PALACKÝ UNIVERSITY OLOMOUC

(UNIVERZITA PALACKÉHO V OLOMOUCI)

FACULTY OF SCIENCE

DEPARTMENT OF DEVELOPMENT & ENVIRONMENTAL STUDIES

MASTER THESIS

International Mobility and Capacity Building: Case Studies focused on South African Universities

Olomouc 2018 Stephanie N. ROFFLER VAN HEERDEN

Declaration of Authorship

I declare in lieu of oath that I wrote this Master's thesis myself. All information derived from the work of others has been acknowledged in the text and a list of references is given.

In Olomouc (date): 12 April 2018 Signature: ……

Acknowledgement

Firstly, I thank God without whom nothing is possible. I would also like to sincerely thank my supervisor, Mgr. Martin Schlossarek and lecturers in the International Development Studies Programme for their knowledge and support throughout my thesis. Regarding the research, I would like to express my gratitude to those who participated in the study. Attending Palacký University on the EUSA_ID Programme has truly been a blessing that has given me an array of experiences I would never have had otherwise. Lastly, I attribute this thesis to my husband, parents, family and friends for their unlimited patience, support and continuous encouragement.

Abstract

South African universities have changed dramatically in post-Apartheid years to keep up with necessary transformation processes and to continue being relevant while playing a vital role in society. With its reintegration into the global education community, they participated in international networks, aimed at advancing common goals. This included Erasmus Mundus (now Erasmus +) which was and still is considered one of many international higher education mobility tools available to universities.

Due to this programme`s viability, it has been used to increase human capital, thereby bringing much needed international knowledge and skills into South Africa. The overall objectives of Erasmus Mundus partnerships between South African and European Higher Education Institutions (HEIs) continue to support South Africa's efforts in fostering sustainable development through mutual intellectual exchanges and cooperation. In particular, the aim to contribute to the provision of appropriate high-level skills.

This qualitative study tries to a) identify and match the national skills-need and those developed through the programme as envisioned at the launch of Erasmus Mundus in South Africa, and b) review communication and approaches used to implement these projects. These analyses have shown successes and gaps in the different operational stages which hinder the potential of these programmes. Examples of these include the success of the IMPALA Project and the misconceptualisation of the programme`s design that accompanies risks of brain drain and brain circulation of South African grantees after the completion of their studies abroad. This paper argues for better understanding of Internationalisation by senior management, who could then support and strengthen cooperation between academic and International Office staff, resulting in the achievement of national goals while also reforming institutional structures.

Keywords: Internationalisation of Higher Education, capacity building, institutional impact.

PALACKÝ UNIVERSITY OLOMOUC
Faculty of Science
Academic year: **2016/2017**

DISSERTATION ASSIGNMENT

(PROJECT, ART WORK, ART PERFORMANCE)

First name and surname:	**Stephanie VAN HEERDEN**
Study program:	**N1301 Geography**
Identification number:	**R160560**
Specialization:	**International Development Studies**
Topic name:	**International Mobilities and Capacity Building: Case Study focused on South African Universities**
Assigning department:	**Department of International Development Studies**

Rules for elaboration:

Erasmus Mundus (now Erasmus +) was and still is considered a viable tool that can be used to increase human capital, thereby bringing much needed international knowledge and skills into South Africa. This thesis will explore the related strategic goals of important stakeholders and determine the effect on South African beneficiaries.

Scope of graphic works: **dle potřeby**

Scope of work report
(scope of dissertation): **20-25 tisíc slov**

Form of dissertation elaboration: **printed/electronical**

List of specialized literature:

Brandenburg, U. et al. 2016. The Erasmus Impact Study Regional Analysis. Luxembourg, European Union.
EACEA. 2017. Erasmus Mundus Master Courses, Summary Report of 2007 & 2008 Framework Partnership Agreements (FPAs). European Union.
Foskett, N. Maringe, F. (eds.) 2010. Globalization and Internationalization in Higher Education Theoretical, Strategic and Management Perspectives. London, New York, Bloomsbury T&T Clark.
Knight, J. Teferra, D. (eds.) 2008. Higher Education in Africa: International Dimension. Centre for International Higher Education, Boston College and Association of African Universities.
MacGregor, K. 2011. Connecting Higher Education and Development. University World News, 27 February.

Tutor for dissertation: **Mgr. Martin Schlossarek**
Department of International Development Studies

Date of dissertation assignment: **27 January 2017**
Date of dissertation submission: **13 April 2018**

L.S.

prof. RNDr. Ivo Frébort, CSc., Ph.D.
Dean

doc. RNDr. Pavel Nováček, CSc.
Head of Department

Olomouc, dated: 24 February 2017

Table of Content

1. Research Problem 1

1.1 Introduction 1

1.2 Research Problem 2

1.3 Key Objectives of the Study 2

1.4 Structure of the Thesis 2

1.5 Motivation for the Study 4

1.6 Methodology 6

1.7 Limitations of the Study 12

2. Theoretical Framework 13

2.1 The Role of the University in Society 13

2.2 Universities in the current South African context and Internationalisation of Higher Education 15

2.3 The Implementation of Erasmus Mundus and Erasmus + Programmes in South Africa`s Higher Education Institutions 17

2.3.1 South Africa and the European Union`s Strategic Partnership 18

2.3.2 The Intricacies of Erasmus Mundus and Erasmus + Programmes 19

2.3.3 South Africa`s Skills Agenda 22

2.3.4 How Erasmus Mundus programme has been used by South African Universities..... 24

2.4 Conclusion 28

3. Qualitative Study 29

3.1. Introduction 29

3.2 Findings 29

4. Discussion 37

4.1 International Office Operations 37

4.2 Skills-need in the Labour Market and Institutional Impact 40

4.3 Lessons Learnt 43

4.4 Recommendations 43

5. Conclusion 45

6. References 48

7. Annex 53

Clarification of Terms and Concepts (in alphabetical order)

ACA: Academic Cooperation Association. A not-for-profit pan-European network of major organisations responsible in their countries for the promotion of Internationalisation in education and training (ACA Secretariat, 2018).

DHET: Department of Higher Education and Training. A South African Government Department that oversees university and post-secondary education.

EACEA: Education, Audio-visual and Culture Executive Agency

Historically disadvantaged universities: Compared to historically advantaged universities, these universities show distinct differences in status, everyday material conditions, and capacities as a result of state policies, unequal funding, racially skewed student and staff composition, and the varying impacts of the evolving social relations of power in the broader society (CHE, 2004).

IMPALA Project: This is an Erasmus + Key Action 2: Capacity Building in Higher Education programme (University of Antwerp, 2018). It is composed of the following European and South African partners: University of Antwerp, University of Bologna, University of Graz, Utrecht Network, Academic Cooperation Association (ACA), Cape Peninsula University of Technology, University of Limpopo, University of Fort Hare, University of Venda.

Internationalisation at Home: Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments (Beelen and Jones, 2015).

Internationalisation of Higher Education: Internationalization at the national, sector, and institutional levels as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education (Knight, 2015).

Job competencies: According to DHET, these are job related skillsets e.g. communication and numeracy skills. (White Paper, 2016)

Millennium Development Goals (MDGs): These comprise of eight goals with measurable targets and clear deadlines for improving the lives of the world's poorest people and was signed by leaders of 189 countries at the millennium declaration at the United Nations Millennium Summit in 2000 (United Nations, 2018).

Nationals: a citizen of a particular country (Cambridge Dictionary, 2018).

Occupations in High demand: According to DHET, this refers to a list of key occupations, hard-to-fill vacancies, and ranking of occupations based on a pre-determined formula (DHET, 2016).

Sustainable Development Goals (SDGs): Built on the successes of MDGs, and otherwise known as the Global Goals, these are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity (United Nations, 2018).

Scarce skills: According to DHET, it refers to skill deficiency at an occupational level where there are insufficient skilled people to meet labour market demands (DHET, 2016).

1. Research Problem

This chapter will introduce the Erasmus Mundus and Erasmus + programmes in the South African context. It will then describe the research problem and key objectives, as well as explain the structure, motivation, methodology and limitations of the thesis.

1.1. Introduction

Erasmus is a successful mobility programme that has grown to include more than just student mobility for universities within Europe. Over the years, the European Union has expanded its International Higher Education activities to include Erasmus Mundus, amongst other programmes and in 2014, it evolved, and is now known as Erasmus +. This change has come about because of an increase in funding for European mobility for a variety of education and training activities for the period 2014-2020 (Goethe-Institute, 2014). The Erasmus Mundus programme is integrated into this umbrella programme. For the purpose of this paper, a discussion will be conducted regarding the way this programme has been used to help South Africa with its various challenges, especially in South African Higher Education Institutions.

South African universities, along with others in the world, are faced with the challenge of how to best prepare its students for the rapidly changing world where economic, social and political transformation is increasingly dependent on the creation and application of new knowledge. Despite having to prepare students for an unknown future, that presents challenges ranging from climate change to disruptive technological advancement where skills relating to critical thinking, innovation and an entrepreneurial spirit are required, South Africa still finds itself needing to fill the “scarce skills” gap.

With the Apartheid`s historical legacy of imbalance between education need and education capacity, programmes like these can be considered as a viable option especially because it is economically sound and is quality assured. Through sharing knowledge, ideas and perspectives with students and staff from different countries, backgrounds and knowledge sources, university students and staff can be more informed, have their creativity and problem-solving skills bolstered and even help close the gap between the short and long term skills-needs in the country especially in the world of academia. This thesis will explore how the Erasmus Mundus and Erasmus + programme is implemented, thereby allowing participants to develop these much-needed skill sets and more so, learn about its institutional impact.

1.2. Research Problem

Is the Erasmus Mundus and Erasmus + programme used effectively to develop South Africa through capacitating nationals with skills necessary to advance the country and improve Higher Education service delivery?

1.3. Key Objectives of the Study

Aim 1: To identify which Higher Education Institution reforms and labour market skills are needed in South Africa as determined by the South African government.

Aim 2: To identify which Higher Education Institution reforms and labour market skills universities are developing through the Erasmus Mundus and Erasmus + programme.

Aim 3: To compare whether Higher Education Institution reforms and labour market skills developed in this programme match those determined by the South African government.

Aim 4: To suggest potential improvements in the efficiency and effectiveness of this programme in relation to Higher Education Institution reform and labour market skills development, especially in regard to a) communication between government and Higher Education Institutions b) within Higher Education Institutions` offices responsible for facilitating this programme, so as to ensure the success of the programme.

1.4. Structure of the Thesis

In order to get insight into the South African Higher Education environment and how the Erasmus Mundus and Erasmus + programmes could influence it, I searched for appropriate literature that would provide context about the South African higher education environment. The available literature, however, only sheds light on the theory and intentions different participants may have. Through observation, interviews and questionnaires, we will be able to understand how this communication is articulated to South African universities responsible for facilitating these programmes. As a study has already been conducted to understand the impact on students and academic staff (Kotze and Lenssen, 2015), this paper will be more about the institutional impact and in particular, studying the impact on the International Offices.

Aim 1: To define the skills concept, official documents published by the European Commission and South African government and related articles were studied to gain insights into the skills problem in South Africa and how the Erasmus Mundus and Erasmus + programme could be used to meet those needs. Firstly, this included understanding the structures of the different South African universities. Thereafter, it was important to consider what guidance was given from the Department of Higher Education and Training (DHET) as this helps inform universities about what their Internationalisation activities should and could include. In turn, this impacts the universities approach to facilitating the programme. The DHET were consulted to elaborate

on the skills topic, as they are responsible for evaluating the skills-needs in the country and informing various Higher Education Institutions of this, so that they in turn can provide appropriate curricula and opportunities to students. Using the White Papers drafted by the DHET, one can clarify the concept of skills, scarce skills, etc. as defined in the South African context and in relation to the transformation mission of the country and more broadly, the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs). Information about the need for reform in South African Higher Education was also sought and is described as institutional impact for the purpose of this paper.

Different official documents related to the skills topic were sourced, including the List of Occupations in High Demand (2015) and the Report on Skills Supply and Demand (2016) which includes the projections on skills supply and demand in South Africa. These were used to gain an understanding of how the concept of skills, scarce skills, etc. could be framed as well as to gain an understanding of how this information is communicated to the different Higher Education Institutions. To confirm this information and clarify the complexities, nuances and differences between the documentation, a representative of the Department of Higher Education and Training that works directly on the skill portfolio consented to participate in this study.

Aim 2: The Tracer and Impact Study (2015) was used because it is the latest and only study on all Erasmus Mundus projects regarding the different European - South African consortia in the period 2011-2014. This study includes data on the different thematic fields offered to and taken up by South African grantees. Considering my circumstances and limitations, this would the best way to obtain this information as the alternative would be to duplicate the extensive survey using the individual South African grantees and participating South African universities.

Aim 3: This is not only a synthesis of information but also a comparison of skills needed and skills being acquired by South Africans. The Findings and Discussion Sections has been used to present the practical outputs of the planning documents as experienced by the different stakeholders. This has allowed us to draw inferences about the current approaches to reform and skills planning in the South African context, as shaped by the South African government, Higher Education Institutions and other agents, and which is ultimately included in the Recommendations and Conclusion. With regard to institutional impact, academic and administrative staff have been focused on. However, in relation to these programmes, greater emphasis has been placed on the International Office responsible for Internationalisation activities in the university.

Aim 4: Following the literature review which explains the theory of the stakeholders involved, their intentions and how to implement the programme in a way that will align with the skills agenda; the questionnaire, interviews and observations are introduced. The stakeholders identified to participate in the data collection process, are representatives from the following entities:

- South African and European universities as represented in the different Erasmus Mundus and Erasmus + consortia,
- the Department of Higher Education and Training,
- the European Commission,
- the Academic Cooperation Association as an expert body in Internationalisation of Higher Education in Europe but who is also involved in a specific Erasmus + project focused on capacitating those working with Internationalisation of Higher Education in South African universities.

Engagement with these stakeholders have added depth and breadth to the scope of research, and value to idea of Internationalisation in Higher Education in South Africa. It has also shed light on the successes and shortcomings of the programme from an operational point of view. This includes details of the programme`s design, implementation, monitoring and evaluation. These stakeholders have provided practical information to create a comprehensive picture of what procedures are followed when facilitating these projects. By analysing these applied processes and procedures, we will be able to understand the system`s efficiencies.

The term efficiency for the purpose of Aim 4 has been operationalised in the following way. As many South African universities initially considered Internationalisation of Higher Education to be about incoming and outgoing mobilities, efficiency could be interpreted as the ability to meet these internal mobility targets. This is influenced by the International Office`s financial resources and capacities to implement mobility programmes in such a way as to meet these targets. The understanding of Internationalisation of Higher Education has, however, expanded to include Internationalisation at Home, Internationalisation of the Curriculum, amongst others that impact the university activities. These Internationalisation activities are influenced by more factors, such as senior management of the university, academic staff, as well as their cooperation with the International Office.

