (2011) in Chapter 1.

Another participant articulates that:

> **L3:** *Uhm, being somebody who works in a university, I always say, ahh, the name 'university' implies universal/global so whatever we do within the university has got to be representative of what is happening globally, so in that regard I take internationalisation to be that what we are doing here is to an extent representative of of of global trends that that relates to be way we interact with each other as as as teachers and learners umm we should be representing the rest of the world so we should be open to people from different background and we should be learning from each other one…' (L3).*

L3 construed internationalisation as involving the representation of a global element within the institution by linking the term university to something universal, and by stressing that institutions have to be opened to the rest of the world. This encapsulates the general idea of internationalisation highlighted by Brookes and Becket (2001).

For L6,

'Well I think internationalisation is where there is an exchange of students coming in from overseas to our institution to study in whatever, uhm, direction and then also, uhm, our students going out into other institutions, uhm, you know globally based on either memorandums of understanding institutional agreements between universities, uhm, or uhh also where lectures would go out and do lecturing or collaborative research, uhm, within the institution with other institutions overseas' (6).

L6, who is from a tourism background, indicates that her perception of internationalisation is focused on three main elements, namely, (1) student exchange, (2) memoranda of understanding between institutions, and (3) international visiting lecturers and collaborative research. This general idea is also in line with both the abovementioned framework and Knight's (2003) definition of internationalisation as a multidimensional practice consisting in incorporating an international, intercultural or global facet within the curriculum, research and service functions.

4.5.2 Important Rationales for Internationalisation

The second research question dealt with what the participants thought were the rationales for internationalisation within their respective institutions. While most of the participants gave reasons that were more or less aligned with the existing literature on internationalisation, a few interesting responses were particularly relevant to the South African situation. Respondent L2, for instance, highlighted that she thought that her institution used internationalisation to expose their students to different cultures, which is not a surprising response. However, according L2, the ultimate purpose of exposing students to different cultures is to eradicate xenophobia. The other interesting point raised by L2 was that she viewed internationalisation as a way to address the pervious injustices caused by the intrinsically exclusive Apartheid system.

The existing literature identifies four main rationales for internationalisation, namely, *economic, academic, socio-cultural, and political* (Msweli, 2011). L2 alluded to the socio-cultural rationale which Msweli (2011) explains as the the ability to work effectively within various cultures and which can be enhanced when academic units and faculties infuse intercultural dimensions in their teaching, learning, research, and community outreach activities.

L2 explains:

> *'Ehhhr, basically like as in question one, you know just to give the students exposure to the different cultures, you know uhh probably also to eradicate this whole xenophobia thing that's going on, you know uhh you know personally because of this, I feel because of this whole apartheid system we were in we were trapped in South Africa for (papers shuffling) for ages, you know. We were not exposed to the world, because we were not even supposed to move around internally wa bona dom pass.'*

The socio-cultural rationale, as understood by L2, implies the eradication of xenophobia within HEIs. In fact, Carrim and Wangenge-Ouma (2012, pg. 13), as cited in Dominguez-Whitehead and Sing (2015, pg. 11), referred to the pervasiveness of xenophobic feelings across the country, adding that 'the experiences of non-South African Africans in South African universities, both at the levels of staff and students, cannot be assumed to be positive'.

For L2, one of the rationales for internationalisation is a view of it as a way to save costs. Indeed, because it is not financially feasible to send all students abroad, IA helps to create a more internationally orientated environment in the institution, which is cheaper and thus saves the institution money. This rationale relates to the economic one mentioned by Msweli (2011), and which he describes as the revenue required to fund HE. He further states that institutions cannot rely on local students for income. Indeed, declining budget allocations from governments leave HEIs no choice but to seek international students as a 'lucrative option' to increase their income.

As L2 puts it:

> *'Yah so if the institution are opening up for the world to come in, it (pause) also saves us because we are, you know also a third world country where where there is money involved in sending students out to other countries for a year. That's quite a costly exercise, so if they can come here it helps the institution also' (L2).*

Socio-cultural rationales, according to Msweli (2011), relate to the intercultural competence, or the ability to work effectively within various cultures. This rationale was mentioned by L5 who cited the elimination of the culture shock experienced by students when engaging with their international counterparts as one of her institution's reasons to internationalise.

L5 is employed by an institution that deals with a considerably large number of students and is mainly focused on open distance learning (ODL). According to the Council of Higher Education (2009, pg. 5), ODL associates with the principles of learner-centeredness, lifelong learning, flexibility of learning provision, the removal of barriers to access, the recognition of credit for prior learning, and the provision of learner support. Therefore, L5's evocation of the elimination of the culture shock as a rationale for internationalisation is somewhat contradictory, considering the fact that there is little student engagement at her institution. In L5's own words:

> *'So looking at the institution that I work for I think the most important rationale in terms of internalisation is that there's a there's enough education around that when we find ourselves around in a situation where we have to communicate or engage with uh learners from other parts of the world there isn't that culture shock that it's something that you, you've been exposed to, exposure is important in the sense that uhmm (pause) when you're exposed to something that uhh and have education around something a topic or a group of people when the time comes for you to interact with them you sort of have an embedded knowledge that you can share with that person and I think uhm another thing would be uhm (pause).* OK uhm we need to understand that this cannot be over, this cannot be done in a month or a year*' (L5).*

Shaydorova (2014) conceives academic rationales as including the international facet in research and teaching, the widening of an institution's academic horizon, institution building, profile and position, the improvement of quality, and international academic standards. Benchmarking, quality assurance, international competitiveness, as well as institutional positioning were some of the rationales most mentioned by the participants. Respondent L7 suggests that her institution internationalises to achieve more relevance (positioning) and compete with other institutions:

> *'Ok I think the rationale for doing it is that we're competing internationally so we wanna be our benchmarking is against international you know the best in the world so if you if you don't if you wanna compete against the best in the world you need to understanding what the best in the world is doing. So I think it's for competitive purposes, I think it's for positioning, uhmm I think it's for also actually delivering a quality product and that meets world standards…'(L7).*

Shaydorova (2014, pg. 26) indicates that the political rationale include such subcategories as foreign policy, national security, technical assistance, peace and mutual understanding, as well as national and regional identity. The political rationale for internationalisation was the only one not mentioned by any of the participants. The main reason for this may be partly attributable to the participants' level of employment. Educators do not traditionally deal with the abovementioned subcategories of the political rationale.

4.5.3 International Activities and Resources

The fourth research question concerns the main internationalisation activities and resources of the participants' respective institutions. This question is particularly important because it serves as an indicator of Gauteng public HEIs' prioritise regarding their internationalisation efforts. It is important to note that some of the responses focused on broader activities and resources, instead of faculty-based activities and resources. In other words, these responses are not exclusively about tourism and hospitality disciplines.

The main activities mentioned by the participants related to memoranda of understanding, research, research collaborations, and publications – with eight of the nine participants mentioning an activity within this code/association. Research collaborations and international memoranda of understanding between HEIs have been key activities in striving to facilitate internationalisation. However, the participants in this study were not specific on the types of existing memorandum of understanding and research collaborations, as well as the institutions involved. The OECD (2008) notes that networking with international institutions facilitates student exchange and research collaboration, and enables institutions to tap into experts worldwide; appraise and appoint colleagues as reviewers; benchmark; and recommend practices to an applied industry. This also correlates with the internationalisation framework provided by Brookes and Becket (2011), which acknowledges partaking in international research as an internationalisation activity. In this connection, L5 notes:

> *'I would say that the most important uhm activity within the university is research and and as as a researcher yourself uhm you don't only look at the scope in in your mother in your mother country you look at the broader you look at especially when you go to literature review…'(L5).*

The collaboration aspect is introduced by L7 thus:

'There's ahmm memorandums of understanding, memorandums of cooperation that's very much encouraged the university international office is very strong focus on that so they really any opportunity you have to start academic collaboration is very much encouraged there's a office dealing just with that they help with setting up the document…' (L7).

Emphasising the imperative to generate research of an international standard, L6 states that:

'…we want to be ranked in international rankings, we want to have our research published internationally. So there's a big drive to to present research that is internationally recognised…' (L6).

Benchmarking, quality assurance, and policies related to internationalisation were highlighted by the participants as some of the key internationalisation activities. Although this code was not the most mentioned, it certainly is noteworthy, as some of the comments by the participants demonstrated their awareness of some of the widespread internationalisation efforts on a national and international level.

According to the OECD (2008), networks provide exposure and interaction opportunities, particularly with countries and institutions that one might not otherwise encounter. As previously mentioned, networking facilitates student exchange and research collaboration, and enables institutions to access world experts; assists with the assessment and appointment of colleagues as reviewers; enables benchmarking; and recommends good practices. This statement is congruent with the sentiments of Henard et al (2012, pg. 23) who stated that the added value of networks typically results from a wise balance of a policy analysis of trends (comparative analysis, overviews, benchmarking, and so on) and tools and best practices (e.g. practical matters such as student placement, joint research work, and guiding students towards the most suitable university).

L3 noted that he viewed benchmarking as an activity that occurs on a national level and added that benchmarking may assist institutions with a lesser focus on internationalisation to increase their efforts. According to the Council of Higher Education (2016), historically

advantaged HEIs managed quality assurance processes themselves. Nevertheless, a noticeable lack of coherence was evident in the methods utilised, as many of them used fairly exclusive benchmarking and external examination processes. The only detail L3 did not mention was whether the benchmarking activity in his HEI was with local or international HE institutions.

De Wit (2009) states that the internationalisation-related benchmarking exercise conceives internationalisation as a strategically imperative area of HE management. Concerning benchmarking, L3 notes:

> '...I would also think, umm, there's an activity that normally university look into which they call benchmarking but now normally it happens at national level, but it can help you if you go and benchmark with a similar institution and you find out that there's a bigger focus on on internationalisation it could help and inform what you come back and do ...'(L3).

The admission policy of U1 relates to some of the national and regional (Southern Africa) internationalisation policies. As such, U1 reserves 10% of its total admission space for international students. As L1 puts it:

> 'It is our policy at XXX and it is sanctioned that we should take in 10% of our students should be international students, whether we reach the target I'm not sure always but we normally keep space up till 10%' (L1).

On participation in international awards, L9 indicates that:

> '...we also take part to international awards which if our students win then they go abroad they take part in that, and its according to the participating of the students when they up and we've been doing well each year we get about four students getting those awards going specifically to America the they it's a community college award that is affected.'

An interesting activity noted by L8 is the decolonisation/Africanisation. This respondent considers the growing call to 'decolonise' the curriculum as contrary to what

internationalisation is about. This is in line with Botha's (2010) description of the indirect proportionality between these two concepts which suggests that the more you internationalise, the less you Africanise; and the more you Africanise, the less you internationalise. Letsekha (2012) observes that the discourse on HE transformation has been infiltrated by issues regarding curriculum reform, internationalisation, the role of HE in a newly democratic country and, at crucial moments, Africanisation.

L8 also mentioned the need to balance the curriculum by ensuring the provision of a context that is both local and international, to make both practices (internationalisation and Africanisation) work within the HE environment. In L8's own words:

> '...decolonisation of the curriculum and that's then again completely kind of the opposite of internationalisation (laughs). So we deal with that issues a lot nowadays to say how we are applicable in our own context but not uhm restricted also in terms of that so I think there needs to be balance between uhm giving our curriculum a local context but also an international context so I think in terms of, we use a lot of case studies uhm international case studies obviously to make uhm our students more aware...'

International student exchange and the need to attract international students constituted another key activity mentioned by the participants, notably L6 and L7 who are from the same institution (U4) and faculty. Their institution's growing interest in catering for the African market – without necessarily excluding students from other continents – was highlighted by L6. In this regard, L7 indicated that U4 had numerous international student exchange programmes aligned with the internationalisation approach elaborated by Henard et al (2012), as described in the literature review chapter. Concerning Africanisation, L6 notes that

> 'The first thing is they want to extend their footprint in Africa, so we want to be an African university serving Africa as well, uhm, and also we we are perhaps more have more resources than many, uhh of other African countries to to be able to bring students here from Africa but at the same time to also create a global presence uhmm so I that we want be recognised,...' (L6).

Regarding internationalisation, L7 observes that

> 'There's a a lot of opportunities for students to go and travel overseas ah you know work overseas, there's a lot of exchange programmes, uhm, there's a lot of

agreements where our students complete modules overseas or where students from overseas come and complete modules ahh there's many of those exchanges.'

4.5.4 Internationalisation Benefits

'Increased international awareness of students' emerged as the most mentioned benefit of internationalisation. This was specifically recognised by L1, L2, L6, L7 and L8 who are from U1 and U4. This sentiment is shared by academics such as Stier (2003) and Beelen (2011). Stier (2003) states that one of the greatest potential benefits of the internationalisation of HE is the intercultural exchange possibility that it affords institutions.

The second most mentioned benefit of internationalisation is the international recognition that it affords institutions and its enhancement of their profiles. The participants linked this benefit to either university ranking, or increased research output. As L3 ponders:

> *'... Recognition probably , recognition as an institution , umm , I would think that as I was saying , I mean if you are looking to grow as an institution which I think every institution is looking to , ahh to to grow and be a globally significant institution of higher learning, you you would want to to to to invest in internationalisations and if you do invest and and and it comes across for everybody you get ranked, you know for for the efforts that you have put in and you get that recognition and and and I mean it trickles into many other benefits, but the the biggest one for me is is recognition' (L3).*

A stronger knowledge and research output was perceived by the participants as another benefit of internationalisation, which translated into more income resulting from research endowments and other financial benefits. L4 stresses: *'So I think obviously from a research perspective and research obviously translates into uhm capital for on some level for the university so there is a monetary' (L4).* The other internationalisation-related benefit of research, as identified by respondent L5, is researchers' opportunity to benchmark the quality of their research output and knowledge production. Mellors-Bourne, Humfrey, Kemp and Woodfield (2013) acknowledge four key benefits of internationalisation, namely, *financial, economic, academic, socio-cultural, and political*. While strengthened research and knowledge production is considered as a benefit, it is important to mention that some participants regarded it as a byproduct rather than an intentional effort by policy makers, as will be discussed in the next paragraph.

The participants assigned the increased employability of students to internationalisation. This is due to the increasingly globalised work environment and employers' tendency to be more attracted to employees with international competencies. This sentiment echoes Hsu's (2015) statement that the globalisation of the tourism and hospitality industry will gradually need graduates who can function within a culturally diverse environment in their native countries or in other countries – as a result of overseas assignments. Furthermore, Mellors-Bourne et al (2013) state that in a world characterised by growing mobility and worldwide employability, the ability to communicate easily in a major world language is a considerable advantage. L8 notes:

> *'Uhm (pause) I think at the end of the day, we train students to become employees and to become managers and to become leaders, so I think for me the biggest benefit is it make our students employable at the end of the day' (L8).*

Concerning the edge given by internationalisation, L9 highlights that:

> *'The significant benefit is that it exposes the stu the students to employment, if you if they are not intentionalised internationalised they are then bound not exposed and employers are not happy in that they then have to start internationalising the students unlike if they had if they if they at least there was a bit of exposure …' (L9).*

On the contrary, L4 stated that the main priority for government, and thus that of public institutions, is to address more pressing local issues, rather than to provide a fluid international market. Despite the benefit of increased employability of students that is attached to internationalisation, equipping students with international competencies is not an immediate concern, the priority is getting them employed in the first place. This is congruent with Knight (2015) who highlights that eighty-one percent of universities in Africa, as opposed to fifty-eight percent of those in North America, emphasised the risks related to internationalisation. Knight (2015) further indicates that this disparity is most likely an indication that African institutions are more susceptible to the threats of commercialisation and low-quality cross-border providers than their North American counterparts.

4.5.5 Internal Obstacles to Internationalisation

The code 'lack of institutional/faculty interest and involvement' stems from a variety of similar responses from the participants. These responses indicate that internationalisation is viewed as an 'add on' activity or that it is not at the top of the priority list for most institutions. Furthermore, the financial pressure on institutions, as will be discussed later on, adds to the number of issues suppressing the advancement of internationalisation within Gauteng's HEIs. L2 highlighted that, due to the mounting social and economic issues that have shadowed the HE landscape in South Africa, it has become increasingly difficult to internationalise. She explained that although internationalisation is considered important, current socio-economic issues are overshadowing it. As L2 puts it:

> *'...I think you know the obstacles is that you, you the whole system is based on where it is, how it's prioritised within your organisation and although it is definitely seen to be of importance somehow it's importance is superseded by other more pressing social and economic issues...' (L2).*

The second most significant internal obstacle to internationalisation, as perceived by the participants, is 'insufficient financial resources'. According to Beelen (2011), this internal obstacle emerged as the main obstacle within HEIs in Africa, during a global survey conducted in 2010. However, the participants from Gauteng HEIs alluded to the lack of funding as the second most significant obstacle. Funding allocated to the previously mentioned internationalisation activities such as international student exchange, outgoing mobility options for staff/students and, interestingly enough, practical lessons deemed to advance internationalisation but which are curtailed due to inadequate funding. L1, a hospitality management lecturer, highlighted that rising food prices hamper their ability to expose learners to various cuisines and ingredients. L1 states:

> **'**(laughs) I think definitely our uhm resources and in terms of the uhm the budget as we already constant budget acts on our practical classes of about 10% per year, whilst food prices are constantly increasing and rising...' (L1).

