



Internationalization of Tertiary Education within South Africa: Universtity of Fort Hare

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ABSTRACT Education has become internationalized through policies and practices. Using experiences of the contributor as an international student, one in the United States of America and other in South Africa, the study examined the impact of cross-border education through addressing its contribution to the national developmental needs. Thus, the University of Fort Hare case study research design explored the successes and challenges faced by international students when institutions fail to deliver what they promised. The study used the competence building theoretical framework which perceives internationalization as a means of building a promising economy and promotes contextual influences on professional academic development. Stratified sampling procedure comprising 150 respondents from the targeted 3000 international students of the institution was used. The researcher conducted focus group interviews and document analysis. The methodology of the study was centred on the interpretivist philosophy as practised in qualitative research methodology. The qualitative data collected was subjected to document analysis which entailed classifying the data and extracting themes. The results of the study confirmed that international students bring foreign currency into the country, as well as a hybrid of learning culture through cross pollination of ideas. International staff members bring relevant managerial skills and teaching expertise to the university.