1.5. Motivation for the Study

The motivation for this study stems from my experience of being an Exchanges Officer at the University of Cape Town (UCT) and having done different modules related to development projects as part of the International Development Masters Programme at Palacký University.

I was introduced to the field of Internationalisation of Higher Education and its benefits while working at UCT. The rationale used by the International Office was that they would want to give eligible students and especially post-graduate students, an opportunity to study abroad with a scholarship, within the limits of existing bilateral exchange contracts and their budget. This meant that students would have access to an opportunity of a lifetime, one that gives them an opportunity to not only focus on academic goals by adding depth and breadth to their study programme but also an opportunity to grow personally and to critically work on themselves regarding future employment. This resonated well with the spirit of the Erasmus Mundus programme.

In encouraging students to participate in these mobility opportunities, I started researching the concept of global citizenship and how mobility programmes influence individuals and their futures. I also found that returnee students blossomed because of their time abroad. They seemed more confident, open minded, resourceful and resilient. I was then exposed to Erasmus Mundus and its advanced mobility model. Here, I realised how much was being invested into capacity building and the value of global citizenship. In this model, it was confirmed that both staff and students could learn from their contemporaries in a mutually beneficial way that would inevitably permeate into the workplace resulting in greater rewards for the development of our country.

As an administrator wanting to promote this programme, and understanding that programmes like Erasmus Mundus, now Erasmus +, are in fact development assistance projects that should meet specific criteria to continue running, I wanted to go further than just facilitating the process as done with other programmes. I wanted to find out the rationale behind the programme and what its intentions were as well as how that related to the South African government and universities` intentions and goals. In addition to this, I also sought different ways to increase my theoretical knowledge and practical skills.

My conclusion was that with better and more relevant knowledge, which I thought was sometimes lacking with junior administrators responsible for the work, it would ensure that the European Commission and other stakeholders would be satisfied with the service and results. If done properly, it should also respond directly to government`s strategic goals and funding applications for universities. As agreed to by other South African International Office staff in the Tracer and Impact Study (2015), a programme like this cannot be sustained by South African institutions alone as universities do not have the resources necessary to send as many grantees abroad as is currently being done. Therefore, if studies like this are done which leads to improvements in the design and implementation processes, graduate numbers and employment

in South Africa, then support in education using programmes like Erasmus + may be continued in South Africa by the European Commission. As a student of International Development Studies, I am now able to contribute to this research and would like to highlight concerns of this thesis as a point of departure for South African universities` International Offices to consider.

1.6. Methodology

Previous Studies

The field of Internationalisation of Higher Education has grown out of the increased attention to globalisation within fields of International Education and Educational Management. Scholars such as Hans de Wit and Jane Knight have been at the forefront of this new development and have offered definitions for important concepts like *Internationalisation of Higher Education* (see De Witt, 1995; Knight, 2015).

Some of the numerous topics examined include *Intercultural Competence in Higher Education, Student and Staff Mobility, Internationalisation of the Curriculum, Credit Evaluations and Global Citizenship.* Less is known about the South African context and even less focus on the development of the International Office capacities. The range of published works include those that provide comprehensive guides for students and staff engaging in international exchange programmes within universities are quite extensive. Case studies on Internationalisation of Higher Education have been conducted within other specific geographical areas (e.g. Taylor, 2004; Harman, 2005; Mok, 2007; Maringe, 2009) and have also been featured in publications like the *Journal of Studies in International Education.* There is also literature on the impacts for individual students, for example, Crossman and Clarke's (2010) study on students' international experiences and graduate employability. To reiterate, the literature about the impacts of international programmes have often focused on more general institutional impacts, rather than what International Offices can learn to practically enhance institutional benefits or what study programmes should be designed to specifically upgrade the skillsets of International Office staff.

Regarding specific programmes like the Erasmus Programme and mobility in Europe, research from the Academic Cooperation Association (ACA, 2018) provides an in depth account of the European context. In addition to this, the *Erasmus Impact Study* (European Union, 2014), provides a detailed assessment of the programme and its benefits. However, only a limited number of stakeholders are studied, and this does not include the facilitators of the programmes.

For the South African context, there is limited research in this area. Kishun (2006) has explored the process, paying particular attention to the specific South African historical context in relation

to global processes and the potentials for filling the 'skill shortages' (pp. 455). To our knowledge, aside from the *Tracer and Impact Study* (Kotze and Lenssen, 2015), there is limited literature focused on Erasmus Mundus and Erasmus + in South African universities. The Tracer and Impact Study was inspired by *Erasmus Impact Study*, mentioned previously, and focusses on the South African context. This consists of research on the experiences of staff and students and a brief assessment of the institutional impact.

More specifically, an exploratory report that focuses on the shortfalls and potential benefits for *International Offices* participating in the Erasmus Mundus and Erasmus + programmes, has not previously been created. Therefore, this paper aims to shed more light on this topic and hopefully be a useful tool for the different stakeholders identified in the research. The report should support this topic of Internationalisation of Higher Education to be spoken about as a point of departure in different fora, as long as mobility programmes continue to be implemented in South African universities.

Data Collection

According to Higher Education in Africa (2015), many actors and stakeholders influence the development of policy and the implementation of mobility programmes that enable institutions, staff and students to benefit from the existence these programmes. This exploratory study uses observations, interviews and questionnaires to gather data about South African universities` participation in the Erasmus Mundus and Erasmus + programmes.. The purpose is to collect information with the aim of understanding the operationalization perspective of the participating International Offices and individuals involved in related projects. The choice of data collection methods was subject to constraints in time, financial resources, and access. Details of these modes of data collection will be described below.

Observations

Date: 1-30 June 2017

As an observer at the Academic Cooperation Association in Brussels, I attended, amongst other events and meetings, an IMPALA Project site visit. This entailed a descriptive analysis of one group (Atlas.ti, 2018). Here I was able to glean more information about its objectives and the participants understanding of what Internationalisation means to them and how they intend to use it in their corresponding universities. A representative from the European Commission responsible for Erasmus + Programme in South Africa together with colleagues involved in the IMPALA Project, met over a few days for site visits and follow up meetings.

Positions of members involved in the site visit: An EU representative, Vice Chancellors, Deputy Vice Chancellors, deans, directors, and International Office staff.

Interviews

Date: 10 October 2017; 8, 20 February

Only three interviews were conducted, even though this method can provide very rich data and allow the participant a greater degree of freedom in the ways they express their understandings (Patton, 2005).

The first interview was with a representative from the Department of Higher Education and Training and then two more were conducted with representatives from the IMPALA Project. This method was feasible, even when considering the difference in proximity and the time availability of the interviewees. Partly structured interviews were conducted via Whatsapp, Skype and Facebook calls. Only three interviews were conducted because of time constraints related to organizing interviews and the corresponding transcriptions that would have had to follow. Questionnaires were thus considered more suitable for the South African universities.

The topics of the questions for the DHET representative included:

- the clarification of the skills, scarce skills and competency concepts,
- the development of reforms and the skills agenda post-Apartheid, and
- the communication of reforms and the skills agenda and its subsequent changes, to the universities and International Offices responsible for mobility programmes.

The topics covered with the representatives from the IMPALA Project included:

- the aims and objectives of the programme,
- the programme`s impact on the members and their universities, and
- lessons learnt through participation in the programme.

Questionnaires

Date: 14 December 2017 – 28 February 2018

To understand the current situation in the South African context, questionnaires using Google Forms were heavily relied on. These were sent to 20 different South African universities` International Office staff responsible for the Erasmus Mundus and Erasmus + programmes. This sample included *all* universities that took part in the Erasmus Mundus/Erasmus + programme. Five respondents replied with useful answers, while four respondents had trouble completing the Google Form. As a result of using this online platform, these respondents were unable to save the answers in a different format and were not prepared to repeat the process using a Word or PDF version. Other issues experienced by those that did not respond was lack of capacity and timing of the study.

The participants were given nine weeks to respond. This was to ensure that ample time was provided in which the participants were able to consult with other team members, as the responsibilities involved in implementing programmes like these may lie with a team of people, rather than individuals. In addition, it was thought that questionnaires would put the respondents at ease, so that they feel more open to share both their positive *and* negative perceptions of their approach to implementing the projects, which may not be the case in more pressurised interview settings. In order to overcome some of the limitations of restrictive questionnaires (Patton, 2005), open questions were used to enable the collection of qualitative data that involves the perceptions and feelings of the participants. Additionally, some questions regarding the implementation of the programmes at the universities were constructed to be more closed in order to allow comparisons to be made.

This approach would have allowed us to gain an inclusive and wide range of data from varying perspectives which is useful to identify key information without excluding any universities. It was also the most feasible option considering the number of participants and the type of questions asked. The lists of universities and questions asked are attached in the annex.

The questionnaire focused primarily on

- the steps followed by South African universities during the implementation process of these programmes,
- which internal actors were involved in the decision-making process and other stakeholders` relationships, and
- which skills or thematic areas were focused on when using this programme.

Stakeholders

The stakeholders identified in the literature review (Chapter Two) was the starting point in choosing the participants. Representatives from the European Commission that focused Third Countries especially South Africa or who were instrumental in launching Erasmus Mundus in South Africa were sought, as well as (and in similar fashion) representatives from the DHET and South African universities` International Offices. These representatives are considered knowledgeable in regard to this programme and most have been working in the field of Internationalisation of Higher Education for a number of years. As far as possible, representatives from all 20 universities responsible for the Erasmus Mundus programme were approached to complete the survey or be interviewed. This was done to ensure a sense of equality in the representation and to consider as many views as possible, considering each university`s unique set of circumstances in regard to its history, capacity, institutional

knowledge and support. A simplistic diagram of the stakeholders and their relationships has been included in the annex.

Data Analysis

A thematic analysis of the data collected was used to understand the impact and effectiveness of the programmes that were implemented in the South African universities. According to the guidelines set out by Boyatzis (1998), once all the completed questionnaires were received, the responses were studied, and themes were highlighted. The computer software ATLAS was chosen as a platform. The themes that have appeared throughout the data set have been identified not necessarily using codes but more because of how answers have been constructed. The resulting relationships were then explored to understand specific trends, as needed by the objectives set in this chapter.

A narrative analysis or reasoning was also used (Polkinghorne, 1995), as information about the value placed on these projects, the way universities decided to use them as well as extracted information about how they are implemented were asked in the questionnaire and interviews. This method was considered because it corresponds well with all the data collection methods used, and because I, as the researcher, had to work with the research participants in a collaborative dialogic relationship. The data, in the form of, amongst others, interview transcripts; observations; documents and other texts, such as rules and principles, being used for this paper is appropriate for this method (Atlas.ti, 2018).

Timeframe

The observation period occurred in June 2017, the beginning of the university vacation period. This also coincided with the IMPALA Site Visits. Thereafter, interviews were conducted with representatives of the DHET and IMPALA Project, as allowed by the progress of the thesis and the representatives` schedules. Lastly, the questionnaire was approved by my supervisor and sent out in December 2017. Responses were received between December 2017 and February 2018. This gave respondents nine weeks, taking into account the fact that most International Offices' workloads slow down at the end of term. This period also had to be flexible as most International Offices close for the Christmas break with staff taking different dates for annual leave. The schedule also accounted for the activities related to the start of the new academic year.

Feasibility

To gain access to the participants, the internet was considered to be the most feasible because they are based in another country. Apart from previous contact details that I had, most of the

respondents are openly accessible from the universities` International Office websites. Email correspondence was thought to be a convenient, professional and feasible method of communication, especially in regard to sending and receiving the consent form and questionnaire. Further communication was necessary to send reminders and this was done via email and Whatsapp. Options for internet calls were also offered to assist questionnaire respondents via Whatsapp and Skype but no one requested assistance in this manner.

All 20 of the relevant universities in South Africa were approached, so the number of universities included in the questionnaire sample was reasonable and feasible despite it being less than 30. The most important concern about the sample was that there should be at least one representative from each province and that also represents each type of university. Universities found in South Africa can be distinguished as historically advantaged or disadvantaged, and traditional or as a university of technology.

The nature of the data collection entailed that there would be no necessity to transport or store any physical materials. These were all contained online and have been backed up onto a hard drive, and would therefore not present a practical issue.

Quality Indicators

In order to ensure and maintain the quality of this research, a variety of strategies have been utilised. This includes a reflexive review on the positionality of the researcher. Power relations are embedded within all research and this can be a limitation (England, 1994). In this case, I, the researcher, am a student who has been granted an Erasmus Mundus scholarship and who has also previously worked within the International Office at one of the participating universities. As such, I have multiple and overlapping identities.

Firstly, by asking an institution to provide information for a student's research, the usual power relations that exist in a university setting between students and staff are reversed. A possible limitation is that university staff may not take the research seriously which could result in poorly filled in questionnaires or poor communication with the student. For this reason, it may be of greater benefit to emphasise my identity as a previous employee within an International Office, rather than as a student.

However, the identity as a previous employee could also have other limitations in terms of bias when analysing the data, due to experience of and opinions about the ways projects are run. To limit this, particular attention has been paid to ensure that no leading questions were asked, and that regular reviews by the thesis supervisor were sought for an unbiased opinion.

In addition to consultations sought with the thesis supervisor, discussing the progress with other contacts with relevant experience in the field were a useful source of objectivity throughout the process. Peer reviewers could include contacts made through the researcher's previous work within this context.

Another strategy to ensure the quality of research was to pay serious consideration to ethical matters, as discussed below.

Ethics

In order to ensure informed consent, the participants have been asked to sign a consent form to indicate their full understanding of the aims of the research and how it will be used. Before signing the form, they were given an information sheet that explains that the participants are permitted to withdraw from the research at any time without giving a reason and without being penalised. They have also been assured that they will remain anonymous throughout the entire process, and afterwards, their responses and participation will be confidential. Lastly, it was also explained that all responses from completed questionnaires will be collated for analysis for this thesis and that this may be made public according to the thesis rules of Palacký University, Olomouc in the Czech Republic. Participants and stakeholders identified in this thesis have also been assured that they will have the opportunity to read the finalised document.

Only the names of the universities will be included in the annex of this thesis so that participants' anonymity will be protected. The participants have been made aware of this prior to signing the informed consent form. In relation to this, appreciation of the individuality of the universities and the staff will be shown through descriptions of each university and their experience with the programme in the findings, and this will be done in a way that does not intend to undermine them or damage their reputation.

As this will be the first exploratory research done on this aspect of Internationalisation of Higher Education in South African universities, participants and material worked with need to be treated with care so as not to disadvantage subsequent research.