Financial constraints were found to limit both students and staff with regard to advancing their institution's internationalisation efforts. For instance, L9 admitted that her institution was unable to expose students to various workshops and events, which is limiting, to some

extent. L9 highlights the role of financial constraints in their inability to attend relevant workshops:

'Limited resources in terms of money like you find that you would want the students to be exposed to different workshops and events but then because of monetary constraints you'll find that you have to limit them to one event, the lecturers in terms of workshops also money it's mainly monetary and that obviously economics is is the one that limits us' (L9).

Another internal obstacle highlighted by the participants is the presence of red tape which demoralises staff in terms of the advancement of internationalisation. L7 noted that the numerous forms to be completed and the long procedure, coupled with the lack of interest/energy, constitute an obstacle:

'Sometimes there's a lot of red tape involved, lot of forms to complete, lots of MOUs you get the legal office involved, so there's a lot of steps to follow and procedures and uhh something you don't have energy for that...' (L7).

According to Letsekha (2013), the deliberation regarding the Africanisation of HE forms part of the greater discourse on the rearrangement and transformation of HE institutions. Matters regarding the transformation of HEIs, as observed by Letsekha (2013), have been on the agenda of the government and other key stakeholders, especially in the years following independence.

The participants underscore that the rising call, at a national level, to Africanise/decolonise HE is considered as an obstacle. Although the latter is not technically an 'internal obstacle', it hampers the advancement of internationalisation. As a matter of fact, Letsekha (2013, pg. 6) remarks that the 'imperatives of internationalisation and that of Africanisation are often portrayed in research and in the literature as diverged positions'. Letsekha (2013, pg. 6) further mentions that, in accordance with this viewpoint, 'the more you Africanise, the less you can internationalise, and vice versa'. Commenting on the imperative to Africanise, L2 notes:

' ...you know we like a baby that's still crawling we we we this this this whole internalisation, internationalisation thing is a bit of a problem currently that you cannot focus wholly on right now neh because we are trying to Africanise...' (L2).

In this regard, L3 concurs:

'...exactly, and again you go and look at the decolonisation of higher education as a moment which whilst if you think about it, it's very good to say 'let's also' and it's terms that you know are jargons decolonisation, Africanisation ...'(L3).

Concerning internationalisation, L3 comments:

'...exactly, so if you are thinking at the global level , ahh those are concepts that have an impact, I'm not saying good one or a bad one but they can influence the level of internationalisation and focus both on internationalisation within a curriculum within the university itself' (L3).

Later, this participants mentioned that Tourism and Hospitality were inherently international disciplines. L3 was of the opinion that internationalisation and Africanisation /decolonisation had their upsides. Moreover, it may be difficult to have both internationalisation and Africanisation working in unison. This was previously noted in subsection 4.4.3 where Botha (2010) underscored the indirect proportionality between internationalisation and Africanisation. The participants indicated their cognisance of the rising popularity of Africanisation/decolonisation and its potential to overshadow internationalisation, which is perceived as an obstacle.

4.5.6 Qualification Features that Advance Internationalisation

Some participants believe that subjects related to hospitality and tourism disciplines have a high international component, because their context is more international than national.

On the international aspect of the curriculum, L1 indicates:

'Ummmmm the only thing is I think umm Food and Culinary studies is an excellent subject that can uhh be focused on internationalisation umm whether it would be cost

effective and so on and whether it would fit in but exchanging of students might be also a great way of establishing and um ensure a internationalisation' (L1).

Similarly, L4 states:

'(Pause) uhmm so I'm obviously responsible for the subject known as Gastronomy primarily and that has a very umm Eurocentric field development in terms of you cannot approach the field without and so has an international ahh baseline. Is that baseline enough to, uhh address its current the current skills and knowledge that students I would say that's that is very questionable' (L4).

In the same vein, L6 notes:

'*Well Tourism Management I think is probably one of the easier uhm easier internationalised curriculums simply because tourism is an international endeavour it's a discipline that is literally the same worldwide the research is is so what we teach is the basic system of tourism which is is taught pro; maybe in difficult theoretical contexts but but basically the same worldwide so our curriculum is a very internationally driven curriculum in terms of your theory' (L6).*

The participants' association of their respective subjects with internationalisation was very automatic, as tourism and hospitality have an international origin. However, a more detailed reasoning as to why they thought this of their subjects was lacking. L4 highlighted that her subject (Gastronomy) has a large Eurocentric focus. Nonetheless, that does not automatically equate to the transfer of international skills or awareness to students. This ideal is supported by Horsthemke (2009), as cited in Letsekha (2013, pg. 7), who states that neither the idea of 'an African essence, culture and identity', nor the notion of 'African ways of knowing' constitutes an appropriate theoretical framework for conceptualising the change required in HE thought and practice.

The second curriculum aspect most associated with internationalisation within Tourism and Hospitality qualifications comprises of the learning materials and resources, particularly the usage of international textbooks and the Internet. The participants did not mention a wide array of learning materials and resources.

Another curriculum feature highlighted by participants is the learning activities within hospitality-related subjects such preparing various meals from different international cuisines, and the link between culinary teachings with international languages.

Commenting on the internationality of the hospitality industry, L2 indicates;

'...so in the hospitality sector I think it has always been international, it has ALWAYS been international. If you look at any hospitality language, our cookery, culinary terms ...you know the books we use are US books' (L2).

Unlike L2, L5 notes a resource parity between the South African and the international:

'Well to be honest the (pause) textbooks that are used in my uhmm modules that I offer as a lecturer uhmm there's normally a recommended and a prescribed of of those two one is South African and the other one is is is international uhh textbook which then gives the the learners the opportunity to view both both both sides uhm I'll I'll I'll look at it especially uhm the module that I give in I don't know if I'm allowed to say the name of the module in in Housekeeping it's purely American it's purely American' (L5).

Similar to L2, L8 reinforces the internationality of both the content and resources of tourism:

'(Sighs) You know I think again maybe we are in fortunate that the tourism industry is global so I don't think the problems that we face in tourism is a serve as in other academic degrees maybe, so I think if you talk about accounting it would be difficult to make it international but tourism I think the bulk of our content and the bulk of our resources come from international scholars' (L8).

The participants also noted that tourism and hospitality disciplines were inherently international, because their teaching approach should have a broad context, to remain applicable and relevant. L3 highlighted that this was to help students have an understanding of the various people they will be dealing with in the job market. This is particularly true if

students are being trained to work in establishments that engage with an international clientele.

Concerning the broadness of the tourism teaching approach, L3 indicates:

'...uhh, tourism by its very nature implies traveling from one place to the next, so it requires a very broad sort of a a teaching methodology where you don't limit the students to say 'Oh South Africa this, South Africa that' You've got to be putting into different context so that the students can understand that they will be dealing with people that come from all over the world...' (L3).

Commenting on the advantages of an international curriculum, L8 observes:

'(Sighs) You know I think again maybe we are in fortunate that the tourism industry is global so I don't think the problems that we face in tourism is a serve as in other academic degrees maybe, so I think if you talk about accounting it would be difficult to make it international but tourism I think the bulk of our content and the bulk of our resources come from international scholars...' (L8).

L8 made a comparison between tourism disciplines and other – more generic – disciplines (accounting, law, medicine, and so forth). She indicated that it was much more difficult to internationalise disciplines other than tourism, because tourism education in South Africa stills depends on international scholars for content. This statement further demonstrates the participants' perception of internationalisation.

Experiential training and work integrated learning (WIL) were perceived by the participants as an integral part of the integration of internationalisation within the curriculum of tourism and hospitality qualifications. This is in addition to the level of exposure students receive from being integrated into the work place while they are still part of the HE system. According to Nicolaides (2015), WIL models need to be reassessed to involve cultural diversity, because such education will create empowerment and will advance a student's ability to deal with cultural diversity matters, when they arise. The participants highlighted the positive elements of experiential learning in imparting the international component to learners. This was underscored in different ways by respondents L3, L7 and L9. As L3 puts it:

'...one, uhh part of that is also maybe the the the in service training component or Work Integrated Learning has to have an unlimited focus, umm, where you don't only say students should be looking for opportunities here they should be exposed to to to places elsewhere so that's also a component that I feel maybe, especially within the tourism and hospitality sphere because we teach that to say 'you can end up anywhere in the world…' (L3).

L3 remarks that 'in service training' has an unlimited focus which assists students to be more open-minded, a key element to internationalisation. Moreover, L7 identified self-identification as a positive point of experiential learning. as L7 puts it:

'...So in that sense, we try to do that but (pause) uhm sometimes I'll you can share content of what those people are like and what but I mean it's experiential learning that's you know yourself. That is just the the best thing' (L7).*

The positive role of experiential learning is reinforced by L9 thus:
'We have uhmm Culinary, we have Food and Beverage, we have what we call Housekeeping, Accommodation, Front Office, we have we have the work integrated learning where the students go out to the field. Mmm in theoretical uhhh Food and Beverage which includes mmmm wine service and all those things' (L9).

L9 does not substantiate why she associated WIL with internationalisation. However, the relation is noteworthy, as she is involved with hospitality-related disciplines.

4.6 CONCLUSION

In this chapter, an in depth explanation of the qualitative research approach used in the study was given. The data were analysed in a logical manner, with a clear structure relating to the objectives that assisted the researcher to answer the research questions outlined earlier. Interviews were conducted with five public HEIs within the Gauteng province. The same interview questions were posed to all the interviewees, in a semi-structured format. Content analysis was used to make meaning of the various participants' perspectives. The researcher used three main data analysis methods, namely, (1) grounded theory, (2) narrative analysis, and (3) interim analysis.

The analysed data generally pointed towards the sample population having a moderate awareness of what internationalisation entails. The participants have given the researcher an

idea of the extent to which tourism and hospitality qualification are internationalised within the Gauteng province. The interviews established the prevalence of a mainly positive view of internationalisation within HEIs and the positive impact it has. However, contradicting opinions emerged on the real benefits of internationalisation, particularly with regard to the current socio-cultural and political climate of South Africa and the increasing discussion about the Africanisation of HE which is top on the priority list of the aforementioned institutions than internationalisation.

In the next chapter, the researcher will discuss the findings of the study, with the aim of aligning them to the research objectives. The research will achieve this by reflecting on the discussions with the research participants on their perception of internationalisation within tourism and hospitality qualifications. Subsequently, the researcher will makes recommendations to policy makers and HE institutions.

Chapter 5: Findings and recommendations

5.1 INTRODUCTION

This chapter discusses the findings from the analysis of the interviews undertaken in the previous chapter. These findings are systematically related to existing literature – to establish comparison or contrast. The purpose of this chapter is to organise the results according to the study's objectives and aim, to evaluate educators' perspectives on the extent of the internationalisation of Tourism and Hospitality qualifications in the Gauteng province. In Chapter 4, the researcher signaled the adoption of a qualitative approach to the collection of the data to be presented in the current chapter. Thus, this chapter elaborates on the participants' various perspectives and experiences, to address the key objectives stated in Chapter 1:

1. To explore how Tourism and Hospitality educators, generally, understand the concept of internationalisation.
2. To provide insight to how Tourism and Hospitality educators view the most important rationales for internationalisation.
3. To determine the internationalisation activities and resources Tourism and Hospitality educators perceive to receive the most attention.
4. To determine what Tourism and Hospitality educators perceive as the most significant benefits of internationalisation.
5. To determine what Tourism and Hospitality educators perceive as the most important internal obstacle to advance internationalisation
6. To determine which Tourism and Hospitality qualification features are specifically geared to advance internationalisation.

The research objectives translate into six research questions posed to the participants. These research questions related to six key areas pertaining to internationalisation: (1) *General understanding* of internationalisation, (2) internationalisation *rationales*, (3) internationalisation *activities and resources*, (4) *benefits* of internationalisation, (5) *internal obstacles* to internationalisation, and (6) internationalisation within the *curriculum*. The research questions were administered in a semi-structured and open-ended format. Thus, this chapter contextualises the research according to the above research areas. This chapter further

outlines the limitations of the study and makes recommendations for future research into the six research areas mentioned above.

5.2 CONTEXUALISING THE RESEARCH

Internationalisation in the South African HE system has its roots deeply planted in the country's rich political background. Scholars like Jooste (2015) segment SA's HE background into three distinct periods: before 1948, between 1948 and 1994, and from 1994 to 2014. These periods correspond to the changes in SA's political climate over the years – from colonial times to the abolishment of apartheid.

Jackson, Robson and Huddard (2012) note that, within a highly competitive setting in terms of hiring, ensuring high quality and engaging experiences for local and international students should be stressed. Jackson et al. (2012) indicate that further emphasis needs to be placed on infusing critical thinking and interpersonal skills development as well as equipping students with a multicultural view for life and effective functioning in the global economy.

The demand for graduates who are capable of working effectively in this global industry has been recognised by educators, employers, and graduates themselves (Hearns et al., 2007; Maher, 2004; Munoz, 2005). SA was ranked 11th most popular international student destination in 2014, with an estimated number of 70 428 international students studying in South African HEIs (*Guardian*, 2014).

5.3 DEMOGRAPHIC DATA

In total, nine interviews were conducted with participants from five public HEIs within the Gauteng province. Out of the nine research participants, eight were female and one was male. The academic background of the participants was of great importance as it helped to establish the grounds for the evaluation of their perspectives on internationalisation. Five of the participants have a hospitality background, while the remaining four have a tourism-academic background. The research participants represented a wide array of public HEI types – with an equal representation of three participants from universities of technology, comprehensive universities, and traditional universities.

The next section discusses the research findings pertaining to the educators' understanding of the concept of internationalisation.

5.4 RESEARCH FINDINGS

This section summarises and interprets the findings relating to the research objectives outlined earlier. These research findings are discussed individually with a view to gaining a holistic understanding of the perspectives of all the research participants on the internationalisation of tourism and hospitality qualifications within Gauteng public HEIs.

Objective 1: To explore how Tourism and Hospitality educators, generally, understand the concept of internationalisation

Educators' general understanding of internationalisation is weighed against its widely accepted definition by Jane Knight (2003, pg. 1). The latter defines internationalisation as *'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education'*. In other words, the discussion on the findings of the current research regarding the first research objective will use Knight's definition as reference point. This definition regards internationalisation as a process that integrates an international, intercultural or global aspect within two areas of HE: (1) the purpose, and (2) the functions or delivery.

Knight's (2003) definition of internationalisation includes the term 'post-secondary education'. However, contextually, for the purpose of the discussion, this term will be equated to HE.

The participants linked their view of internationalisation to the incorporation of specific activities that they perceive as part of the purpose of their respective HEIs. These activities are congruent with the integration of global dimensions that place the student at the centre of the discussion. The key narrative from the participants' responses is that the purpose of internationalisation within their HEIs is to foster a student-focused process.

Table 5.1 characterises the general understanding of internationalisation according to Knight's (2003) definition. The table mentions activities that, in conjunction with Knight's definition of internationalisation, serve as the basis for the discussion on objective one, which explores the participants' understanding of internationalisation.

Table 5.1: Participants' general understanding of internationalisation in relation to Knight's (2003) definition.

Purpose	Functions/Delivery
Reacting to international community and trends	MOU, student exchange and collaboration
Knowledge and skill development	Hosting various nations/nationalities
Understanding and integrating cultures	Benchmarking and Quality Assurance
International exposure of students and international student enrollments	International curriculum and accreditation
Awareness of international environment	Industry related offering
	Teacher and student interaction
	Linkage/Networking

Source: Author; Knight (2003)

The first step in comprehending the participants' general understanding of internationalisation is to unpack the first part of Knight's (2003) definition. This part relates closely to their responses regarding the integration of an international, intercultural or global aspect into the purpose of HEIs. Below are the participants' response items that the author deemed linked to the purpose of HEIs:

- **Reacting to the international community and trends:** The participants conceived internationalisation as the way HEIs respond to the changing global environment and strive to catch up with trends and developments in HE worldwide.

- **Knowledge and skills development:** The development of knowledge and skills was identified by the author as an activity that should form part of the purpose of HEIs, as it is presumed that the primary function of HEIs is to enhance and develop knowledge and skills. Tourism and hospitality educators were of the view that internationalisation serves the purpose of embedding certain skills and knowledge from various cultures and backgrounds within the curriculum.

- **Understanding and integrating cultures:** The participants understood that internationalisation related to the coming together of different cultures and how they work.

