



Cape Peninsula
University of Technology

**EDUCATIONAL TOURISM AS A STRATEGY FOR SUSTAINABLE TOURISM
DEVELOPMENT: PERSPECTIVES OF UNIVERSITIES IN WINDHOEK, NAMIBIA.**

by

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ABSTRACT

This study aimed to explore educational tourism as a strategy for sustainable tourism development in Windhoek, Namibia. Despite educational tourism being one of the fastest-growing segments of the travel and tourism industry, it has often been overlooked in academic, professional and marketing circles. The study applied a qualitative methodology in exploring how three Windhoek-based universities could leverage their educational tourism potential to enhance sustainable tourism development. Based on twenty-three interviews conducted with international students and international relations-related staff across three Windhoek-based universities, and implementing a thematic analysis, the key findings suggest that the universities enrol both long-term degree-seeking and short-term semester-based exchange students. Although both categories of students provide a source of sustainable educational tourism receipts, no active structures are available for attracting these students. The findings also revealed that educational tourism has the potential to contribute to sustainable tourism development in Namibia. The potential can be realised through stakeholder engagement and clear educational tourism policy development. Respondents concur that the Windhoek-based universities possess the potential to attract international students to enrol in their programmes. Their enrolment will contribute to the enhancement of cultural exchange and socio-economic leverages. The study proposes new insights into educational tourism development in the Namibian context, the need for focused strategies, the development of policies and stakeholder engagement to capitalise on this tourism niche. The outcomes present practical information prompting Windhoek-based universities to recognise the importance of active participation in the promotion of educational tourism while contributing to the extant literature on the subject, especially in the developing context.

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DEDICATION

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TABLE OF CONTENTS

DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
CHAPTER ONE	1
STUDY ORIENTATION AND BACKGROUND OF THE PROBLEM	1
1.1 Introduction	1
1.2 Background to the research problem	1
1.3 Problem statement	4
1.4 Research objectives	5
1.5 Research questions	5
1.6 Rationale of the study	6
1.7 Definition of key concepts	6
1.8 Structure of the dissertation	7
1.9 Chapter Summary	8
CHAPTER TWO	9
EDUCATIONAL TOURISM, CONCEPTS AND IMPACTS	9
2.1 Introduction	9
2.2 Theoretical framework	9
2.3 Conceptualising educational tourism	13
2.4 Theoretical aspects of educational tourism	15
2.5 Educational tourism as an approach to tourism development	16
2.6 Educational tourism and sustainable development	19
2.7 Roles of universities in educational tourism	22
2.8 Challenges inhibiting the development of educational tourism	25
2.9 Benefits of educational tourism	28
2.10 Participation of universities in educational tourism	32
2.11 Factors influencing the development of educational tourism	34
2.13 Tourism development and educational tourism in Namibia	39
2.14 Educational tourism as a strategy for tourism development in Namibia	39
2.15 Chapter Summary	41
CHAPTER THREE	43
RESEARCH DESIGN AND METHODOLOGY	43
3.1 Introduction	43
3.2 Research objectives	43
3.3 Research philosophy/paradigm	44
3.4 Research methods	45
3.5 Research design	45
3.6 Research population	46
3.7 Data collection instruments	47
3.8 Data analysis	50

3.9 Ethical considerations	51
3.10 Chapter Summary	52
CHAPTER FOUR	53
DATA ANALYSIS PROCEDURE.....	53
4.1 Introduction	53
4.2 Data analysis.....	53
4.3 Chapter Summary	58
CHAPTER FIVE	59
FINDINGS AND DISCUSSIONS	59
5.1 Introduction	59
5.2 Findings.....	59
5.3 Discussion.....	102
Another important requirement for the success of educational tourism revealed by the research findings was of the development of international programmes and establishment of students' communities at Windhoek-based universities which can promote student networking. The research findings confirmed that safety, affordable accommodation, improved service, relaxed study permits regulations, universities collaboration with external stakeholders, budget, various pedagogical methods, and attractiveness of the country are some of the recipes for an enhanced educational tourism at Windhoek universities.....	107
5.4 Chapter Summary	107
CHAPTER SIX	108
CONCLUSIONS AND RECOMMENDATIONS	108
6.1 Introduction	108
6.2 Conclusions.....	109
6.3 Recommendations	112
6.4 Scope and limitations of the study	116
6.5 Chapter Summary	118
REFERENCES.....	119
Springer Nature B.V. 2019.....	132
APPENDICES	135
APPENDIX A: Clearance certificate	135
APPENDIX B: In-depth interview guide.....	136
APPENDIX C: Qualitative survey	142
APPENDIX D: International University of Management permission letter.....	147
APPENDIX E: Namibia University of Science & Technology letter of permission	148
APPENDIX F: University of Namibia letter of permission.....	149
APPENDIX G: Language editing certificate.....	150

ACRONYMS

CGE	Computable General Equilibrium
CPUT	Cape Peninsula University of Technology
DRC	Democratic Republic of Congo
EU	European Union
GDP	Gross Domestic Product
HEI	Higher educational institutions
HR	Human Resources
IUM	International University of Management
MEFT	Ministry of Environment, Forestry & Tourism
NDP	National Development Plan
NSFAF	Namibia Students Financial Assistance Fund
NTA	Namibia Training Authority
NUST	Namibia University of Science and Technology
NWR	Namibia Wildlife Resorts
OECD	Organisation for Economic Co-operation and Development
RETOSA	Regional Tourism Organisation of Southern Africa
SADC	Southern African Development Community
SME	Small-to-medium enterprise
SOE	State-owned enterprise
SRC	Student Representative Council
UK	United Kingdom
UNAM	University of Namibia
USA	United States of America
UNWTO	United Nations World Tourism Organisation
VC	Vice chancellor
VFR	Visiting friends & relatives
WTTC	World Travel & Tourism Council

CHAPTER ONE

STUDY ORIENTATION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

More recent years, tourism has been regarded as the main advancement globally associated with desirable economic activities (Jovanović & Ilić, 2016:288). In Southern Africa, tourism is considered as the pillar and or enabler of socio-economic expansion. The industry is the reason for superior livelihoods of many people in all geographical settings of the region (Musavengane et al., 2020:1). Similarly, Namibia identified the tourism industry in its national developmental plan as an important sector towards socio-economic development (Novelli & Hellwig, 2011:209). Sofronov, (2018:123) suggests that trends in travel and tourism development is influenced by economic and social factors.

Therefore, this study focused on one of the trends of travel and tourism educational tourism as a strategy for sustainable tourism development. Educational tourism started in Europe (Grand Tour) as travel with the purpose of learning related to the destinations visited (Voleva-Petrova, 2020:185). Voleva-Petrova (2020:190) describes educational tourism as a special interest segment of the tourism industry which is not popular in the tourism industry globally.

This chapter provides an overview of the research subject matter, by briefing the background of the educational tourism, defining the problem statement, objectives and formulating the research questions. The chapter further clarifies the rationale and significance of the study and concludes by providing a brief literature review on educational tourism.

1.2 Background to the research problem

Tourism in Namibia is a highly prioritised sector of the economy and is the vehicle to achieve the national vision 2030, with its chief aim being to enhance the living standard of its people (Nyakunu & Rogerson, 2014:7). Since independence in 1990, the Government of Namibia under the auspices of the Ministry of Environment, Forestry & Tourism (MEFT), realized that tourism could immensely contribute towards the development of the economy. As a result, it adopted tourism as a priority sector in its Fourth National Development Plan (Holden, 2016:7). The Namibian tourism sector is

mainly focused on wildlife and natural resources (Kavita & Saarinen, 2015:2). Tourism is Namibia's third largest contributor to the Gross Domestic Products (GDP); hence it is prioritized by the Namibian government. Hoa, (2016:2) and Spalding et al., (2021:126) suggest that tourism was recognised as a priority sector towards sustainable economic development by many countries before the first news of the Covid-19 outbreak in China on 31 December 2019. Since then, countries observed the worst disruption to the global tourism industry (Jones, 2022:9), and Namibia was no exception. Tourism in Namibia was one of the largest employers and income generator in Namibia (Baporikar, 2022:1), although the industry is criticized for seasonal and lower paying jobs (Davidson & Sahli, 2015:172). In addition, the industry generates foreign exchange to the economy of the country, hence, substituting the money that leaks out of the economy through imports (Holden, 2016:5).

Nevertheless, Green and Sheyapo (2018:182) advocate that a key aspect which the Namibian government should take into consideration is diversifying its tourism product and integrate creative tourism products, hence the promotion of educational tourism. Namibia exclusively promotes itself as a leisure destination by promoting only its wildlife and natural resource. Rashid et al., (2020:2) illustrate that even though, mass tourism is a positive contributor to the national economy, its development should not be over emphasized because it can also be detrimental to the environment within which it is dependent on. According to, Bezerra et al., (2021:2) undesirable effects of mass tourism can be observed on sand dunes (plastic, which spoils the scenic views of the desert scape) and damage ecosystems in the national parks.

These effects can be attributed to uncontrolled growth of conventional tourism and a lack of coherent strategy on sustainability because the past incentives have focused mainly on tourism expansion (Shikongo, 2019). Based on this background, the government has declared these a national crisis and has called for immediate actions to lower dependency on natural resources (Green & Sheyapo, 2018:182). It is thus fundamental to shift the dependence on sensitive products to a more sustainable product like educational tourism. Following the worst drought in ages (2018/2019), the tourism industry was not spared, and in the year 2020 the Covid-19 pandemic also dismantled the tourism industry. In an effort to curb the spread of Covid-19, countries across the world, Namibia included shutdown their borders (Devi, 2020:1331). With travel being a pre-requisite for tourism to take place, the industry was brought to a

stand-still, game parks, hotels and restaurants were and until now affected and finding it hard to recover from the strong wave (Shrestha et al., 2020:2). Shrestha et al., (2020:2) further explain that tourism businesses retrenched their workers and some cut salaries, leaving economies in a devastating condition. After months of complete lockdowns, the Namibian government announced the Tourism Revival strategy (Evelina et al., 2020:18 & Musavengane et al., 2021:3). The revival initiative and with the pandemic still within communities, the tourism sector had to transform and align with what is termed as the 'new normal'. The effect of the coronavirus pandemic on the tourism industry prompted the adaptation of tourism products to co-exist with the coronavirus (Shifeta, 2020:2). The Minister of Environment, Forestry and Tourism suggested the development and promotion of tourism products which can co-exist with Covid-19 pandemic. Therefore, the researcher found it fit to promote educational tourism product for sustainable development of the country due to the positive impacts associated with it (Rodriguez et al., 2013:89). A considerable number of studies established that educational tourism has the possibility to improve or enhance socio-economic development of the country (Reid et al., 2008:454).

According to Sharma (2015:9) educational tourism is an activity undertaken by travellers' whose primary motive is themed around learning the eco-system, culture, heritage and history of the area visited. The current educational institutions can play a fundamental role in collaboration with the government to develop and promote alternative tourism (such as educational tourism) in Namibia. This type of tourism has not been given attention by many countries, despite its significance (Irfan, 2017:2). Smith (2013:5) argues that despite educational tourism being a potential force for peace between communities, this type of tourism is least considered in most countries' developmental policies. Educational tourism is not only overlooked in Namibia, however, according to McGladdery and Lubbe (2017:7) it seems to be a global fashion. Unlike conventional tourism, which is undertaken by certain markets, educational tourism has no boundaries. It embroils people from all walks of life, regardless of their age, gender, race, religion, from basic education to life-long learning and so forth. Therefore, Namibian tourism should invest immensely on educational tourism development because it is a potential drive to social and environmental awareness and subsequently leading to behavioural change (McGladdery & Lubbe, 2017:7).

Educational tourism has the potential to improve economic development and requires combined effort from both the education providers and the tourism sector (Voleva-Petrova, 2020:196). Abubakar et al., (2014:60) illustrates that several factors motivate international students when choosing their study destination. Attractiveness of the destination, culture, welcoming attitudes of the locals, are some of the key factors influencing educational travellers. Namibia is blessed with diverse tourist attractions and amazing cultures which can be a promotional strategy towards educational tourism. Several scholars (Nyakunu & Rogerson, 2014:6; Kavita & Saarinen, 2016:80; Gargallo, 2020:132) reveal that studies conducted in Namibia on tourism development, do not provide enough knowledge on tourism policy formulation and implementation. Nyakunu and Rogerson (2014:6) further expose that national tourism policies do not apply to educational tourism product development, hence, the reason for this study. Tourism is a dynamic industry; therefore, it is necessary to adopt policies which are relevant to the contemporary trends.

The knowledge gap between employers and the educational training institutions is a reality in Namibia and this has an inevitable effect on the quality of policy framework on educational tourism (Namibia Training Authority, 2015:34). Educational institutions conduct research on sustainable development approaches in the country and then fail to provide government with recommendations for implementation. Therefore, the study seeks to bridge this gap. In addition, the negative socio-economic impacts associated with conventional tourism necessitate the promotion of educational tourism for sustainable development in Namibia (Rodriguez et al., 2013:89).