1.7. Limitations of the Study

This thesis utilised information from the Tracer and Impact Study done in 2015. It acknowledges that it is not a comprehensive or complete study of all the South African grantees due to some projects still in progress, lack of interest by grantees to participate in the survey, etc. However, it is the only impact study in the South African arena. Due to my studies commencing in the Czech

Republic and lack of resources, I was unable to redo parts of the study related to discovering the exact skills that was developed by participants, and therefore I was obligated to use the data collected by this research team. This was also necessary because the overall response to the questionnaire was poor, resulting in a limited representation of the universities` participation in the Erasmus Mundus and Erasmus + programmes. This shortcoming will be evident in the thesis, particularly in regard to Aim 2 and 3.

These limitations can be overcome by future researchers. Should others be interested in studying International Office activities, related to Internationalisation of Higher Education, I would recommend in-person surveys or interviews. Doing this, instead of off-site questionnaires, will more likely provide prompted responses which one can work with immediately, and it would also enable the researcher to clarify things quicker and more easily as he or she would be able to gage how to identify and resolve the problem better when face-to-face. This could provide greater representation as all respondents approached would provide data.

Due to the limited scope of this thesis, many other actors, their relationships and the various fora in the Internationalisation and Research spheres have had to be excluded on account of relevance of the topic (e.g. NAFSA and EAIE).

2. Theoretical Framework

This chapter will provide the context within which we will study the reforms and skills imparted through the Erasmus Mundus and Erasmus + programmes. First, a brief narrative will be given of the role universities play in society. Then we will elaborate on the universities in the South African context and its use of Internationalisation of Higher Education. Thereafter a description of Erasmus Mundus and Erasmus + will be introduced, followed by the South African skills agenda. Lastly, details of the programme`s implementation by South African universities will be presented. It will illustrate the situation in South Africa and how Internationalisation of Higher Education, through this programme, can be used as a tool to better universities as well as directly capacitate citizens.

2.1. The Role of the University in Society

The idea of knowledge generation using mobility has been valued in Europe for centuries. Universities have been in existence for a millennium, with the Latin term universita magistrorum et scholarium being coined for today's more general term "university", by the Italian University of Bologna founded in 1088. As a corporation of students and masters, the

main foundations were people and ideas. In this time, the focus was on the exchange of ideas to advance the field. Since then, the university has proceeded to becoming an institution (McFarland, 2008). Now, as they reconsider their position in society, the emphasis is more on knowledge production and preparing students for the working world. An academic charter known as the *Constitutio Habita*, adopted in the mid-1100`s, guaranteed the right of a traveling scholar to unhindered passage in the interests of education. This same concept regained prominence with the implementation of the Erasmus programme in 1987 (European Union, 2018). It has now also become more accessible in South Africa through various initiatives and programmes.

As mentioned, the role of the university in society has been evolving over time. Higher education as provided by these institutions are currently entrusted to meet societal needs by producing qualified individuals able to confront an unpredictable future and who are able to critically address systems and technologies of today's dynamic globalized world. Its role has thus become increasingly important in government agenda's today. The primary driver has also shifted and can be seen in published national policies and numerous conferences focusing on knowledge generation and innovation for a knowledge based economy so that countries can compete better in the global geopolitical economy (DHET, 2001).

In addition to this, the current trend for Global South countries is to adopt policy decisions and invest in a knowledge economy. This leads to large investments in Higher Education Institutions which is quite different to what was envisioned by the IMF and World Bank through the Structural Adjustment Programmes once imposed by them (MacGregor, 2011). They considered investment in higher education as a non-priority because it would have low rates of social and economic return. Now, however, it is widely believed that these countries can use education to increase the ability to access, generate and transmit information on a global scale thereby using knowledge for economic return rather than follow the traditional development trajectory according to Rostow (King, 2011). For a knowledge economy to progress seamlessly, universities` internal structures and staff should be monitored and evaluated regularly to ensure its capacities and vision are well supported. Leading scholars support this push for Comprehensive Internationalisation of Higher Education to remain viably competitive in a knowledge economy (Foskett and Maringe, 2010).

The university experience, however, deals with the universality of knowledge and its effects on students on multiple levels – social, cultural and economic (Boulton, 2009). This should cause one to pause as the dynamic, technologically and digitally charged world requires students to be appropriately skilled if they wish to compete globally.

To reiterate, the mobility of students in the Medieval Ages as well as in this last generation has done much to connect people from different cultures and backgrounds, thereby fostering a space in which sciences of all kinds can develop. As Gürüs (2011) proposes, "knowledge and people with knowledge are the key factors of development, the main drivers of growth, and the major determinants of competitiveness in the global knowledge economy." With mobility, people and ideas are able to exchange more easily and, in this paper, we will examine how South African universities are including Internationalisation of Higher Education in their pursuit of institutional reform and skills development.

2.2. Universities in the current South African context and Internationalisation of Higher Education

'Globalization is the context of economic and academic trends that are part of the reality of the 21st century. Internationalization includes the policies, practices undertaken by academic systems and institutions – and even individuals – to cope with the global academic environment...Globalization may be unalterable but internationalization involves many choices' (Altbach & Knight, 2007)

South Africa which is considered to be part of the "Global South" is an upper middle-income country that still shares many challenges faced by developing countries today. This includes, amongst others, poverty levels and unemployment around 16.6% and 27% respectively and a Gini coefficient of 0.7 (CIA World Factbook, 2018). Another characteristic is that 37% of the population categorised as youth has been reported as unemployed (Reddy, 2016). Cumulatively, this illustrates the great demand for quality higher education. These details are also pronounced because of the country`s structural legacy of colonialism and historical inequalities, the consequences of which also permeated the education system (van Zyl, 2013).

South African universities have adapted to the given circumstances and have changed dramatically in post-Apartheid years. This was essential to keep up with necessary transformation processes for the new dispensation, and in order to continue playing a vital role in society (Seepe, 2010). Through mergers and restructuring, further and higher education systems are less fragmented and profound inequalities and distortions in the education system are being addressed (Wynaard and Kapp, 2004).

During this process, Internationalisation of Higher Education in the form of international exchange programmes, bilateral research connections and collaborative partnerships were welcomed but were still somewhat negligible in terms of the impact on the greater majority of

locals (Hall, 2004). South African universities understandably focused on internal developments rather than heavily investing in re-integration into the global community. This is not to discredit the research output or programmes of individual universities that have gained international prestige throughout this time. The general impact on locals, however, has proven to be slow with a limited reach because of several factors but is mostly due to lack of interest, financial support and curricula structure limitations.

Nevertheless, universities were and still are to some extent unable to agree on what Internationalisation means to them and how best to use it. Apart from the reformation process undertaken by the universities regarding their structures, universities also had to redefine their strategic goals that involve teaching, research, and community engagement. Preference could thus be given to the advancement of research in the interests of academia or servicing the direct needs of the community. However, many would agree that these are to a large extent interwoven and cannot completely be delinked.

Global reintegration of the 1990's, revised visions for Africanisation and Internationalisation and the push from in-house International Offices, have thus set the stage for post-Apartheid universities to network more easily with one another. This results in purposely advancing common goals using international mobility tools, generally in the form of bilateral agreements or grants provided by foreign support organisations for international academic cooperation.

Due to the political changes, foreign universities and students increasingly found South African universities an interesting, viable and respectable alternative but because of isolation and Eurocentrism permeating local academia, some universities felt sceptical about Internationalisation and rather focused on Africanisation if any agenda at all (Cross, 2011).

Regardless of this, being able to collaborate on research projects with international colleagues, participating in exchange programmes (incoming and outgoing) and Internationalisation at Home activities, amongst others, are considered very important for university rankings. This looks at the university`s international outlook along with teaching, research and knowledge transfer (Times Higher Education, 2018). The promotion of internationalising teaching, research and service activities of universities is therefore believed to improve the quality of higher education and thus be able to compare them to international academic standards (Zeleza, 2012). This is also one of the fundamental reasons for participating in these international programmes.

Understanding how one can use Internationalisation of Higher Education to further university activities is important in itself (as will be the focus of this discussion). This is equally important to note because of the increasing movement towards commodification of higher education. There are multiple manifestations of transnational knowledge production and this is fast becoming a threat to traditional universities as we understand them in the South African context (Knight and Teferra, 2008).

To summarise, when Internationalisation activities are used properly, university and societal goals can be advanced more efficiently and at a level equal to its international counterparts. More than that, through international collaboration, universities are enabled to respond effectively to today's challenges locally and regionally, and play a meaningful role in "the development and transformation imperatives facing society" (Seepe, 2010; Knight and Teferra, 2008). This was also included in the White Paper for Post School Education and Training (2013). It envisioned that, amongst other things, Internationalisation of Higher Education in South Africa could assist in finding solutions to global challenges such as sustainable development, security, renewable energy and HIV/AIDS.

2.3. The Implementation of Erasmus Mundus and Erasmus + Programmes in South Africa`s Higher Education Institutions

Collaboration with international organisations in education is not a new phenomenon in South Africa. This section emphasizes the South African-European axis, with notes on specific successes that led to the introduction of Erasmus Mundus and how it continues to shape the Internationalisation landscape for South African Higher Education.

Prior to Erasmus Mundus, other pioneering international mobility programmes assisted South Africa with supplementing societal needs, for example, DAAD (The German Academic Exchange Service/ Deutscher Akademischer Austauschdienst). Started in 1981, it aimed to give those considered to be part of the historically disadvantaged groups of the population better educational opportunities by providing scholarships to them. Their focus was to qualify teachers as an essential social service that was not being delivered by the Apartheid government. These activities are considered to be part of development cooperation, with an approach based on partnership, transparency and sustainability (DAAD, 2018).

A similar but different kind of mobility tool that has been made available to South Africans is that of Erasmus Mundus (EM), now under the Erasmus + umbrella. International mobility programmes like Erasmus Mundus, as the focus of this discussion, is quite extraordinary as it is a huge investment that has given South African universities another dimension of

Internationalisation of Higher Education and how it can open up other avenues to upgrade skills and address structural issues within the universities, thereby increasing much needed international knowledge and skills in the country, as well as, improving universities for future generations (Kotze and Lenssen, 2015). These outcomes reflect the example given above.

This programme therefore seeks to create partnerships between universities in South African and Europe, within the framework of the Paris Declaration (2005). This framework emphasises a level of local ownership that will support projects focused on capacity building and knowledge-sharing in a way that accommodates a sensitivity to local needs and demands.

2.3.1. South Africa and the European Union`s Strategic Partnership

To combat the structural deficiencies and strengthen reformation processes, South Africa and the European Union agreed to a wide range of development programmes and projects under the South Africa – EU Strategic Partnership Agreement for the period 2007-2013 (2006). Several of these projects focus on the demographic dividend, but not all include mobility. This partnership, regardless of the past colonial relationship, seemed to fit well especially since the Global North countries, that are part of the European Union and who differ fundamentally in their development status, wanted to invest and develop South Africa as the latter found fit. Goals of this partnership agreement were varied but it also included job creation and capacity building for social cohesion and service delivery. According to Kotze and Lenssen (2015), an investment of €22.6m was made for the period 2011-2014 and €36.7m was pledged for the period 2014-2020. Erasmus Mundus was thus moulded in a special way and extended as a tool to help in this regard.

As it is tacitly understood, there is no one defined way to understand or implement Internationalisation or mobility programmes in a university. (Zeleza, P. 2012). Only specific conditions, mostly regarding transformation issues, were prescribed. Otherwise universities were and still are allowed to use these programmes at their discretion (DHET, 2017). This was also confirmed by Kotze and Lenssen (2015), where they stated that the overall objective of the Erasmus Mundus Programme in South Africa was to enable sustainable development through mutual intellectual exchanges and cooperation between European and South African Higher Education institutions. Emphasis was placed on Millennium Development Goals, especially to end poverty and inequality. In particular, intentions of the programme aimed to contribute to the provision of appropriate high-level (scarce) skills while simultaneously strengthening political, economic and cultural links between South Africa and the European Union (Kotze and Lenssen, 2015).

An increasingly integrated international environment like this demands educational institutions to develop and equip the next generation with skills to confront challenges and opportunities confidently. The European Union thus availed opportunities for Higher Education Institutions in South Africa to participate in global and regional mobility and cooperation programmes. These programmes were mandated to support the crucial role education and training plays in the development of knowledge-based societies and economies, its potential in boosting economic growth and acknowledge the importance of personal development of their citizens and social cohesion in their communities (European Union, 2018).

The fact that the Erasmus programme transformed education in Europe together with the Erasmus Mundus Programme`s potential to further develop South African teaching and lecturer professionalism as one of its many goals (IMPALA Site Visit ppt), made it an attractive opportunity for cooperation. For South African universities and the Department of Higher Education and Training, European Internationalisation policies and learning about the intricacies of the implementation process of Erasmus in Europe have been useful in developing associated policies for the Framework for the Internationalisation of Higher Education in South Africa (Internationalisation Framework Policy), standardising curricula and improving regional congruency. These processes continue to be complex and with little institutional knowledge and experience, is progressing slowly (IMPALA Site Visit ppt).

As briefly alluded to before, South Africa has had connections in higher education with Europe since Apartheid. As such, South Africa in its ongoing development found the Erasmus Mundus and Erasmus + tools helpful especially considering how effective it was in transforming the European Higher Education Area. This transformation success story is very relevant because of the similarities in both geographic regions, i.e. both have highly diverse populations with a myriad of economic, cultural, and academic differences.

2.3.2. The Intricacies of Erasmus Mundus and Erasmus +

The Erasmus Programme successfully paved the way for structural institutional changes in the European Higher Education Area. A similar venture begun in the South African context, which the Erasmus Mundus Programme aims to support through institutional capacity building projects.

Erasmus Mundus, later known as Erasmus + stems from the Bologna process and Lisbon Research Agenda (European Union, 2018). Within the European higher education structure, Erasmus was implemented in a decentralised way at the national level. The Commission supported reforms of degree structures, credit transfer, quality assurance and curricular

development. Through various monitoring activities structured around a series of biennial ministerial meetings, it developed more detailed subject-specific guidelines that would be adopted throughout Europe. An important role was played by amongst others, the European University Association and student unions who reviewed the impact of these higher education changes in the European region (Reichert and Tauch, 2005). The International Education Association of South Africa (IEASA) and related actors have accordingly identified the potential Erasmus Mundus and Erasmus + has and how it can change the South African Higher Education area and the way institutions approach Internationalisation. The development in education continues to progress as more frameworks are put in place to strengthen and converge Higher Education Institutions standards in South Africa (DHET, 2017).

This mobility programme is quite different from the other EU programmes, as it comprised of three key actions, namely

- Mobility,
- Cooperation for Innovation and Exchange of Good Practices, and
- Support for Policy Reform (European Union, 2018).

The former version, Erasmus Mundus, also comprised three actions:

- Action 1 focused on joint programmes with a scholarship for Masters and Doctoral levels,
- Action 2 consisted of partnerships between European and third country higher education institutions, with a scholarship, at all academic levels, and
- Action 3 focused on other projects that promoted Europe as an educational destination and centre of excellence at world level (Kotze and Lenssen, 2015).