- **International exposure of students and international student enrollments:** Some participants perceived having students from various countries as the essence of internationalisation. The participants also associated the international exposure of

local students within their institution as what internationalisation entails. The international exposure included international HEIs' visits to local HEIs – for more cultural engagements. One such engagement involved the Texas Tech University's visit to one of the sampled HEIs – for a cross-cultural engagement.

- **Awareness of international environment:** Understanding and integrating cultures was not the participants' notion of internationalisation, they perceived internationalisation to include the awareness of the international environment in general.

Concerning the second part of Knight's definition, this deals with the integration of an international, intercultural or global facet into the function or delivery aspect of HEIs, the participants highlighted activities that were student-centered. The most noticeable were the activities related to the pedagogy aspect. The author highlighted the following points regarding how the participants viewed the function/delivery aspects of HEIs:

- **MOU, student exchange, and collaborations:** The participants identified the involvement of HEIs in MOUs, student exchange, and collaborations with other international HEIs as activities they deemed congruent with internationalisation. This association was the most mentioned by the participants, when asked about their general understanding of internationalisation. Knight (2003) attributes this perspective to the robust involvement of all institutions in these activities. In fact, all the sampled HEIs are actively involved with several international HEIs on one or all of these activities.

- **Hosting various nations/nationalities:** The hosting of students and staff from various nations was another activity aligned with the delivery /function within HEIs that the participants associated with internationalisation. The participants understood that having diverse nationalities in terms of both students and staff enhanced internationalisation within HEIs. The participants also understood that this activity was somewhat controlled by using in-house and regional policies such as the SADC Protocol on Education and Training, and the General Agreement on Trade-in Services.

- **Benchmarking and quality assurance:** Concerning the benchmarking and quality assurance activity, the participants aligned their general understanding of internationalisation with the alignment of standards and procedures with both HEIs and the industry. The author links this association by the participants to their view of what constitutes the best way to keep up with an ever-changing global environment.

- **International curriculum and accreditation:** Having an internationally orientated curriculum or an internationally accredited curriculum in their HEIs was one of the activities that the participants generally associated with internationalisation. The participants were of the view that internationalisation had to do exclusively with an international accreditation of HE qualifications.

- **Industry-related offerings:** One participant highlighted her association of internationalisation to the tourism and hospitality industry (workplace) and noted that the activities were unlinked to the curriculum or other on-campus activities.

- **Teacher and student interaction:** The manner in which staff and students of various cultural backgrounds interacted within HEIs constituted one participant's understanding of what internationalisation entailed. For this participant, internationalisation encompassed the relationship between staff and students, as it was representative of the outside world. This participant also underscored that the staff and student interaction should be representative of the various contexts of the global environment.

- **Linkage/networking:** The participants linked their general understanding of internationalisation to the networking and links among international HEIs through collaborative research, conferences, or other forms of engagements.

The discussion now turns to the second objective of the study, which concerns the research participants' insights regarding the rationales for internationalisation within their respective institutions.

5. **Objective 2: To provide insight into what Tourism and Hospitality educators view as the most important rationales for internationalisation**

The research findings pertaining to the second objective revealed a host of reasons public HEIs internationalise. Msweli (2011) identifies four main rationales for advancing internationalisation within HEIs, namely, *economic, academic, socio-cultural, and political*. The key finding concerning objective 2 is that the participants perceived two main rationales for internationalisation within public HEIs within Gauteng: (1) *academic, (2) socio-cultural.*

Table 5.2 below highlights the participants' perceived internationalisation rationales related to the recognised rationales within the literature. The author then discusses the similarities in terms of how the participants responded. The participant's responses are cross referenced

with the codes that emerged in Table 4.3 to show conformability between the literature and research results.

Table 5.2: Perceived internationalisation rationales

Rationales for internationalisation	Participants' responses
Economic rationales	Cost containment
Academic rationales	Strengthen research and international knowledge capacity production, positioning institution and enhancing profile, benchmarking and quality assurance
Socio-cultural rationales	Improve preparedness for a globalised /internationalised world, linkage and networking, increasing cultural understanding and integration, international exposure of staff and students, awareness of the global/international environment
Political rationales	Redress

Source: Msweli (2011)

1. **Economic rationales:** The participants linked internationalisation to economic rationales more related to saving costs than those about HEIs' revenue generation. However, Beelen (2011) did not explicitly discuss this: he mentioned economic rationales in terms of the diversification of income source instead of cost containment. Nonetheless, some participants in the current study indicated that the economic rationale for internationalisation was to save HEIs' costs. Revenue-generation was, nevertheless, noted by Msweli (2011) as a rationale for internationalisation by HEIs seeking to augment their declining budgets from government, as government was the main funder of public HEIs. However, one participant was of the view that it would be economically better for internationalisation to occur in SA, rather than local students going aboard, as this will save HEIs' financial costs. This results to IaH.

2. **Academic rationales:** Shaydorova (2014) states that academic rationales are inclusive of the dimensions of research and teaching, extension of academic horizon, institution building, profile and status, as well as enhancement of quality and international academic

standards. The participants mentioned academic rationales that are consistent with the above statement by Shaydorova (2014). The first academic rationale is strengthening research and international knowledge capacity production. Strengthening research and international knowledge capacity production was the academic rationale most mentioned by the participants. The latter associated HEIs' strong research focus to their agenda and viewed it as a catalyst to advancing internationalisation within tourism and hospitality qualifications. International knowledge capacity production alludes to the fostering of an international consciousness within students and academic staff. The second academic rationale mentioned by the participants is positioning and enhancement of HEIs' academic profile. Finally, the third academic rationale is benchmarking and quality assurance. The participants believed that through internationalisation, an institution could advance its reputation, credibility and market position, to gain a competitive advantage. This view is consistent with Beelen's (2011) study.

Benchmarking and quality assurance implies having an established international standard against which HEIs can measure their academic performance. However, the participants did not mention any particular established international standards followed by their respective institutions.

3. **Socio-cultural rationales:** Socio-cultural rationales for internationalisation included the need to create an awareness of the global/international environment, the imperative to give students and staff international exposure. Eliminating the culture shock experienced by learners from various countries was another socio-cultural rationale highlighted by participant L5. The latter suggested that learners might experience a culture shock when engaging with educators; therefore, HEIs have to internationalise, to solve this problem. Beelen (2011) noted a rationale similar to that contained in participant L5's response, namely, increasing faculty's intercultural understanding. However, the shortcoming of this was the failure to establish whether this understanding was that of a student or a staff.

The participants were able to establish the correlation between internationalisation and socio-cultural aspects within tourism and hospitality occupations.

4. **Political rationales:** None of the participants explicitly mentioned political rationales such as political inclusions, foreign policies, or international trade agreements that may oblige their respective institutions to apply some form of internationalisation. Msweli (2011) suggests that some of these treaties include regional agreements such as the SADC Protocol on Education and Training. The author believes that the participants' non-mention of political rationales may be because these agreements are not only made or

sanctioned on a political level, but they are also implemented by institutional management. Interestingly, participant L1 highlighted that institution U1 reserved around 10% of its annual admission space for students from other African countries. However, because this was in response to another question, it cannot be validated in the discussion of objective 2.

The discussion of the findings relating to the third objective that involves the activities and resources used by public HEIs to advance internationalisation – as perceived by the research participants follows.

- **Objective 3: To determine the internationalisation activities and resources that Tourism and Hospitality educators perceive to receive the most attention**

The majority of the participants indicated that they perceived activities related to research and collaboration with other international HEIs as the top priority of their institutions. The researcher associated their responses with the code 'MOU, research, research collaborations and publications'. This is because most memoranda of understanding lead to research collaborations with other international institutions. The participants from institution 'U2' highlighted that the latter encouraged international research collaborations with other institutions and used that as a means of evaluating performance. However, it is unclear whether the institution has internationalisation in mind when encouraging research collaborations. Thus, internationalisation may be a by-product of a wider goal such as to align with international co-authors through research collaborations and MOUs. The second most mentioned activity connected to internationalisation was 'visiting and hosting international conferences and scholars'. Five of the nine participants viewed this activity as having an impact on the advancement of internationalisation within their respective institutions.

The internationalisation activities and resources that received the most attention within Gauteng HEIs were linked to the types of approach to internationalisation presented in the literature, to discuss the findings. Knight and De Wit (2002) recognise four main approaches to internationalisation: *(1) activity, (2) competency, (3) ethos*, and *(4) process*. Table 5.3 below illustrates the correlation between the participants' responses and the types of approaches to internationalisation present in the literature in paragraph 2.7.2. The responses related to how the research participants perceived internationalisation activities and resources in relation to the theoretical approaches to internationalisation presented in the literature. The participant's responses on the internationalisation activities and resources are cross

referenced with the codes that emerged in Table 4.3 to show conformability between the literature and research results.

Table 5.3: Perceived internationalisation activities and resources

Internationalisation approach	Participants' responses
Activity approach	• International student exchange and attracting international students • Workshops, short courses, and field trips • Visiting and hosting international institutions, conferences, and scholars • Accessing of information and library services
Competency approach	• Recruiting an international workforce • Outgoing mobility options for staff and students
Ethos approach	• Decolonisation/Africanisation
Process approach	• MOU, research, research collaborations, and publication • Benchmarking, quality assurance, and internationalisation-related policies • Using international case studies in the curriculum

Source: Knight & De Wit (2002), Qiang (2003)

The author found that Gauteng HEIs did not exclusively employ the activity and process approaches to internationalisation. Some evidence of the inclusion of aspects of the ethos and competency approaches by some HEIs was present. Some participants indicated, under the activity approach, that student exchange, workshops, conferences, short courses, access to information and library, and field trips to other countries attracted students. Under the competency approach, the participants mentioned the recruitment of an international tourism and hospitality workforce as the reason for students and staff to go abroad.

Regarding the ethos approach, the current narrative within HEIs is the shift from old, more rigid pedagogy to a more Africanised approach. As for the process approach, it deals with activities related to research collaboration, MOU's benchmarking, quality assurance standards, and the integration of international case studies in the tourism and hospitality curriculum.

The researcher deduces that Gauteng HEIs put more emphasis on the activity and process approaches to internationalisation. According to Qiang (2003), the activity approach typically

endorses such activities as curriculum, student exchange, technical assistance, and international students.

6. **Objective 4: To determine what Tourism and Hospitality educators perceive as the most significant benefits of internationalisation**

The participants highlighted the benefits associated with internationalisation within the existing literature by Knight (2015) as well as Jibeen and Khan (2015) in paragraph 2.8. Some of the participants also mentioned the internationalisation benefits related to developed countries; among others brain gain and revenue-generation. This may be due to SA's popularity as a student destination in other African countries, particularly in the SADC region. Table 5.4 illustrates the participants' responses in relation to the existing literature in paragraph 2.8 and the associated codes in Table 4.3.

Table 5.4: The participants' perceived benefits of internationalisation

Perceived benefits of internationalisation	Participants' perspectives
Benefits related to internationally orientated students and staff	Increased international awareness of students, Transfer of international skills and knowledge to academic staff, International exposure of students, staff and institution
National and international citizenship	International recognition, institutions' enhanced profile and reputation, linkage and networking, as well as increased employability of students
Revenue-generation	Increased or diversified revenue-generation, and attraction of international students
Brain gain	Attraction of international graduates
Benefits related to academic quality	Benchmarking and quality assurance within the relevant disciplines

Benefits linked to research	Strengthened research and knowledge production within the tourism and hospitality sector
Benefits related to the curriculum	Addressing tourism and hospitality industry gaps
Benefits pertaining to internationally-orientated students and staff:	Students' increased international awareness, transfer of international skills and knowledge to academic staff, as well as the international exposure of students, staff and the institution

Source: Knight (2015), Jibeen and Khan (2015)

The literature by Knight (2015), as well as Jibeen and Khan (2015) on the perceived benefits of internationalisation in developed and developing countries is used to discuss the perceived benefits of internationalisation within public HEIs in the Gauteng province according to the research participants. The author uses both perspectives from developing and developed countries, even though SA is categorised as a developing country. This is mainly because the participants' responses highlight benefits of internationalisation for both developed and developing countries.

The participants' responses highlighted some cognisance of possible benefits of internationalisation for HEIs. Knight (2015) mentions that developing nations such as SA put more emphasis on the benefits of academic quality, research and curriculum within HEIs. Indeed, Jordan (2008) offers an interesting perspective on the internationalisation of hospitality, leisure, sport and tourism HE when he states that additional reflexivity regarding curriculum development and the application of internationalisation strategies might help to uncover the benefits, challenges, as well as the personal, political and cultural facets of this endeavour.

Although the participants were able to identify the benefits of internationalisation for developing countries, comparatively, they perceived more benefits for developed countries – especially for the tourism and hospitality industry. An overall view of the benefits shows that the participants perceived that the internationalisation within their institutions is more student-oriented and benefits students more widely than the institution or academic staff.

Brain gain refers to an increase in the number of highly trained foreign-born professionals entering a country to work and live in it because it offers greater career opportunities. This view is in line with L3 who acknowledges that institutions and academics benefit from internationalisation. The discussion shall turn now to objective 5 that relates to the most prevalent international obstacles perceived to deter the advancement of internationalisation.

7. **Objective 5:** To determine what Tourism and Hospitality educators perceive as the most important internal obstacles to the advancement of internationalisation

The literature in section 2.9 highlighted five main internal obstacles to internationalisation within HEIs. The broad challenges are categorised into generic obstacles and obstacles specific to Africa. The researcher identified the obstacles listed in the table below, as perceived by the participants in the study. The participant's responses are cross referenced with the codes that emerged in Table 4.3 to show conformability between the literature and research results.

Table 5.5: Participant perspectives on the internal obstacles to internationalisation

Internal obstacles	Participants' responses
Africanisation, Pan-Africanism and Decolonisation	A greater focus/advancement of Africanisation efforts within HEIs
Globalisation	-
Institutional ideological identity	Employment equity and redress
Management challenges	Lack of an internationalisation strategy/plan, administrative inertia, insufficient financial resources, lack of guidance and understanding from international offices, lack of institutional/faculty interest and involvement, staff's limited expertise and knowledge of internationalisation
Pedagogical and paradigmatic challenges	Contextualisation of theory

Source: Author (2018), Zeleza (2012)

The participants highlighted that Africanisation, Pan-Africanisation, and decolonisation are also considered as obstacles to continuous internationalisation. The rising popularity of Africanisation and decolonisation in HEIs is currently overshadowing internationalisation. Because SA is a unique country with a need to create its own cultural identity for its tourism and hospitality products and services, advancement efforts within the educational field are encouraged. However, institutions should view this as a source of a greater understanding of arts, culture, different cuisines, languages and traditions of the African continent that advance transformations and real-life development.

This initiative empowers students to develop their own understanding of the African context. Thus, it is argued that the approaches to Africanisation and global must be contexualised because they are key to the development of tourism and hospitality qualifications that will empower students.

The participants did not associate any globalisation-related internal obstacles to internationalisation. This is congruent with Zeleza (2012) who acknowledges it as an obstacle only if it does not incorporate Africanisation narratives.

Concerning institutional ideological identity, public HEIs in South Africa are still developing, positioning, and readdressing past educational matters in terms of curriculum, staff, research, and internationalisation. Therefore, a greater sense of establishing an institutional identity through IaH rather than IA is required.

The participants perceived management-challenges-related obstacles to the advancement of internationalisation to be the most prevalent. These challenges ranged from insufficient financial resources to a lack of interest from the institution or the faculty and a lack of institutional capacity to advance internationalisation.

The participants acknowledged that tourism and hospitality pedagogical matters focused more on African/local case studies. However, the contextualisation of theory is international because tourism and hospitality is perceived to be an international endeavour.

The following discussion details the findings pertaining to objective 6 which relates to the qualification features geared towards advancing internationalisation.

Objective 6: To determine the Tourism and Hospitality qualification features specifically geared towards the advancement of internationalisation

The participants' perspectives reflected a broader focus on the subject content when it came to the internationalisation features of their qualifications. The researcher concurs with the emphasising of the view of subject content as a focal point for the advancement of internationalisation within the curriculum. This perspective seems logical, as subject content has a more direct effect on students.

Teaching activities were perceived as another feature contributing to the advancement of an internationalised qualification. Teaching activities included using a blended-learning approach, excursions and field trips (domestic and international), as well as the general perception that tourism and hospitality are inherently international. This refers specifically to the make-up of the various disciplines that are extremely internationally focused. The participants compared Tourism and Hospitality disciplines to other disciplines, such as Accounting (participant L8), citing that their respective disciplines have a more heightened international component than their generic disciplines.

The table below shows the relation between the participants' responses and the University of Kent's (2016) literature in paragraph 2.10 that recognises five features of an internationalised qualification.