1.3 Problem statement

Namibia is recognised as one of the most arid countries in Africa (Gargallo, 2020:129). The period 2018/2019 recorded the worst drought since the last 2 decades, leading to severe water shortages (Luetkemeier, 2019:57; Shikangalah, 2020:38). Wildlife and natural resources which are the core products of Namibian tourism were the most affected, thereby reducing the industry's contribution to the Namibian economy (Liu a Zhou, 2021:2). Consequently, and in line with the national goal to address climate change, it is imperative to think more proactively than reactively and intensify sustainable strategies for tourism product development (Namibia Ministry of Environment, Forestry & Tourism, 2011:8).

Namibia is rich in culture, history, geographic features, and heritage sites. Since independence Namibian government has recognised tourism as a priority sector towards national development, hence, the promotion of educational tourism at Windhoek universities. Despite the acknowledgement of tourism for economic development in Namibia, particularly educational tourism, this area has not been given much attention in academic research at Windhoek-based universities (Baporikar, 2015:4).

The fact that educational tourism is under researched, it is least considered in the national tourism development plans and therefore not adequately featuring in the promotional strategies of the Namibian tourism. The research problem is, therefore, a lack of policies aimed towards the development of educational tourism by those responsible for its development and execution (Irfan et al., 2017:1). It is the intention of this research to highlight the importance of educational tourism.

1.4 Research objectives

AIM: The aim of the current study is to explore educational tourism as a strategy for sustainable tourism development, with a specific focus on Windhoek-based universities, Namibia. To achieve the aim of the study, the following objectives were guiding the study:

- To determine the participation levels of Windhoek-based universities in educational tourism.
- To establish the limitations faced by Windhoek-based universities in realising educational tourism.
- To explore the advantages of educational tourism development for Windhoek-based universities.
- To consider the key elements required for educational tourism to be successful in Windhoek-based universities.
- To explore the extent to which educational tourism contributes to sustainable tourism development in Namibia.

1.5 Research questions

In order to achieve the objectives of this study, the following research questions provided guidance:

- What are the participation levels of the Windhoek-based universities in educational tourism?
- What limitations do Windhoek-based universities face in realising educational tourism in Namibia?
- What are the advantages of educational tourism development for Windhoek-based universities?
- What are the key elements required for educational tourism to be successful in Windhoek-based universities?
- What is the extent of educational tourism's contribution to sustainable tourism development in Namibia?

1.6 Rationale of the study

Given to the current context of tourism research, and particularly in relation to the edu-tourism subsector, this study initiates a dialogue on edu-tourism development within the tourism industry in Namibia (Bare et al, 2021; Choudhary et al., 2022). With a dearth of scholarship in this area specifically in the context of the Global South, this enquiry provides an opportunity for enriching the existing literature on the subject within Sub-Saharan Africa in particular, and the Global South more generally. The study's outcomes portend the potential for recommending strategies that lay pathways for developing strategic plans for the development of educational tourism in Namibia.

1.7 Definition of key concepts

Educational tourism: involves travel in groups of people to other areas primarily for the purpose of participating in learning activities particularly related to the area visited (Maga & Nicolau, 2018: 343).

Sustainable tourism development focuses on meeting the needs of the present without compromising the ability of the future generations to meet their needs, while promoting economic opportunities, environmental protection and improving the quality of life of the local communities and considering the needs of the visitors (Poudel et al, 2014:3).

Tourism: It involves the movement of people from their place of residence for more than 24 hours and less than a year for the purpose other than the pursuit of an activity remunerated within the place visited, (for leisure, business or learning purposes) (WTTC, 2019:11).

Strategy: an approach for carrying out a function. In relation to this study a strategy refers to the use of educational tourism to achieve sustainable tourism development.

Windhoek-based universities are higher education providers excluding colleges and vocational training centres.

1.8 Structure of the dissertation

This section shows how the entire dissertation is broken down in various chapters and briefly discusses the purpose and focus of each chapter.

Chapter 1: Introduction This chapter provides a synopsis of the proposed research, outlines the problem statement, aims, research question, significance, and motivation of conducting this kind of a study. It also provides a background to the proposed study.

Chapter 2: Literature review This chapter provides an analysis of a variety of written documents from different researchers on specific topics which relate to the research problem consolidated into one article and finding relationships and variants between different philosophies, hence providing ideas to problems that require further studies (Hart, 2018:1). To guide the researcher in collecting relevant information and analysing the concept of educational tourism, the literature review is grouped into themes or headings. The study's literature review focused on the following topics as secondary data. The research investigated conceptual dialogue, challenges, participation, sustainability, impacts, and factors influencing the development of educational tourism. The Harvard referencing method was used.

Chapter 3: Research methodology This chapter provides a detailed research design. A qualitative approach was used in order to generate meaning from the research informants' opinions. The study is both descriptive and exploratory in nature hence the reason for a qualitative study. It differs from the deductive type of quantitative research which limits the research to a hypothetical structure of the researcher and limit the expression of expert opinions.

Chapter 4: Data analysis This chapter analysed the data collected from participants. A thematic data analysis of the qualitative research was used to analyse the data collected in a logical manner. Thematic data analysis approach is a non-numerical data which explores and identifies similarities in the data collected from various research

participants and organized in specific ideas. The ideas and messages established from data collected forms the basis of analysis (Roberts et al., 2019:1). To organize the data collected in a logical pattern from various sources the researcher used an electronic Qualitative Data Analysis such as ATLAS.ti. It allows for transparency and repetition in order to obtain consistent results. The programme is credible, time saving and more effective (Hwang, 2008:521).

Chapter 5: Findings and Discussions This chapter provided the findings of the data analysed in the exact way as provided by study participants, and in the order of the research questions. An interpretation of the findings was also provided in line with research questions as well as the information obtained from the literature review. Limitations and gaps of the study is highlighted.

Chapter 6: Conclusions and Recommendations This chapter summarises research findings in brief, while highlighting gaps in literature review and provides recommendations regarding the study's findings for future research and implementation in relation to the theory gained from the study.

1.9 Chapter Summary

This chapter provided a detailed introduction covering aspects pertaining to the background of educational tourism as a strategy for sustainable tourism development in Windhoek. The objectives of the study, the significance as well as the limitations of the study were discussed. The chapter also provided definitions of the key terms used in the study.

CHAPTER TWO

EDUCATIONAL TOURISM, CONCEPTS AND IMPACTS

2.1 Introduction

Governments around the world recognise tourism and hospitality as a driver, propeller and major contributor to economic development (Fahimi et al., 2018:62). Globally tourism and hospitality employ one in every twelve employees, generate much-needed foreign currency and contribute significantly to sustainable development (WTTC, 2019:3). Tourism has been critically analysed and classified in different ways such as sustainable tourism, cultural tourism, ecotourism and educational tourism. This chapter is an in-depth review of the literature on educational tourism. The study highlights educational tourism as a neglected but important area to be included in the sustainable development of tourism (Falk et al., 2012:909; Maga & Nicolau, 2018:343). A review of the literature of this study is drawn around concepts linked to educational tourism's role in promoting sustainable development. This chapter highlights the following major subtopics: theoretical and conceptual framework; sustainable development; participation; challenges; benefits and developing educational tourism.

2.2 Theoretical framework

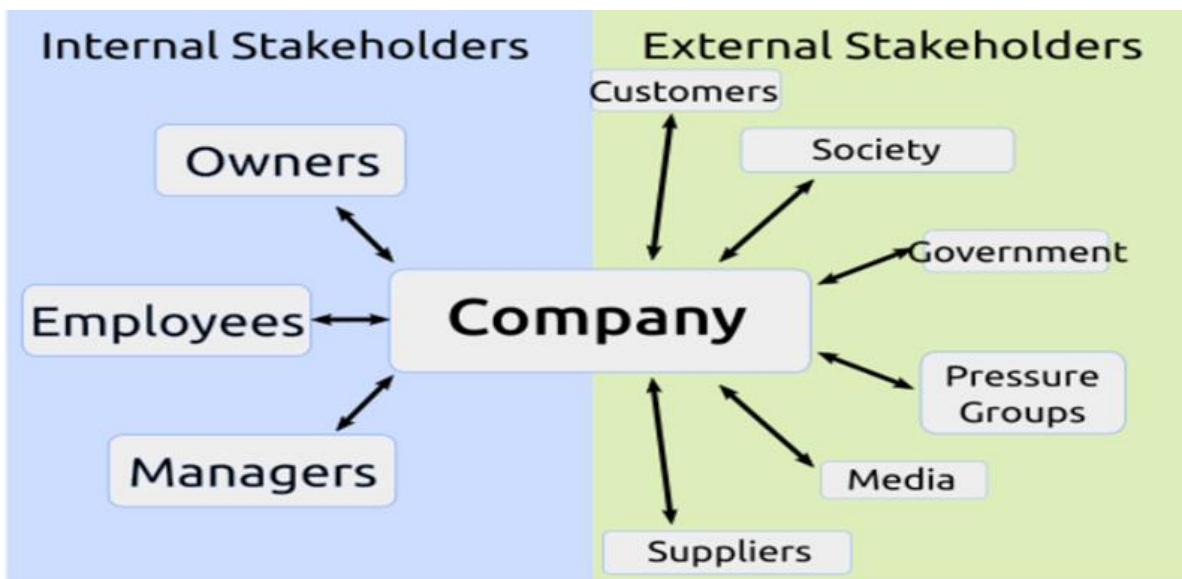


Figure 2.1: Stakeholder Theory (Freeman, 1984).

This study is guided by the stakeholder theory proposed by Freeman (1984), on the perspective on value creation for sustainability. Stakeholder theory was developed in the 1980s to respond to the increasing dynamic and complex business environment (de Freitas Langrafe et al., 2020:298). The Stakeholder Theory is an organizational management philosophy, according to which, business should involve both stakeholders and shareholders in business operations to achieve better performance and sustainable tourism development, (Saito & Ruhanen, 2017:189). The stakeholder theory's main objective is that all stakeholders need to work together for the business to develop a formidable strategy. Stakeholders are the parties impacted either negatively or positively by business operations directly and indirectly (Saito & Ruhanen, 2017:190). In a tourism destination, stakeholders can include: the government (international, national, regional and local); government departments with links to tourism; international, national, regional and local tourism organisations; tourism developers and entrepreneurs; tourism industry operators; non-tourism business practitioners, and the community including local community groups, indigenous people's groups and local residents (Saito & Ruhanen, 2017:190). Freudenreich et al. (2020:8) confirmed that stakeholders can be internal (business owners, managers, employees) and external (government, suppliers, customers, society).

The stakeholder theory suggest that every company is characterised by its relationship with an amalgam of organisations or businesses vital to its functioning, among individuals or groups affecting or affected by its business operations (Freudenreich et al., 2020:5). Different stakeholders in any organisation work together for a common goal, they share resources, influence the entire business environment as well as benefit from the company providing services and influence its efficiency and impacts (de Freitas Langrafe et al., 2020:298). Dameri and Ferrando (2021:744) the perspective of the stakeholder theory suggests that joint efforts of the stakeholders towards value creation is systematic. Therefore, lack of support from any stakeholder can affect the sustainability of a business.

The foundation of the stakeholder theory is that the success of any business is based on the relationship with its stakeholders (Vitolla, 2019:1560). Freeman et al., (2020:3) divide the stakeholder theory into descriptive, normative, and instrumental kinds of work. Vitolla (2019:1560) distinguishes between the three types of stakeholder theories. The descriptive approach tends to establish how an organisation view the

needs of stakeholders in reality. The instrumental approach advocates for the consideration of the needs of the stakeholders in order for businesses to achieve strategic opportunities whereas the normative approach sets ethical principles at the origin of the theory of stakeholders. This stakeholder perspective is relevant to this study as the research problem relates to a lack of policy formulation in educational tourism in Namibia. Windhoek-based universities need to establish a relationship with other tourism stakeholders to form the basis to enhance educational tourism development in Namibia (Freudenreich et al., 2020:5). It is thus impossible to operate a business model without sound relationships with both internal and external stakeholders (Vitolla, 2019:1561). This study is viewed in the context of stakeholder theory with particular reference to both the ethical-moral (normative) and strategic-managerial (instrumental) approaches. Windhoek-based universities need to establish relationships with tourism stakeholders and analyse the industry needs to develop curriculums which will best suit industry needs.

Governments around the world recognise the potential of tourism towards regional economies (Lehloenya, 2017:84). In the Southern African Development Community (SADC) the advantage of tourism to enhance economic development is highly recognised and encouraged. This is evidenced by the formation of the Regional Tourism Organisation of Southern Africa (RETOSA) aimed at promoting a sustainable tourism development initiative in the region, through effective destination marketing and improved regional corporation (Zhou, 2019:138). In Namibia, tourism is a prioritised sector of the economy and the vehicle to achieve the National Developmental Plan (Nyakunu & Rogerson, 2014:7). Undesirable impacts and economic instability associated with mass tourism have compelled governments and policy makers to diversify tourism products (Farmaki, 2012:183).