Since 2010, complementary actions like Erasmus Mundus Action 2 (EMA2), the Intra-ACP Academic Mobility Scheme and EDULINK II, amongst others have been coordinated and facilitated by universities in Europe and South Africa consortia to meet goals specified above (European Union, 2012). For the purpose of this thesis, only Action 2 or EMA2 and Erasmus + will be focused on.

Even though Erasmus Mundus has changed in name since its introduction in 2010, the specific objectives pursued by the Erasmus + Programme have not, as far as South Africa is concerned. Objectives of the Erasmus + Programme (as per the website), in general, include:

- to improve the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and training and the world of work;

- to foster quality improvements, innovation excellence and Internationalisation at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders;
- to enhance the international dimension of education and training, in particular through cooperation between Programme and Partner-Country institutions in the field of technical vocational education and training (TVET) and in higher education, by increasing the attractiveness of European higher education institutions and supporting the EU's external action, including its development objectives, through the promotion of mobility and cooperation between Programme and Partner-Country higher education institutions and targeted capacity building in Partner-Countries.

To enable the successful implementation of this programme, greater involvement of and cooperation between the EU Delegation to South Africa and the DHET was needed. DHET thus sought to use Erasmus Mundus to respond to South African transformation objectives that included, among others, redress, equity and quality within the system of higher education (Kotze and Lenssen, 2015). In addition to this, DHET and the Department of Labour have aligned their goals to resolve the notable mismatch of labour supply and demand with Erasmus Mundus and other education scholarships and grants being used to fill the scarce skills gap. This will be elaborated on in the next section.

Other institutionally relevant activities like good practices in teaching, learning, assessment, innovative pedagogies, blended learning, cooperation with the public and private sector, access to diverse learning opportunities and the shifting role of education institutions in society have also recently been added to the goals set by the South African and European Union seminar in May 2017.

To review, the intricacies of Erasmus Mundus and Erasmus + programmes can help South Africa with structural transformation and revamp education as was done in Europe. Cross (2011) posits that new structures using new methodologies and strategies are able to be learnt so as to improve the dynamics mentioned above. This could result in channels that could produce pedagogical advancements because of being exposed to other countries` approach to curriculum structure, teaching and learning activities and even management of the universities. The advent of a new Internationalisation Framework Policy will also encourage positive changes in how institutions develop.

2.3.3. South Africa`s Skills Agenda

The Erasmus Mundus Programme was based on supporting the universities in sustainable development, consequently "scarce skills", "occupations in high demand" as well as reforms in research and teaching have been flagged. In other words, it was envisioned to assist broadly with the skills-need, including improving the quality of education and facilitating transformation reform in the universities. Therefore, participating universities together with DHET were entrusted with the scope of how to implement the programme to get the most out of it.

Firstly, the DHET, together with other agencies, are generally responsible for identifying skills needed in the country and using this labour market information to inform Higher Education Institutions. In deciphering the skills-needs of South Africa in a way that would equip its citizens for future challenges in different temporal periods, different agencies definitions and approaches to the skills planning debate have been proffered. They have however published the latest and most comprehensive approach in understanding the different terminology in the White Concept Paper (2016) and agree that "skills" may be used to refer to:

- occupations,
- the level of educational attainment or qualifications in a particular field of study,
- job competencies, or
- specialisations required over and above general occupational competence.

The latter may also be considered as 'critical skills', 'top up skills' or 'skills gaps'. They define "scarce skills" to be a skill deficiency at an occupational level, in other words that the number of skilled people to meet the market`s demand is insufficient. This document, being the most recent, also indicated that indeed there is no alignment or agreement in the information produced by the different agencies of the skills supply and demand in South Africa. This poses a problem for the current programme.

Although this is the current situation, the DHET established a list of "scarce skills" or "occupations in high demand" that should have been focused on and promoted from 2011 until 2014, i.e. the period of the Erasmus Mundus programme. Consequently, the universities approach to Internationalisation as well as teaching and research in general, were supposed to be guided by this, but it is hardly mentioned in the Tracer and Impact Study (2015). Only one university, namely the Durban University of Technology explicitly and purposefully used the programme to advance staff and students in areas where there were scarce skills needs. They were also the only ones that clearly described their approach as one able to bring "collective and systematic benefits" to the institution.

Despite the latest publication, the overall belief remains that in educating the youth with these skills or by improving the quality of researchers and university staff, the country would move forward in development and improve service delivery because the quality of education in the country has improved (Reddy, et al., 2016). This was also encouraged by the European Delegation to South Africa in support of the New Generation of Academics Programme (nGAP), another initiative by the DHET. The qualitative study will elaborate on these stakeholders` relationship and how they communicate with each other, and whether this communication was effective in achieving common goals.

For the purposes of this study it will be easier to note that this mobility programme assists participants in furthering their higher education qualification. For students, this is either through an exchange or full degree opportunity at the Master or Doctoral level. In regard to university staff, a professional exchange opportunity may be granted. Administrative staff could participate in benchmarking to improve their competencies in relation to continuous professional development activities, while academic staff could explore and study specific research topics or enhance their teaching methods and curriculum development.

To transform or impact institutional aspects of the university, we look at the administration and academic staff, namely those in the International Office and those working with Internationalisation of Higher Education at departmental levels. The Tracer and Impact Study (2015) provided detailed information regarding the thematic fields and study programmes pursued based on the surveys done with South African students and staff that participated in the Erasmus Mundus Programme. However, institutional impact was not focused on and therefore fewer details were provided. Extracts of these tables can be found in the annex.

In conclusion, the relationship between these administrative and academic staff should be strong with clear communication and effective support to ensure skills supply and demand match. The concepts should also be clarified in DHET`s communique, especially to help universities develop Internationalisation strategies. To date, no official national policy on Internationalisation of Higher Education has been promulgated by the South African government (DHET, 2017). Instead, other national policy documents and statements together with regional documents and reports have been included in the formation of the approach used by universities wanting to undertake activities in this regard. The long awaited Internationalisation Framework Policy document, that is meant to be promulgated in 2018, is meant to guide universities in their approach to Internationalisation of Higher Education activities. This has, until now, been the sole responsibility of the universities, with IEASA used as a platform for consultation and support.

2.3.4. How the Erasmus Mundus Programme has been used by South African Universities

In South Africa, Higher Education Institutions have benefitted from Erasmus Mundus in various domains, such as teaching and research and institutional and structural development. The programme`s benefits have, however, extended further by influencing internationalisation platforms, graduate employability and nation building.

Regarding teaching and research, student mobility is the primary output of the Internationalisation of Higher Education because it can, in principle, enhance academic skills. This opportunity should result in better understanding of academic theories and methods; acquiring academic knowledge and the power of critical thinking; argumentation; curiosity and even that of scientific integrity, that universities aim to impart to students. It is also able to foster specific competencies relevant for international interaction (Teichler, 2012). This includes a level of professional and civil ethics that is needed to be able handle complex risks, complexities and to accommodate public interest and world citizenship. This concept therefore presents an avenue that is not necessarily about getting an international education but gaining knowledge and developing skills in a way that may be different to what is offered at the home institution. These transversal skills and intercultural competencies are thus in line with the broad definition that DHET has for "competencies".

Another result is that institutions gain a variety of "creative intellectuals" who can relay different experiences from having been exposed to different individuals` backgrounds, teaching and research styles, opportunities for broader studies as well as technical laboratory equipment. According to the Tracer and Impact Study (2015), the University of the Western Cape adopted the approach to include the Erasmus Mundus Programme in the Division for Post-Graduate Studies with the purpose of advancing the university`s "research niche areas". A similar approach was adopted by the Nelson Mandela University. These experiences, if incorporated into the institutional repositories, will then allow non-mobile students to also respond more successfully to the variety of demands at all levels and in different contexts (Noorda, 2018). This can also be applied to Internationalisation of the Curriculum and Internationalisation at Home projects. The qualitative study will explore approaches adopted by other universities.

Another type of impact that could occur concerns curriculum design influenced by industry. This has proven to work well in similar projects hosted in other developing countries. An example relates to triangular relationships in Uzbekistan (Abdurakhmanova, A., 2014). Here, Erasmus partnerships helped with, amongst others, development of the curriculum that includes input from industry and the business environment. This type of curriculum design, however, is not

strongly supported by DHET who have considered it appropriate only under certain conditions and not nationwide. This was for example limited to a specific university department, not involved in the Erasmus Mundus Programme, working on the SKA project. In this instance, the students involved needed special experience in Science and Engineering and therefore the corresponding curriculum was tailored as needed. With regard to the Erasmus Mundus and Erasmus + programmes, it should be used to further Teaching, Research and Community- or Social Engagement, but the details of how universities plan to do this, is not clear.

The designers of the Erasmus Mundus programme for South Africa also made a concerted effort to stress the structural and systematic issues in the Higher Education environment and related institutional reforms that should be addressed (European Union, 2018). According to the White Paper for Post School Education and Training (2013) and the Delegation of the European Union to the Republic of South Africa, Internationalisation of Higher Education and Erasmus Mundus were supposed to include joint and structural programmes that would enhance the capacity of higher education institutions especially those regarded as historically disadvantaged. This happened as was evident in the construction of the different consortia where at least four historically disadvantaged university had to be included (Kotze and Lenssen, 2015). Interviews and questionnaires conducted will elaborate on this in the Discussion Section.

Another objective was to redress previous imbalances and other institutional challenges. The DHET also wanted this programme to challenge the shortage of academics. This was done to increase the diversity in research and training, should grantees of the programme be included in the academia stream. According to Kotze and Lenssen (2015), criteria for diversity among the grantees were set by the EACEA and were strictly adhered to. By investing in capacity building, the new generation of academics would be instrumental in helping make these developments sustainable. Therefore, these specific criteria were built into the selection process to align with national policies on higher education in South Africa that addresses transformation objectives, especially redressing equity inequality.

Programme development and mobility portfolios were further impacted as this initiative is not only focused on Eurocentrism but also allows for African-led programmes. This expansion contributes to the diversity of intellectual exchange, and strengthens regional academia and the spirit of African unity. An example of this is Intra-ACP, an Erasmus modelled mobility programme that connects African, Caribbean and Pacific universities. The African component of this project allows mobility opportunities to African staff, researchers and students on a scholarship basis, which in turn, allows for the strengthening of African networks. The skills

learnt in the European-South African consortia have been transferable and could thus be used in a similar fashion for the Africa consortia.

As a key driver, International Offices have had direct contact with institutional development (Kotze and Lenssen, 2015). This is essential as some International Offices continue to face a lack of human resources and good academic leadership that can implement a constructive Internationalisation vision for the university as well as break the barriers in the institutional structure that hinders International Office administrative and academic staff to cooperate with each other. As it stands, fragmentation and proliferation not to mention opportunities for duplication are inevitable as academic staff rely only on personal links to initiate projects. In addition to this, the extra administration for departments are considered to be unnecessary when International Offices introduce international exchange students.

As a result of participating in the programme, specific International Office staff working with programme development and mobility portfolios, and those that have participated in these projects have been impacted the most. Through partnering with European and other South African universities in consortia where lead universities are chosen to help manage the project, International Office staff were introduced to new ways of implementation, marketing and even relationship management. The consortium model used in the Erasmus Mundus projects prescribed stringent monitoring and evaluation requirements which meant that facilitators and institutions needed to understand the system and work as a team in order to reach the goals by their deadlines. These experiences have in turn helped implement other programmes in ways that meet similar institutional goals.

International Offices, because of their specific responsibilities, are thus supposed to be hubs of expertise for Internationalisation of Higher Education related activities. However, many gaps have been revealed throughout the implementation of these programmes. Regrettably, only a few newly accredited Masters programmes are available in South Africa that focus on this field. The alternative accepted by many, is to continue profession development with on the job training, conference attendance and personal interest. The need for theoretical knowledge and practical experience has become a necessity as the mismatch in the capacity available to work with the exponential demand for these activities continues to grow.

With the evolution of Erasmus Mundus to Erasmus +, the process has also become more decentralised, because more academic staff can initiate opportunities in consultation with the International Offices instead of it being the other way around. These dynamics therefore require purposeful communication between stakeholders to ensure proper implementation, as well as,

to ensure that each stakeholder is working towards the goals initially envisioned (Kotze and Lenssen, 2015).

The International Education Association of South Africa (IEASA), another platform where support and knowledge-sharing related to Internationalisation activities takes place, has also profited since the advent of Erasmus Mundus. This professional association is comprised of individuals from South African universities` International Offices and associate bodies, mainly involved in connecting the global higher education community (Kishun, 2006). Furthermore, IEASA has been involved in the implementation and supporting role of the Erasmus Mundus and Erasmus + programmes.

With this support, universities have increased their communication in the consortia meetings which has also impacted the profile and position of Internationalisation in Higher Education in South Africa. As a result, staff at different levels have used this platform to connect more, and opportunities to learn about the field have become more accessible. This new constellation has played an important role in helping South African universities interact with other actors in the pursuit and realm of Internationalisation of Higher Education, especially those with different profiles and needs.

Another finding that is attributable to Internationalisation of Higher Education include better prospects for graduate employability. The Erasmus Impact Study (2014) included job placement information when analysing the impact of mobilities. They indicated that the unemployment rate was 23% higher for non-mobile students than for mobile students (CHE Consult et al., 2014). In Europe, international mobility of students was used to increase employability of nationals, increase transferable skills, and enhance the university degree. Dervin's study done in 2011 supports this and found that formerly mobile students were viewed as

- slightly superior to formerly non-mobile students regarding specific and general academic knowledge and competences as well as regarding various non-subject related key skills (slight impact on learning and experience in another country);
- clearly superior in regard to visible international knowledge and competences (knowledge on other countries, foreign language proficiency, international understanding, intercultural communication, etc.); and
- used "learning from contrast" to improve comparative thinking, problem solving with diverse solutions and communication with diverse persons (Teichler, 2012).

Similarly, the prospects for outbound mobility by South African nationals are positive but actual

results have not yet been established. With the increase in opportunities for international education exposure, more students that study abroad can illustrate through experiences gained abroad how they were able to adapt and act in new situations, were able to use their analytical and problem solving skills, improve their communication skills and rely on their planning and organisational skills. This output aligns with the intentions of the skills definitions given by DHET that focuses on qualifications and competencies. This is also an area that require more research.

In South Africa, the benefits extend further than the individual. Study programmes that include elements of Internationalisation and mobility have also shown to contribute to nation building, improving institutional operations and development in the country (Knight, 2008; Kishun, 2006). An example of this is when students are asked difficult questions about their home country, that inadvertently opens a space for false stereotypes to be broken. This discourse is therefore able to traverse oceans and help others to be more critical of their opinion and the reasons for it. With this newly established conscious mentality, students are able to re-enter "life" in their own country with fresh ideas that can (hopefully) improve the current state of affairs in whichever capacity possible.