Table 5.6: Participants' perspectives on the features of an internationalised qualification

Features of an internationalised qualification	Participants' responses
Intended Learning Outcomes (ILO)	Difference between internationally oriented subject and student international competence
Subject content	Hospitality-related subjects, research, internationally-orientated learning material and resources, experiential training and work-integrated learning
Assessment	Constant review of course material
Teaching methods/activities	Blended-learning approach to teaching, excursions and field trips, Tourism and Hospitality as inherently international
Support services	Staff training, benchmarking

Source: Author (2018), Leask (2009), University of Kent (2016)

The participants' perceptions revealed that an implicit internationalisation is occurring within HEIs than an explicit one. The researcher found that the participants reflected more on the qualification features that were not necessarily aimed at advancing internationalisation. The general outlook on the state of the internationalisation of tourism and hospitality disciplines within Gauteng HEIs is positive – with the main qualification features focusing on subject content and activities directly benefiting students.

5.5 RECOMMENDATIONS

This section makes recommendation based on the findings of this study. These recommendations mainly relate to policy and practice within the various HEIs that participated in the study. The author approached this section by providing recommendations for each of the six research questions.

RQ 1: How do Tourism and Hospitality educators, generally, understand the concept of internationalisation?

The participants' general perception on the concept of internationalisation is in line with the literature, although some of the participants were not particularly sure what to call the phenomenon. The participants seemed to show some form of cognisance of the international activities in and around their respective institutions. The researcher deliberately chose to make this the initial interview question to get a more general idea of what the participants thought of internationalisation, to guide the line of inquiry for further questions.

The main recommendation is that HEIs conscientise their academic staff more concerning the concept of internationalisation, as well as its interrelated elements and associated benefits.

- **RQ 2: What do Tourism and Hospitality educators view as the most important rationales for internationalisation?**

HEIs should implement faculty-specific internationalisation strategies related to tourism and hospitality qualifications. These should be aligned with the broader internationalisation aims and objectives. Tourism and Hospitality are very internationally orientated disciplines, even in this highly globalised environment. Hence, the need to internationalise may differ from one qualification to another. The participants' views on why (rationales) their institutions internationalise are, to a broader sense, congruent with those in the existing literature. The most noteworthy point is that the participants provided similar rationales – but with different motives, because tourism and hospitality qualifications are distinct. For instance, the need to expose students to a more culturally inclusive environment may be to eliminate xenophobia for one institution (L2); however, it may be to eliminate the cultural shock in another institution (L5). Regarding the political rationales for internationalisation, the researcher has observed that the diplomatic relationship between countries and the political stability within the host country are essential to foster greater internationalisation partnerships between international institutions. Thus, it is recommended that tourism and hospitality educators understand diplomatic relationships and the state of the political stability of their international students' countries.

- **RQ 3: Which internationalisation activities and resources do Tourism and Hospitality educators perceive to receive the most attention?**

Concerning the internationalisation activities and resources that form the basis of the third research question, many participants did not necessarily associate them with their faculties/disciplines, they rather did so with their whole institution. This is mainly because these agreements are facilitated at a level higher than the faculty.

The main recommendation concerning internationalisation activities and resources is that faculties become more aware of the growing call for decolonisation and its indirect proportionality to internationalisation, as Botha (2010) clearly highlights.

It must be noted that decolonisation does not necessarily mean abandoning internationalisation. Botha (2010) stresses the harmony between these two concepts. Africanisation is similar to internationalisation in that it demonstrates awareness of local culture and the fact that without the indigenous element, there would be nothing to offer the culture part. In other words, a strong indigenous culture would augment the worth of internationalisation. More research into the ways of approaching decolonisation without neglecting internationalisation may be beneficial to Gauteng's (or SA's) HEIs.

A very strong feature of internationalisation is student exchange and having a healthy number of international students within an institution. Most of the participants see it as a prominent internationalisation activity.

- **RQ 4: What do Tourism and Hospitality educators perceive as the most significant benefits of internationalisation?**

The participants highlighted a host of benefits they associated with internationalisation, among others, revenue-generation, research benefits, overall improvement of HE quality, more internationally orientated students and staff, and brain gain. This indicates that public HEIs offering tourism and hospitality in the Gauteng province have a diverse range of benefits from internationalisation and that they are advancing internationalisation better than their counterparts from other developing countries are. However, the researcher recommends that HEIs guard against rushing to internationalise without any key objectives, as that might

leave them vulnerable to commodification, commercialisation, and an inferior-quality education.

- **RQ 5: What do Tourism and Hospitality educators perceive as the most important internal obstacles to the advancement of internationalisation?**

It is strongly advised that HEIs focus their efforts on training and support for their staff to ensure a good understanding of internationalisation and Africanisation. Staff members need to know the benefits and challenges associated with both concepts. The participants were well aware of the widespread lack of interest in internationalisation within their respective disciplines, although they acknowledged its inherent link with tourism and hospitality. The participants also unanimously identified finance as an obstacle to internationalisation. Nonetheless, the need to strengthen internationalisation efforts is not entirely dependent upon financial resources; it also requires a mindset shift and networking opportunities.

- **RQ 6: Which features of Tourism and Hospitality qualifications do educators view as specifically geared towards the advancement of internationalisation?**

The participants linked the features of their tourism and hospitality qualifications that they considered to advance internationalisation with textbooks, subjects, subject content, and work-integrated learning. The link between qualification features and internationalisation was more associated with American and European learning material (i.e. textbooks) and contexts. The participants' perspectives suggest a limited focus on Africa within tourism and hospitality qualifications. Thus, it is recommended that there be a greater integration of African learning material and contexts.

The participants praised the researcher for playing a big role in increasing students' international awareness and addressing African content. This is done by interrogating or investigating local problems while looking for solutions from international scholars.

An increased focus on experiential training or work-integrated learning elements is encouraged, particularly within public HEIs. The participants have recognised the value of international awareness for students.

The next section highlights the limitations of the study regarding the sample size, finance, access, and the participants' language fluency during the study.

5.6 LIMITATIONS OF THE STUDY

This study has four main limitations. The first limitation relates to the sample size: the targeted sample size was ten participants and the researcher managed to conduct nine interviews with different participants. The main factor contributing to the non-attainment of the targeted sample size is the red tape in some institutions. The second limitation pertains to the lack of sufficient prior research on the topic: the internationalisation of HE within tourism and hospitality disciplines is very limited. Nevertheless, a substantial amount of research with a more generalised view on the internationalisation of HE exists. The third limitation is access: gaining access to other interview participants from certain institutions proved challenging for the researcher. This was partly due to some ethical issues, institutional red tape, and limited financial resources. The fourth limitation is the participants' English language fluency: some participants' lack of English proficiency made it difficult to analyse some of their responses.

5.7 RECOMMENDATIONS FOR FUTURE RESEARCH

The need for future research on the topic of internationalisation within HEIs should be confronted with various fundamentals in mind. First of all, internationalisation is difficult to measure. However, by analysing how people perceive it, an estimation of its extent within HEIs – specifically within the tourism and hospitality discipline that has a more international perspective can be made.

Therefore, the researcher recommends a more extensive study on the topic – with additional institutions in SA. Internationalisation in HE is affected by various external dimensions, namely, economic, social, political, and academic positions. A study on how internationalisation is affected by various other concepts such as the decolonisation and Africanisation of HE may also be required, to compare how these region-specific phenomena affect students.

The shift from the third industrial revolution to the fourth as well as how this might affect the internationalisation of tourism and hospitality HE in SA is a possible area for another study that may emerge from the current topic. Unfortunately, nobody knows how the world will evolve in 2050 and beyond.

5.8 OVERVIEW OF THE STUDY

This study aimed at providing an insight into the progress of the internationalisation of public HEIs in the Gauteng province (Traditional Universities, Universities of Technology, and Comprehensive Universities), as well as the perceived activities, challenges, benefits, and obstacles faced by these institutions. The research was based largely on a similar study conducted by Beelen (2011), which conducted a global survey to investigate the perspectives on IaH in HEIs. The significance of this study comes from the context in which it is conducted, which is Tourism and Hospitality disciplines within the Gauteng province.

Chapter 1 provides the motivation for the study, the background of the topic of internationalisation, and explains the research at hand. The chapter also provides an overview of the research approach and paradigms. The researcher sets the tone of the study in this chapter by stating the research problem and objectives.

Chapter 2 provides a detailed review of existing literature on internationalisation in HE. The discussion includes a brief history of internationalisation within SA and abroad, as well as a comparison of related topics such as globalisation and Africanisation. This chapter also touches on current definitions of internationalisation formulated by various scholars, as well as frameworks, approaches, and rationales for internationalisation within HE. This chapter also includes sub-sections which has literature which correlates with the six research questions.

Chapter 3 elaborates on the theoretical framework, as well as the research paradigm and approach. The chapter also discusses the ethical considerations applied in the study; provide an explanation on the research population and sampling; and expands on the validity and reliability of the research.

Chapter 4 presents and analyses the data collected by the researcher, as discussed in chapter 3. The relation or lack thereof between the data collected and the literature content is also established in this chapter. The latter also makes recommendations regarding the research problem and addresses the research questions.

The following section makes key recommendations for future research on the topic of internationalisation.

5.9 SIGNIFICANCE OF THE STUDY

In a continually changing global environment with disruptive indicators, this study mirrors previous studies from different contexts (local and global) such as Coan (2016), Hernard et al (2012) and Beelen (2011). However, the study distinguishes itself from previous ones because it is discipline-focused. Indeed, this study investigated how tourism and hospitality educators from public HEIs in the Gauteng province perceived internationalisation. The study sheds light on the extent of the work that still needs to be done to advance internationalisation within HEIs.

The study revealed significant challenges faced by local HEIs. These challenges are different from those of their international counterparts. A typical example is challenges pertaining to the advancement of Africanisation efforts within HEIs – although the achievement of this endeavour has a content and cultural enrichment potential which stands to contribute to internationalisation from an African perspective. Furthermore, the unique obstacles and benefits to tourism and hospitality disciplines, because of their high international focus, represent significant contributions by the present study.

5.10 CONCLUSION

Internationalisation within HE concerns itself with integrating an international, intercultural, or global dimension into the delivery and service function of HE. The findings of this study are based on how the participants perceived the extent of internationalisation within their HEIs, using the above conceptualisation of internationalisation as a benchmark. The study certainly contributed to the existing body of knowledge on internationalisation, particularly within South Africa.

The extent of internationalisation within any institution is affected by numerous internal and external factors, as reflected by the participants' responses. The researcher found that the extent of the internationalisation of tourism and hospitality qualifications within Gauteng public HEIs is largely homogenous in nature. This is mainly due to the similarity among the dimensions that affect public HEIs. The latter, in SA, have been affected by increasing economic and political challenges that are compounded by the increasing demand for quality education and a rising student population, as well as the demand for free education. South African HEIs also have to grapple with the new reality of a paradigm shift from a colonial legacy system to one that embraces a more Africanising philosophy.

The participants also acknowledge that tourism and hospitality disciplines are international in nature, which means that they are inherently more internationally and interculturally oriented than other disciplines. This was in reference to activities and resources such as textbooks, practicals, and classroom activities that referred to international cuisines, case studies, and practices associated with internationalisation teachings.

The participants also perceived internationalisation as playing 'second fiddle' to the Africanisation/decolonisation agenda; and, in some responses, they were portrayed as polar opposites of each other. This, however, contradicts Botha (2012) who construes the relation between internationalisation and Africanisation as being more indirectly proportional. This means that the more you practise one, the less room there is to practise the other.

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APPENDIX A: Consent letter & Data collection tool

CONSENT LETTER

Dear Participant,

My name is Motlabaile Mphahlele and I am currently a University of Johannesburg student. I am a Skills development facilitator within the Tourism and Hospitality sector with previous industry experience in the sector.

During my time working in the industry which has a multicultural workforce I noticed that a good number of South African Tourism and Hospitality graduates had very little cultural awareness in a sector that deals with tourists from all corners of the world.

I would like to establish what higher education institutions are doing in order to heighten the cultural awareness of students. The response to this is through a set of processes commonly known as internationalisation. Internationalisation is defined as 'the process of integrating an international, intercultural, or global dimension into the purpose, function or delivery of post-secondary education' (Knight, 2004, pg. 11). The purpose of this study is to evaluate the perceptions of internationalisation by educators, faculty members and international office personnel within Gauteng province.

The researcher thus found it necessary to conduct a study investigating the perceived extent of how internationalisation is perceived by educators in Gauteng higher education institutions. This is with the hope that the study may assist in refining internationalisation policies within higher education institutions in order to better the intercultural awareness of tourism and hospitality graduates'. The study is conducted as a prerequisite for the fulfilment of a Master's degree and is entitled **PERSPECTIVES OF PUBLIC HIGHER INSTITUTIONS REGARDING INTERNATIONALISATION OF TOURISM AND HOSPITALITY QUALIFICATIONS.** Your participation in this study will provide useful information on this topic.

The participation will be in the form of a semi-structured interview, and, you will be free to choose the time and the venue convenient for you.

I guarantee that the following conditions will be met:

1. Your name and other personal details will remain anonymous.
2. This information will not be used at any point of the information collection process or in the final writing up of the data.
3. Only I, the researcher, will have access to the notes and the completed transcript, which will be highly confidential.

Please note that involvement is voluntary. Should you decide to withdraw from participation at any point of the project you will be free to do so and you won't be blamed for withdrawing.

If requested by you, a copy of the final transcription of the interview with you will be provided before the report is submitted so that you have the opportunity to suggest changes if it is necessary.

Researcher: Motlabaile Mphahlele, [House 445 Puana Section, Gopane Village, 2882] (060 984 0854)

……………………………………………………………………………………

CONSENT FORM

I acknowledge the above information and provide consent by signing this form.

Participant name and surname : _____

Participant signature   : _____

Date   : _____

Researcher: Motlabaile Mphahlele.

Signature: _____   Date: _____

Section A–Background information

This section refers to background or biographical information. Although we are aware of the sensitivity of the questions in this section, the information will allow us to compare the perspectives of experts in Tourism and Hospitality. Once again, we assure you that your response will remain anonymous. Your co-operation is appreciated.

1. **Name and surname of participant:** _____

2. **Name of institution representing**: _____

3. **Gender of participant**: _____

4. **Programme involved in:** _____

5. **Academic rank of participant**: _____

6. **Number of years employed in current institution**: _____

SECTION B: INTERVIEW QUESTIONS

(1)   What is your general understanding of the concept of internationalisation in Higher education?

(2)   What are the most important rationales for internationalisation at your institution?

(3)   Which internationalisation activities and resources, receive the most attention and resources at your institution?

(4)   What are the most significant benefits of internationalisation in your institution?

(5)   What are the most important internal obstacles to advancing internationalisation at your institution?

(6)   Which features of your Tourism and/or Hospitality curriculum do you view to be specifically geared for advancing internationalisation?