Based on this background this study adopted the stakeholder theory focusing on educational tourism for sustainable development of tourism in Namibia. Educational tourism is a special interest niche of the tourism sector which started in Europe (Grand Tour) as travel with the purpose of learning related to the destinations visited (Volera-Petrova, 2020:185). Educational tourism is broad in scope and complex as it combines leisure and learning, it can involve attainment of professional degrees, field trips, business and even leisure travel (Akhmedova, 2016:2).

Tourism growth in an area is dependent on a variety of factors (with infrastructure being the main catalyst) to enhance the uniqueness of the destination and improve the livelihood of the society at large (Jovanović & Ilić, 2016:288). Various factors exist towards the development and growth of educational tourism at the destination. Such factors include but not are not limited to: the facilitation of courses in English which enhances the image of the universities to potential students; desire to learn other cultures which provide students with a competitive advantage in the job market; internationalization of programs; flexible admission requirements; safety of the host destination; course availability; expertise; cost of living; affordable accommodation: and future employment prospects in the labour market (Harazneh et al., 2018:797).

Tang (2021:44) proves that information communication technology (ICT) development and research quality play a critical role towards the development of educational tourism. Thus, governments and policy makers are obliged to encourage and launch modalities for the development of this worthwhile educational tourist product. Governments and policy makers are therefore expected to undertake initiatives providing quality ICT access and quality research outputs. This initiative necessitates large amounts of capital expenditures which in most cases slow down the growth of educational tourism. Incompetent academics, inadequate marketing and a negative image of the Sub-Saharan region are among the factors limiting the growth of educational tourism in the region. This study draws from stakeholder theory, given that this perspective associates value creation with stakeholders.

Financial crises and social calamities (Covid-19), as well as extreme weather conditions, create an urgent need for companies to do things differently and responsibly, and to embrace a long-term view of prosperity. To achieve this goal, companies need to develop more holistically sustainable business models. Without changing current business models environmental stresses will increase business risks and costs mitigating and ultimately compromising essential fundamentals of sustainability (Geldres-Weiss et al., 2020:1). The development of educational tourism can lead to value creation at destinations if Windhoek-based universities collaborate with tourism's private and public sectors (Voleva-Petrova, 2020:191). It is necessary to combine the educational and tourist product of the destination in order to achieve good results namely economic value and its associated societal impact (Harazneh et al., 2017:797) which could translate into sustainable tourism development in Namibia.

The literature review highlighted in this study presents the outcomes of studies that have been carried out before which assist in attaining the current study's objectives. To guide the researcher in collecting relevant information and analysing the concept of educational tourism, the literature review was classified into themes or headings. The literature review focused on the conceptual dialogue, the challenges, participation, sustainability, impacts, and factors influencing the development of educational tourism.



Figure 2.2: Stakeholder theory perspective on value creation for sustainability (Freeman, 1984).

2.3 Conceptualising educational tourism

Educational tourism is the pioneer and founding approach to tourism development (Popov et al., 2019:833). Kosmaczewska and Jameson (2021:2) classified educational tourism as education-first type of mobility whereby those partaking in it travel to other countries primarily to pursue a particular qualification while participation in other tourism activities is the secondary motivation. Tomasi et al., (2020:1) further defines an international mobile student as a person who has crossed international borders between countries for educational purposes at a destination other than his/her place of origin. Tomasi et al., (2020:1) recommended that an agreed definition focuses on an internationally mobile student as an individual “who has physically crossed an international border between two countries to participate in educational activities in a destination country, where the destination country is different from his or her country of origin.” Previously, Rodionova et al., (2018:438) suggested that educational tourism involves pre-arranged interactive forms and a mobility encompassing recreation, education, and enlightenment of people of different ages undertaken beyond their territorial boundaries. Ritchie (2003:1) separate education and tourism but described them as interdependent industries which have led to most countries’ economic prosperity, hence resulting in international relations and learning (McGladdery & Lubbe, 2017:293). Tourism developments and educational developments were viewed by Ritchie (2003) as interconnected with education facilitating travel while learning became an important motivation for travel in tourism. Ritchie (2003:1) and McGladdery

and Lubbe (2017:293) further define tourism as educational since it involves broadening a traveller's mind.

Haukeland et al., (2013:1) acknowledged the Grand Tour as the initial development of educational tourism, which was undertaken by children of the wealthy British as part of an academic activity during the period 17th-19th centuries. Most of these youths were from European countries traveling within the European continent for the purpose of learning the cultures, languages, architecture of the countries visited, accompanied by a guide who acted as a father during the tour. Several scholars (Ankomah & Larson, 2000:1; Pitman et al., 2010:220; Maga & Nicolau, 2018:343; Rosnan & Abdullah, 2018:4) support that educational tourism started long back in the ancient times as the type of travel which was undertaken by a group of people with a principal purpose to acquire knowledge related to the location visited.

The European Union has since 1987, introduced a student mobility organisation known as European Region Action Scheme for the Mobility of University Students (ERASMUS) which promotes and supports educational exchange programs of students and academics between European Universities and its allies (Smith, 2013:2). The mobility encourages and provides affordable education to international students and academics. The initiative's aim is to enhance international cooperation and education for international students (Smith, 2013:2). This act clearly results in growth of educational tourism globally. Additionally, several scholars (Rezapouraghdam, 2013:4; Maga & Nicolau 2018:469; Rosnan & Abdullah, 2018:4) acknowledged aspects such as research trips, conferences, institutional programs, language learning courses (under 12 months), Master of Business Administration Degree programs, students/staff exchange programs between universities, students' familiarisation tours and gap year tours as educational tourism. Ezel and Arasli (2019:2) argue that although educational tourism can take many forms such as conferences, training programs and language courses, formal higher education mobility remains the most common and progressive educational form of travel. International students, edu-tourist and overseas students are other common terms used to refer to this type of mobility (Harazneh et al., 2017:796).

In summary all the discussed facts on educational tourism revolve around one concept which is learning mobility. However, within the purpose of learning some facts

presented in the study suggest that these mobile learners may have specific areas of interest, such as human or physical geographical resources. This study views educational tourism as an act of international students traveling to stay and participate in higher education establishments such as universities and colleges, with the primary objective of learning and secondary tourism. It focuses on the higher education being the main attraction which will ignite a further interest in learners to participate in other forms of tourism such as cultural, sex, wildlife, and other related forms of tourism.

2.4 Theoretical aspects of educational tourism

In today's career market, special attention is placed on the development of professionals' knowledge and technical skills both during the process of learning and in the workplace as proficiency and competency are viewed as critical factors in the attainment of specific roles (Sekerin et al., 2018:68). The tourism industry emphasises on increasing qualification requirements for those individuals pursuing studies and planning towards a career in the delivery of services and security of the tourism consumers (Dembovska et al., 2016:245). The revolution of economic life attributed to the change in the tourism industry, dictates the need for an improved employee quality that has not been considered for many decades in the service industry (Abdiyev & Alimardonov, 2022:496). The critical attributes of the tourism industry personnel are knowledge, skills, abilities, behavioural stereotypes, efforts, and communication techniques which can be developed during field trips, which in itself is a form of educational tourism. Dembovska et al., (2016:245) illustrate that the speed in the development of knowledge, techniques and technologies demand the need for amendments in the learning content, direction, and nature of professional activities. Contemporary requirements for the employee qualification level insist on far-reaching approaches for the evaluation of qualifications. Recent innovative processes in science and education adopted the dynamic development pedagogies which seek to teach the mind, heart, and the hand (Karppinen et al., 2019:60).

Educational tourism is commonly applied in various educational systems in Russia and the United Kingdom (Rodionova et al., 2018:438). Field trips have been integrated in pedagogical science for the purpose of facilitating learning a long time ago. Although educational tourism was established in ancient times, the common approach to this concept is still not recognised. Additionally, accompanied with the problem of how to optimize the use of it to enhance the professional competence of students as well as

the limited literature in the academic world. Booyens (2020:828) suggest that there is a need to define the meaning, outline the content and classification structure of educational tourism at the training level of the professionals and alignment with tourism industry needs. Arcodia et al., (2021: 243) suggest that field trips can be used at all levels of education systems such as secondary, vocational education, higher education, and lifelong learning. However, in the academic literature educational tourism is viewed as an approach that can integrate education and tourism by organizing tourism as an educational activity to achieve the outcomes and obtain the targets aimed at in the curriculum. Educational tourism is attributed to the establishment and development of significant qualities of individuals that are viewed as universal, general professional and specialized competences (Popov et al., 2019:833).

2.5 Educational tourism as an approach to tourism development

The term education tourism or edu-tourism refers to any "program in which participants travel to a destination as a group with the primary purpose of engaging in a learning experience directly related to the location" (Rodger, 1998:28). "Educational tourism" is a "tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip". It is comprised of several sub-types including eco-tourism, heritage tourism, rural/farm tourism, and student exchanges between educational institutions (Sharma, 2015:3).

Educational tourism mobility started as early as the 17th Century in Europe as a form of international journeys with educational purposes because of an increasing number of universities (Franco et al., 2022:28). As a result, in the 18th Century academics and student exchange programmes became a common practice (Holenstein et al., 2013:7). At the end of the 17th Century and the beginning of the 18th Century, several European educational institutions realised the potential of this mobility and started to organise excursions and educational tours for their students as it was perceived as enhancing a broader mindedness of those who partake in it. From the middle of the 19th Century, the formation and specialization of the new types of higher education institutions in Europe and America had a positive impact on the dynamics of the international student mobility (Dembovska et al., 2016:247; Franco et al., 2022:28).

To better understand the dynamics of studying abroad in recent years, some statistics and data are helpful. According Tomasi et al., (2020:1) there were over 4.8 million international students in 2016, up from 3.9 million in 2011, as reported in the Global Migration Indicators. More than 50% of these students were enrolled in educational programmes in six host countries: namely, the United States of America; the United Kingdom; Australia; France; Germany; and the Russian Federation (Abbas et al., 2021:1). Prominent sending countries of international students included China, India, Germany, South Korea, Nigeria, France, Saudi Arabia and several Central Asian countries (Donkor et al., 2020:55; Weeraratne et al., 2022:1). In 2013–2014, American students abroad numbered 304,465, with Europe as their favourite destination, in particular the U.K., Italy, Spain, France, and Germany (Abbas et al., 2021:3). China, Ireland, Australia, Japan and South Africa also hosted a significant number of American students (Tomasi et al., 2020:1).

The internationalisation of tertiary education enhanced the existing travel patterns with education becoming an important sub-sector in tourism (Tang, 2021:35). This sub-sector, defined as educational tourism has grown significantly over the last two decades, a fact attested to by data from the Organisation for Economic Co-operation and Development (OECD), (OECD, 2017). It illustrates that global student mobility expanded by approximately 6 per cent per annum, growing from 1.7 million students in 1995 to 3 million in 2005 before reaching 4.6 million in 2015 (Tang, 2021:34). Looking at data for the OECD area, in 2016, there were 3.5 million international or foreign students, over half of them from Asia, especially China (1.9 million, 55% of all international students in 2016), and they chose the U.S., U.K. and Australia as destinations because of their policy which permits students to work and acquire permanent residence (Tomasi et al., 2020:2).

According to calculations by Tang (2021:34) based on data derived from the United Nation World Tourism Organisation (UNWTO, 2017) and OECD (2017) databases, the ratio of international students to international tourist arrivals in 1995, 2000, 2005, 2010 and 2015 were 0.32 percent, 0.31 percent, 0.37 percent, 0.43 percent, and 0.38 percent respectively. These numbers indicate a substantial increase in student mobility resulting in tourism impacts on the host countries. As an emerging economic sub-sector, educational tourism has attracted the attention of both policy makers and

academics alike given its potential ramifications on the education and tourism sectors, as well as on the economic development of the host country (Tang, 2021:35).

Europe is the second major region of origin, with 845,000 European cross-border students. 80 per cent of the European students travel to other European nations for study, perhaps because of the Erasmus mobility program between universities, which, in its 30 years of activity, has enabled 4.4 million European students and university staff to study abroad (Donkor et al., 2020:55; Tomasi et al., 2020:3). In 2014, the Erasmus+ program was launched to expand beyond Europe's borders and to offer an opportunity to study, train or volunteer abroad not only to university students but also to vocational students, apprentices, teachers, youth workers and volunteers. As of 2017, up to 2 million Europeans had participated in its mobility programmes (Donkor et al., 2020:55; Tomasi et al., 2020:3).