2.4. Conclusion

Universities have become more focused on knowledge production and preparing students for the labour market. In order to contribute to a growing knowledge economy, Internationalisation tools have become increasingly helpful in university operations. The Erasmus Mundus Programme as one of these tools, has helped South African universities to not only advance research and teaching but also to help reform institutional structures, as was done in Europe. This was also important for International Offices, as a key driver of Internationalisation activities in the university.

The DHET also considered this programme as another avenue through which nationals could be capacitated with appropriate high level or scarce skills. This would help reduce the growing skills mismatch found in the labour market and contribute to sustainable development. Recent findings have, however, indicated that there is no alignment in the information between the skills supply and demand thereby questioning the initial need to focus on scarce skills. Nevertheless, stakeholders should continue considering both short and long term skills and competencies as important for growth. The DHET and other strategic actors would thus need to be more effective in compiling accurate skills research findings and communicating their vision to universities and their International Offices. This in turn, would help ensure that international programmes are practically effective and successfully implemented, while also taking into

consideration International Offices` limited resources and capacities.

Lastly, the institutional reforms as envisioned by the DHET are considered attainable as support has been found to incorporate Internationalisation activities in Teaching and Research. Furthermore, secondary developments relating to internationalisation platforms, graduate employability and nation building also continue to progress. Details of how these theoretical benefits are realised in the South African context have been studied in the next section.

3. Qualitative Study

3.1. Introduction

To study the current situation in South Africa, observation, interview and questionnaire methods were used. The main themes highlighted in the data concern:

- the skills focused on by the DHET,
- the skills that are being developed through the Erasmus Mundus and Erasmus + Programmes,
- the university actors engaged in the implementation of these programmes, and
- the programmes impact on capacity building for the country and Higher Education Institutions.

These components should provide a clear picture of the effectiveness of the programme`s implementation.

3.2. Findings

The answers received for the questionnaire were not homogenous. This is due to South African universities having different histories, resources and capacities in the International Office. As a result, the levels of participation in these programmes differed. For example, this can be seen by the range of projects respondents were involved in since the start of Erasmus Mundus in 2010/2011: between 1 and 25. As the programme became better known and understood, the number of projects participated in increased for individual universities. Further to this, invitations to other programmes in Erasmus Mundus, were due to awareness and openness of the university to mobility programmes, activity in Internationalisation of Higher Education platforms, existing networks of academics and the eagerness of the staff to be involved in such an unfamiliar programme. With time, these programmes and its benefits became popular and prestigious on a national level resulting in some universities starting to proactively approach members of existing cohorts with the intention of getting more information about the bidding process.

Stakeholders aims and goals for the Erasmus Mundus and Erasmus + programmes in South Africa

Using the data collected, we find that the initial intentions of the important stakeholders, namely those of the European Union, the DHET and South African universities are well aligned. These were mainly related to capacity building, with special focus on:

- improving the level of key competences and skills: 542 students and staff have returned from the Erasmus Mundus programme (2011-2014) with better qualifications and have furthered their professional development (Kotze and Lenssen, 2015).
- quality improvements, innovation excellence and Internationalisation at the level of education and training institutions as well as enhancing the international dimension of education and training: projects like IMPALA and opportunities for academic and support staff that contributes to their development and in turn, institutional development.

An EU representative present at one of the IMPALA site meetings, reiterated the EU goals mentioned in the Theoretical Framework and how the project goals should be aligned with conditions attached to the requirements for each of the three actions. In addition to this, he confirmed the flexibility given to the universities in how the project should be implemented. The aims, as determined by the universities involved in the different projects, should respond to the various needs in the South African higher education community and should, in principle, be guided by the DHET. A response from an IMPALA member highlighted this latter point by raising concern over the lack of guidance. This systematic weakness was evident not only in the IMPALA Project but also for the Erasmus Mundus and Erasmus + programmes as a whole, as deduced from respondents` answers.

For the ongoing IMPALA Project, an Erasmus + Key Action 2: Capacity Building in Higher Education programme, a special focus was placed on capacity building in historically disadvantaged universities` senior management and developing Internationalisation strategies. The details of the goals and objectives as well as the plan of implementation was clearly explained. This would be done by developing a network of European and South African universities and educational organisations, that would train staff and strengthen the university`s Internationalisation structures and policies. They would work together to help the South African counterparts develop clear and viable Internationalisation strategies so as to "bring them up to par and give them a much-needed head start for future international cooperation initiatives" (IMPALA Site Visit ppt). This would result in directly addressing the institutional reforms as envisioned by the Department of Higher Education and the Delegation of the European Union to South Africa.

In contrast to the specific objectives set in the IMPALA Project, the answers given in the questionnaire regarding the understanding of the results the other projects would produce, were vaguer: participating in the programme would give the universities an opportunity to implement the university`s Internationalisation Strategy by increasing the standard of education, building capacity and increasing skills. This translates to increasing the outgoing mobility numbers for students and staff due to participation in the programme. In one instance, however, a clear strategic approach was given: Participating in the programme would secure further funding to continue existing exchange agreements with European partners. This in turn would improve these relationships and further mutually beneficial projects.

Nevertheless, these programmes still have potential to contribute to areas of great national interest. Therefore, to ensure that more detailed teaching, research or social engagement goals are set and fully realised by universities, actors involved in the decisions of the planning stage need to understand the mobility programme available and use it appropriately. This does not always happen as respondents indicated that many projects are not directed at specific disciplines or research areas. Therefore, a more interactive relationship with DHET about the administration of these projects is needed as well as greater collaboration with academics concerning the bidding stage or planning for implementation. This will make the best use of specialisation skills that each internal actor has and result in a more targeted approach to promotional activities, for example, which disciplines should be focused on.

Detailed feedback on the programmes` impact on the skills agenda could also be reported on if appropriate and streamlined monitoring and evaluation activities were done on a national scale. This is currently not being done optimally as not even progression, completion or dropout rates within the programme are known (Kotze and Lenssen, 2015). Other studies and extrapolations could then follow, like understanding the effect Internationalisation activities have on the labour market in the South African context. This would further inform the upcoming Internationalisation Framework Policy and the universities` approach to Internationalisation activities in the future.

The Skills Agenda as directed by the DHET:

In a short interview conducted with a DHET representative, a great deal of emphasis was placed on the

- importance of differentiating the concepts used in relation to the skills agenda and their corresponding descriptions, as well as
- how it is used in national and regional communique.

These concepts have, however, undergone many changes over the years. As a result, insufficient useful information in regard to what universities should focus on could be given, as far as the Internationalisation strategies are concerned. A more descriptive account of this is included in the latest Concept Paper (2016).

According to the respondents, the influence from DHET on how universities should go about implementing the Erasmus Mundus and Erasmus + projects was and still is considered to be minimal and even non-existent. Some elaborated on this by saying that the DHET`s guidance was mainly about influencing general university goals and that this in turn may influence the Internationalisation goals of the university.

With regard to DHET interview, the representative confirmed that mobility projects and other scholarships are indeed supported and promoted by DHET. The way this would be translated for universities' Internationalisation Strategies, is by creating a new framework that would inform universities of broad principles that should guide them in Internationalisation activities as well as protect all participating stakeholders. This framework is due to be promulgated in 2018. The main problem highlighted in regard to the communication of skills needed and supplied, was that there was a lack of resources available to study this topic and because of the current arrangement of all actors involved with the DHET in this research.

The International Office together with senior management, the Research- or Post-Graduate Office or advice committees of universities are therefore considered to be the main decision making actors for the programme`s objectives and implementation in the university. They influence the vision and indirectly, the implementation details for the programme. Despite the current lack of guidance, DHET`s goal is to support Higher Education Institutions and ensure that the skills supply and demand match, and is prioritised.

To review, the data indicates that the DHET provides insufficient guidance to the International Offices in regard to which skills should be targeted that would be relevant for the labour market and their contribution to a cohesive society. Furthermore, another weakness raised by grantees of the programme was about the lack of "contacts to potential employers" and "preparation for the job market" (Kotze and Lenssen, 2015). This indicates that there is still scope to increase opportunities for learning mobility and cooperation between the world of education and training and the world of work.

Skills developed through the programme:

Although no specific or direct mention of scarce skills was made, except by DUT in the Tracer and Impact Study (2015), the range of skills focused on according to the questionnaire`s respondents included:

- that a concerted effort was made to prefer research students especially those that would contribute to the key research repositories of the university, and
- that the national priorities related to scarce skills and other strategic fields, as built into the goals of the universities, are important when targeting students for the programme.

The skills pillars for the IMPALA project, however, were more detailed and thus in turn, would be easier to evaluate and monitor as the project continues. These would result in knowledge management in respect to *Staff Training, Policy Development and Implementation, Academic Issues* and *Mobility*. These specific themes were chosen as they are fundamental to the effective facilitation of programmes like Erasmus Mundus and Erasmus + Programmes. With proper training and thorough understanding, senior management and International Office staff, together with bodies like IEASA, could prove to become a repository of much needed information that can help other International Offices to better structure and locate themselves in the university and provide related activities in an effective and sustainable way. The envisioned results of being involved in these projects should thus be multi-fold, one of which should be about enhancing synergies between teaching, research and societal challenges (IMPALA Site Visit ppt).

Institutional developments due to participation in the programme:

Respondents indicated that participation in these types of programmes was a good way to increase access to international mobility opportunities for all demographics, especially regarding the profile of academic staff and graduate students working in research. This in turn would complement the universities` transformation reforms efforts in these areas.

For academic staff, knowledge-sharing about teaching and research between different countries` institutions have shown to bolster creativity and innovative problem solving among the participants. This effect has already impacted other parts of the university, and is set to result in upgrading teaching capacities which also results in meeting DHET`s goals of increasing the number of skilled academics involved in teaching and research. However, initiatives like nGAP (DHET, 2018), which aims to increase the number of students in the programme to become new academic or research staff for the university, was not focused on as a goal by any of the respondents. Another point raised was that 56,5% of academic staff felt that their exchange was not valued by the university (Kotze and Lenssen, 2015). This means that staff would participate

in these programmes to further their own professional development but indirectly it also contributes to a bottom up approach to impact institutional change.

In one instance, Internationalisation at Home was highlighted. It was mentioned that when the programme expanded to include reciprocal exchanges, i.e. European students going to South African universities, the South African universities would use this as an opportunity to increase their marketing activities. With the increase in exposure, more European students would be interested in attending the South African universities. This would result in an increase in internationalising the campus as the non-mobile local students would have a chance to interact with international students in and out of class or have international academics teach special modules.

Regarding the concept of IMPALA, it was clarified to not only capacitate International Office staff per se, but rather to help with Internationalisation efforts on a university-wide level. This meant that senior management of universities would participate in site visits and workshops that would result in practical outputs that will enable their university to utilise Internationalisation of Higher Education in a way that forms part of the universities` core business. This project works well with the proposed Internationalisation Framework Policy as those participating in the programme are independently learning from contemporaries from European universities about how to implement Comprehensive Internationalisation.

As this project consists of only historically disadvantaged universities in the South African component, strategic and practical elements regarding the International Office`s responsibilities were being focused on to establish a strong foundation on which to make good decisions for the university`s Internationalisation Strategy can be made. Skills focused on include writing funding proposals and, critical thinking regarding Internationalisation for strategic purposes. An example of this is already trickling down and nurturing collaboration between International Office and academic staff, namely how to design new models for mobility projects. These projects will still include a partner university from South Africa and Europe, but the focus will first be on preparing the local student body by making first contact on a real-time virtual platform, thereby gently introducing them to the idea of mobility. Once this has been done, and when students have been able to engage academically thereby cancelling doubts and fears of the unknown, objectives that are mutually beneficial to both universities` groups are set for the reciprocal exchange. Efforts like this will boost academic and personal morale for students and staff, while also directly valuing and improving local approaches to teaching and research. By including senior management in this project and sharing ways of how the European

counterparts use international links, opportunities for Internationalisation to permeate more university activities is now possible.

Other projects that included capacity building for support staff, especially in the International Office, was also highlighted as very important. They were encouraged to take up mobility opportunities where they would benchmark International Office activities in the host university, to improve university relations, upgrade education qualifications as well as to improve their service levels in other parts of the university. This also resulted in increasing the geographical profile of partnerships for the university, which could in turn influence the teaching and research reach because of joining associated research groups.

Further to this, it aligned with mobility objectives set by the university. The number of incoming and outgoing students is included in departmental reports as an indicator of the Internationalisation activities` effectiveness. Respondents, however, did not clarify whether the outgoing mobility opportunities for students were limited to exchanges, or if it also included students awarded full degree grants. The danger of the latter is that of producing inaccurate statistics.

Communication between stakeholders and internal actors regarding the implementation of the programme and objectives to be achieved:

Due to each university having a different structure, it can be deduced that the International Office will not always be the department responsible for the bidding or implementation of mobility programmes. A post-graduate or research office will then be directly involved in this process and be responsible for the facilitation of related activities. Having said this, the actors involved in the early decision making process, i.e. to accept an invitation to participate in a project, includes the Vice Chancellor, other advice councils, deans of faculties or the research office. Here, the most important criteria to be communicated for these decisions to be made, were whether there were existing academic links and mutual benefit.

This process seemed to work best among these actors, when there was open communication and transparency in the decision-making and implementation process. The positive side is that it ensures a good overview of international activities at an institutional level. Another element mentioned was that collaborating with academics secures their buy-in. This illustrates how Internationalisation of Higher Education can bring appropriate internal university actors that are interdependent and interconnected together, with the common goal of improving the quality of services provided as well as improve "management, academic and research related

challenges" (Knight, 2008). The top down and bottom up approach also results in a good balance and ensures departmental and institutional goals are met.

Unfortunately, follow through on such smooth communication and cooperation is sometimes hindered. The reasons for this include that:

- these liaising activities are time consuming for over-extended academics, and
- it increases the work load for those International Offices that are understaffed,
- the outcomes of the projects are not always understood and decisions are made on insufficient information,
- International Offices are not always valued as part of the core business of the university and therefore open and effective communication is stifled, and lastly
- the timing of the different phases of the projects and activities at the universities are misaligned. An example of this includes deadlines for bidding for and reporting on projects clash with the administration activities related to receiving students at the beginning of the new semesters or academic years. This is caused by the difference in the academic calendars between South African and European universities, another oversight in the design of the model.

Another weakness focused on by the IMPALA project was the communication between the historically disadvantaged universities` International Offices and senior management. As these internal actors are responsible for making decisions regarding Internationalisation activities, an application-based series focused on benchmarking and workshop sessions with European contemporaries in the field were arranged. These activities and site visits are part of the project`s plan to capacitate members. These practical sessions have given senior management from South African universities an opportunity to understand how Internationalisation is incorporated into the European university system as part of core business activities and not only as a complementary aid, thereby illustrating the value of International Office and encouraging communication.