SECTION C: RESEARCHER'S NOTES

1. GENERAL UNDERSTANDING

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2. RATIONALES

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3. ACTIVITIES & RESOURCES

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5. INTERNAL OBSTACLES

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6. CURRICULUM

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Question 1: What is your general understanding of the concept of internationalisation in Higher education?	
00:37	**L1:** Internationalisation is not part of my expertise, field. But in general I think that with the opening up of the world & we live in a global environment, we need to be very aware of our international environment as we have a lot of our peers in various institutions in the higher education field who are also working with similar things to us, and we make a lot of contact with people, around the world through various conferences & so on. Moreover we also enrol students from various African countries in our department we do not have much of a interaction with other countries other than African countries in our department. Except of a programme that we are assisting with & have an agreement with Texas Tech University in America, where they come over for a week and then experience the South African culture & so on, & that then gives exposure for our students for those students coming over from America, but they are not necessarily from America as that is also a University that is greatly internationalised in a sense that there is students coming from various other countries uhmm throughout and so on so basically in our department in our course that is our exposure to the international environment in our BTech and ahh undergraduate levels
00:43	**L2:** Well (pause) it's, I'm looking at it as welcoming the other nations, you know from across the globe basically, yes.
01:12	**L2:** Well (pause) I think it gives our students eh exposure, you know our South African students exposure to other cultures you know if they if they if they get integrated more, ahh if there's such a thing. I do not know how much they if they interrelate you know with students from other countries but but I think if they were to interact more then they would get a little more exposure you know, by invitiations 'come to the room I'll cook you something from Ghana' you know 'this is what we eat in Ghana, this is what we eat in Nigeria, this is' you know. That type of exposure just a lil cultural feel of different cultures basically, yah
00:25	**L3:** Uhm, being somebody who works in a university, I always say, ahh, the name 'university' implies universal/global so whatever we do within the university has got to be representative of what is happening globally.so in that regard, I take internationalisation to be that what we are doing here is to an extent representative of of of global trends that that relates to be way we interact with each other as as as teachers and learners umm we should be representing the rest of the world so we should be open to people from different background and we should be learning from each other one, umm ,also to say whatever we teach in terms of content has got to to be sort of applicable everywhere. So a graduate from here should be able to relate to a context in the Far East, uhh to be able react to needs in Europe and the Americas .So internationalisation means to be me that what we do should either respond to be the international community or should be representative of of the international community
00:19	**L4:** So I needed to clarify that with you on some level my understanding is based on previous interaction with you, regarding your Bachelor of Technology so my main understanding is that we are looking at how our current programmes, ahh address international set of skill set knowledge so, uhm, put plainly, uhm, do our students could our, are our students receiving an education that is internationally relevant uhh that is my understanding of internationalisation is more to do with uhhh skills and knowledge spotting in a way between maybe first and second and third world countries, umm, and to look and see how uhh relevant we are in what we do so that that is my understanding and if I've veered off on then you need to correct me but that is my general understanding.
00:35	**L5:** Uhmm with the background that, it was quite brief but with the background, uhm as to why you

	decided on
	the study itself uhm I got to sort of understand a lil bit about internalisation but if we are narrowing it down to me as a lecturer and not just any lecture with hospitality and tourism which really when we speak about hospitality and tourism we're looking at bringing (laughs) people who are not uhm necessarily from South Africa into South Africa and talking people who are not necessarily from other parts of the world and try and link them with that so, my understanding linked with your introduction you spoke about culture which is a reality in your day to day living at the university itself because we we have learners from all over the world and not just in South Africa we uhh, I get script from Paris I get we have uhm exam centres from all over the world.
	So for us as an institution it plays a role a big role that's why as an ODL which is Open Distance Learning we it's it's in part of our core values to make sure gore we can link up with students from all over the world and when we again narrow it down to you the researcher who is a current student I would say you understand how easy it is to do an assignment and upload it on the internet, which makes it easier for I think in general students inspective where they are or where they're from. Uhm we we have uhhm language experts incase there's there's sort of a breakdown in terms of understanding uhh when we dealing let's say fro with a student from uhm for example who speaks I don't know French (laughs) and they struggle with English, so we do we do have uhm the option of uhm linking up with the language department and then they can, so for us really it's we're not surprised it's not it's a thing that takes place every single every single time and again looking at the issue of research which is a very key point in in the university itself we constantly as researchers find ourselves going in and out of the country so the concept of internalisation in higher education is important because it's not necessarily only the the resident of, residents of that country that would be interested to study in that country uhm if we're we're narrowing it down to Africa fo for instance South Africa is doing quite well which means we are now uh uhm attracting uhm uhh poorer countries but I don't wanna say poorer when you compose to South Africa who might be interested to study at home so in that case I think because you want you want to get my general understanding, I think it it it's a key it's something that the Department of Higher Education should consider, in fact I think at this point our websites should be multilingual in a sense like were you go to Google and there's translate I think if you're a student who is from uhm Nigeria and ok maybe not Nigeria, uhh DRC where they speak French it would be easier for you to get a website yah yah and educational institution which is offered in your language.
	So I think it's important and I think South Africa has a whole it's not something that is exposed to everyone which means there's a lack in the departments of education but looking at where we are digitally as well the the world and and the country finds itself working more and more on using technological equipment like computers and faxes. So I think uhm this thing links us with the rest of the world and therefore it prompts up the importance of uhm re-educating uhm educators, facilitators uhm and training centres on the importance of of internalisation I don't know if that answers your question?
00:29	**L6:** Well I think internationalisation is where there is an exchange of students coming in from overseas to our institution to study in whatever, uhm, direction and then also, uhm, our students going out into other institutions, uhm, you know globally based on either memorandums of understanding institutional agreements between universities, uhm, or uhh also where lectures would go out and do lecturing or collaborative research, uhm, within the institution with other institutions overseas.
00:35	**L7:** (pause) I think internali internationalisation is a, being globally aware see uhm (clicks tongue) seeing beyond your own little world and realising that's a world there's a world out there that's very different than your own I think we get stuck in our own cultural perceptions, our own background and

	you it's small thinking so internalisation is uhm really understanding that there's other people that operate differently, other systems that operate differently, different value systems and things that you take for granted it's different in other places uhh yes I think so and also the willingness to cooperate with other establishments overseas like that in academic terms uhm internationalisation would be uhh you know making contact with academics worldwide, looking at international curriculum, understanding the international knowledge base uhm (pause) yah being willing to learn and explore other ways of doing it that's not country specific cause every country's academics also has a way of looking at things and you certain way of thinking I think that it's also that uhm cooperation efforts to establish relationships, to formalise it a bit not just meeting at the conferences say 'nice to meet you than you' but also you know taking it further making it formal in a a, yah o think more or less what I think about it.
00:35	**L8:** Ahhmm (Pause) So when I first read your email I actually thought that the interview was going to be about international accreditation of our degree. So that was my initial understanding, uhm (pause) so my internationalisation I suppose would (pause) would mean to (pause) integrate different cultures and to give understanding of (pause) who each other (pause) are and (pause) uhmm yah so (pause) that from a more broad term I think to make our knowledge applicable in a global context.
00:23	**L9:** Mmmm when I first saw the question of internala internationalisation of hospitality and tourism cause that's where it is, I first thought of (pause), I didn't think of it in a curriculum sense I thought of it as an offering and as an industry, ehh and I thought of it as a benchmark I thought of it that you are saying that it is making it international so therefore it can be benchmarked against other institutions at an or other industries at at that level. Ok so internationalisation is making everything that we have at the same benchmark as in the international standard, uhh that's what I thought.

Question 2: What are the most important rationales for internationalisation at your institution?	
03:03	**L1:** I think it's to create, an awareness uhmm with by for the students of the international environment as a lot of our students comes from comes very closed environment with very limited exposure to the to the outside uhmm world, although they have access to uhmm various social media and so uhmm on, but focusing specially in the field. For instance food and beverage management, they need to be aware of it, they are going to work in institutions, later on, which they will need to have some cognisance of international people and their different cultures, their different ways of thinking uhm, their different eating pattern as well as their understanding of the world as a whole.
04:14	**L1:** They should also be able, if they are working as food service managers to be able to adapt their menus to more acceptable standards for international people, although Cape Town & more in the northern provinces we have certain block in South Africa that is very tourist orientated. Our market is not very much focused on the tourism industry, we only have on establishment in the Vaal area which receives international people & that is the Emerald casino & resort. So our exposure to international people are actually very limited, although our students do service training all over the country (Jo'burg and so on) they still have to have awareness.

02:22	**L2:** What do you mean rationales?
02:23	**L2:** For what, for?
02:34 03:17	**L2:** Ehhhr, basically like as in question one, you know just to give the students exposure to the different cultures, you know uhh probably also to eradicate this whole xenophobia thing that's going on, you know uhh you know personally because of this, I feel because of this whole apartheid system we were in we were trapped in South Africa for (papers shuffling) for ages, you know. We were not exposed to the world, because we were not even supposed to move around internally wa bona dom pass. You remember the dom pass,
        04:51	**L2:** it's like yah there were there were barriers and barricades inside the country, you know it's like you cannot move from this street to this street (impersonation) 'what the hell what are you going to do there show me your pass'. So you don't pass here if you don't have a pass you know, so you are trapped in the country, how are you going to go outside to other countries of the world, you know and and and and and and feel their air or breathe their air and see their world and taste their culture, you know. Yah, that's these people are coming here now, you know and and getting the international exposure that we so desperately need because the world has because so small, the world has shrunk with because of the tourism sector has no opened since the democratisation, you know and and and freedom of of South Africa so at least now the students are getting exposure and going out into the world and you know get the feeling of other cultures and how BIG THE SMALL WORLD REALLY IS.
04:57	**L2:** (laughs) and how much variety there is in this world, you know
  05:25	**L2:** Yah so if the institution are opening up for the world to come in, it (pause) also saves us because we are, you know also a third world country where where there is money involved in sending students out to other countries for a year. That's quite a costly exercise, so if they can come here…
	L2:…it helps the institution also
01:48 03:21	**L3:** Ophhh (pause) well it's it's (pause), from just a personal perspective I would think the first one is that we've got aims to to to grow if you want to be one of the best universities and if you want to be one of the best you've got to to have international curriculum in a sense or representative curriculum that responds to the needs of everyone, from everywhere. Ahh so that could be the first one we we we have got those ambitions to grow ,to be one of the best and if we've got those then we've got to incorporate an element of of global focus ,umm so to say sorry. Then I think also a university in it's essential from is a place , uhh that that that that is like a world on its own, uhmm so for you to to to be representative of the rest of the world and to be accommodative to be rest of the rest of the world you've got to be thinking at that level of saying everything should be oh oh oh, you know with an international focus per say whilst you are responding to be local needs , but you've got to you can't close off the rest of the world. So I think in a sense that is the rationale for me and it's one of things actually that attracted me to the institution is that there is a focus umm you know or there is talk of that of that focus…
03:25	**L3:** …whether practically it is happens is another debate
	L3: Yah
01:51	**L4:** Within our institution, within STH, umm or with the University of Johannesburg, umm. So obviously it's from a performance review perspective, umm it is a key ah area which staff are monitored on to see what international relationships they have and are busy improving, fhh in my understanding from that perspective as in part of the agenda of UJ is that it is specifically to towards research, uhm certainly relevance of of uhm how they would, how current or relevant their knowledge and skills set are in an international perspective and not specifically ahh relate to are students employable uhm so I think in terms of the fact that it is preference by the university but I'm not always sure that it is interpreted as being that you are creating a globally competitive individual when they graduate.

	I think it has more to do with, I mean they can't really be separated, uhh what you are learning from overseas colleagues, uhm and that you are implementing in your teaching and learning I I don't know that it necessarily filters down to to a set of skills specifically that it would make students more marketable or that there would be so. I don't think the university's aim is to uhm make sure that students, ah uh leave South Africa. I certainly don't uhm because they have globally competitive skills I think universities more focused on changing work situations here.
05:41 07:35	**L5:** Uhm when we ahh, when we looking at at UNISA as an institution uhm that prouds itself in (laughs) the amount of students I think we are the only one in this country (laughs)that that really can say that you know we cut across really the whole world and not just the country itself but uhhh but ohh ohh ok so are we gonna ok. So looking at the institution that I work for I think the most important rationale in terms of internalisation is that there's a there's enough education around that when we find ourselves around in a situation where we have to communicate or engage with uh learners from other parts of the world there isn't that culture shock that it's something that you, you've been exposed to, exposure is important in the sense that uhmm (pause) when you're exposed to something that uhh and have education around something a topic or a group of people when the time comes for you to interact with them you sort of have an unbedded knowledge that you can share with that person and I think uhm another thing would be uhm (pause). OK uhm we need to understand that this cannot be over, this cannot be done in a month or a year…
	L5:… You know it's a new thing and therefore it's there uhm because we we we've started with internalisa internalisation and we're at a point where we looking at Africanisation at the moment because we feel we've done so much in terms of uhm internalisation that we feel we have to narrow it down to the African scope uhm I mean I don't I don't see how how as an institution we we see a need to emphasis Africanisation when we don't look at internalisation it is there it is something that is practise the key things there is really just to create a platform where people have a chance to know and learn uhm about this topic so that they are able to then minimise the shocks that you speak about there minimise because we don't know these different cultures uhm bowing to one culture can be respectful whereas bowing to another culture you are really offending the person so if if we get education around it ahh as educational institution I think uh it's so I don't know to what extent you want me to go with this to get even into our curriculum our examples are not only closed up to what is happening at home there our examples are broad um I'll narrow it down to my topics which because I I teach wants management and we we are looking at the scope in terms of wants management with the current uhm the the just the the winter Olympics that took place in in, was it South Korea it would be so bad if I don't know…
09:25	**L5:**… where it is, I'm teaching it. But what I'm trying to say is that, you know, therefore it means that somebody who's doing that case study and they find themselves that they're from there see there's a link to it we not just only in the curriculum we consider that anything cannot be only about us at home.
01:21	**L6:** Uhmm, I think it is to, uhm, to to understand where we, where we are positioned in terms of the global learning environment, uhm, where the university of Pretoria can can uhm can can uhm, uhh probably to a certain extent uhm do some quality assurance that we're on a par, that our courses are aligned with what is happening overseas as well, although we are an African university we are in a global environment we're an international university uhm so we also need to understand and especially certain topics, tourism in particular is a global industry. So if you're gonna be travelling it doesn't matter where you come from and where you're going you do it in the same way, you have the same motivations, people have the same ideas so you need to teach the discipline of tourism from the perspective from a global perspective. So it's especially important to understand, uhh, the theory, the discipline of tourism and how it is globally applied and then to make it uhm into more a national endeavour where it's very important. So internationalisation in our uhm in our university is to be able to interact to open up opportunities to also give opportunities, so I think it's a lot to do with deepening your knowledge and creating together with your , in the within in the global environment.
02:25	**L7:** Uhmm why we do it?
02:27	**L7**: If you're talking bout this institution are you talking about UP or our curriculum or us as a

	department or are you meaning UP?
02:35	**L7:** Ok I tthink the rationale for doing it is that we're competing internationally so we wanna be our benchmarking is against international you know the best in the world so if you if you don't if you wanna compete against the best in the world you need to understanding what the best in the world is doing. So I think it's for competitive purposes, I think it's for positioning, uhmm I think it's for also actually delivering a quality product and that meets world standards uhm so if you don't just say 'oh we're so innovative in research' but you have no clue how far away behind you actually are when you go really look at what internationally is happening in terms of innovative research uhm sometimes I find that we we underestimate ourselves when we go to conferences or places like 'really is this now the study that you are doing' uhm then think 'ok we're not so far behind' but in other instances uhm you realise there's a lot more scope for change. So I think internationalisation actually is being in touch with reality, uhm yah I think definitely for the sake of competing and being able to benchmark and setting standards for your quality of work.
02:04	**L8:** Well I can't talk about my institution, I can talk about I think our own degrees maybe…
02:04	**L8:** …uhmm, but I think tourism is a global industry so it's about making our students more employable at the end of the day and making their uhm transition from university to the workplace easier and even though I mean even though you might necessary want them to go overseas they are going to deal with international tourists and it's about creating respect for others as well I think understanding and respect and uhm and (pause) and that goes both ways so yah so I think that's.
01:45	**L9:** Ok we now talk about academic?
01:49 03:50	**L9:** If we are talking about academic we you you if you are internationalisation but the it it's different unlike when you are talking about the industry. When you are talking about the industry you sort of you have companies which benchmark themselves whilst if an institutions we are giving an offering to a culture to a set of individuals who belong to a certain environment and then you want to expose them to a situation outside their environment that's how you are exposing them. They are in a certain environment you are by internationalisating them or you are sort of taking them out of that culture to another for me that is difficult it means you have to take you have to be at lev at that at that environment so that is assuming with South Africa with so many cultural differences you have to assume that the stu the sss the learners the students you are teaching are at the same level, which is not the case. This is what makes it difficult in that then you tend to move with others who sort of understand you while not at the same level while you leave others trying to internationalise them or move them from that environment the the the pace is low. There are difficulties because you are taking people who are not at the same level to expose them to a to a benchmark which they don't even know about, that's how I would say.
	L9: Mmmm, we are we call ourselves 'The university of the people' so therefore we try by all means to be aware to make conscious of the different levels where our students, who are our clients are. So when we start with them we try to put them, ourselves in that level, so the institutions mmm institution makes it po makes it aware that it wants the students to move to one level, so makes things available to them that we'll expose them at different levels, so that they become one level and expose to the other to hospi to internationalisation at the same level, but then perceptions are also different that you might think that you are taking them to the same level but they will perceive internationalisation differently and that's also fine. I think if they are going to perceive it at a different as a different in differently than where you want them to end up it's also ok because it's the way the ha the are fff it's like when you cook something you might want to bake it and become something else but it might end up, because of the heat exposed to it, it might different maybe the final result is different I guess that's the same.

