

Department of Higher Education and Training

The Policy Framework for Internationalisation of Higher Education in South Africa and International Scholarships

PORTFOLIO COMMITTEE ON HIGHER
EDUCATION, SCIENCE & INNOVATION

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*Anchoring the Policy Framework:
Why internationalisation?*

*The Regulatory framework
The rationale
The goals*

The Purpose

- Internationalisation of higher education means an intentional or steered process to incorporate intercultural, international and/or global dimensions into higher education in order to advance its goals, functions and delivery so as to enhance its quality and research.
- The incorporation or infusion entails:
 - Mobility of academics, students, administrators, programmes or, generally, knowledge and
 - Internationalisation at home.
- Therefore, the purpose of the policy framework is:
 - To provide high-level principles and guidelines;
 - To set broad parameters; and
 - To provide a national framework within which higher education institutions can develop and align their institutional internationalisation policies and strategies.

The Anchoring of the Policy Framework

- The *Policy Framework for Internationalisation of Higher Education in South Africa* (Policy Framework) is grounded on the Constitution of the Republic whose fundamental values are human dignity, equality and freedom as enshrined in the *Bill of Rights*.
- Thus, it is anchored on:
 - a. The mutual understanding approach, which prioritises traditional values of academic exchange.
 - b. The skilled migration approach, which derives value in the migration of highly skilled immigrants.
 - c. The capacity-building approach, which believes in the exchange of knowledge and learning from others (also called the ‘study-abroad programmes’).

As classified by the OECD (2008)

The Rationale and Goals

- The overarching rationale for the internationalisation of HE in SA is to advance quality in order to be competitive in a globalised world and contribute towards the development of scholars and scholarship capable of addressing global challenges.
- Some of the goals are :
 - To enhance and strengthen the reputation, quality and relevance of HE in South Africa;
 - To enhance international research collaboration in order to contribute to an increase in knowledge production;
 - To attract talented and highly qualified individuals to South African HE institutions in order to enhance the country's human capital;
 - To develop strategic alliances aimed at enhanced bilateral, multilateral and regional cooperation in higher education.

*Conditions
and
Types of Collaborations*



Collaborative Qualifications

- The priority must be to advance South African higher education.
- Then, the SADC states; the rest of the African continent; BRICS; the global South and emerging economies; and the world beyond. (All in the context of knowledge advancement and sharing).
- Public and private higher education institutions wishing to offer cross-border, collaborative qualifications must have accreditation and approval of their programmes by the Council on Higher Education (CHE).
- Certificates issued by each collaborating institution must refer to the collaborative nature of the qualification and must be read in conjunction with each other and with the degree supplement, where relevant.

Co-badged & Joint Degree/Qualifications

- **Type 1 – Co-badged degree/qualification:** These are collaborative/partnership programmes in terms of which a part of the curriculum is offered by a partner(s), but where the degree is:
 - a) accredited by the relevant QA authority in the country in which the enrolling institution is located, and
 - b) awarded by the enrolling institution only. The awarding institution recognises the contribution of one or more other institutions by a reference on the degree certificate, which may include the name(s) and/or badge(s) of the other partner(s).
- **Type 2 – Joint degree/qualification:** A joint degree is awarded by an agreement of the partner institutions at the successful completion of a jointly offered single study programme by two (or more) HEIs.

NB: If, for any reason, the partners cannot come to a joint decision to award the joint degree, none of the partners may then proceed to award the degree as a single institution degree, outside of the agreement.

A graduate of a joint PhD between the University of XYZ and ANOU (another university) must not style the qualification/degree as “PhD (XYZ), PhD (ANOU)” but must style it as “PhD (XYZ & ANOU)”. The same applies for masters degrees.

Consecutive & Dual Degree/Qualifications

- **Type 3 – Consecutive degree/qualification:** This is learning that leads to **two degrees usually completed consecutively**, where work done at each of the two institutions involved is recognised as part, but not more than half, of the work required by the other institution.

South African higher education institutions may enter into agreements, with international partners, where two degrees are completed consecutively, where the work done at each of the two institutions involved is recognised as part, but not more than half, of the work required by the other institution.

- **Type 4 – Double or Dual degrees are not permitted:** They refer to a programme of study offered collaboratively by two HEIs, in terms of a collaborative or partnership agreement, that may feature jointly-developed and integrated curricula and agreed-upon mutual credit recognition. The successful student is awarded two distinct degrees, issued separately by each partner institution. The certificates will be typical of those issued by each institution. ■

*Implication for
Institutional Policies*



Implications for Institutional Policies

- Institutions must develop their policies on internationalisation.
- Specific targets must be determined and duly approved in institutional APPs.
- Institutional policies should be based on addressing the following questions/issues:
 - ✓ Why does the university embark on internationalisation? (Why Internationalise? What is the rationale?)
 - ✓ What components and fulfilments will internationalisation have?
 - ✓ How will the university make use of internationalisation as a driver of transformation in line with the priority focus of the national Policy Framework?
 - ✓ What types of engagements will work well for the institution? Faculties? Disciplines? Programmes? Etc. [One-size-fits-all may not be practical].
 - ✓ What are risks and how will they be mitigated?
 - ✓ Adaptability and flexibility of the institutional policy?
 - ✓ Championing (to stay tuned and drive implementation). Leadership.
 - ✓ Benchmarking. [compare and involve experts]
 - ✓ Do answers/reasons to these questions support the university's advancement? (its mission and vision? Or, where the policy addresses specific targets set by the institution?)
 - ✓ Reporting. What to report? Quantity and quality.

Way Ahead

- The Policy Framework is only meant to cover international engagements, but that does not mean institutions should not include their local counterparts.
- The DHET is developing an implementation strategy and plan and, among others, it will cover:
 - ✓ The national approach or approaches (including the involvement of other government departments and IEASA, perhaps even relevant professional bodies).
 - ✓ monitoring
 - ✓ reporting
- The implementation plan is targeted for completion by September 2022. Currently, a study is being conducted for understanding the level of internationalisation activities at universities.



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Thank you