Communication between South African and European universities and South African universities among themselves, have however proven to be fairly good. One of the main reasons given for the initial participation in the Erasmus Mundus Programme, was that invitations for the first call primarily came from the European partners either because of existing relationships or through a national call. Communication has, however, been improving steadily as universities become more familiar with what is expected of them and more so when they understand what they can gain from participating fully in the programme. A result of this improvement can be

seen between the International Offices and academics in the EUROSA consortium, that led to extensions of the project as well as the capacity building project, IMPALA.

The research also confirmed an increase in regional communication between South African universities` International Offices. This was fostered throughout the Erasmus Mundus period because of the consortia meetings. These included kick-off, mid-term and conclusion meetings as scheduled in the project design, to update members on the grantees selection and general progress of the project. With this level of communication as a foundation, more focus on areas of great national interest needing research and innovation can be promoted for. This is a unique opportunity for participating universities to work towards common goals and still be attuned to local knowledge thereby not disregarding local needs and strengths.

Nonetheless, International Offices still lack effective communication with other stakeholders like DHET, when it comes to providing appropriate guidance on detailed objectives that need to be reached regarding national goals. This also prevents the International Office staff from connecting appropriate academics with calls for projects. This gap however may be remedied as academics start to initiate projects by approaching the International Office for assistance with project calls that they are interested in, given that the structure of the Erasmus + programme becomes more decentralised.

4. Discussion

4.1. International Office Operations

Internationalisation tool components

From an operational perspective, the lack of appropriate planning of the details for programme goals leads to a systematic defect in the programme. These details are principally related to identifying specific skills that would improve the labour market and Higher Education Institutions. This is not to say that the qualifications and professional development experience gained through this programme by the grantees are incorrect in any way. However, to ensure sustainable development of the country as one of the fundamental goals of Development Assistance, specific skills as determined by the DHET, related labour market agencies and universities conducting crucial skills demand and supply studies need to be incorporated into this type of programme.

Further to this, effective cooperation between academic staff and the International Offices responsible for these programmes is needed. The IMPALA Project illustrates how Internationalisation of Higher Education can bring appropriate internal university actors that

are interdependent and interconnected together. This top down and bottom up approach encourages Internationalisation to permeate all the university`s activities, thereby making the International Office part of the core business of the university. With this approach, it also helps other departments understand the role the International Office and how its activities complement departmental and institutional goals. This seems to still be a disconnect in many universities. Better cooperation between these actors ultimately leads to international projects that best suit the academic environment and further advances teaching and research to meet international standards.

For the International Offices to implement programmes well, it has to be well resourced. As indicated in the Tracer and Impact Study (2015), there is currently a lack of knowledge and support as was experienced by the grantees in the Erasmus Mundus Programme. This shows the necessity for staff to have a good theoretical base from which to draw, even though the academic field of Internationalisation of Higher Education is still very new to South African universities. Apart from self-learning, on the job training, and self-initiated exchange opportunities, bodies like IEASA should consider establishing a repository to make academic modules available to operational staff. This together with knowledge-sharing from the IMPALA Project and the Internationalisation Framework Policy will channel best practices for international offices to follow.

To help with monitoring and evaluation processes for the benefit of future projects, International Offices should forward detailed feedback on the programmes` impact to the DHET, as collected and analysed by the European universities and the EACEA. This information can help with graduate tracking and supplement the ongoing skills study done by the DHET. This in turn will guide the planning and monitoring of future skills related activities initiated by the DHET. Other studies and extrapolations could also follow, like understanding the effect Internationalisation activities have on the labour market in the South African context. This would further inform the upcoming Internationalisation Framework Policy and the universities` approach to Internationalisation activities in the future. These measures will also help universities with career pathing development, another gap in the conceptualisation of the programme.

Graduate employability, reintegration and brain drain

As an aside, the Tracer and Impact Study (2015) showed that the initial major motivation for many students to participate in mobility programmes was to increase career prospects. Teaching and research prospects were therefore an equal or sometimes secondary factor. The study revealed that the impact of the programme was, however, greater on participants`

personal growth and traversal skillset as shorter term gains that permeates into everyday life than career development. This is not uncommon as studies presented the impact of Erasmus on European students differed depending on how seriously they took it and depending on their socio-economic starting point (Byram and Dervin, 2008). The main reasons for grantees to study abroad included:

- having the opportunity to live abroad,
- meeting new people,
- learning or improving a foreign language,
- developing soft skills and
- improving and widening future career prospects (Brandenburg, et al., 2016).

The latter is, however, extremely important because in most cases, this shows that students are taking up this mobility to enhance their attractiveness to employers in their home country. For the South African context, developing traversal skillsets, increasing knowledge and research skills align with the general benefits hoped for by DHET. Therefore, getting students in flagged disciplines to seriously consider mobility students is another opportunity where academic and International Office staff need to cooperate. This could lead to an increase in the number of applications for programmes and the chances of finding students in scarce skills disciplines or special fields of research aimed at advancing the country`s development.

Brain drain mechanisms, like international higher education, are actively used by some countries to attract talented foreigners. Therefore, this concept should always be considered in the design of international mobility programmes, especially in countries interested in the possibility of future employment of those students. Countries who are able, would like to compete for the best brains in the world so that they can "generate ideas that will in turn lead to innovations, patents and profits" (Robertson, 2006). Red flags like these or other dangers of Internationalisation were also pointed out by Hall (2004) who said that these initiatives often led to a one-way flow, with Britain and Canada for example "shamelessly" recruiting local nurses and teachers, and doctors respectively. Another instance is when the UK and Australia lowered barriers for international students by offering attractive packages of lower costs, future immigration potential and a welcoming outreach. This strategy resulted in easier post-study employment and permanent residency pathways (Choudaha and De Wit, 2014). For this reason, it`s important to conceptualise mobility programmes in such a way that will help grantees reintegrate easily in the home country.

Therefore, brain drain or brain circulation is an obvious concern that plagues countries participating in mobility programmes, especially for African states. According to UNESCO, Africa sends out the highest proportion of higher education students: approximately 5.9% of Sub-

Saharan African students study abroad. Should further studies prove this to be a real phenomenon for a large proportion of the South African grantees, then continuing this programme would contradict the intentions of all the stakeholders, and reaffirm the gap between the world of education and training and the world of work. However, though this is a risk, those interviewed indicated that this is generally not the reason for brain drain.

4.2. Skills-need in the Labour Market and Institutional Impact

Skills need and supply

Regrettably, trying to compare the skills needed or occupations that are to be filled in South Africa, is very difficult as was planned for Aim 3. The reason for this is two-fold:

1. there is insufficient information to analyse in the Tracer and Impact Study (2015), and
2. the information available is categorised differently: the scarce skills areas described by the DHET is organised as Occupations in High Demand whereas the skills areas focused on through the programme are arranged according to the thematic fields of fields of studies.

Extracts from the Tracer and Impact study and the scarce skills lists drafted by the DHET is included in the annex.

Further to this, getting accurate statistics about the programme`s results is also challenging as only 71 graduates responded to the question of employment. According to Kotze and Lenssen (2015), 56.3% of graduates had full-employment, while 16.9% were classified as not employed but seeking employment. The brain drain or brain circulation issue also arises in their report. This result is due to incomplete conceptualisation of the modelling of these programmes. This issue has also not been grappled with in the Internationalisation Framework Policy (DHET, 2017). No detail of how the Government intends to combat this or who will be responsible for it has been mentioned. However, from the observations made and the interviews conducted, actions like career pathing and graduate tracking have been offered to reduce the chances of this happening in the future. This would work especially well if it could advantage South African universities by incorporating them into research groups connected to industry and academia.

Despite this risk, the South African International Offices were unanimous in the Tracer and Impact Study (2015), in agreeing that this international scholarship mobility programme was unique in how well it accommodated student and staff mobilities. This included the broad range of thematic fields, the financial support, as well as, the informative administrative support offered in the programme. The study also noted that the financial model used in allocating a separate budget to South Africa was extremely beneficial. Participants in the study agreed that if there had not been a specific lot or budget set aside for South Africa as a region, that the number

of grantees would have been far lower and that many other African countries with traditionally higher international mobility would have gained more.

Institutional impact

According to the data collected, institutional impact is a process that is progressing directly and indirectly. An expectation that was formed when initiating the programme in South Africa was that transformation, equity and redress issues would be addressed. Since 2011, the implementation process of Erasmus Mundus stated explicit provisions that would include historically disadvantaged universities in the consortia, and regarding the selection process, to prefer the participation of historically disadvantaged and qualified individuals, and to ensure gender balance and diversity. (EU Delegation, 2015). This approach of setting specific conditions was also adopted in the recommendations section of the White Paper for Post School Education and Training (2013). In practice, this expectation was indeed realized and strictly adhered to during the facilitation of the programme in order to secure EU funding (Kotze and Lenssen, 2015). Although redress issues have not all been resolved, this programme has produced a template that can be adapted by other programmes to ensure that merit based selections are made in alignment with transformation goals.

From the interview done with the representatives from the IMPALA Project, it is evident that the approach to purposely include historically disadvantaged universities in a consortium has led to these universities gaining more confidence. This in turn has even resulted in a project specifically comprised of historically disadvantaged universities working on senior management capacity building. With the focus being on historically disadvantage universities, the design of mobility programmes has also been rethought, keeping in mind the student population of these universities. Other structural and systematic issues, however, are still being worked through using various approaches and projects (Kotze and Lenssen, 2015). This is important to note because the struggle for applicants from historically disadvantaged universities to compete with the numbers being sent by other universities still exists. This is due to several reasons but awareness of the programme, confidence in themselves and understanding the benefits of Internationalisation still seem to be the main hindrances from participating (Louw, et al., 2006).

In addition to these reform efforts, qualified academic staff that participated in this programme were positively impacted and from the Tracer and Impact Study, it was suggested that a trickle-down effect is possible (Kotze and Lenssen, 2015). The most probable way of this happening is that these academic staff would encourage their students to apply for similar mobility opportunities. The hope, however, is that this would lead to improvements in teaching and learning, but proper monitoring and evaluation activities are needed to track this. To date,

International Offices are not able to evaluate the extent to which academic staff are impacted in teaching related activities as compared to research related activities. As universities have flexibility in how programmes like these are used, there is tremendous potential to improve skillsets of staff at all levels of the university. With a better understanding by senior management of how to use this tool, visions and policies across departments can be aligned resulting in academic and administrative staff cooperating and work towards making a success of exciting and dynamic opportunities.

Overall, the study stated that participating universities in the Erasmus Mundus and Erasmus + programmes in South Africa had specific objectives which were mainly:

- to increase the number graduates and for them to have international exposure, and
- that the qualifications of staff at higher educations should be upgraded through international cooperation.

This would be done by making equal opportunities available thereby being representative in gender, population groups and by including various South African universities (Kotze and Lenssen, 2015). The respondents from universities` International Offices responsible for facilitating these programmes still hold this to be true as per the answers given in the questionnaire. For these results to continue positively, International Office staff should continue to work closely with the departments and help integrate similar international opportunities in the departments` ideology and actively seek to use it to complement the current curricula of students. This will ultimately result in tangible benefits that shows how one can profit from a well-structured Internationalisation strategy.

Sustainable development resulting from these programmes, does not only relate to adding skills to the different disciplines but also relates to retaining them. This is also a concern for the institutional development in the International Offices. Good knowledge management mechanisms are therefore vital as International Offices vary in capacity, resources available and structural limitations. A common problem is that only a few strong individuals, tasked with specific functions, become experienced because of consistent exposure to the field. Usually this one individual represents the university at all relevant Internationalisation of Higher Education events to network and attend seminars, thereby also increasing his or her knowledge of the field. Despite this being the norm for an International Office, this information is seldom captured and shared in useful ways with other colleagues. For this reason, well documented learnings should be presented to fellow colleagues and retained in an information repository. This will also help national platforms like IEASA improve their knowledge-bank and develop best practices for the theoretical and practical approaches to Internationalisation.

4.3. Lessons Learnt

South African universities have unanimously agreed that they have learnt the value of ownership in relationship to mobility projects. This supports Development Studies principles like the fact that aid should be aligned with the institutional priorities of the receiving country. Consequently, the idea that South Africa`s interests should be prioritised, has also been included in the Internationalisation Framework Policy (DHET, 2017). Having said this, more thought of how to better align international programmes with national and university goals is needed. The scarce skills need has not been a major focus for some of the universities. This could be partly due to not having published an international strategy that would guide or compel international opportunities to cater to this national need. Regardless of having a strategy, universities have been given discretion to use these programmes as they see fit. This together with other actors and university plans ensures that universities produce good graduates.

Regarding the focus on direct institutional benefits, efforts like the IMPALA Project shine through. The sharing of skills and lessons learnt in this project has exceptional potential since several universities indicated a capacity problem when completing the questionnaires. Another reason why this has potential is that it is directly related to skills development and knowledge management, another factor related to sustainability of the programme.

4.4. Recommendations

Inter-Institution Efforts for general international mobility programmes

To continue with transformation reform efforts as envisioned by the South African and the European parties, it means that South African International Offices responsible for the programmes would have to implement a strategy that attracts a demographically diverse body of students and staff. The Erasmus Mundus programme has been successful in having merit based grantees that meet conditions related to diversity in race and gender. However, more work is needed to ensure that all appropriate disciplines are incorporated. Similar templates can be adopted for the selection process of other programmes.

Other suggestions would be that the programme should continue closer collaboration between academic and International Office staff, thereby incorporating a comprehensive marketing strategy, one that speaks to entire university body or specifically targeted so that all disciplines but especially those directly associated with scarce skills are made aware of the programme. In addition to this, academic staff should be enrolled to headhunt young graduate researchers to consider participating in mobility programmes to improve their skills abroad and thereafter returning to continue their programme at the home university. Thereafter graduates committed

to entering academia, should be actively pursued with the intention of them becoming a potential asset. Other than this, regular and effective communication with deans is needed to encourage academic staff to improve and internationalise their teaching curricula and methodology. This will indirectly support the International Office in ensuring that programmes or international opportunities sought and engaged with are useful. Collaborating with the African Chapter of the Erasmus Alumni Association will also make participating in these types of programmes seem more realistic.

A concern raised in the Tracer and Impact Study related to the location of the programme in the university structure. It was suggested that these programmes should be housed in the Post-Graduate Office as graduate students are aware of the services provided by the office and would have to visit it to service other graduate needs. This would automatically increase students` awareness of international opportunities available to them. This location would also make it easier to connect the university's research areas, which may include scarce skills, with its research and graduate students.