Question 3: Which internationalisation activities and resources receive the most attention and resources at your institution?	
05:46	**L1:** In our ehh in our institution as in in general or in our just in our course?
05:49	**L1:** yes yes uhm We have about 10% of our students population who is coming from various countries in, Africa we have students from Botswana in the department. We have some more post graduate from Nigeria, but I am not aware… oh yah we once but that was not in hospitality, we once had student from China but that is very very limited but it was for public relations course which I happen to lecture as well.
06:41	**L1:** It is our policy at VUT and it is sanctioned that we should take in 10% of our students should be international students, whether we reach the target I'm not sure always but we normally keep space up till 10%.
07:13	**L1:** Ok yah yah I'm not very familiar with it
07:31	**L1:** Uhm we do not really have. The only activities as I mentioned is when Texas Tech University come and visit us then we have activities with our students, what we do is we offer them a presentation on South African foods & South African cultures & so on, which they in return represent us like an 1 to 2 hour presentation on their different cultures & food & so on. So in the department that is our main activity the rest of the activity is the awareness from the French culinary foods & so on. We use a book like un cooking, during their course (specially foods) students are exposed to it we have also a section in our BTech where students look at different cuisines and different cultures and the influences of culture, but it is about a 20% of the syllabus.
08:43	**L1:** No, we do not offer any short courses at the moment.
05:49	**L2:** In our institution I observe is well we've got a lot of we've got lecturers you know other countries, we've got lotsof students from other countries at VUT. Yah, yoh yoh we've got quite a broad variety of students hey, even French students uhh Gabon.
06:18	**L2:** DRC, yah
06:20	**L2:** Zimbabwe, yah francophone we even have a francophone, a mxm what department.
06:29	**L2:** Yah can you see on the wall (points to a certificate) there's my certificate I studies French here, uhh I don't know which year, does it say there?
06:39	**L2:** It's a lil while ago hey
06:42	**L2:** Yah I was just gonna say perhaps 2013 yah yah
06:57	**L2:** It was quite an interesting thing to learn
07:01	**L2:** We still have that, we still have that

07:13	**L2:** (pause) French?
07:15	**L2:** No, this was this was a language one
07:19	**L2:** yah
07:39	**L2:** (sighs) I don't wanna lie I don't know of much of of, well well you you know to to accommodate our international students there's a (pause) there was an English programme that was offered…
08:04	**L2:** …here especially for for the French students, the Japanese, the Chinese, you know those type of people but you see the Japanese people are more advance, have you noticed?
08:14	**L2:** They will have on their thing something that translates and whatever else and then the French students on the other hand were struggling a bit but then it was moved off of the campus, it's now a private thing
08:30	**L2:** Yah, n Vereeniging, Vanderbjil where the French students are then gonna go, but then there's an international office on campus…
08:36	**L2:** but then there's an international office on campus
08:38	**L2:** ...yes, there's an international office on….
08:41	**L2:** Yes, that helps our international students with regards to their registration, their paperwork you know…
08:49	**L2:** …they have to have what is a study permit and all that…
08:54	**L2:** Mmmm…
08:56	**L2:** ...study permits ahh, I don't know accommodation if they have…
09:03	**L2:** …you know any special accommodation…
09:06	**L2:** Ahh…(interrupted by researcher)
09:11	**L2:** No, I don't have such a great variety ee I've had from time to time Congolese students and Zimbabwean students.
09:21	**L2:** Mmmm mmm
09:24	**L2:** And Nigerian students maybe one, two once twice you know.
03:47	**L3:** Umm … (phone rings). One one I'm not sure umm (phone rings) , one of of the tricks now is also the fact that I'm not I'm I'm I'm not very long in the system…
03:59	**L3:…**But what what generally I would would would would look into saying for example , umm huh ,look there are partnerships that universities get into , umm , they sign memorandums of understanding with different institutions…
04:13	**L3:** …Where the thinking is for students maybe to do a semester in the other university, maybe in Belgium or wherever, and come back which would have taught them, you know, something different expose them to a different sort of environment …(phone still ringing)

04:28	**L3**: …and for lectures as well to to engage in the same type of programme, so those uhh, I don't know whether they call them bilaterals sort of of of agreements, I see as a very important resource …
04:40	**L3:** …for for for for internationalisation …
04:43	**L3:**…I would also think, umm , there's an activity that normally university look into which they call benchmarking but now , normally it happens at national level, but it can help you if you go and benchmark with a similar institution and you find out that there's a bigger focus on on internationalisation it could help and inform what you come back and do …
05:04	**L3: …**umm, I think also if you look at recruitment strategies sometimes other university say let's look for a diverse workforce, let's look for people from different universities , from different countries. Which could then sort of the help in the way, uhh programmes specific programmes now within a particular level are are are seen out …
05:26	**L3: …**or seen through, yah. So I would look at those three as as for me the most ones that I have been exposed to and and and I think I could help.
04:34	**L4:** (Pause) So in other words the university, ahh, with preference in terms of funding uhm or in terms of the way they look at uhh performance for for staff members are we we looking specifically…
04:54	**L4:** …that that are available?
05:03	**L4:** (Pause) umm it's ahh its it's a difficult idea from the point of view that I think internationalisation doesn't necessarily mean that one has to climb on a plane and experience ahmm a culture first hand. In terms of the support that they give staff and students in terms of access to information global globally relevant information I I I don't think that there's can be any question, we are not excluded from any databases, searches uhm in my own experience so it's up to the individual uhh to (pause) hone their own research skills and to use literally an unlimited amount of obviously data and access to so, I'm not so that everybody is encouraged through the current, uhmm systems to apply themselves umm in this way but there's certainly are the resources available at every single desk, uhh and with every in in every single environment be it the library uhm in order to so so for the person who is self-motivated uhmm is there enough recognition for people who is self-motivated to look internationally I would say no. So that would be a failing of the institution in the fact that umm it doesn't seem to be a priority ahh beyond the normal measurement of performance…
06:46	**L4:** …so in other words there aren't specific rewards related to ahh your current perception of the global skill set and knowledge in your field. It's not specifically recognised, so it's very individually driven, it's addressed broadly by the institution.
07:22	**L4:** Umm I don't think that if you filter down to the actual ahh, our actual school I don't believe that we, that there's much uhm in place to uhm incentivise or um almost develop a a a new generation of globally aware uhm students and lecturers so in there are other (pause) focus areas far ahead this would be almost considered as 'step child' in some way, uhm it's there but it's certainly not a priority and I can't off hand think of any way in which, uhm it is rewarded or encouraged specifically outside of the individuals umm own inclination or interest yah.

10:02	**L5:** Uhmm again activities there's so much that takes place in the institution but I would say uhm because we work with uhmm four KPE, KPA's the first KPA being teaching and learning, the second being research, the fourth being community engagement and then the last one academic citizenship so I would say that the most important uhm activity within the university is research and and as as a researcher yourself uhm you don't only look at the scope in in your mother in your mother country you look at the broader you look at especially when you go to literature riview, you know that you have to surf out everything from all over the world. So in our case I think that the activity that we focus a lot on is research, uhm and then the resources that are that are really maximised in in the institution go more to to research, because when we don't know research how are we going to teach how how can I as a lecturer give you information about a specific topic if I don't know what is happening on the recent? Yes we've got books that are written textbooks we've got recen but what is important is what is happening now ans therefore the institution spends a lot of money on research equipping uhm junior staff uhm uhm whom they refer to as emerging researchers uhm and they do that just so they can aquire the learning and then in turn come back and give the same learning to our our most valued clients which are which are the students uhm yes again we we we spend uhm we focus alotof attention on on on research in a sense that y uhm the university itself will come up with ways to even train you know there's like literally every week either there article writing oe there's uhm referencing anything that's gonna get everybody on this bug of research and and part of it like like I explained in the previous question is that you attend conferences where you go and present your research paper and at the moment even in the department we are looking at about half of the office that are closed we look at people who are in Ireland, people who are in Brazil and all that and and and crossing uhm nthwena cross cross crossing the country just on the sake of research, and I think when we are exposed to that that's where we get to meet a lot of people for because in conferences like that it's not only limited to South Africa it's open to the rest of the world, which means an exchange of information and knowledge from different cultures, different backgrounds and and religions they can come together and sort of form an understanding
03:18	**L6:** Uhmm, well I think that the university tries hard to uhm to to to to under to establish ehh eh institutional agreements with good universities there's a there's a I thinkn there's a two two things thatb they want to do. The first thing is they want to extend their footprint in Africa, so we want to be an African university serving Africa as well, uhm, and also we we are perhaps more have more resources than many, uhh of other African countries to to be able to bring students here from Africa but at the same time to also create a global presence uhmm so I that we want be recognised, we want to be ranked in international rankings, we want to have our research published internationally. So there's a big drive to to present research that is internationally recognised.
04:13	**L7:** There's a a lot of opportunities for students to go and travel overseas ah you know work overseas, there's a lot of exchange programmes, uhm, there's a lot of agreements where our students complete modules overseas or where students from overseas come and complete modules ahh there's many of those exchanges. There's ahmm memorandums of understanding, memorandums of cooperation that's very much encouraged the university international office is very strong focus on that so they really any opportunity you have to start academic collaboration is very much encouraged there's a office dealing just with that they help with setting up the documents, they umm they see where there's definitely fund available for you to operate in that space uhm, so there's great encouragement for that.

I think even for students not only for staff but for students as well there's ah travel bursaries there's travel bursaries for staff members uhm and so on.

I think in terms of international ahh research together that's also encouraged and a big effort is made to showcase or to communicate you know uhm any international things get top of news at the top of the website so there's, it's communicated it uhm definitely it is given prestige so the academic that |

	does these things gets that ego boost which you know in the academic world is quite a thing uhm so, people get recognition for it uhm and I think giving people recognition helps encourage to do well, I'm not doing this for nothing I really ehh ii mean it's part of our uhm performance evaluation to do well.

I'm not doing this for nothing I really ehh I mean it's part of our uhm performance evaluation it's a section in that, that you need say which international collaboration are you busy with.

So you get actually get scored on that as part of your performance evaluation uhm it's part of a profile and obviously the responsibility to do that gets higher as your levels progress from lecturer, senior lecturer and so on, uhmm yes. |
| 03:00

03:14 | **L8:** Can you give me examples of what you mean about activities.

L8: Ok. I think there's a a very fine line as well because I mean think you, you young enough and would also know the whole thing about uhm decolonisation of the curriculum and that's then again completely kind of the opposite of internationalisation (laughs). So we deal with that issues a lot nowadays to say how we are applicable in our own context but not uhm restricted also in terms of that so I think there needs to be balance between uhm giving our curriculum a local context but also an international context so I think in terms of , we use a lot of case studies uhm international case studies obviously to make uhm our students more aware, we do field trip sometimes to uhm our most recent has been to neighbouring countries no necessarily overseas but uhm so I think we do that, uhm we collaborate with a member of other universities in terms of research projects uhm, their students come here so that our students a chance to to uhm meet other cultures, uhm (pause). Yah we get a lot of guest lectures from overseas as well professors and so on coming and teaching our students (pause) uhmm (pause). In terms of the curriculum and not in terms of student activity but just making sure our curriculum stays international I think, we have a number of of of uhm international examiners as well and they always give very interesting in terms of assessment and in terms of how do we engage in learning so uhm so that's all.

So it's not about only the curriculum it's about uhm the methods that we use as well and making sure that that's also applicable. Uhm what else do we do (pause) u hm (pause) yah I think because we don't deal with undergrad anymore I think it's a bit bit more difficult maybe, so with undergrad we had the exchange programmes as well for up and I think that's the same one you got to attend in Florida so we also had that arrangement with the placemen t agencies to send our students there, so that was another way, yah I think that's it. |
| 05:47

07:03 | **L9:** Our, ok I'll start with resources, the resources ok we have the library we have we view student's resources by place them in in companies outside the institution so that they are exposed, we have in in all our facilities we have uhmmm mxm we it exposes our students to the world wide web so where they get exposed to international organs outside outside us yes. Uhh facilities, our facilities we've made our facilities in such a way that the when they can be exposed outside of the facilities they cannot be shocked, they they are at at par, the the lecturers the people who provide information are exposed to internationalisation by offering them workshops, short courses soo what ahh was the other thing? It was resources…

L9: …ohhh activities they have they have activities like they go outside we go they go to markets they go to events we go they go markets they go to events outside the institution that include and then we also take part to international awards which if our students win then they go abroad they take part in that, and its according to the participating of the students when they up and we've been doing well each year we get about four students getting those awards going specifically to America |

	the they it's a community college award that is affected.

Question 4: What are the most significant benefits of internationalisation in your institution?	
09:08	**L1:** I think it makes the students more aware especially in their field about different ways that people are thinking, different ways they are reacting, different things that they require which we might see as very basic. I actually had a laugh this weekend, my daughter come from an international, more the Kruger National Park somewhere near a destination, and the Netherlands lady was asking for a uhmm 'normal egg' and my daughter was giggling & she said maybe it's a raw egg because that's is how we perceive it. So I think in the industry egg is really important that students do understand it. I think there is a large gap in our training that students do not understand, what other people are requiring.
10:22	**L1:** That can open up their vision as well to, and encourage themselves to go more into a more entrepreneurial role and be aware and open up their local cuisine to serve international people and so on.
09:41	**L2:** You know the university gets exposure as well, you know uhh in other countries because these students are coming to our university they study here, they go back with the university's name…
09:56	**L2:** …and so we will get more students coming back because you know they would recognise the qualifications ahh you know output…
10:07	**L2:** That we give obviously would be evident when the student arrives in their country…
10:16	**L2:** Yes, and and start to perform you know, so obviously we well get more exposure and be more internationalised
05:48	**L3:** (Pause) Huhhh very tricky. Recognition probably , recognition as an institution , umm , I would think that as I was saying , I mean if you are looking to grow as an institution which I think every institution is looking to , ahh to to grow and be a globally significant institution of higher learning, you you would want to to to to invest in internationalisations and if you do invest and and and it comes across for everybody you get ranked, you know for for the efforts that you have put in and you get that recognition and and and I mean it trickles into many other benefits, but the the biggest one for me is is recognition.
06:34	**L3:** Ummm, (pause) maybe I suppose it would be linked in a way but but generally speaking you would want to think that such institution ahh becomes better, ahh in the sense that if if if if if you have say students different backgrounds and you are open to that, you've got staff members from different backgrounds, you've got students that graduate and go to different places, you know over the world umm it shows that you are a better institution and and people from outside looking in see a quality institution and a better institution that is more responsive to the needs. Not only of the immediate surrounding but I mean of of of of of, uhh the global economy.

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08:40	**L4:** So I think obviously from a research perspective and research obviously translates into uhm capital for on some level for the university so there is a monetary. So in terms of uhm having a footprint an international footprint as researchers I think that that's, umm, a huge ahh perceived advantage of of the university if you are publishing an international journls uhm, the the downside is that I don't see ahh the link between the current internationalisation initiatives, uhmm and the alignment of student skills and knowledge specifically.
	So while researchers are certainly creating opportunities for themselves and possibly their undergraduares ummm it's not not necessarily translating into uhm like a massification of uhh that kind of knowledge to the average student. I think it's, I think there's pockets ahh where it's it's encouraged ahh it's certainly financially is is very ahh not lucrative but sustaining for the university but beyond that uhm I think also this misunderstanding of it you internationalise a curriculum for for example (interviewee answers phone call)…
10:38	**L4:** ...apologies…
10:40	**L4:** …can we just return to the the question or yah
10:43	**L4:** What are the advantages or
10:46	**L4:** The benefits of internationalisation, so I mean obviously you know for for the staff there's there's obviously the, the benefits that come with having a profound research output and being able to travel and therefore network with international ahh colleagues so that you can implement this in your teaching and learning. Ahh for the students obviously uhm if your students have transferable skills and knowledge skills uhm that is a, would form the students perspective that would be seen as a massive, uhm advantage which means it would be a marketing it would be a competitive marketing tool uhmm if students believe for example like certain international hotel schools affiliated to international uhm ahh groups that, that is so the marketability of the actual programme increases with the linkage to international opportunities and there's an assumption made that they are being, then they are receiving the skills and knowledge that would make them completely marketable in an international environment.
	I think from a, ahh a a governmental point of view that is not an aim of universities to say I say umm, provide a fluid market, international market uhm at this stage I just I think there's we have far more important priorities rather than making sure we are uhm producing globally competitive individuals uhm and that's coming from my own perspective and not demeaning uhm internationalisation in any way but we are faced with a number of different issues and if you would be able to be a barista here or in London I think there is an assumption that, that is taking place but I don't think there a lot of checks and balances ahh in place to make sure that that is in actual fact uhm taking place or occurring so it can't be really be used as a marketing strategy because we too busy addressing other issues.
13:07	**L5:** So uhm after a a co-worker or a collegue has had a chance to go for a conference what normally happens is that we get together and they sort of do a de briefing or a feedback session night. So for me the benefits would be that, so it's not now in the beginning we spent money and time to send this one person to this one country but when they come back they are able to equip the whole team.
	So for me, the benefits that I would say uhm I received uhm with regards of uhm internalisation in the institution would be uhm the opportunity to see what other countries are doing you know uhm benchmarking you can benchmark whatever uhm methods and systems you are using in our country and compare with the standards of another country and see if there is a gap or an opportunity for an upgrade, uhm again how did that help me it has opened up to even future research topics things we know everything starts in the first world depending what it is and then it narrows down to to us. So I think it's opportunities to find a gap uhm to research on aand again this, the nice part about this isn you can even take err the experience and share it on my UNISA platform with your students especially honours students who who are currently working on their research proposals and there you can give it to them and say uhm let's see what you guys can can come up with so an opportunity that wouldn't in a normal setting be awarded to a learner because of internalisation we are able now to take information uhm that wouldn't in a normal setting be available and convey it to a learner.
	Ahh another benefit I would say again I'll keep going back to exposure, exposure is is is just for you

	to know that there's there is an opportunity for you when the time comes for you to do this and this and this and this and that, so yale uhmm I hope that that answers you
04:33	**L6:** Uhmm, well I think it opens opportunities ,uhh lot of opportunities for the students to interact on a global level, to learn about other cultures, uhh, when our students go overseas it's opportunities , it broadens their minds definitely, it provides a a platform for them to also build on UP's reputation wherever they are uhm we become more recognised. So uhm I think that those are the advantages and then for the for the staff it also ucates opportunities, uhmboth ways to interact internationally and I think there is in from the UP's side there's quite a drive for us to uhm you know become internationally recognised as a global university but also as an African university.
06:43 08:36	**L7:** I think it's in terms of the quality of what you deliver (pause) uhm (pause) it's staying current, being able to uhm (pause) to put credibility to what you're doing, it's bene it definitely benefits the students because we are in a global we operating in a global space where the students are also aware of global situations like yourself that went overseas so if you as a lecturer thinking like this in your class is like this and your content is like this you are jeopardising students' potentials to expand their careers to travel overseas. If you're not in that line of thinking to think if you're still think that a student wants to study and live and work in Pretoria for the rest of their life you are bringing that thinking into your classroom. So if you understand that we're world citizens, you know students wanna be able to go out there and find a job in a nice place and if you're not preparing them well by understanding what's happening in the world, you are disadvantaging your students to a great extent and also in you curriculum, mean you can teach five hundred years back stuff and you know you need to bring in the new theories, you need to understand that and you can't always find that in textbooks, you need to go and speak to the people you need to see for yourself. So I think yah it's for the lecturers to be on top of their field but also for the students and the way that you deal with the student, the way that you would encourage them, uhm yah I think for us in tourism it's easy because we ate all about international and being international so it's really not difficult for us to understand that our students wanna be going and working overseas **L7:** So in that sense it's easier for us
06:16	**L8:** Uhm (pause) I think at the end of the day, we train students to become employees and to become managers and to become leaders, so I think for me the biggest benefit is ti make our students employable at the end of the day. So, uhm and also if you uhm if you want to to continue in your career ladder up to the high level you would need some uhm mmm yah I don't want to say knowledge because that sounds but uhmm the skills to respect others and to respect other countries and other cultures and so on so uhm (pause) I think uhm also internationalisation makes students more aware, I think there's nothing worse than uhm a student who's not aware or who's not interested or who's chose a apathy towards life in general I think that's the benefit of broadening their horizon uhm and making, yah not only focusing on the theory but also how do we apply that to the broader uhm context so yes I think it's life skills uhm but also it's also employability would say is the biggest advantage.