Moving from the discussion of student origins to that of their destinations, the European Union was the key destination with 1.6 million students (Tomasi et al., 2020:3), followed by the U.S.A with 971,000 students as an OECD destination country for mobile tertiary students in 2016 (Van Damme, 2019:10) with English as medium of communication being the main attraction. The U.K. was also a destination of choice with 26% of the total number of students from abroad (Tomasi et al., 2020:2-3). In fact, in 2014–2015 there were approximately 437,000 international students enrolled in total, and 19% of all students registered at U.K. universities (Tomasi et al., 2020:2). Of these, 125,000 came from other EU member states and 312,000 from the rest of the world (Tomasi et al., 2020:4). France and Germany (both at 245,000) were also major host countries, followed by Italy (93,000), the Netherlands (90,000) and Austria (70,000). In terms of the international students, 26% were Europeans, 29.5% came from Asia, and 12.7% were from Africa; in 2016, they came to the European Union for bachelor's degrees (46%), Master's degrees (41%), Doctoral degrees (10%), and short-cycle tertiary courses (3%), according to EU learning mobility statistics (Tomasi et al., 2020:4). The European Union benefited significantly from the mobility's which contributed to the economic development of tourism in the region. These student mobility statistics necessitate the promotion of educational tourism in Namibia for economic development.

Educational tourism, though currently neglected by many Sub-Saharan countries, is an emerging resilient approach that can resuscitate the timeous natural impacts (droughts) of tourism development. Matahira and Tang (2017:1110) agreed that educational tourism industry is becoming one of the important drivers towards economic growth in a country. The positive impacts of this industry have been amplified by the quick rise in the number of international travels world-wide. Out of the many sub-segments in tourism, educational tourism is by far the most important segment as it generates revenue for the destination (Ezel & Arasli, 2019:2). Therefore, this sub-segment of tourism should be highly considered. The growth of the global educational sectors has led to the development of one the primary motivations to study abroad among the youth population. The mobility of international students seeking to pursue their studies beyond their borders has drastically increased from approximately 2 million in 2000 to close to 5 million in 2017 (Gümüş et al., 2020:2). Nowadays, students' mobility has become an important product for educational tourism suppliers because international students primarily travel for learning related to the destination visited mainly to immerse in host's culture and eco-tourism (Matahira & Tang, 2017:1110). Taking this into consideration, it is obvious that promoting international student mobility will significantly contribute to tourism development.

Ezeuduji (2015:213) clarified that sub-Saharan Africa is characterised by a wealth of tourism resources which can build a foundation for educational tourism. The resources were classified as cultural, historical, ecotourism, rural and study abroad programs. Although, all these resources are found in the sub-region has, the region is not a significant educational tourism destination. However, the study further established that the region is gradually becoming a preferred educational destination for the US students (Harris, 2020:112). Currently South Africa is hosting a considerable number of international students due to better education opportunities and cheaper fees (Kasese-Hara and Mugambi, 2021:117).

2.6 Educational tourism and sustainable development

Sustainable tourism development entails management of natural resources in a way that fulfils economic, social and aesthetic needs while maintaining cultural integrity, essential ecological processes, biological diversity and life support systems (Musora & Mbaiwa, 2018:14). It is a process which meets the needs of present tourists and host communities whilst protecting and enhancing needs in the future. Zhang and Chan

(2019:225) define sustainable tourism development as the tourism that is considerate of its present and future economic, social and environmental impacts while attending to the needs of tourists, the tourism industry and local communities. Sustainable tourism suggests that tourism operations should be within natural capacities for regeneration and future productivity of natural resources. It recognizes the contribution that people and communities make, customs and lifestyles whilst ensuring maximum tourism experience and accepts equitable shares in the economic benefits of local people and communities in the host areas (Musora & Mbaiwa, 2018:14; Zhang & Chan 2019:225). Sustainable tourism is aimed at satisfying visitors, protecting natural resources in destination countries, and improving the quality of life for host communities (Ahn, 2002). It is defined more broadly in a triangular model of social equity; economic equity and environmental conservation (Musora & Mbaiwa, 2018:15).

Environmental sustainability entails tourism growth in a manner and scale that remains environmentally viable over an infinite period. Sustainable tourism should make optimal use of environmental resources that contribute significantly to tourism development, the maintenance of essential ecological processes and helping to conserve natural heritage and biodiversity (Mamirkulova et al., 2020:5). Tourism should be ecologically sustainable for the benefit of today's generation without compromising the next generations for continuous benefit to be accrued from the natural resources. This suggests that tourism growth should not degrade or alter the environment in which it exists to an extent that the successful development and well-being of the activities and processes is prohibited (Musora & Mbaiwa, 2018:15). Economic efficiency is the production of maximum output within the constraints of existing capital, in order to achieve a high standard of living (Hadad et al., 2012:932).

Sustainable tourism should ensure viable long term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed. This includes stable employment and income earning opportunities and social services to host communities and contributing to poverty alleviation (Amerta et al., 2018:249). Revenues from tourism should be equally distributed to all stakeholders and contribute to infrastructure and superstructure of the host community. This can be evidenced by the rise in demand for human resources, standards of living and contribution to government revenue and be equilibrium with the resources use to infinity (Musora & Mbaiwa, 2018:16). Sustainability requires a multidisciplinary approach, touching on a

wide range of issues such as economic development policy, environmental concerns, social factors, and international structure of the tourism industry (Musora & Mbaiwa, 2018:16).

Tourism development should not be at the expense of natural resources but there should be a positive increase in natural resource use to cope with economic development and not overlook social factors (Lamsal et al., 2016:51). In most tourism destinations in developing countries like Namibia, local people residing along an attraction are often poor and only a few, normally foreign investors benefit from the natural resources (Niskala, 2015:261). Sustainable tourism calls for a balance between economic, social and environmental aspects. Tourism receipts should be earned whilst environment and social components are equally being preserved and conserved for future consumption (Musora & Mbaiwa, 2018:16).

Sustainable tourism development is a multidimensional concept which is defined in different ways. It is believed to provide a foundation for the development and growth of responsible tourism (Yoopetch & Nimsai, 2019:2). The service industry is one of the key economic sectors which contribute to sustainable economic growth. Tertiary education is identified as one of the service sectors which enhance the quality of human capital for sustainable growth (Prasetyo & Kistanti, 2020:2583-2584). Education is viewed as the critical human resource investment which is a priority to countries which believe that education is the key to national economic success (Ankomah & Larson, 2000:1; Dibra & Oelfke, 2013:706; Soyer et al., 2020:2). Since tourism development in most destinations is dependent on natural resources, a shift of this dependency is necessary to ease the burden on non-renewable resources.

Tomasi et al. (2020:11) also propose that policymakers should work in collaboration with higher educational institutions for the sustainability of educational tourism. Rezapouraghdam et al. (2018:459) advise that decision makers and planners should not ignore local perceptions on interactions between the host community and tourism activities. Komandyshko and Semenova (2017:1183) suggest that educational tourism can be an effective force towards economic prosperity of countries and regions if social and teaching pedagogies are created to cater for different groups of population. Educational tourism should incorporate the principle of sustainable development. The responsible authorities have the mandate of formulating lucrative policies especially

upgrading the higher educational facilities and improving its world ranking thereby attracting international learners.

Namibia's policy on tourism development is based on the concept of sustainability (Schneegg & Kiaka, 2018:105). The policy provides a framework for the mobilisation of resources in order to realise long-term national objectives. As articulated in the National Development Plan 3 and Vision 2030, these are sustained economic growth, employment creation, poverty reduction, reduced inequalities in income, gender and between region and the promotion of economic empowerment (MoET, 2008:3). The government of Namibia aims to improve the quality of life of the people of Namibia (Jones et al., 2015:20). As articulated in "Vision 2030". Namibia shall be "well developed, prosperous, healthy and confident in an atmosphere of interpersonal harmony, peace and political stability; and as a sovereign nation, (being) a developed country to be reckoned with, as a high achiever in the community of nations".

Tourism is a key sector in achieving this national goal whose development will be afforded a high priority (Schneegg & Kiaka, 2018:113). Conditions to encourage growth, spreading benefits and ensuring sustainable utilization of the natural resources and wildlife will be created. In order to realise the 2030 vision and harness tourism's potential, government will encourage tourism that is environmentally, socially and economically sustainable (MoET, 2008:4). Though much emphasis is on sustainable tourism development, the policy neglects the educational tourism approach (Nyakunu & Rogerson, 2014:251). Its significant in Namibia is still unnoticeable though researchable. This study therefore focusses on effective ways of promoting sustainable educational tourism development in Windhoek as a new strategy to maintain a consistent flow of tourists in Namibia thus reducing the impacts of seasonality associated with leisure tourism in Namibia.

2.7 Roles of universities in educational tourism

The educational institutions are the backbone for the societal development of any state and country. The universities may work with the different internal and external stakeholders that will produce workable and effective education tourism programs. The universities may start some programs through distance learning for creating awareness and for the promotion of the tourists' destinations of the regions (Sharma, 2015:7). Universities provide moral education that supplements professional skills, and

by using the entire world as a stage for pedagogy (Sharma, 2015:8). Sharma (2015:8) further explains that by applying mixed strategies such as practical and experiential learning at a local level, and by exposing students to real life, it is possible to increase the links between the university and the community.

By engaging in educational tourism, universities also pursue their civic mission for the benefit of the local area. A civic university integrates teaching, research, and engagement with the outside world. From the local stakeholder's engagements, higher educational institutes (HEI) can develop students into "well-rounded citizens" capable of providing answers to the real challenges of the territory in terms of innovation (Tomasi et al., 2020:7). A civic university has a sense of purpose and place, viewing the territory as a "living laboratory" where it has cultural and social impact. For this reason, it actively engages and collaborates with public and private local stakeholders, and with other educational and research institutions and departments at a local and international level. It takes a holistic approach and shows a willingness to invest to achieve societal goals, and operates with transparency and accountability, and by applying innovative methodologies to be more effective. The HEIs play a pivotal role in innovation for society and sustainable development, as they are a means of cross-fertilisation and co-creation in different thematic areas and for different actors, by contributing to the generation of knowledge that is trans-disciplinary and practice based (Rinaldi et al., 2020:2149).

In the context of hosting educational tourism, universities can also achieve their civic purposes, for example, they could run place-based research and extend teaching to address the challenges faced by local society, with the aim to valorise the place (Rinaldi et al., 2020:2145). The holistic approach and sense of place could lead them to create new connections with other universities and local stakeholders, involving students in local activities (Shiel et al., 2016:125). This could be done through specific projects and by using new methodologies and approaches. An intriguing example is a proposal to organise educational tourism at Gadjah Mada University in Indonesia, given the interesting architecture on campus, the biology museum, and the natural beauty of the surrounding areas (Tomasi et al., 2020:7). To pursue this objective, the university and tourism stakeholders need to create tourism programs and learning materials, and the government should be involved in policy planning, the identification of resources and the management of infrastructures for educational tourism

development (Saito & Ruhanen, 2017:189). The community should also play an active role in planning and should inform the other actors about the local culture, engage local residents in social commitment. It should also develop the human resources of its members, so that educational tourism can continue in the area. Thus, universities can satisfy both the governments and the tertiary sector's needs, and address policy and market challenges (Tomasi et al., 2020:8).

Furthermore, local activities foster the engagement of the young and adult learners of the local community, alongside university students, thus creating a multi-stakeholder learning community that could also address societal and ethical issues (Saito & Ruhanen, 2017:190). To be sustainable, Tomasi et al., (2020:8) suggest that the development of educational tourism practices in a destination where the university always plays a coordinating role should be the result of the combination of the 3E principles:

- Environmental factors: provide tourists with knowledge-based information and educate them to respect the local environment. Sustainable actions promote the preservation of biodiversity and enhance attention to the cultural heritage;
- Engagement: active participation of tourists is central to making them feel fully immersed in the context and to cultivating their special interests; and
- Exploration: help tourists authentically experience the place by contributing to institutional learning-by-doing practice.

These principles are similar to the sustainable tourism development principles which seek to balance the current tourism development without compromising the future tourism as outlined by Musora and Mbaiwa, (2018:15). The experience of the destination is in fact, embedded in the educational journey. The university needs to work with the destination attractions to co-create meaningful learning experiences. At the same time, although being a secondary outcome of education, it actually contributes to create different touristic offers and packages both directly (through co-creation with local players) and indirectly (by bringing travelling students in the region) (Rinaldi et al., 2020:2145).

The concept of educational tourism lies on the principle that while living and studying abroad, international students also enjoy tourism and boost the local economy with their expenditure on transport, visits to cultural attractions, meals at restaurants and

local food (Tomasi et al., 2020:9). Most academic tourism theories such as responsible tourism, ecotourism, sex tourism and cultural tourism do not consider international students as tourists because they spend more time on the university campus. Travel is essential in their choice. Thus, international students can be seen as special interest or niche tourists: “The whole international student experience touching, smelling, hearing, tasting and also seeing in foreign countries, perfectly matches the ‘tourism as an embodied practice’ argument” (Tomasi et al., 2020:9).