Lastly, support should be given to all levels of International Office staff to benchmark and upgrade skills. They, together with senior management staff, should continue in theoretical and practical training as an investment in institutional knowledge. For International Offices, this is not necessarily a risk unless staff want to participate in full degree programmes. This would then raise several human resource questions, but with proper consultation, planning and confidence in the employees` return, staff would not only improve in their administration capabilities but also in their understanding of what Internationalisation of Higher Education is fundamentally about. An example where this approach was successful is relayed in the Tracer and Impact Study (2015). The Cape Peninsula University of Technology (CPUT) used the Erasmus Mundus programme to capacitate academic and administrative staff`s qualifications. Those awarded did full degrees and returned to continue their employment at CPUT. However, due to a lack of career pathing, they returned to the same institutional space that did not value or compensate their improved level of qualification. This misconceptualisation of the programme and gap in the consultation with Human Resources can therefore have negative effects on institutional development if not entirely thought out.

Directing the scarce skills agenda

Government agencies like the DHET and the Department of Labour should clearly articulate a revised national skills agenda and strategy to provide guidance on how universities should fulfil the Internationalisation Framework Policy goals in a way that would also reduce the skills barrier. A general framework was already acknowledged in the Concept Paper (DHET, 2017).

However, ways of how to achieve these all-encompassing goals is yet to be detailed. Steps that should be included, however, are related to strengthening the stakeholders` relationship and including other internal actors like the universities` student record department and research offices. This would help DHET in getting direct and accurate information of courses currently studied, to track degrees received and research areas prioritised by universities as well as update databases on current and pending opportunities for international collaboration. Similar skills-need studies should be conducted in the private sector and together, it will inform important stakeholders of the full skills needs and supply situation in the country. It can also help direct facilitators of mobility programmes meet national goals as envisioned in the Concept Paper (2016). According to the interview with the DHET representative, parts of this is being considered but more financial and human resources are needed for this work. Furthermore, the skills agenda project and related studies needs to be restructured as it currently runs across too many disconnected teams.

A European Commission communique proposed to further the partnership with African universities and TVETs by supporting quality education at all levels in Erasmus+ (Ligami, 2017). This can serve as confirmation that more efforts can be taken to strategically use these programmes to support the priorities of the university and the country in general. It also encourages universities to think differently about other higher education institutions and to work closer with them and industry. This kind of interconnectivity and diversification of skills means that more youth can be enrolled and skilled.

With a thriving project like IMPALA already in existence, similar projects can be proposed with more nuanced focus areas. These would not only help develop higher education institutions in areas of the curriculum, teaching or research methodologies but also strengthen the African networks already in existence through Intra ACP programmes as other triangular consortia.

With support for both university students and those wanting to participate through effective technical vocational education and training (TVET) programmes, youth with different abilities and interests will be accommodated and the scarce skills gap will be addressed more comprehensively. The Skills Supply and Demand in South Africa Report (2016) concurs that a multilevel skills policy that caters for the different educational levels of the working-age population is needed to raise the education and skills levels of the labour force.

5. Conclusion

This paper focused on the Erasmus Mundus and Erasmus + programmes as examples of many Internationalisation tools available to South African universities. These specific programmes are

considered to be about co-operation and mobility in higher education that promotes the European Union as a global centre of excellence in learning. It supports high-quality education and training, and provides EU-funded scholarships to third-countries (European Commission, 2008). As such, it has become a prestigious mobility programme that has helped over 500 South African staff and students, while also aiding institutional development (Kotze and Lenssen, 2015).

The broad objectives of these programmes were to help Higher Education Institution reforms and labour market skills as envisioned by the EU-SA Strategic Partnership. These objectives included amongst others, to develop historically disadvantaged universities with structural issues and to increase the number of graduates with appropriate high-level (scarce) skills. These objectives have been met, however, to what extent is unknown. The findings indicate a positive impact on reforming institutional structures, especially on Comprehensive Internationalisation through projects like IMPALA. However, insufficient information is known about the actual skills developed through the programme and how it compares to the scarce skills lists published by the DHET. Another problem is that these two components are categorised differently, making the comparison more complex. With regard to efficiency of these programmes, it can only be said that these programmes have increased the number of incoming and outgoing mobilities for participating universities, thereby helping them meet their internal mobility targets.

The effectiveness and sustainability of the structural reform efforts and skills developed, together with the direct impacts on students, academic and administrative staff may only be seen in years to come. As the programme is still relatively new, the potential to continue working on these goals and broader Internationalisation activities is great, especially if South African universities continue to take proactive steps for better cooperation among internal actors and the DHET.

To date, there is no accurate data of skill supply and demand but the DHET and universities continue to work on general skills required by the country. This skills agenda topic is crucial to note as it remains a barrier for South Africa`s development despite the progress made in reducing the gap between the education need and capacity available (Reddy, 2017). The concept of scarce skills and attention given to it has, however, become questionable as other more value laden and internationally recognised terms like MDGs and SDGs are more detailed. These have been incorporated more actively in research groups at South African universities. With communication and relationships between academics and International Offices of different universities continuing to improve, partly because of participating in consortia meetings and platforms like IEASA, new opportunities are possible.

As these programmes actively attract quality students and staff that want to enhance their skills and aptitude, appropriate and more detailed goal-setting, graduate-tracking and career-pathing is needed. The latter two are still necessary to incorporate into the current model`s design, despite the condition that grantees should return to their home country upon completion of their exchange or degree.

Lastly, the demand on the International Office to provide expertise on the construction and implementation of diverse international programmes and its complexities have grown. Better communication and guidance should therefore be given to universities about how programmes should be used as soon as better information about the skills supply and demand is available. Added to this, the place of Internationalisation in Higher Education will continue to evolve in the university environment as funds and other circumstances change. However, to ensure that these programmes are effective and efficient, internal actors, especially those in decision making positions should have set goals in mind when accepting invitations. Furthermore, better collaboration between academic and administrative staff will increase the chances of university goals being achieved.

The next steps that should be followed to support better systems include more dialogue among stakeholders about successes and gaps discussed and a new movement to increase theoretical knowledge and practical skills in the International Office. These will improve the efficiency and effectiveness of international mobility programmes by increasing awareness, access and support for students and staff to participate, as well as opening a space in which comprehensive career pathing and graduate tracking can be facilitated. Likewise, further skills research is needed to better connect the world of education and training and the world of work.

6. References

Abdurakhmanova, A., 2014. *From Tempus to Erasmus+: Enhancing cooperation opportunities in Uzbekistan. [Online].* Available at: https://goo.gl/rTsRU9 [Last accessed: 9 April 2018].

Academic Cooperation Association, 2018. *ACA Papers on International Cooperation in Education. [Online].* Available at: https://goo.gl/9HTshz [Last accessed: 9 April 2018].

Atlas.ti, 2018. *Observation research. [Online].* Available at: https://goo.gl/mkC7Wb [Last accessed: 9 April 2018].

Atlas.ti, 2018. *Research methods. [Online].* Available at: https://goo.gl/3yt9RT [Last accessed: 9 April 2018].

Beelen, J., Jones, E., 2015. Europe Calling: A New Definition for Internationalization at Home, *International Higher Education,* No. 83: Special Issue. *[Online].* Available at: https://goo.gl/vTp15p [Last accessed: 9 April 2018].

Boulton, G., 2009. Global: What are universities for? *University World News,* Issue No. 69, 29 March 2009. *[Online].* Available at: https://goo.gl/12Dys5 [Last accessed: 9 April 2018].

Boyatzis, R.E., 1998. *Transforming qualitative information: Thematic analysis and code development.* Thousand Oaks, CA: Sage Publications.

Brandenburg, U., et al., 2016. *The Erasmus Impact Study Regional Analysis, A Comparative Analysis of the Effects of Erasmus on the Personality, Skills and Career of students of European Regions and Selected Countries*, Luxembourg, European Union.

Byram, M., Dervin, F., 2008. *Students, Staff and Academic Mobility in Higher Education.* Cambridge Scholars Publishing, UK.

Cambridge Dictionary, 2018. *[Online].* Available at: https://goo.gl/aig1wU [Last accessed: 9 April 2018].

Charlier, C.E, Croche, S., 2009. Can the Bologna Process Make the Move Faster towards the Development of an International Space for Higher Education where Africa would find its place? *Journal of Higher Education in Africa: An interdisciplinary international journal of research and policy.* Vol. 7, No. 1-2, p39-59 *[Online].* Available at: https://goo.gl/bCGj6f [Last accessed: 9 April 2018].

CHE Consult et al., 2014. *The Erasmus Impact Study: Effects of mobility on the skills and employability of students and the Internationalisation of Higher Education institutions.* European Commission: Education and Culture.

Choudaha, R., De Wit, H., 2014. *Challenges and Opportunities for Global Student Mobility in the Future: A comparative and critical analysis, Internationalisation of Higher Education and Global Mobility*. Symposium Books, U.K.

CIA Factbook, 2018. *[Online].* Available at: https://goo.gl/WWvcDf [Last accessed: 9 April 2018].

Council of the European Union, 2007. *The South Africa-European Union Strategic Partnership Joint Action Plan.* Brussels, 15th May 2007. *[Online].* Available at: https://goo.gl/WqNCUH [Last accessed: 9 April 2018].

Crossman, J.E., Clarke, M., 2010. International experience and graduate employability: Stakeholder perceptions on the connection. *Higher education*, *59* (5), pp.599-613.

De Ridder-Symoens, H., 1992. *A History of the University in Europe: Volume 1*. Universities in the Middle Ages. Cambridge University Press.

De Wit, H., 1995. *Strategies for the Internationalisation of Higher Education. A Comparative Study of Australia, Canada, Europe and the United States of America*. EAIE Secretariat: Amsterdam.

Department of Higher Education and Training, 2001. *National Plan for Higher Education. [Online].* Available at: https://goo.gl/NYCB1E [Last accessed: 9 April 2018].

Department of Higher Education and Training, 2014. Call for comments on the National Scarce Skills List: Top 100 Occupations in Demand. *Government Gazette Republic of South Africa.* Vol. 587. Pretoria, 23 May 2014. No. 37678. *[Online].* Available at: https://goo.gl/DtrtRJ [Last accessed: 9 April 2018].

Department of Higher Education and Training, 2015. *The New Generation of Academics Programme. [Online].* Available at: https://goo.gl/H3vc7A [Last accessed: 9 April 2018].

Department of Higher Education and Training, 2016. *The Skills Planning Unit – A Concept Paper*. 08 January 2016.

Department of Higher Education and Training, 2017. No. 389 Call for Public Comments on the Draft Policy Framework for the Internationalisation of Higher Education in South Africa. *Government Gazette Republic of South Africa.* Vol. 622, 28 April 2017, No.40815 *[Online].* Available at: https://goo.gl/TqKGjj [Last accessed: 9 April 2018].

Deutscher Akademischer Austauschdienst, 2017. *DAAD in South Africa. [Online].* Available at: https://goo.gl/ASMXXG [Last accessed: 9 April 2018].

EACEA, 2018. *What is Erasmus + and how is it managed? [Online].* Available at: https://goo.gl/pMiuHT [Last accessed: 9 April 2018].

England, K. V., 1994. Getting personal: Reflexivity, positionality, and feminist research. *The Professional Geographer*. 46(1), pp.80-89.

Erasmus Mundus Programme, 2018. *FAQ: General Questions about Erasmus Mundus [Online].* Available at: https://goo.gl/owjMZ4 [Last accessed: 9 April 2018].

European Commission, 2008. *The Commission welcomes the adoption of Erasmus Mundus II by the European Parliament. [Online].* Available at: https://goo.gl/6i3N4f [Last accessed: 9 April 2018].

European Commission, 2012. *European Mobility for Erasmus Mundus Partnerships 2012 (Erasmus Mundus II, Action 2, Strand 1) [Online].* Available at: https://goo.gl/N3C4mT [Last accessed: 9 April 2018].

European Commission, 2018. *EU-South Africa cooperation in education and training. [Online].* Available at: https://goo.gl/bjTVKo [Last accessed: 9 April 2018].

European Council, 2004. Council Directive 2004/114/EC of 13 December 2004 on the Conditions of Admission of Third-country Nationals for the Purposes of Studies, Pupil Exchange,

Unremunerated Training or Voluntary Service. *Official Journal of the European Union, L375*. pp. 12–18.

European Parliament, 2006. *Resolution on an EU-South Africa Strategic Partnership. [Online:].* Available at: https://goo.gl/KVgtzt [Last accessed: 9 April 2018].

European Union, 2018. *The changing face of Europe- the fall of the Berlin Wall. [Online].* Available at: https://goo.gl/rMibPv [Last accessed: 9 April 2018].

European Union Delegation to South Africa, 2015. *International collaboration through higher education*. Mail and Guardian 6 February 2015. *[Online].* Available at: https://goo.gl/65EscB [Last accessed: 9 April 2018].

European University Association, 2018. *The European Higher Education Area and the Bologna Process. [Online].* Available at: https://goo.gl/HbbaX9 [Last accessed: 9 April 2018].

Foskett, N., Maringe, F. (eds.), 2010. Globalization and Internationalization in Higher Education Theoretical, Strategic and Management Perspectives. London, New York, Bloomsbury T&T Clark.

Gürüz, K., 2011. *Higher Education and Student Mobility in the Global Knowledge Economy*. State University of New York Press, Albany

Hall, M., 2004. *The Importance of Internationalization for Higher Education*, IEASA, 1 September 2004 *[Online].* Available at: https://goo.gl/JX5dzn [Last accessed: 9 April 2018].

Harman, G., 2005. Internationalization of Australian Higher Education: A critical review of literature and research. *Internationalizing Higher Education*. Netherlands: Springer, pp. 119-140.

Hunt, J., 2008. *The university in medieval life, 1179–1499*. McFarland

Jenkins, H.M., 1983. *Educating Students from Other Nations. American Colleges and Universities in International Educational Exchange*. San Francisco, CA: Jossey-Bass.

Keeling, R., 2006. *The Bologna Process and the Lisbon Research Agenda: the European Commission's expanding role in higher education discourse [Online].* Available at: https://goo.gl/ipz1B1 [Last accessed: 9 April 2018].

King, R. et al (eds.), 2011. Handbook on Globalization and Higher Education, Edgar Elgar Publishing Limited, UK.

Kishun, R., 2006. The Internationalisation of Higher Education in South Africa: Progress and challenges. *Journal of Studies in International Education 11* (3-4). pp.455-469.

Knight, J., 1994. Internationalization: Elements and Checkpoints. *CBIE Research No. 7*. Canadian Bureau for International Education: Ontario.

Knight, J., Teferra, D., 2008 *Higher Education in Africa: The International Dimension*. Centre for International Higher Education, Boston College and Association of African Universities.

Knight, J., 2015. Updated definition of Internationalization. *International Higher Education. [Online].* Available at: https://goo.gl/FUJEub [Last accessed: 9 April 2018].

Kotze, H., Lenssen, R., 2015. *Erasmus Mundus South Africa Tracer and Impact Study.* IBF International Consulting and Baa Consultors.