07:56	**L9:** The significant benefits is that it exposes the stu the students to employment, if you if they are not intentionalised internationalised they are then bound not exposed and employers are not happy in that they then have to start internationalising the students unlike if they had if they if they at least there was a bit of exposure the employment will will do an the employer will do an exposure that is focused to their type of employment whereas if you do general internationalisation you minimise the amount of the employer has to do in terms of employment actually you are giving an advantage to the students, in terms of the hospitality and tourism industry we have to do that although the culture and environment is there but we have to sort of internationalise it because the people who play in that and in this hospitality/tourism environment they are many in terms of cultural but we have to internationalise them.
09:16	**L9:** The even entrepreneurship they can then become enterpreneural enterp they thrive to be entrepreneurs because they have been intersh internationalised because once you are exposed you become broader than a person who is not intersh inter mmm.

Question 5: What are the most important internal obstacles to advancing internationalisation at your institution?

13:02	**L1:** (laughs) I think definitely our uhm resources and in terms of the uhm the budget as we already constant budget acts on our practical classes of about 10% per year, whilst food prices are constantly increasing and rising, uhm things like the Hostex programmes which we do arrange for students to go and visit uhm may open them their minds but uhm for internationalisation not really and I also don't think that our international department are really focusing or offering programmes but I think it could be also a lack of understanding of the process of internationalisation from the international office themselves as their main role as I understands it is more for uhm registering & coordinating students with their different problems coming from various countries and so on and not necessarily to focus and bring out the whole syllabus content and VUT as an international …
14:27	**L1:** And I think they should also need to receive some training and a very /better awareness of internationalisation.
14:48	**L1**: Uhmm from the class uhh point of view we are already incorporating some aspects of it in our uh syllabus but I think Hospitality or Food Service Management is a course that is already full. Due to the lack of our ahh student's background coming from school, we actually start training them how to switch on a stove which makes our syllabus very full. We are already running in a 36 hour class per week ahh in our syllabus so room to extend our syllabus to incorporate, I just do not see as a separate subject but to have it incorporated as an awareness from the various lecturers umm that might be the only way that we would do that for now, or maybe when we introduce our Advanced Diploma and our Postgraduate Diploma that after Diploma level, uhh there we definitely would make more focus on it. We are currently in our second year of implementing the new Diplomas so we have not developed the whole syllabus content for the new ones but that is definitely on our agenda.
11:17	**L2:** Umm (pause) we don't really have obstacles, you know look South Africa is a country that's coming from another era of, I call it barbarism you know, really I I I call I call apartheid and that kind of thing barbarism that whole oppressive system…
11:48	**L2:** …where we were not allowed to be ourselves, you understand?
11:53	**L2:** As a nation as an African nation in Africa for instance and now that we are emancipated, you know?

12:03	**L2:** Well I still feel like the struggle continues (laughs) but then there is still this whole African resistance thing, you know that we trying to find ourselves, its better to know yourself first
12:18	**L2:** Isn't it?
12:19	**L2:** Before you get to know somebody else, I think umm like right now most of the other African countries were free far longer than South Africa
12:36	**L2:** You understand? So far as we like a baby that's crawling, like because the struggle is still on…
12:46	**L2:** …you know we like a baby that's still crawling we we we this this this whole internalisation, internationalisation thing is a bit of a problem currently that you cannot focus wholly on right now neh because we are trying to Africanise…
13:08	**L2:** …you know and so it affects also what you teach, it's it's a little bit of a struggle still cause of globalisation or internationalisation you have to consider so many other cultures…
13:30	**L2:** …and and and in Africa alone there are so many cultures you know the diversity is really huge
13:39	**L2:** Wa e bona? So then it's better for us as South Africans, look at myself let me talk about myself, me I'm an African person as you can see but I'm I I I'm from an Afrikaans family, I speak Afrikaans it was an adjustment for me to learn African languages. I cannot speak Zulu to save my life; it's a huge problem…
14:07	**L2:** …what about the other Nguni languages, understand…
14:09	**L2:** …so the whole adaptation process is lengthy (chuckles)
14:19	**L2:** you know
	L2: I don't know I think you would would find a little resistance because as South Africans we are trying to find as South Africans who was oppressed just about twenty-four years ago still
14:33	**L2:** You understand the other African countries they were free longer than us, they know themselves, do you understand?
14:48	**L2:** yah yah so rona we were brainwashed and…
14:56	**L2:** …we not quite emancipated, we are not quite emancipated wa e bona?
15:07	**L2:** No I don't think I don't think there are any problems administratively really cause the, you know boarders are open. I don't think we have issues as far that is concerned but but just as a nation…
15:38	**L2:** …just as a nation I think we've got our own issues as people you know
16:01	**L2:** …thing we still need to deal with…
16:08	**L2:** …internally…
16:10	**L2:** Yes so you might find resistance because of that it's like 'don't come and confuse me', do you remember? I don't know if you know it, sometime (pause) they wanted to implement a policy on Mandarin…
16:14	
16:29	**L2:** …in South Africa because now the Chinese. My goodness if I don't know Zulu what about Mandarin, why must I learn Mandarin? Do you understand I'm going to resist…

16:39	**L2:** …to learn Mandarin for instance when I cannot even speak Zulu, what's that?
16:48	**L2:** Yah yah it's not an immediate concern for me to to have to learn Mandarin for instance…
16:56	**L2:** Yes yes
17:00	**L2:** I can understand it might be a business language for the Chinese but they come to Africa, why don't they adapt to to where they come, do you understand? Why are we supposed to bow down that language…
17:17	**L2:** …and it's a weird foreign, listen we are a third world country…
17:22	**L2:** …we poor (laughs) for me to start trading with Chinese people, you want to teach me Mandarin so that I can start trading with on a business level with Chinese people, it's it's so it's far…
17:38	**L2:** …it's not something that I can see myself doing now…
17:44	**L2:** …wa bona? There's no radical need for for me to learn Mandarin now. Why don't the Chinese learn the international language
18:01	**L2:** The economy for instance, the drivers of the economy you understand…
18:07	**L2:** Yah
18:15	**L2:** No no no, not in institutions of higher education, that that that was not there they wanted to start it at the primary school
18:24	**L2:** …for the kids
18:27	**L2:** Is it?
18:31	**L2:** Which?
18:37	**L2:** Like here we learning French currently
19:00	**L2:** Yah…
19:01	**L2:** …no now that you are talking about inclusion you you remind me, there was a question you asked me how do I think internationalisation is going to benefit the institution. Well it internationalise our students also…
19:16	**L2:** …so that, you know when they go out to the world then they're you know there's not this serious culture shock. Listen there will be a culture shock…
19:27	**L2:** …obviously, but then it's not gonna be of such a magnitude that the students would want to quickly rush back home you know you know…
19:34	**L2:** …you know how it just so disadvantages if a student is not exposed to other cultures…
19:43	**L2:** …on various levels, yah they just wanna as soon as they arrive in a different cult., country they wanna.
19:50	**L2:** Yah
19:52	**L2:** cause of culture shock

07:30	**L3:** (Laughs) Ohh there's so many, one one will try and think, uhhmm (pause). I think the first one for me which I also speak from part being a student uhhh is is is the fact that historically South Africa, you know South Africa's higher education much like the rest of South Africa is influenced by what happened during the Apartheid times, umm so that's the first aspect …
08:20	**L3** …Uhh so you find that you see now they intertwine in one way or another you would find that for example the people that that that occupied the highest positions in universities are people, umm that came maybe from different places around the world which wasn't necessarily a bad thing in the country trying now to rectify that umm, you find that there's a hurry to get local people in and and that way that focus of getting foreign staff members becomes ahhh ahhh ahh, sort of ahh ahhh a block…
08:53	**L3:** ...because the focus is to get local people…
08:56	**L3:** …involved in higher education…
08:57	**L3:** …so that's the first one I would think also the second one would then be , as a result of that , you would find that the people who have graduated mostly did not maybe study further to get into higher education were not exposed to international issues ehh were not exposed to international , let's say to other institutions at at uh different countries …
09:20	**L3:** …and therefore for them even the way thy think ,even the way they teach lacks that integration of of the outside world
09:28	**L3:** Uhh, I would think also the challenge would be linked to to to to funding. We know especially in different times that in higher education especially in South Africa there has been strict control of of the funding with the students as well moving for tree education.
09:45	**L3:** …now it limits everything that can be done , so if you are looking back at the programmes which I mentioned where I was saying you know , universities look to fund students who go away for a semester , for three months ,uhh with the limited budget that cannot happen ,umm , and if you look at some of the universities as well they don't have the resources , the infrastructure like your internet that is easily available to every student so that they can also just do it whilst I mean in in their own environment .So those are some of the the difficulties…
10:14	**L3:** …which in a way they are also very linked…
10:17	**L3:**…exactly, and again you go and look at the decolonisation of higher education as a moment which whilst if you think about it, it's very good to say 'let's also' and it's terms that you know are jargons decolonisation, Africanisation …
10:33	**L3:**…exactly, so if you are thinking at the global level , ahh those are concepts that have an impact, I'm not saying good one or a bad one but they can influence the level of internationalisation and focus both on internationalisation within a curriculum within the university itself.
10:51	**L3:** Yah

13:26	**L4:** I think I think it's uhm again it's where it sits on the on the university's agenda uhm if if it was prioritised perhaps above other more pressing social economic matters that are very current, uhm, I think you know the obstacles is that you, you the whole system is based on where it is, how it's prioritised within your organisation and although it is definitely seen to be of importance somehow it's importance is superseded by other more pressing social and economic issues. So it's almost becomes on some level a 'nice to have' uhm and that will ultimately derail ahh you know sort of initiatives uhh if there is a need for financial uhh underpinning which there will always be. You will always need money to drive these objectives and as I said to you, it's way down the priority list. It's there but it's down and it also receives less funding and therefore there are less opportunities to develop people to have an interest or to become more aware, there are far less opportunities, so it's it's a complex it's a complex issue because lip service to being globally competitive ahh within their skills and knowledge set but when one truthfully unpacks it umm they there's very little to measure that as your study has actually shown umm to quantify it.
15:24	**L4:** Yap
15:40	**L5:** Uhmm. It's soo hard to answer this based on my institution because that is recognised you know uhh we might refer to it with another term which is ahh I don't know if it will agree with your term but we normally use ahh Westernisation that is the term, that's why I've said after we've we were able to clinch deals and and work out everything in the western culture then we would narrow it down to Africanisation but what it is is that uhm uh because I get a chance to sit down with other institutions where we do collaborations where maybe that institutions will not see the need for it, you know In my case I don't see any obstacles in fact I see opportunities that I don't always take, sometimes ahh the schedule gets so busy that you cannot always gom to all the training for an examp for example last week last week Friday we attended a training called uhm uhhh 'curriculum development and blended learning e ehh module development' so this now where they were teaching us to to to draft curriculums and and to work or blended uhm modules for both online and paperbased you know but the funny thing is that our institution in UK and they came up and they came up with this training and offered it to us. So that's why ke I saying within the institution I work for I wouldn't say there is an obstacle but if I had to go back to other institutions that I've worked for then I would say, funding not not everybody would have the money to give everyone the exposure and then limitation of knowledge as to whether who should you you you reach out to, you know not having the relationship the the the not having a relationship with an outside sort of institution where you can come together like like how my institution came together with this UK based university and and and did this training, um and again I just think the fear of the unknown because of this is something that is quite new not everyone would jump at the opportunity to do it but if they were saying uhm do something with regards to the African context everybody's gonna jump because we have the history we have the exposure, but just because it's a it's something that is new maybe somebody could see it as something that is a bit intimidating and they just feel like 'uhh maybe if somebody led me through it I'll I'll I'll', you know so it's more funding just the knowledge around it and just being a first timer and not being sure whether it will work I mean again we have som many issues in our country someone will ask (laughs) can't we first sort out the ones aty home before we make outsiders feel feel uhm uhm a part of but yah that is what I experienced when I worked with two other institutions that didn't really put as much focus on it like the current institution does.

08:39	**L6:** Well Tourism Management I think is probably one of the easier uhm easier internationalised curriculums simply because tourism is an international endeavour it's a discipline that is literally the same worldwide the research is is so what we teach is the basic system of tourism which is is taught pro; maybe in difficult theoretical contexts but but basically the same worldwide so our curriculum is a very internationally driven curriculum in terms of your theory. Your case studies of course we try and very much work on a local level and an African level. Uhm, our we only have a post graduate programme we don't have an undergraduate programme, so we don't have a curriculum undergraduate. Our Honours is very much what I've just said and our PHD's and our Masters students are all working on topics that are generally, uhm local topics. So we will look at tourism for example uhm airlines but looking at African airlines how that's developing tourism within the region uhh but it's bases on the same uhh concept as what you would have in the Middle East for example, if the Middle East if the airlines work with the tourism organ isation in the Middle East (pause) and it presents a successful model it will work here as well because it's an international endeavour so so our cases are local industry and practical research relevant to us it is relevant all over world, you'd find the same research elsewhere in hospitality all over a hotel is a hotel, a guesthouse is a guesthouse. People are when they travel deep down they are motivated by the same reasons. So we have an easy one for internalisation, I don't know about the other disciplines.
08:57	**L7:** Sometimes there's a lot of red tape involved, lot of forms to complete, lots of MOUs you get the legal office involved, so there's a lot of steps to follow and procedures and uhh something you don't have energy for that, uhmm (pause) and I think, yes there's travel in our bursaries involved and yes there's uhh opportunities to engage in that way but it's also very selective. It depends on your staff level it depends on your prestige, it you know so I think it's easier for mun they would much rather give a travel grant to a professor or somebody than a lecturer even though it's a great contact, even though it's a great opportunity. So they don't always feel like you are up to standard to be able to take on this thing, so there's not a lot of there's no mentoring in how to do internationalisation, there's nobody sitting you ad telling 'ok this is now a module, or we gonna have a course or workshop on how to approach internationalisation' how do you prepare a document so I think in that mentoring side it's not maybe there a lot. Uhm yah and then the difficulty of it and then the preference given to certain types, yah.
10:46	**L7:** (Pause) I think it, well it comes back to the previous point of it, it hampers your ability to bring that perspective into your studies, uhh you know into your curriculum. It actually cause when you are developing professionally your students get the advantage, your curriculum gets that your invasion gets the advantage for you. So uhm and I think also if there's mentoring programmes you also get into the mentoring mind-set, so if somebody is willing to sit with you and think about international things and how to approach I, you are also willing and understand more about mentoring is about so that you can also guide students like 'ok you saying you wanna go let me help you maybe this you could try' so if once you become familiar with that space of encouraging internationally you can more easily bring that to a student engagement into how you help students to take themselves into that space.
08:23	**L8:** Um, time (laughs)…
08:27	**L8:** … I think it us bogged down by daily activities that, that you don't find the time to maybe update your curriculum to make it more international I think resources as if you talk about physical uhm travel to obviously uhm other places uhm I think awareness sometimes as well I think people uhm are simply not aware of the opportunities and it's not communicated to them as well. Uhm laziness I think also uhm…
09:17	**L8:** Laziness just to put effort into developing your curriculum and making it more applicable and including uhm small aspects in it.
09:46	**L8:** Uhmm (pause) it depends on what the activities are obviously if we organise a field trip to the

	us, then finances is going to be a challenge if we ourselves want to travel to uhm (pause) I think there's funds available I suppose, so it depends if you talk about the students or the lectures. I think just in terms of of the curriculum that you teach I don't think finance could be a problem there uhm but I always say that you can't go into the tourism industry if you haven't travelled yourself so, so in terms of that I suppose finance can be a, an obstacle uhm yah.
10:51	**L8:** Argg we just say sorry afterwards, if we break the rules (laughs). Uhmm I'd I actually don't know what the policies are in terms of that so I can't say to you I am unaware of it, uhmm yah.
09:57	**L9:** Limited resources in terms of money like you find that you would want the students to be exposed to different workshops and events but then because of monetary constraints you'll find that you have to limit them to one event, the lecturers in terms of workshops also money it's mainly monetary and that obviously economics is is the one that limits us.
10:32	**L9:** Time
10:33	**L9:** Time limits, time limits, time limits find that because of the you have to there's you can only do so much within an amount of time that we have available exposed to the students.
10:52	**L9:** I'm not one who talks too much.
10:53	**L9:** So uhhh