2.8 Challenges inhibiting the development of educational tourism

Educational tourism is rather dynamic and complex in nature. This is due to the combination of two separate disciplines that correlate. In terms of policy making, the two fall under two separate government ministries. McGladdery and Lubbe (2017:292) establish that an analysis of the concept of global learning and how instructors can best integrate it in curriculum is still a challenge. According to Tong (2021:37) a limited number of studies exists on educational tourism which makes it a challenge towards the development of this type of tourism product. An insignificant number of studies which exist on educational tourism do not illustrate the significance of educational tourism. Rátz et al., (2020:60) on the other hand state that when the cultural difference between the sending country and the destination is vast, educational travellers may find it difficult to adapt to the local circumstances and the resulting negative experiences may limit the fulfilment of educational objectives. Economic situations affect the flow of students and public universities; therefore, universities seek other means to generate income (Xiong et al., 2021:9). Educational tourism is one of the approaches identified by universities as an income generator (Xiong et al., 2021:9). Collaboration agreements between agencies and universities are among the challenges faced, as well as funding and administrative issues. Further challenges are inexperienced academics in handling educational tourism, worsened by juggling from their normal workload of teaching to developing educational tourism packages and inflexible universities’ policies (Rosnan & Abdullah, 2018:8).

Tarrant et al., (2014:403-406) suggest that poorly designed international programs and lack of research on educational tourism hinders the growth of educational tourism. Tarrant et al., (2014:403) further reveal that although educational tourism is a possible strategy to sustainable development of an area, this alternative tourism is always overlooked in research. A gradual growth of this alternative tourism is evident although

there is still inadequate interest in this tourism as a strategy to economic development of countries. Research acknowledged that although educational tourism is ancient, this tourism product is under-researched and hybridised in other sectors (McGladdery & Lubbe, 2017:325). Studying abroad does not only benefit national economies, however, it enhances personal development and international understanding of those involved.

Many scholars (Ankomah & Larson, 2000:7; Sharma, 2015:9; Rosnan & Abdullah, 2018:6) identified inadequate financial resources, lack of skilled workforce, inability to speak foreign languages by the host, inadequate marketing, and the negative image of the sub-Saharan region to the potential educational generators as some of the challenges hindering the growth of educational tourism to the region. However, in Namibia, Nyakunu and Rogerson (2014:6-10) acknowledged the absence of appropriate policy framework in the Namibian tourism sector as a challenge. Negligence of small tourism businesses over the leading industry stakeholders, as they are not seen as important because of their value to the economy, is another challenge.

Yömaa (2014:26) claims that even though tourism is prioritized as a drive to economic development in Namibia, the government is still not adequately promoting tourism as compared to other tourism destinations in Africa. Namibia Training Authority (2015:34) and Namibian newspaper (2016:2) maintain that a lack of fairness in the allocation of scholarships to students registered to study tourism by the Namibia Students Financial Assistance Fund (NSFAF) are common factors inhibiting the growth of educational tourism.

Gogoi and Balaji (2015:114-115) emphasised the challenges of one of the Indian cities (Kanchipuram) which has been promoting educational tourism as lack of governmental and non-governmental agencies involvement, lack of public awareness, inadequate infrastructural facilities, and inappropriate roadways as some of the setbacks to educational tourism development in the city. However, Irfan et al., (2017:3) revealed a lack of understanding about the concept of educational tourism which is the reason for disregarding Edu-tourism sector as a product of tourism. Universities in developing countries' inability to promote themselves to the international students is due to a lack of assistance from their governments.

The Namibia Tourism Policy (2012:13) identifies six principal constraints of tourism development as follows: weaknesses in the tourism institutional framework;

unfavourable regulatory environment; problematic access to land; protectionism in State Owned Enterprises; narrow product and market focus; and lack of skilled workers). The first principal constraint of tourism development is attributed to conflicting tourism stakeholder mandates as well as poor organisation which result in lack of coordination, shared organisational responsibilities, sluggish tourism statistics and analysis. The current Namibian tourism regulatory framework is complex, hence strain small business owners and does not encourage effective public-private partnerships. The framework suffocates tourism development and innovation subsequently, discouraging investment in the sector. Complex systems to secure concessions, cost, prolonged procedures to acquire state owned land and lack of transparency are some of the challenging factors to discouraging tourism investments. Investors opt for other destinations with flexible policies towards tourism investments. The Ministry of Environment, Forestry and Tourism (MEFT) policies discourage the expansion of private sector activities in state owned parks. The policy advocates for the operation of state owned enterprises only in national parks which are not profitable because of the non-commercial decision-making regulation.

Governments are often associated with conflicts of interest and inefficiencies when involved in running businesses which ultimately affect customer experience and competitive advantage of the marketplace. Another concern, regarding current Namibian tourism regulatory framework is the slim focus on high-end long-haul nature tourists by government and private sector. Tourism development exposes host communities to undesirable effects such as copying tourist behaviours and disturbances to ecosystems. Governments need to adopt strategies which ensure economic viability, social integrity, and environmental viability. The most recent rate of unemployment in Namibia stands at 41.17% attributable to economic crisis caused by Covid-19 (Brownell et al., 2021:25). Majority of the unemployed are not ready for careers in the tourism industry as they lack basic English and Maths skills, inter-cultural understanding and the ability to communicate effectively with different groups of people. Skills gap is noticeable between the labour force and skills required for the small and medium-sized enterprises (SMEs) to grow and prosper.

There are risks involved in tourism development strategy such as rising costs, unfavourable exchange rates, and additional taxes which reduce destination competitiveness (Namibia Tourism Policy, 2012:13). Additionally, international tourism markets are fickle and prone to demand swings as well as security risks in

neighbouring countries which can negatively impact demand (Namibia Tourism Policy, 2012:13). Risks are more severe in locations with just one central attraction and destinations reliant on one key product or market segment. To remain competitive and reduce risks, Namibia needs to diversify its product and market base thus the quest to suggest the educational tourism approach (Namibia Tourism Policy, 2012:14).

2.9 Benefits of educational tourism

Effectively implemented educational tourism follows the sustainable development principles. It has multiple benefits especially to the destination as it brings economic, technological, social, cultural, and educational benefits (Irfan et al., 2017:2). Irfan et al., (2017:2) further reveal that positive impacts associated with educational tourism encourage developing countries to improve their educational standards to tap into the growing educational tourism product. To the tourists, educational tourism impacts knowledge due to its nature which will subsequently benefit the source country. Authors like (Tomasi et al., 2020; Tang, 2021; McGladdery & Lubbe, 2017; Sharma, 2015) agree that educational tourism has considerable benefits to both the source and hosting nations.

Tomasi et al., (2020:1) state that the impacts of educational tourism are two-fold, the destination, and the students engaged in this activity. This school of thought (Tomasi et al., 2020:1) further described an international student as an individual who has traversed the borders of his/her own country to another country to partake in educational activities. Students do not only benefit from their studies, but also from interactions with local and foreign people, and experiences that nurture personal and professional growth. Rezapouraghdam et al., (2018:464) describe students who leave their countries to study abroad contribute to social environment through their engagements with the locals and enrich the educational community and learning environment of the institution. Similarly, learners who study outside their countries demonstrate a higher level of broad mindedness than those who study in areas which are culturally like theirs (McGladdery & Lubbe, 2017:300).

Curiosity of the local destination cultures and eagerness to experience the new environment foster higher levels of global mindedness than being more conservative and ungenerous perspective on the world (McGladdery & Lubbe, 2017:300). Ezel and Arasli, (2019:2) demonstrate that countries promoting educational tourism are

benefiting significantly in terms of job creation, tax revenues and have witnessed increased business activities in their localities due to educational tourism.

Tomasi et al., (2020:3) analysed the economic benefits of educational tourism through a discussion on three educationally developed host countries. In this analysis, economic impact in the U.S., during the academic year 2017–2018, 1 094 792 international students contributed \$39 billion to the economy and supported more than 455 000 jobs. In Italy the value adds created by these international educational programs was particularly significant in the education sector (46.9% of the total impact in terms of value added generated by the presence of international students), because of tuition expenditures. Economic impact in other sectors was not negligible either: real estate (1.2%), sales (6.9%), food and beverage (5.8), transport (40%), and other services, among them arts and entertainment (more than 1%), were affected (Tomasi et al., 2020:3).

Rezapouraghdam et al., (2018:472) further illustrate that educational tourism led to economic revival of existing sectors at destinations promoting educational tourism such as restaurants, accommodation, insurances, travel agencies and banking and as well as an opportunity for new economic activities namely: copy centres, stationers and call shops. In addition, Matahir and Tang (2017:1111) concur educational tourism as one of the main income generators which boost multi-billion dollars' businesses for the host countries. Economic impact of educational tourism is estimated to be US\$28 million in a year. Matahir and Tang (2017:1111) further advice that educational tourism is one of the most important segments of tourism because of its propensity to be the future trend in tourism. Other scholars (Donaldson & Gatsinzi, 2005:19-20; Rosnan & Abdullah, 2018:2; Tang, 2021:44) similarly support that there is income generation through educational tourism. Some governments (Malaysia and South Africa) have witnessed the spill over benefits to other crucial economic sectors of the country, as well as the expansion of entrepreneurial activities among staff and students through educational tourism. Educational tourism promotes a golden opportunity for countries to diversify and expand their sources of income (Matahir & Tang, 2017:1111: Rezapouraghdam et al., 2018:464). Samah and Ahmadian (2013:17) inform that educational tourism is known as a new trade in South-East Asia particularly Malaysia as it enhances tourism development.

Along the similar lines, Obrien and Mojdeh (2013:15) argued that international students can contribute to the local economy through:

- on-campus spending directly related to their studies;
- campus spending on housing, food, books, transportation, clothing and entertainment;
- contribution to the local tourism industry through domestic travel and other tourist activities; and
- Non-educational tourism spending by students, visiting friends and relatives (VFR) and the return visits of alumni.

As a consequence, international educational tourism can increase the sales of goods and services, and related tax revenue, as well as job creation (Obrien & Mojdeh, 2013:15).

Ritchie (2003:1) maintains that globalization is largely enhanced by education and tourism. On the other hand, Smith (2013:5) reveals that educational tourism is an excellent approach to combatting xenophobia, ethnocentrism, and cultural clashes. When students spend time outside their countries, away from their parents, families and friends they become independent and responsible citizens in their native countries. Samah and Ahmadian (2013:21) enlighten that there is no significant negative perception of environmental impacts of educational tourism at the destination countries. Many studies (Sharma, 2015; Irfan, Rasli et al., 2017; Matahir & Tang, 2017; Tang, 2021) did not specify the educational institutions which were targeted, hence the reason for a study which is focusing on Namibian Universities.

Studying abroad can have immediate benefits, such as learning or improving skills in a language, gaining knowledge in academic disciplines, and growing socially and emotionally, as students become more independent, mature and self-confident, and improve their interpersonal skills (Hale, 2021:2). Students who study abroad can also acquire intercultural competence. They gain specific knowledge about the host culture, come to an understanding of cultural differences, overcome prior stereotypes, and develop a broader awareness of the world around them (Hale, 2021:2). The experience obtained from studying abroad allows students to practice critical thinking and reflect on the learning experience. It can influence their affections and attitudes. Living in a foreign context, they may be prompted to re-evaluate their own cultural identity and personal values, and may change their worldview, belief systems, and vocation (Tomasi et al., 2020:9).

Educational tourism can also contribute to modifying the students' attitudes and feelings about other cultures and can help them become more tolerant of ambiguity or learn to adapt to it. They may grow in their observation skills, develop new styles or strategies for learning information, improve their academic achievement, and learn to function more effectively in multicultural groups (Hale, 2021:2). The most common benefits are intrapersonal and interpersonal development, in terms of intercultural and cultural self-awareness; academic and career benefits; growth in knowledge and skills; and social engagement; and active citizenship (Hale, 2021:2). The benefits of studying abroad programs are not limited to the students, as these visitors can have a positive impact on the host country as well. For example, if they engage in activities related to the sustainable development of the host countries, there can be an exchange of benefits (Simanjuntak & Syahputra, 2021:103). If several stakeholders jointly organise educational tourism activities, this may lead to the realisation of a step-change in the strategic implementation of a curriculum aimed at enhancing students' professional and practice-based learning. This can be done by offering an innovative programme which facilitates access to resources, knowledge exchange, capacity-building, cross-cultural and philanthropic collaborations and, as part of the university corporate commitment to sustainability, a contribution towards sustainable development practices in the wider "community" (Novelli & Burns, 2010:6).

Alipour et al., (2017:2) and Crespi-Vallbona et al., (2022:5) confirm that stable international programs benefit the university and the destination by increasing the internationalisation of the university, creating fertile terrain for the formation of new partnerships, fostering conditions for multiculturalism and integration, and attracting new students, tourists and investors in the long term. Moreover, the students' presence at the local level would lead to cultural exchange between residents and international students and would influence the attitude of local communities towards students in socio-cultural terms (Tomasi et al., 2020:3). Tang (2021:43) attested that educational tourism promotes the provisions of better student services, efficient placement opportunities in the work environment after graduation, enables international students to acquire permanent residence in the host area. Targeted marketing initiatives via alumni networks and collaboration between universities boost foreign student population.