Lennan, D, et al., 2015. *Erasmus+ and Erasmus Mundus: Opening up Universities to the World. [Online].* Available at: https://goo.gl/349dqr [Last accessed: 9 April 2018].

Ligami, A., 2017. Skills shortages still blocking development – Report. *University World News.* Issue No. 463, 9 June 2017*. [Online].* Available at: https://goo.gl/jKr8WP [Last accessed: 9 April 2018].

Louw, M., v.d. Berg, S., Yu, D., 2006. Educational attainment and intergenerational social mobility in South Africa. *Stellenbosch Economic Working Papers: 09/06. [Online].* Available at: https://goo.gl/CChKiz [Last accessed: 9 April 2018].

MacGregor, K., 2011. Africa: Connecting Higher Education and Development. *University World News,* Issue No. 160, 27 February 2011. *[Online].* Available at: https://goo.gl/mHnuwH [Last accessed: 9 April 2018].

Maringe, F., 2009. Strategies and challenges of Internationalization in HE: An exploratory study of UK universities. *International Journal of Educational Management 23*(7). pp.553-563.

Mittelstraß, B., 2014. *New Erasmus Programme,* Goethe-Institut e. V., Internet-Redaktion *[Online].* Available at: https://goo.gl/ZaUEQT [Last accessed: 9 April 2018].

Mok, K.H., 2007. Questing for Internationalization of universities in Asia: Critical reflections. *Journal of Studies in International Education*, 11(3-4). pp.433-454.

Noorda, S., 2014 Five Uneasy Questions. *Humboldt Ferngespräche*, Discussion Paper No. 2, March 2014 *[Online].* Available at: https://goo.gl/p6xYEL [Last accessed: 9 April 2018].

Patton, M.Q., 2005. *Qualitative research*. John Wiley & Sons, Ltd.

Polkinghorne, D. E., 1995. Narrative configuration in qualitative analysis. *International journal of qualitative studies in education*, *8*(1), pp.5-23.

Reddy, T., 2004. Higher Education and Social Transformation, South Africa Case Study, *Council of Higher Education [Online].* Available at: https://goo.gl/ktz5Ww [Last accessed: 9 April 2018].

Reddy, V., Bhorat, H., Powell, M., Visser, M. and Arends, A., 2016. *Skills Supply and Demand in South Africa*. LMIP Publication on Human Sciences Research Council, Pretoria.

Seepe, S., 2010. South Africa: Reflections on a major merger. *University World News*. Issue No. 67, 28 November 2017. *[Online].* Available at: https://goo.gl/i9r3eE [Last accessed: 9 April 2018].

Taylor, J., 2004. Toward a strategy for Internationalization: Lessons and practice from four universities. *Journal of Studies in International Education*, 8(2). pp.149-171.

Teichler, U., 2012. Tying it all together excellence, mobility and funding and all the social dimension in higher education. In: Wächter, B., Lam, Q., Ferencz, I. (eds.) 2012. *Excellence and Internationality of Higher Education.* Bonn: Lemmens Medien GmbH.

United Nations, 2018. *Millennium Development Goals*. *[Online].* Available at: https://goo.gl/Jo52X3 / [Last accessed: 9 April 2018].

University of Antwerp, 2018. *About IMPALA. [Online].* Available at: https://goo.gl/hfEG23 [Last accessed: 9 April 2018].

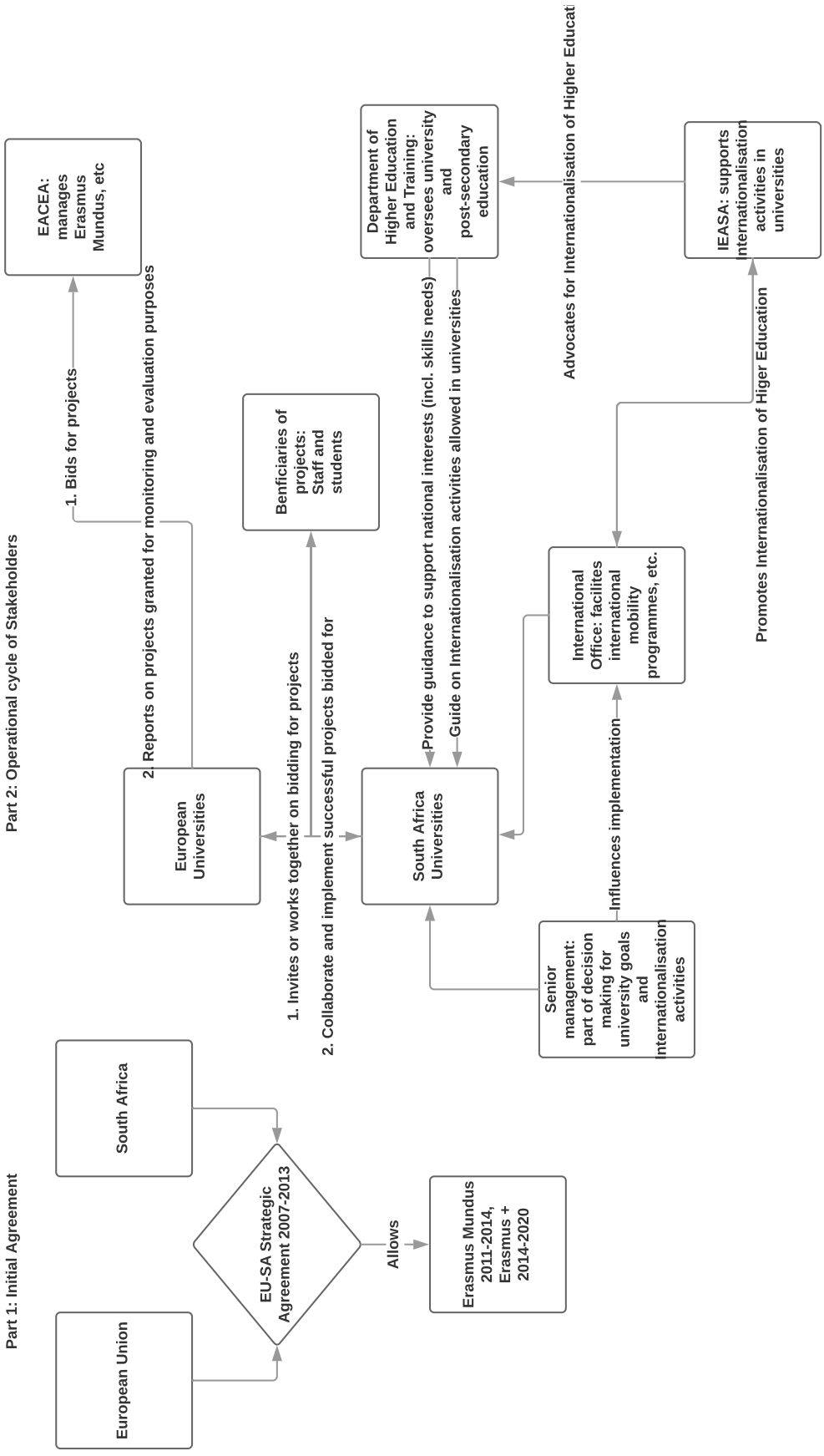
Van Zyl, A., 2013. The Role of Universities in Regional Development. In: Duderstadt, J.J., Weber, L.E. (eds), 2013. *Preparing Universities for an Era of Change*, Economica. *[Online].* Available at: https://goo.gl/Qxai25 [Last accessed: 9 April 2018].

Wyngaard, A., Kapp, C., 2004. Rethinking and reimagining mergers in further and higher education: A human perspective. *South African Journal of Higher Education* 18(1). pp 185–201.

Zeleza, P., 2012. Internationalization in Higher Education: Opportunities and Challenges for the Knowledge Project in the Global South, *A SARUA Leadership Dialogue on Building the Capacity of Higher Education to Enhance Regional Development*. Mozambique.

7. Annex

Simplistic diagram of stakeholders` relationships



Extract of academic disciplines of student grantees for the Erasmus Mundus Project taken from the Tracer and Impact Study – Table 15 (Kotze and Lenssen, 2015)

Answer Options	Response Percent	Response Count
Social Sciences	32.4%	60
Business Studies and Management Sciences	13.0%	24
Natural Sciences	10.8%	20
Medical Sciences	8.1%	15
Education, Teacher Training	5.9%	11
Geography, Geology	4.9%	9
Engineering, Technology	4.3%	8
Agricultural Sciences	3.2%	6
Communication and Information Sciences	3.2%	6
Mathematics, Informatics	3.2%	6
Architecture, Urban and Regional Planning	1.6%	3
Other areas of study: Alternative Energy Resources, Sustainable Development	9.2%	17
	Total Answers	185

Extract of fields of studies or academic disciplines for academic staff grantees for the Erasmus Mundus Project taken from the Tracer and Impact Study – Table 39 (Kotze and Lenssen, 2015)

Answer Options	Response Percent	Response Count
Social Sciences	37.5%	15
Medical Sciences	15.0%	6
Education, Teacher Training	10.0%	4
Communication and Information Sciences	10.0%	4
Business Studies and Management Sciences	7.5%	3
Agricultural Sciences	5.0%	2
Engineering, Technology	5.0%	2
Mathematics, Informatics	5.0%	2
Architecture, Urban and Regional Planning	2.5%	1
Other areas of study: Alternative Energy Resources, Climate Change, Sustainable	2.5%	1
Geology, Geography	0%	0
Natural Sciences	0%	0
	Total Answers	40

Extract of Occupations in High Demand as drafted in the Government Gazette, Vol.587 Call for comments on the National Scarce Skills List: Top 100 - National Scarce Skills List (2014)

No	Occupational Title	OFO Code
1	Electrical Engineer	215101
2	Civil Engineer	214201
3	Mechanical Engineer	214401
4	Quantity Surveyor	214904
5	Programme or Project Manager	121905
6	Finance Manager	121101
	Physical and Engineering Science Technicians*	311
8	Industrial and Production Engineers*/ Electrician	2141
10	Chemical Engineer	214501
11	Construction Project Manager	132301
12	Mining Engineer/ Accountant (General)	214601/241101
14	Energy Engineer	215103
15	Materials Engineer	214907
16	Electronics Engineer	215201
17	Metallurgical Engineer	214603
18	Medical Superintendent /Public Health Manager	134201
	Telecommunications Engineers*	2153
20	Energy Engineering Technologist	215104
	Millwright	671202
22	Public Health Physician	221103
23	Nursing Professionals*	2221
24	Registered Nurse (child and family health)	332102
25	General Medical Practitioner	221101
	Veterinarian	225101
27	Industrial Pharmacist	226202
	ICT Systems Analyst	251101
29	Geologist	211401
	Hospital Pharmacist	226201
	Boiler Maker	651302
	Fitter and Turner	652302
33	Carpenter and Joiner	641501
	Welder	651202
35	Environmental Engineers*	2143
	Retail Pharmacist	226203

List of South African universities approached to participate in the questionnaire:

1. Cape Peninsula University of Technology
2. Central University of Technology
3. Durban University of Technology
4. Nelson Mandela University
5. North West University
6. Rhodes University
7. Stellenbosch University
8. Tshwane University of Technology
9. University of Cape Town
10. University of Fort Hare
11. University of Johannesburg
12. University of Kwa-Zulu Natal
13. University of Limpopo
14. University of Pretoria
15. University of South Africa
16. University of the Free State
17. University of the Western Cape
18. University of the Witwatersrand, Johannesburg
19. University of Venda
20. Walter Sisulu University

This questionnaire was sent in a Google Form format.

Researcher: Stephanie N. van Heerden

Supervisor: Martin Schlossarek

Department: International Development Studies

Questionnaire: Erasmus Mundus and Erasmus + impact on South African Universities

Dear Participant

The questionnaire aims to study the impact of the Erasmus Mundus and Erasmus + programmes on South African universities, with specific focus on the value these programmes hold for them and how these programmes are implemented by specific departments in South African universities.

The questionnaire has 3 parts:

In the first part (questions 1- 9), we ask you mainly about how your university came to participate in these programmes and we would like you to describe how you (representing the university) think these programmes` projects add value to your university.

In the second part (questions 10 - 23), we would like to know more about how the programme is used by the university and how it is implemented.

In the third part (questions 24 - 34), we would like to focus on the operational side of implementing the different Erasmus Mundus/ Erasmus + projects.

This questionnaire may require about 40 minutes to complete.

Please answer all questions truthfully and in detail.

PART 1:

1. Did your university participate in Erasmus Mundus, Erasmus + or both programme`s projects?
2. How did your university come to be involved in these projects?
3. Please describe your university`s approach in pursuing these kinds of projects?
4. What does being part of Erasmus Mundus and/or Erasmus + mean to your university?
5. Does the university have particular goals in mind with regard to how it uses this mobility programme?

6. At an institutional level, have there been any direct benefits to being part of these programmes?
7. At an institutional level, have there been any indirect benefits to being part of these programmes?
8. Are these programmes used to advance: (Choose as many as applies)
   - Teaching
   - Research
   - Social Engagement
   - Other:
9. Why focus on this? (refer to Q.8)

PART 2:

10. When bidding, implementing and promoting the Erasmus Mundus/ Erasmus + Programme, how does the Department of Higher Education and Training guide you in respect to the goals set by both your university and the Department of Higher Education and Training?
11. How do you use the concepts, "scarce skills" or "occupations in demand" as proposed by the Department of Higher Education and Training when targeting students for these projects?
12. What criteria is used to accept an invitation to participate in a project?
13. Who is involved in the process of accepting these types of projects for the university?
14. Please describe the process followed when accepting or declining an invitation?
15. What benefits do you see with using this process?
16. What challenges and limitations do you see with using this process?
17. Has your university initiated projects using EU funding? Y/N
18. Was this department driven or a university wide decision?
19. What was the motivation for this?
20. What benefits do you see with using this process?
21. What challenges and limitations do you see with using this process?
22. Please describe how this programme is used in relation to academic and administrative staff at the university?
23. Please describe how this programme is used in relation to strategic matters and especially in relation to the "internationalisation strategy" of the university?

PART 3:

24. How would you describe the communication between your university and other South African universities in a consortium?
25. How would you describe the general relationship between your university and other South African universities in a consortium?

26. How do the South African universities help each other with the running of projects?
27. How would you describe the communication between your university and the European universities involved in a consortium?
28. Have there been changes in the relationship between your university and the European universities within a consortium?
29. If yes, please describe these changes:
30. How would you describe the facilitation of the projects run in your university?
31. How are facilitators informed of the projects' aims and objectives?
32. What preparation is used to help to implement these projects?
33. How have these projects and relationships changed the way your university works with the concept of Internationalisation of Higher Education?
34. Have there been any lessons learnt over the years of participating in these programmes? Please share these lessons with us:

Thank you very much for your time and effort!