Question 6: Which features of your Tourism and/or Hospitality curriculum do you view to be specifically geared for advancing internationalisation?	
16:49	**L1:** Ummmmm the only thing is I think umm Food and Culinary studies is an excellent subject that can uhh be focused on internationalisation umm whether it would be cost effective and so on and whether it would fit in but exchanging of students might be also a great way of establishing and um ensure a internationalisation, cause if you have an exchange programme then you expose students to that side as well as bringing people to this side for more exposure and so on
17:49	**L1:** (Sighs) we had in the past many years (pause) many years ago we had an exchange programme, currently we are not running any…
18:01	**L1:** also due to uhmm budget uhm constraints and so on
18:14	**L1:** We have a lot of international MOUs in the institution more on our umm research level, which is umm towards your Masters, Doctorate and Post-Doctorate programme in Hospitality but for the undergrad no.
18:34	**L1:**None memorandums of understanding

20:19	**L2:** Look I'm in the hospitality sector
20:23	**L2:** …so in the hospitality sector I think it has always been international, it has ALWAYS been international. If you look at any hospitality language, our cookery, culinary terms…
20:38	**L2:** …you know the books we use are US books
20:44	**L2:** you know the culinary terms are French terms…
20:48	**L2:** …the style of cooking is French, ahh you know it's it's really always been international; it's never been about Africa...
20:58	**L2:** …and right now I feel our country is in a radical state of Africanisation…
21:04	**L2:** …you know…
21:07	**L2:** And that is what we are trying to bring into our curriculum basically
21:14	**L2:** …you know more than internationalisation (laughs)…
21:25	**L2:** Exactly
21:34	**L2:** Even the food that we make, is yah the very food we prepare is
21:44	**L2:** Mmmmh
22:00	**L2:** Mmmm
22:10	**L2:** If we take the tourism students?
22:13	**L2:** We have, we or (pause) there's hospitality and tourism they're supposed to run together…
22:18	**L2:** …but with us it's divided
22:20	**L2:** Neh , if you take the the tourism students I think they're more exposed to that curriculum wise
22:28	**L2:** It's a it's a more…(interrupted)
22:29	**L2:** …yah you know the Tourism what course…
22:36	**L2:** I think is more international than (pause), than what?
22:44	**L2:** Than other yah like even ours is also international. This person wa ndisturba (Interruption in the office)
23:16	**L2:** …(pause) I mean like, I'm not gonna say that ours is not international because I already said it is…
23:23	**L2:** …but I, I think perhaps (pause) our sector, hospitality and tourism is ahh, has always been, ahh the most I guess international
23:40	**L2:** Yes due to the nature of of of the sector, you know
23:45	**L2:** mmm, yoh, you need to accommodate so many different people…
23:51	**L2:** …countries, yes because like I already said the world has shrunk…

23:57	**L2:** …it's becoming smaller and smaller, people are flying up and down like nobody's business
24:01	**L2:** Yeah people arrive where they wanna arrive, it's just with us because of poverty we cannot just arrive…
24:10	**L2:** …and go, pack up up and go and arrive there and land, you know (laughs)
24:16	**L2:** Yes it's a costly exercise
11:12	**L3:** (Pause) Umm (Pause) .i wouldn't know specifically when you say features but let me , let me think and say from a personal perspective I would say one the curriculum itself ,uhh because you are talking about Tourism and hospitality are global global phenomenon you are talking about global subject…
11:33	**L3:**…uhh, tourism by its very nature implies traveling from one place to the next ,so it requires a very broad sort of a a teaching methodology where you don't limit the students to say 'Oh South Africa this, South Africa that' You've got to be putting into different context so that the students can understand that they will be dealing with people that come from all over the world, they will deal with people that come from their immediate surrounding, they will be dealing with people that are leaving the immediate surrounding to different places so in that way the curriculum needs to be very broad, one, uhh part of that is also maybe the the the in service training component or Work Integrated Learning has to have an unlimited focus, umm, where you don't only say students should be looking for opportunities here they should be exposed to to to places elsewhere so that's also a component that I feel maybe, especially within the tourism and hospitality sphere because we teach that to say 'you can end up anywhere in the world. Uhh and by virtue of saying that we should then also be accepting that the students may go for in-service training to any place , therefore whatever we have taught them has got to prepare prepare prepare for that…
12:49	**L3:** ...Yah. That's what I would say, those two main ones, yah.
15:37	**L4:** (Pause) uhmm so I'm obviously responsible for the subject known as Gastronomy primarily and that has a very umm Eurocentric field development in terms of you cannot approach the field without and so has an international ahh baseline. Is that baseline enough to, uhh address its current the current skills and knowledge that students. I would say that's that is very questionable. Umm so while as I say this this subtle difference between curriculum having an international history doesn't make it automatically internationally relevant and I think that that's the level of understanding that kind of permeates right now is that 'If I bring in knowledge and skills from various cultures etcetera that I'm I'm international' and I think that that's a big mistake and truthfully I think because of finance and focus that there's there's very little knowledge amongst ahh educators who are involved with the curriculum I think it's there's in terms of actually understanding how this would play out in an everyday curriculum. So honestly I think if I went to a number of my colleagues right now they would pin point an international historical link and there wold be very little else to substantiate uhh whether or not the knowledge was truly of of a global sort of ahh standard or even specific enough. I think there's very little benchmarking, against within a particular field, there's very again it's left to the individual curriculum or development person. So if they take the time and energy to go and constantly ahh you know see what is what in the content of similar international courses, but there's very little time and certainly not much endorsement of of its, it's almost like it's considered that lecturers will automatically be doing this self-benchmarking every year and with the constraints I think that that's a, and no recognised way of, not necessarily reward but monitoring. Umm I think that it becomes a very tricky, slippery character to to see out so uhm, I in terms of internationalisation from my personal perspective do I have my finger on the pulse of hat Gastronomic skills and knowledge are absolutely going to make my students ahh competitive and ahh have market value overseas, it would be very difficult for me to, I have a big focus on are they market uhm ready for South Africa, that is a really big hurdle and if I can make them market ready for the South African uhh work situation then I have almost achieved

	my mandate. Uhmm it's we've got some really high hurdles.
19:29	**L4:** Yah
19:05	**L5:** Well to be honest the (pause) textbooks that are used in my uhmm modules that I offer as a lecturer uhmm there's normally a recommended and a prescribed of of those two one is South African and the other one is is is international uhh textbook which then gives the the learners the opportunity to view both both both sides uhm I'll I'll I'll look at it especially uhm the module that I give in I don't know if I'm allowed to say the name of the module in in Housekeeping it's purely American it's purely American. Uhh because uhh again we can urgue that every corner you lum there's a again we can urge that every corner you lum there's accommodation establishment but we needed to go to the origin for us to really understand when we say something is for us to really understand when we say something is turndown service ,turndown service is not a South African term you understand,so depending what the needs of the the module are we'll get the best textbook and I love that we review we review our textbooks every two years so that we can give the most relevant and most recent uhmm at the time and then our study guides we review them every five years so uhmm currently receiving and and updating a study guide again it will give you the opportunity to surf out what is happening at home what is happening internationally and then uhm like I explained in the Events you merge the two we'll speak about the FIFA World Cup but we'll also speak about the Common wealth Games so that there's a balance, uhmm the the talks that we have you know we have events where we invite, because of being an open distance learning institution we don't have the advantages of seeing learners on a day to day basis like other institutions so we will either organise a talk on the on the on term or on the subject around it where our students can come together and understand that uhm as an institution we are looking at both uhm both ends and there's sometimes even giants and fundings in unto the into the topic uhm another thing that is geared in in towards internalisation would just be the type of trainings that they give us as as employees to try and build us in such a sense that we need to understand that uhm the way you communicate the way you assess the way you it's it might not all be the same we cannot put uhm mxm learners into boxes we have to really uhh in one of the training that we did on on blended learning uhm one of the tasks that we had to do was to create learner profiles and when we created these learner profiles we really went down to like the 't'you know. We had a profile of a student who's Jabu who grew up in Alexandra uhm took a mxm you know took immediately after after matric they worked for six years and only after then they had enough money to study and then on the other hand we had a Marian Van Der whoever who is uhm eighteen years old and is first year. So we looking at the the extremes uhm then we had a Polish person who who who is in Poland but studying with us and then we we compare that for Jabu maybe English, where he comes from he's from Alexandra and works for a construction company in Alexandra meaning the mode of communication and whatever is all in Zulu and then we come to this uhm uhm Marian who is Afrikaans but English is almost sort of second nature and then another extreme where we have this Polish woman who might have been married to a diplomat and they started to study with us and their understanding culture again is not the same. So those we some of the the tasks that or or activities or exercises that we did but I think my institutions my institution is doing a lot uhm, I might not be at the core really of it where I'm I'm in manag cause I think I'm not in management

	I'm not the decision maker but uhhh (OF RECORD DISCUSSION)… education is across the board it doesn't matter where you from uhmm uhmm look at these we've got these new things where we've got these exchange students, you know It's not as old as form 8 but It's not also something that is that is you don't necessarily bump into an exchange student everyday, you know. So I think that South Africa is trying cause when after I finished my first qualification I got an opportunity to go work overseas where we were students about more than five thousand students from literally all over the world and part of the agency that help me prepare go there was supported by the department of education so honestly it might not like strong, like your normal government internships which are common but I think somewhere I mean that was in 2009. That's a long time ago I mean it's there just need to know who to go to and who to find the information but that doesn't still uhm excuse them for educating more and more people on it uhm I remember when I was doing my PGCE practicals uhm at a local school we we had learners from African countries, and again that plays a role, a teacher can can easily try and give a learner from African countries, and again that plays a role, a teacher can can easily try and give a learner an instruction in Zulu and expect that everybody would know Zulu because we are in Gauteng, you understand, but those are the things we need to consider I think the department can do more uhm but I don't think that again they are not doing anything at all.
08:39	**L6:** Well Tourism Management I think is probably one of the easier uhm easier internationalised curriculums simply because tourism is an international endeavour it's a discipline that is literally the same worldwide the research is is so what we teach is the basic system of tourism which is is taught pro; maybe in difficult theoretical contexts but but basically the same worldwide so our curriculum is a very internationally driven curriculum in terms of your theory. Your ease studies of course we try and very much work on a local level and an African level. Uhm, our we only have a post graduate programme we don't have an undergraduate programme, so we don't have a curriculum undergraduate. Our Honours is very much what I've just said and our PHD's and our Masters students are all working on topics that are generally, uhm local topics. So we will look at tourism for example uhm airlines but looking at African airlines how that's developing tourism within the region uhh but it's bases on the same uhh concept as what you would have in the Middle East for example, if the Middle East if the airlines work with the tourism organ isation in the Middle East (pause) and it presents a successful model it will work here as well because it's an international endeavour so so our cases are local industry and practical research relevant to us it is relevant all over world, you'd find the same research elsewhere in hospitality all over a hotel is a hotel, a guesthouse is a guesthouse. People are when they travel deep down they are motivated by the same reasons. So we have an easy one for internalisation, I don't know about the other disciplines.
11:12	**L6:** Yah
11:14	**L6:** Yah so it's an international curriculum, but it's made local…
11:19	**L6:** … and there's no way, you can change tourism it's if you're gonna travel you gonna travel all over the world you have specifics to South Africa but that's related to air attractions and our what we have to offer and the way we are we have certain here that is were we have emerging tourism new ahh new rich people becoming ahh not richer but abling enabled to travel ahh previously disadvantaged people. So we would look at those kinds of things within our context but if you look at European there was it was the same phases they went through when they start when people that were not able to travel went through the same phases have eventually enabling them to travel. So again different people but same model.

12:05	**L7:** Oh everything, uhm the thing is my teaching is, I'm in destination marketing…
12:11	**L7:** …so for me we only almost look and spot tourism so we look a lot at what's happening overseas, that's our main focus. We also bring in the African context, uhm we also look some at some of the local context but current practise, best practise we look internationally, what's happening how do we compare and sometimes it's very nice for the students to see that we're actually doing great. So we make comparisons between what we do and internationally, uhm I think also the yah my field is international (laughs) you know it's easy yah so we in all my modules in different parts we look at what interna happening and how does it apply to us. Are we doing what's happening or not, so for mine it's a very easy answer in a sense.
13:20	**L7:** (pause) the sss ahh, there's a difference for me to between being aware of what's happening internationally and (snaps finger) understanding other cultures uhm yah cultural awareness it's a different thing for me that's, cultural awareness is is more of how you engage, you need to engage with people you need to engage in the culture uhm to realy get that awareness so we try to encourage students to travel uhm once in a while we arrange ehh an overseas trip every year for our honours students we arrange an excursion where they go to get different experience, we try to help our students to get jobs overseas. So in that sense, we try to do that but (pause) uhm sometimes I'll you can share content of what those people are like and what but I mean it's experiential learning that's you know yourself. That is just the the best thing.
11:23	**L8:** (Sighs) You know I think again maybe we are in fortunate that the tourism industry is global so I don't think the problems that we face in tourism is a serve as in other academic degrees maybe, so I think if you talk about accounting it would be difficult to make it international but tourism I think the bulk of our content and the bulk of our resources come from international scholars. Uhm so I think the the challenge is more to get material applicable to South Africa than what it is to make it international. So for me for example I mean I only use when international source in my class so so there uhm the challenge to make it more applicable to the South African context so I think it goes both ways and that's why I also said earlier on that there's a fine balance between uhm but that's just in terms of curriculum so I think uhm (pause) yah I think I can't think of any local content uhm (pause) that I use and if it's, so so sometimes you would have so I 'always say but that's any at postgraduate level' to say because students are often uhm and you might have come across the same thing to say that the contribution that they have made is that it has never been done in the South African context and then I say to them 'but that's not a contribution' so your contribution needs to be a global contribution you can't make it case specific, uhm so I think in terms of that we try and internationalise the research that we do as well so it can't be applicable only to South Africa then there's not an audience for it I mean you only have ten interviews with academics that's how few there are in South Africa or in Gauteng in any in any case but uhm. So even at postgraduate level I think we try to make our as global applicable as possible uhm (pause) yah in terms of other so I've mentioned the case I mentioned the activities earlier on so
11:11	**L9:** We have uhmm Culinary, we have Food and Beverage, we have what we call Housekeeping, Accommodation, Front Office, we have we have the work integrated learning where the students go out to the field. Mmm in theoretical uhhh Food and Beverage which includes mmmm wine service and all those things.
12:03	**L9:** Uhhh Culinary in terms of subjects in terms of the students exposing themselves to other culture to other what other people do, they so they have their curriculum allows them to explore other cultures other people how they do other things after they've learnt the basics ehh Food and Bev, again food in terms of beverages, in terms of wines in terms of entertainment the students must expose knowledge of other cultures besides theirs of other countries besides their ok they must expose themselves in the learning, ehh which other subject did I find?
12:58	**L9:** yah the way they do Housekeeping, Housekeeping will do room service and things like that, they have to when they serve a customer they must know where that person is from then they allow themselves to create an environment so that that person feels at home in that in that environment. As Front Office welcoming the person, if you know you're welcoming a guest from Turkey you

	obviously want know how they behave in that culture.
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