Educational tourism therefore has significant benefits to student, host country and multiplier benefits to student generating countries. The benefits can be socio-cultural,

economic, technological (applied knowledge) and educational. Most of the benefits are similar to the benefits associated with tourism development in host countries which are income generation, employment creation, development of infrastructure and superstructure (Crespi-Vallbona et al., 2022:4). However, benefits of educational tourism are only noticeable if the educational framework is well developed, marketed and attracts a significant number of international students especially from first world countries. Moreover, numerous studies (Rezapouraghdam et al., 2018:472; Tomasi et al., 2020:10; Tang, 2021:35) proved that educational tourism has more benefits on the host economy with no significant negative impact on the environment. This is the case with wildlife and natural resource tourism products hence the reason for this study will promote alternative tourism to Namibia. Educational tourism in Namibia is still not noticeable and limited research on the benefits sought from its development and rather the approach must be adopted by the policy makers.

2.10 Participation of universities in educational tourism

The quality of education and attractiveness of the destination are the most common reason students choose a particular university (Ahmad & Buchanan, 2017:660). Therefore, universities across the globe have realized the need to engage with other stakeholders and enhance pedagogy of place to aggressively amplify their local economies through the promotion of technology transfer to businesses (Asiyai, 2015:63). In South-East Asia particularly in Malaysia, educational tourism is a highly recognised niche market to an extent that it is viewed as an approach to enhance the development of the tourism industry, (Rahman et al., 2017:374; & Tang, 2021:33). Educational tourism contributes significantly to the Malaysian economy, hence its recognition by the government (Samah & Ahmadian, 2013:17). Alzyoud and Bani-Hani, (2015:123) indicate that universities facilitate links between international students and the local communities as part of a corporate social responsibility thus creating opportunities to practice active citizenship, gain knowledge, and improve their employability. Contemporarily universities have committed to enhancing their relationship with local communities, through working in partnership with local stakeholders on projects relating to the local areas for sustainable local economic development (Asiyai, 2015:63). Explicit needs are identified by the universities which can lead to advanced explanations to the problems to foster sustainable development and other benefits to the local area (Tomasi et al., 2020:7). Tomasi et al., (2019:107-

108) further describe that hands-on curricular activities and competitions between universities, enhanced universities' participation in educational tourism. On the other hand, Yu (2019:1) illustrates that one of the goals of universities to increase their student enrolment is to promote cultural diversity as it increases student cultural sensitivities and their skills of working with people from diverse backgrounds. Aguado-Odina et al., (2017:412) confirm that several numbers of universities make it a requirement for teacher candidates to enrol in multicultural education and advocate for diversity, peace education and social justice in their curriculum.

Future trainers are expected to have an exposure of the cultural origins that international students experience in countries where they hope to develop international knowledge in a way that facilitate understanding of their perspective students. This is in comparison to engaging only in reading textbooks about multicultural education, conducting course discussions and restricting teachers to traditional classroom setups (Quezada, 2004:458). Therefore, many universities started developing international programs for potential teacher candidates to have a broad global perspective. Universities have internationalized their programs and facilitate lecturers exchange curricula to international universities to enable lecturers to immerse themselves not only in the country but also within the schools and the community. Law et al., (2016:73) revealed that most universities recognise that the integration of technology in their pedagogy improve the quality of teaching and learning and is a vital and an important strategy to be competitive.

Kosmaczewska and Jameson (2021:1) concur with Lesjak et al., (2015:846) and attest that the European Union (EU) has embarked on several mobility programs to enrich students' opportunities for exchanging cultural, professional, and personal experiences within its boundaries. Collaboration between universities has become an effective way of boosting universities competitive advantage (Ahmad & Buchanan, 2017:654). Lesjak et al., (2015:846) categorize the following benefits as associated with international university partnership:

- to achieve a significant increase in the number of students from universities spending an integrated period of study in another Member State, while ensuring equality of opportunity for male and female students as regards participation in such mobility;
- to promote broad and intensive cooperation between universities;
- to harness the full intellectual potential of the universities;

- to strengthen the interaction between citizens in different Member States; and
- to ensure the development of a pool of graduates with direct experience of intra-community cooperation.

Irfan et al., (2017:2) confirm that literature on educational tourism is not aligned and it is very limited, this is attributed to an insignificant number of studies conducted in the academia. Although previous research demonstrated that educational tourism is promoted in other countries (Tang, 2021:33), it is still unclear how universities participate in this type of mobility, particularly Namibian Universities.

2.11 Factors influencing the development of educational tourism

The development of a robust educational tourism strategy requires in-depth analysis of the factors influencing its growth at the destination. These factors are like major amenities of a tourism destination like developed infrastructure and superstructure with the addition of higher educational facilities which is the centre for educational tourism. Ren and Chen (2021:3) suggest that in today's digital economy, the factor which influences educational tourism is the use of social media by higher education institutions on promoting educational tourism. Thus, higher education institutions, education ministry, and tourism departments should aggressively use social media to promote education tourism for economic development of the country.

Several factors influence students studying abroad, with the use of English as the medium of communication being a key factor for the choice of their universities (Rosnan & Abdullah, 2018:4; Le Ha et al., 2022:6). For easy communication most students prefer the generally agreed international language. However, destinations like China and Russia are promoting their local languages by offering basic courses in indigenous languages in the first year of studies. The status of the universities in global ranking is another factor which gives universities a competitive advantage in the educational market (Panda et al., 2019:236). Obviously, internationally recognised universities tend to attract numerous international students. A considerable amount of scholars (Maga & Nicolau, 2018:477; Matahir & Tang, 2018:28-29; Rosnan & Abdullah, 2018:3-4), highlight factors such as the cost of higher education abroad, globalization and liberalization, abolishment of travel restrictions (European Union), enhanced academic reputation, teaching and research qualities, and experienced personnel as some of the factors which trigger the development of educational tourism. Developed countries tend to be exporters in this market not only because of their strong

currencies but globally ranked universities with reputable names and proper infrastructure to support educational tourism (Le Ha et al., 2022:6).

Ezel and Arasli (2019:15-16) agree with Harazneh et al., (2018:805-806) that demographic, economic, political, and social and technological factors influence potential students to travel abroad. Economically developed host countries are both educationally and technologically advanced and tend to have better opportunities in terms of employment and business both in the host country and generating country. A politically stable and peaceful destination is preferable while a hostile and unstable country repel international student (Tang et al., 2022:5). The current Ukraine invasion by Russia has resulted in international students stranded in Ukraine and has cost implications to generating countries trying to evacuate its nationalities (Kurapov et al., 2022:6).

Quality education offered by the host country is significant in educational tourism. Rodionova et al., (2018:437) maintain that a growing need to acquire quality education among many people across the globe has encouraged the development and growth of educational tourism. Samah and Ahmadian (2013:21) state that local communities' acceptance of the development of educational tourism is important for governments' policies towards educational tourism development at the destination. McGladdery and Lubbe (2017:292) validate that the commodification and swift advancement in the number of private schools led to the international educational tourism opportunities in their curriculums making them competitive. McGladdery and Lubbe (2017:300) further advice that pedagogies that encourage students to ask constructive questions in classrooms and discuss issues such as race, politics, religion, and participation in community service programs promotes international educational tourism. The role of facilitation and the need to explore cultural difference have been recognised as factors which strengthen global learning during International Educational Tourism (McGladdery & Lubbe, 2017:300).

Most of the studies on educational tourism have focused on the reasons international students choose to attend study-abroad programs. Therefore, this study concentrate on the possibility of successfully enhancing educational tourism development at Windhoek universities. The destination is significant, and its image and reputation are primary factors in the student's choice. Other factors include the safety and political stability of the destination, it's cultural and touristic attractions, the events and leisure activities offered, the weather, the natural environment and the local lifestyle. The

image and reputation of the destination university is another important motivational factor. Students consider the quality of its teaching programs and academic staff, its infrastructure and services, the availability of scholarships and the costs (Tomasi et al., 2020:18). Other relevant factors in choosing the destination and the university are the geographical and cultural proximity, the presence of social ties, recommendations from trusted people, or even word of mouth (Tomasi et al., 2020:18).

An effort to establish educational tourism as an alternative tourism development in Namibia require a proper framework, policy formulation and implementation with much consideration to all factors outlined above. Major factors are the development of a robust educational infrastructure which will then be supported by marketing strategies and promoting exchange programmes with recognised universities. Namibia has considerable advantages that are favourable to the emergent educational tourism.

2.12 Tourism development in Namibia

Only a year after independence in 1991, the Namibian government declared tourism as a priority sector, expected to diversify the economy. Since then, Namibian national development plans and government documents on tourism have acknowledged the role of tourism in promoting national development objectives (Kavita and Saarinen, 2016:81). The aridity of the country restricted the large-scale development of agriculture and in addition vast distances combined with a small population did not support small-scale manufacturing industries (Gargallo, 2020:130). At the same time, Namibia's natural and cultural assets provided a substantially good base for tourist attractions, which were scattered across the country and therefore could spread the development impact to those different areas (Crotti & Misrahi, 2015:20; Silva & Motzer, 2015:49). Furthermore, good roads and a generally sound infrastructure together with safety, were useful assets for the evolving tourism industry (The Travel & Tourism Competitiveness Index, 2013:25).

On the international tourism market, Namibia was perceived as a new and unexplored destination (Woyo & Amadhila, 2018:2). Currently there is a need to reduce the heavy dependence on mineral resources by diversifying the economy through tourism (Fischer, 2018:236). Furthermore, as a largely arid or semi-arid country and one of the driest countries in sub-Saharan Africa, Namibia's economic sectors may suffer from the accelerated climate change. According to the scenarios given by Reid et al.

(2008:458-459), based on the Computable General Equilibrium (CGE) model, climate change will affect the economic sectors. In the next twenty years the agricultural sector is expected to incur a loss of between 20 and 50 percent and subsistence dry land cropping may incur a loss of up to 80 percent. Similarly, the fishing sector is estimated to incur a loss of 50 percent due to climate change effects (Reid et al., 2008: 459). While these figures are mere estimates, they provide a picture of potentially diminishing sources of livelihood which suggests that in future tourism may not play a larger role in Namibian society, especially in rural areas.

Tourism has recently been widely regarded by researchers, practitioners and international agencies, such as the United Nations World Tourism Organisation (UNWTO), as a catalyst for economic growth and an effective means of relieving poverty (Medina-Muñoz et al., 2016:270). In Namibia, the government has identified tourism as one of the target sectors in which public investments will be made to combat poverty and unemployment during the next three years (Jansen, 2016:2). The Namibian tourism policy process started in 1995 and has involved more than 20 different workshops where the policy has been drafted and commented upon. The first comprehensive draft was circulated amongst stakeholders in 2005 and the second draft was completed in 2007. The final policy document, National Policy on Tourism for Namibia, was approved by government on 4th December 2008 and launched in June 2009 (MoEFT, 2008:2). According to Saner et al., (2019:230) research on tourism policies especially in developing countries requires an understanding of national development policies. The aim of Namibia Tourism Policy is to provide a framework for the mobilization of tourism resources to realise the long-term national goals of NDP3 (MoEFT, 2008:2). The vision of the policy is “a mature, sustainable and responsible tourism industry contributing significantly to the economic development of Namibia and the quality of life of all her people, primarily through job creation and economic growth” (MoEFT, 2008:2).

Namibia is peaceful and relatively safe (Besenyő & Molnár, 2013:94; Mushelenga & van Wyk, 2017:62). In terms of conservation initiatives, it has one of the most successful wildlife conservation programs in Africa (Marker & Boast, 2015:305; Gargallo, 2020:130). It is the only country in the world where a black rhino population outside of protected areas is increasing, where free-roaming lion populations are increasing, and where the entire coastline is protected (Klataske, 2017:82; Finke et al., 2020:2). Namibia is the first African country to incorporate the protection of the

environment in its constitution (Cruise & Sasada, 2021:2). The environmental and social components of tourism have been well managed; Namibia is a model for other destinations in terms of community involvement (Cruise & Sasada, 2021:2). The country has several advantages compared to its competitors in the region (Naidoo et al., 2016:630).

Namibia has attractive and unique tourism products: landscape, wildlife, peacefulness, and indigenous culture (Gonzo, 2021:37-38; Baporikar, 2022:3). Part of the allure of Namibia is that its four regions in one, four different landscapes, each with its own characteristics and attractions. The most definitive is firstly the Namib desert which is a long coastal desert that runs the length of the country and is highlighted with migrating dune belts dry riverbeds and canyons (Baporikar, 2022:6). The central plateau is home to most Namibian towns and villages and is divided between an assortment of rugged mountains and sand-filled valleys (Ashley & Barnes, 2020:1). Secondly, is the enormous Kalahari Desert with its antique red sand and sparse vegetation (Bliss, 2018:37). Ultimately, Kavango and Caprivi graced with generous amounts of rain and symbolic tropical forests, perennial rivers and woodland savannahs (Haufiku, 2018:4). It has a safe and extensive road network and sufficient lodging options.

The country has an abundance of adventure tourism opportunities, which include hiking, skydiving, dune boarding, and game and trophy hunting. As adventure travel is one of the fastest growing sectors of the long-haul travel market, this is a positive indicator for the future of educational tourism in Namibia (Atkinson, 2016:199). Although its tourism industry has grown considerably during the past decade, Namibia is performing as a backwater and not as a mainstream player in tourism, both in its international image and its attitude to promoting tourism (Namibia Tourism Policy Note, 2012:3). National Development Plan (NDP4) provides the opportunity for Namibia to use the tourism sector to promote increased jobs and earnings for the country (Kimaro & Saarinen, 2019:7). This paper examines how tourism can align its institutions and policies, diversify tourism products and facilities, and prepare its workforce to take up new tourism opportunities. Namibia has spectacular assets that can enable tourism to contribute to the country's economic growth and job creation (Baporikar, 2022:3).

2.13 Tourism development and educational tourism in Namibia

Namibia's tourism industry has strong potential for growth due to the existence of international, intra-regional and domestic markets (Kalvelage et al., 2021:1001; Baporikar, 2022:2). Tourism products in Namibia are world class (Baporikar, 2022:3). Namibia has established itself as a leader in community conservation and sustainable development (Kalvelage et al., 2020:3). The country now needs to build on this solid base and enable tourism businesses to expand and create more jobs. This study explored the Namibian case seeing that there is very limited enquiry around the development of educational tourism (Tarrant et al., 2014:415; Ezel & Arasli, 2019:2). Although educational tourism takes place at many levels such as basic and higher education providers (Khusenova & Rakhmonov, 2018:1) this study focused on educational tourism at Windhoek universities, mainly international students' mobility.

2.14 Educational tourism as a strategy for tourism development in Namibia

Saner and Filadoro (2019:235) suggest that in order for a country to attract tourism investment, developing governments should establish a sector-specific strategy aligned with the country's general strategic framework for development. There is no proper strategy specifically for educational tourism in Namibia. Most studies (Jänis, 2011; Baporikar, 2015; MoEFT, 2008; Namibia Tourism Policy, 2012:8) are on tourism development. The government of Namibia has developed a detailed and clear tourism policy of 2008 which if properly implemented has the potential for tourism growth and development (Nyakunu, 2014:24). Educational tourism as a strategy has been neglected and should be incorporated in the current developmental strategies. To transform tourism into an effective vehicle for job creation, Namibia needs to align its tourism institutions and policies to encourage more private sector investment, diversify tourism products and facilities, and prepare its workforce to take up new opportunities (Namibia Tourism Policy, 2012:9). The Namibia Tourism Policy (2012:9) suggests six major policy actions that can help the country unlock its spectacular assets:

- *Develop a clear national tourism strategy*

Having a clear strategy will help coordination between tourism agencies, assist with professionalising tourism data and statistics collection, and provide a framework for monitoring national performance against identified goals.

- *Rationalise tourism regulatory framework*

Tourism licensing and regulation in Namibia has become confused with quality assurance and marketing. A clearer division of responsibilities is needed to prevent conflict of interest and facilitate public-private sector partnerships. The harmonization of tourism licensing is also needed to reduce the administrative burden on small businesses and improve the business environment.

- *Facilitate private access to land*

Tourism cannot grow without improved access to land. Establishing a conservancy-based tourism support centre will help facilitate negotiations between communities and prospective investors in enterprises on communal land. Review of and improvements to existing concessions policy will result in employment and investment benefits.

- *Upgrade tourism infrastructure*

Distances between tourism sites in Namibia are large. The growth of the tourism industry depends on the strategic upgrading of tourism infrastructure. The identification of growth poles and supporting tourism infrastructure is vital.

- *Diversify tourism products*

Many opportunities for product development are not being utilised in Namibia. Identifying opportunities to support SME development and to improve SOEs will increase the market reach and appeal of the destination.

- *Increase access to skills*

The current labour force is unprepared to take up the opportunities presented by tourism. Work is needed in customer service training as well as in expanding on-the-job and post-school tourism and hospitality training opportunities.

While the current vision and guiding principles for tourism development are commendable in their sustainable approach, there currently is no strategy for the achievement of the stated goals (Namibia Tourism Policy, 2012:23) and there is no monitoring system to track the goals. A broad tourism growth and management strategy, that appeals to diverse markets, and is prepared as a partnership between the private sector and government ministries, directorates, and agencies, needs to be developed (Namibia Tourism Policy, 2012:23). Baporikar (2015:20) notes that the

growth in the Tourism and Hospitality industries has been good in the past few years since Namibia is an attractive tourist destination apart from being very safe for tourists. However, to accelerate the expansion and provide further impetus to the tourism sector the following are the recommended strategies:

- Create awareness among the citizens especially in the interior places;
- Develop basic infrastructure and amenities in the tourist spots, proper location maps and road pointers including road signs need to be there on highways and junctions to facilitate travellers;
- Build good and decent restaurants of varying price range to cater to all classes of tourists serving authentic Namibian food need to be developed;
- Expose youth to tourism aspects at schools so that they can seek career opportunities in the Tourism and Hospitality sector in future; and
- Develop support sectors like local transport, foreign exchange facilities, tourist guidance centres etc. These should be well developed to avoid a negative impact on the tourism sector if the quality of support service is not maintained.

Baporikar (2015:20), concludes that Namibian policy makers should create a vibrant international tourist city set in an attractive environment with a welcoming user-friendly tourism infrastructure. The absence and unnoticeable nature of educational tourism in the Namibia tourism policy should not be ignored. There is little to no literature on educational tourism as a strategy to develop tourism.

2.15 Chapter Summary

This chapter outlines the related literature on educational tourism in context to this study. It reviewed the conceptual and theoretic framework, challenges, benefits, factors influencing and participation of educational tourism globally with efforts to develop a robust educational tourism strategy in Sub-Saharan African countries like Namibia. Educational tourism is generally viewed in relation to international student mobility. It has implementing challenges due to its dynamic and complex nature since it incorporates two complimentary disciplines (tourism and education). Noted benefits of educational tourism like any form of tourism are economic, technological, socio-cultural and additionally educational. Educational tourism requires reputable educational infrastructure and a stable host country in terms of the political, economic, social and cultural environment. Though educational tourism is mentioned as the origin of tourism it is globally recognized as an emerging form of tourism generating

substantial income for most developed countries like UK, China and US. There is a growth in the level of participation in educational tourism especially in developed economies and most developing states are starting to adopt it in strategic developmental policies. When the current study was conducted, Namibia did not have a visible strategy on educational tourism. Its focus is on national tourism development which can be considered to be emerging and still pristine. The next chapter presents the research methodology used in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Research methodology involves all the procedures and approaches undertaken to study the research problem thoroughly (Mishra & Alok, 2017:1). It is important to pay thorough consideration when choosing research methods, as it profiles the research design to be taken and other researcher's choices such as sampling, data analysis and coding, eventually mapping around the research questions (Vogt, 2008:1-2). For that reason, a qualitative and exploratory approach was adopted for this study since the aim is to gain an insight of the concept of educational tourism. A qualitative method provides a comprehensive descriptive data on the research problem which people attach to the reality of educational tourism (Abubakar et al., 2014:60). This chapter provides a detailed research methodology deployed in this study which consist of elements such as the research population and the data collection instruments as well as the ethical procedures of the study.

3.2 Research objectives

To achieve the aim of the study, the following objectives guided the study:

- To determine the participation levels of Windhoek-based universities in educational tourism;
- To establish the limitations faced by Windhoek-based universities in realising educational tourism;
- To explore the advantages of educational tourism development for Windhoek universities; and
- To consider the key elements required for educational tourism to be successful in Windhoek universities.
- To explore the extent to which educational tourism contributes to Sustainable tourism development in Namibia.

3.3 Research philosophy/paradigm

Paradigm is a modality of how research problems are interpreted (Kivunja & Kuyini, 2017:26). It differs from quantitative research, which adopt a positivist research paradigm that relies on scientific approaches, where experiments and observations are carried out in order to have a deep understanding of research problems (Park et al., 2020:690). This research adopted an interpretivist paradigm. In positivist paradigm, questions are based on hypothesis hence making it appropriate for quantitative research. Positivist paradigm expresses human behaviours into facts or measurable critics thus making it inappropriate for this study which seeks to generate meanings from interpretations made by subjects (Kivunja & Kuyini, 2017:30-31). However, this study involved a qualitative method, hence a constructivist/interpretive paradigm which seeks to generate meanings and feelings from the discussions with study participants was more appropriate. Interpretivist paradigm illustrates that research problems are based on participants' feelings and opinions (subjective) (Alharahsheh & Pius, 2020:41).

This research involved a dialogue between the researcher and the research participants as well as analysis of written literature on educational tourism to develop a meaningful understanding of the research questions, adopting the interpretivist paradigm. Interpretivism implies that humans are different and influenced by cultures, circumstances as well as periods leading to the development of different social realities (Günbayi & Sorm, 2018:64). Interpretivism is different from positivism as it aims to include richness in the understanding gained, instead of endeavouring to provide a specific and common laws that can be generalised and is applicable to everyone regardless of some key variables and factors (Pulla & Carter, 2018:11).

This approach seeks to unlock study participants through in-depth interviews because it encourages research participants' viewpoints about the problem rather than the viewpoints of the researcher as it is in positivist paradigm (Alharahsheh & Pius, 2020:41). Interpretivist approach emphasises on generating meaning from study participant's explanations. This paradigm states that ideas are socially constructed, and the theory is generated from research. Data is collected and analysed in line with grounded theory. Interpretivist paradigm adopts a subjectivist epistemology which entails that a researcher generates meaning of the data collected from study participants through cognitive analysis. The researcher engages in a dialogue with participants while writing and recording data (Ponelis, 2015:528).

3.4 Research methods

In this study, the qualitative research method was used since the aim was to develop meaning which people attach to the reality of educational tourism. Qualitative method is a flexible research methodology which is participant oriented as it allows the participants to interpret the research problem based on their experiences (Alase, 2017:9). Qualitative research is exploratory and descriptive rather than explanatory therefore it was aligned with the goal of this research. Exploratory research sheds light on a topic where very limited information about the topic exist while allowing research participants to contribute to new knowledge in the area being studied (Hunter et al., 2019:2). Hunter et al., (2019:2-3) further suggest that because of the insufficient information from the exploratory research, an additional method such as descriptive is deemed essential.

Descriptive research provides a comprehensive interpretation and generates a broad perspective of the participants regarding the phenomena (Bradshaw et al., 2017:1). The qualitative method was considered for this study as the aim was to gain a broad perspective of educational tourism from study participants and provide a description and understanding of the topic. Consistently with the research objectives, the purpose of the study was to explore specific meanings attached to educational tourism at Windhoek-based universities rather than providing numerical data about this type of tourism product. Moreover, the qualitative approach employs an in-depth collection of information without limiting the researcher to a structured questionnaire, hence disclosing more information, and obtaining new meanings to a problem (Ghaljaie et al., 2017:1).

3.5 Research design

The qualitative design using semi-structured interviews and open-ended questionnaires were utilized to collect data from the international relations administrators and international students respectively. The study involved a combination of both the descriptive and exploratory approach. The author interpreted the themes generated both from the responses of the international administrators and students as descriptive data. The descriptive approach seeks to interpret data generated from study participants and provide a meaningful answer to complex phenomena (Vaismoradi et al., 2016:100). The study further sought in-depth

understanding of educational tourism at Windhoek-based universities hence the exploratory approach. In spite of significant studies conducted on educational tourism globally, inadequate information about the development of educational tourism at Windhoek-based universities exist. This necessitated, the reason for exploratory research focusing on universities in Windhoek. An exploratory research design is suggested for studies where limited information exist about the problem (Mainardes et al., 2010:79).

3.6 Research population

The target population for this study involved tertiary institutions in Namibia and the sample is the three Windhoek-based universities because they are the only major public (NUST and UNAM) and private (IUM) universities in Namibia registered through the Namibia Qualification Authority at the time of study. The research population includes a specific group intended to be studied in research (Majid, 2018:3).

3.6.1 Research sample

The sample was selected from the three Windhoek universities. The purpose of a qualitative study is to gain a richer perspective of the problem instead of the generalization of the findings. The sampling criteria used was limited to international students at Windhoek-based universities and the Windhoek university employees involved in facilitating and developing programs to promote international student enrolment at Windhoek universities. In line with the research questions, this sample was chosen because it could provide relevant information about educational tourism.

3.6.2 Sampling techniques

The study opted for non-probability sampling as proposed by Ghaljaie et al., (2017:2) because the research intended to explore educational tourism in its richness and depth. The researcher selected the purposive sampling technique for the study as it allowed the researcher to choose participants with in-depth knowledge and experience in educational tourism. The purposive sampling approach is qualitative review that aims to classify participants with similar experience of the research topic (Kalu, 2019:2529). This type of sampling enabled the researcher to identify participants who

have the experience of educational tourism at Windhoek universities. For validity reasons the study also included employees from the three universities who have been working for at least a year or more and older than the age of 18 years. The key informants' representatives from the three universities were selected from the following departments: faculty's international student coordinators; student support officers; international relations officers; international relations office administrators; tourism heads of department; and international students at any of the three universities in Windhoek.

3.6.3 Sample size

Although several scholars (Blaikie, 2018:637; Vasileiou et al., 2018:3; Hennink & Kaiser, 2022:2) advocate that sample size in qualitative research cannot be determined before the study is conducted, Sim et al., (2018:620) revealed that deciding on sample size stipulates a method of data collection and analysis. Sim et al., (2018:620) further recommend a principle for the sample size in qualitative research as such: 5 to 35 sample for grounded theory and 4 to 30 for single case studies. The number of participants for this study include 10 key informants and 13 international students, thus making 23 participants in total. Braun et al (2021:649) suggest that sample size in qualitative research is shaped by the scope of the study, extensiveness of the topic and the research questions. Hence, making the number of participants suitable for this study.

3.7 Data collection instruments

Data collection instruments are the tools used to collect data from research participants (Thomas et al., 2018:658). The study included a situational analysis therefore the researcher used in-depth-interviews with key informants from NUST, UNAM and IUM International relations administrators and tourism heads of department. In-depth interviews were used because they provide an informed insight on the phenomena (Matyas, 2020:4). The study also used qualitative surveys with semi-structured open-ended questions from international students enrolled at the three Windhoek-based universities from various nationals. Neuert et al., (2021:3) divulge that open-ended questions allow respondents to generate new meaning to the research problem rather than influencing their answers through fixed questions.

3.7.1 In-depth interview schedule

Interviews are among the most common methods of data collection in qualitative research. Ten face-to-face interviews were conducted with key informants such as the international relations administrators and departmental heads from the three universities in Windhoek. The participants were chosen as they were involved in facilitating and directing international mobility of students at the three universities in Windhoek. In-depth interviews are suitable for a qualitative study as they allow the researcher to interact with research participants and observe non-verbal signs during the interview. The researcher used a semi-structured in-depth interview guide to collect data from the participants to reconstruct the reality about educational tourism development at Windhoek universities. Semi structured in-depth interviews are the only data source for qualitative research, often planned at a designated time and location outside of everyday events (DiCicco-Bloom & Crabtree, 2006:315). The in-depth interview approach enabled the researcher to request clarity and probe for deeper understanding of the research questions. By so doing the researcher analysed and provided a report based on the views of the participants.

3.7.2 Qualitative surveys

The study also used semi-structured qualitative surveys with open-ended questions to collect data from the international students at all three universities. Qualitative surveys comprise open-ended questions, moulded around the research problem to harness the qualitative data offer for nuanced, in-depth perspective of the research problem (Braun et al., 2020:1). Participants provide answers to questions in their own perspective instead of selecting from the pre-determined response options of the researcher to allow extensive accounts of meanings. The study used thirteen semi-structured questionnaires with open-ended questions to collect data from international students at all the three universities in Windhoek. The survey questions were designed based on the topic and demographics of international students as suggested by (Braun et al., 2020:7). The main objective for using this approach was to obtain descriptive data from international students regarding the factors which influence students to pursue their studies overseas. The researcher provided a report on the factors influencing students to study abroad based on the analysis of the views provided by international students.

3.7.3 Field study course of action

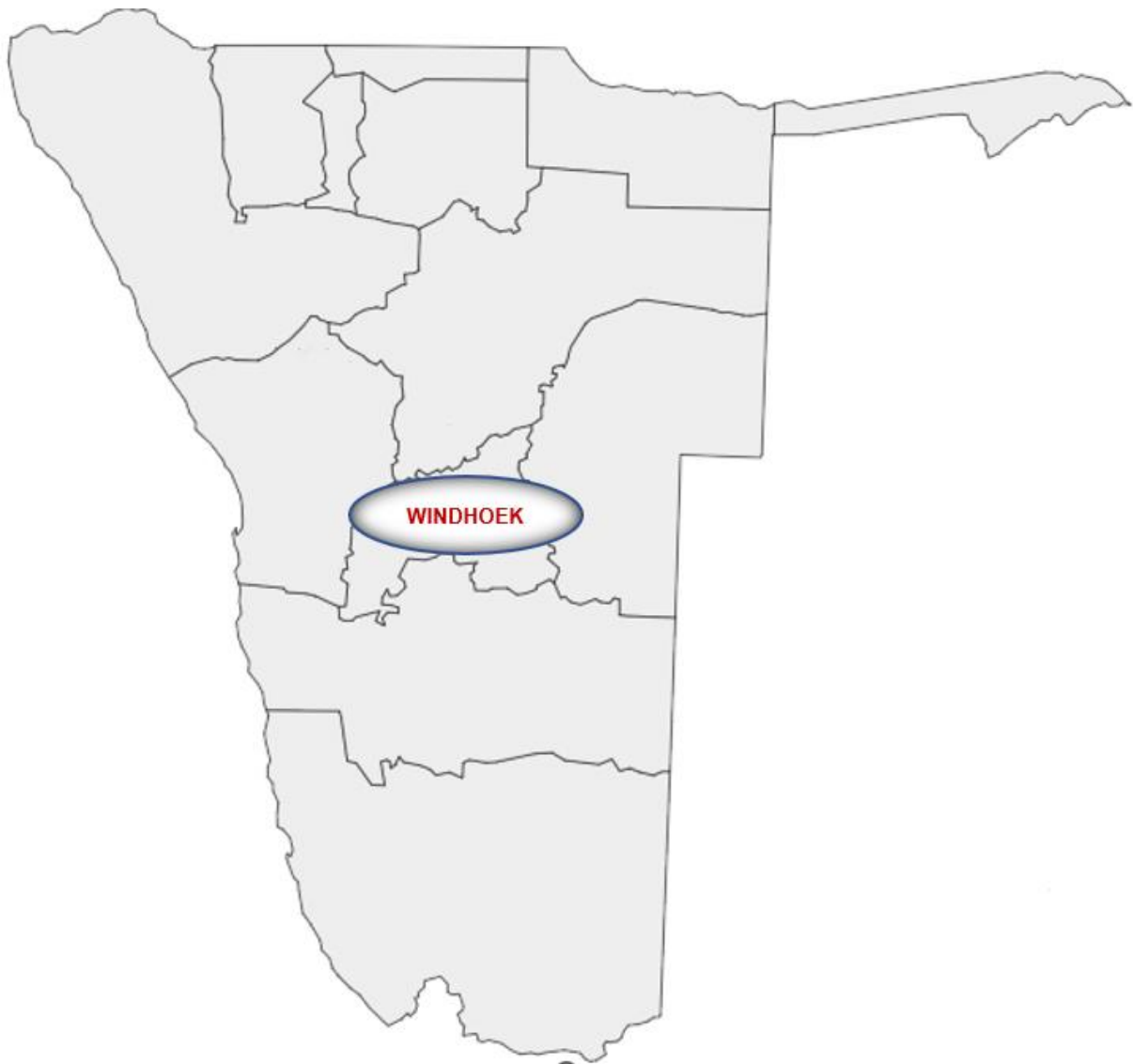


Figure 3.1: Map of Namibia highlighting the study area (Google earth, 2015)

Source: Own compilation

The study was conducted in Windhoek where all the three Namibian universities are located. Windhoek is in the Khomas region and is situated on an inland plateau that averages 1 720 metres above sea level and is surrounded by the Eros mountains in the north-east, Auas mountains in the south-east and Khomas Hochland in the west (Onjefu et al., 2019:1146). Windhoek is the capital city of Namibia and the administrative, legislative and judicial seat of the Government of Namibia. It is Namibia's main business, cultural and educational centre (Shikangalah & Mapani, 2019:104). The city has a cosmopolitan atmosphere and is regarded as one of Africa's cleanest cities (Shikangalah & Mapani, 2019:104). Windhoek is also a gateway city to

most of the tourist attractions in the country. The above figure 2 shows the location of the study areas on the Namibian map. The study generated primary data through interviews and qualitative surveys. Among the primary data sources and procedures were audio recordings of conversations with the international relations directors at the three Windhoek-based universities (IUM, NUST & UNAM), marketing manager at University of Namibia, international relations officers head of departments in tourism and international students enrolled at Windhoek universities.

Face-to-face in-depth interviews were individually conducted with the selected sample at International University of Management and Namibia University of Science & Technology. The students were identified through their respective international relations offices and contacted to set up appointments for the interviews. The staff members were identified through their respective university's websites and some as referrals from international relations directors. The participants at University of Namibia were interviewed via zoom as they did not feel safe being interviewed face to face because of the fear of contracting the Covid-19 virus. Emails were used to set up appointments for the interviews. In-depth interviews encourage a dialogue between the participants and the researcher. Hence, enabling the researcher to establish meaning from participants' opinions (Lucas, 2014:406). Participants were further reminded about appointments through telephonic calls. Semi-structured qualitative surveys were filled in by the researcher to limit the transfer of the Covid-19 virus from the researcher to the international students and vice versa at Windhoek universities. The researcher identified the students through the international relations offices and were contacted to set up appointments for the surveys.

3.8 Data analysis

The interviews and qualitative surveys were audio recorded using a voice recorder and analysed through a computer aided software called Atlas ti. 22. Thematic data analysis was adopted to analyse data. Thematic analysis involves identifying, analysing, organizing, describing, and reporting themes found within a data set (Javadi & Zarea, 2016:34). It enables the researcher to understand the lived experiences of the participants in order to be able to describe their perspectives regarding the role of educational tourism for sustainable tourism development. Through its theoretical freedom, thematic analysis provides a highly flexible approach that can be modified for

the needs of many studies, providing a rich and detailed, yet complex account of data (Nowell et al., 2017:2).

3.9 Ethical considerations

Ethical consideration is a formal procedure in all research which requires the researcher to provide their research methodologies and highlight any possible dangers to the study participants or the researcher before conducting the study, thus ensuring confidentiality of the research information provided by individual study participants (Roberts, 2015:322). To ensure that the researcher adhered to research ethics, an ethical clearance (Clearance Certificate No | 2021_FBMSREC 108) was acquired through the Faculty of Business Management and Sciences Research Committee at the Cape Peninsula University of Technology. Correspondence with the three Windhoek-based universities was done to get approval regarding conducting research and working with international students enrolled at the universities and the universities' international relations staff. The researcher further requested permission to conduct the study at the Windhoek-based universities through the universities' research centers. The universities' research centers were required to write letters on their own institutional letterheads and stamped as an indication that they permit the researcher to conduct research at their institutions.

Informed consent letters were also sent to the Windhoek-based universities which were later forwarded to the Cape Peninsula University of Technology Research Committee for ethical clearance. At the beginning of the interviews, to prevent participants from being anxious the researcher assured participants that their participation in the study was anonymized and voluntary. Additionally, the participant had the right to pull out of the interview at any given time. Additionally, an introduction which included the name of the researcher, and the name of the university was attached to each questionnaire to give respondents assurance of the legitimacy of the research study. Respondents were not required to provide any personal details such as names and contact details on the questionnaire. To ensure that the study did not involve minors, the researcher explained to the participants at the beginning of the interviews that only 18 years and above would be allowed to participate. The researcher further assured the participants that the study was solely for academic purposes. Moreover, the research was conducted in compliance with CPUT's ethical standards.

3.10 Chapter Summary

This section was an illustration of the methodological procedures undertaken, while describing the criteria used to select the study participants and how information was collected from participants. This research explored the possibility of successfully enhancing educational tourism at Windhoek universities. Since the study was exploratory in nature a qualitative research approach was adopted. The qualitative method allowed the researcher to collect in-depth information about educational tourism from those involved in the facilitation of international students' enrolment at the Windhoek universities. Inadequate information exists about educational tourism at Windhoek-based universities hence the qualitative approach was deemed appropriate as it unravels complex phenomena's (Mohajan, 2018:2).

CHAPTER FOUR

DATA ANALYSIS PROCEDURE

4.1 Introduction

This chapter is an illustration of all the practical data analysis steps undertaken to organise data collected through in-depth interviews and qualitative surveys from the participants mentioned in Chapter three for easier data interpretation. The chapter was guided by the research questions and objectives. Data was collected from selected key informants' in-depth interviews where, qualitative surveys supplemented by published literature were used. Out of the 27 participants only 23 agreed to be interviewed. The researcher analysed the data into generative themes, which is explained in detail in this section.

4.2 Data analysis

Qualitative research is a general concept that refers to a category of data collection approaches, and data analysis strategies that are interpretative or explanatory in nature and motivated by the need to develop a theory. Data collection is conducted in the natural setting (Noble et al., 2014:2). Research theorists of science often distinguish three specific forms of interpretation that form the logical basis of a researcher's investigations which are: deductive, inductive, and abductive approaches (Woo et al., 2017:257). Woo et al., (2017:257) describe deductive interpretation as simply following a logical conclusion based on actual locations while inductive on the reflects and look for patterns and relationships among variables that can be generalized to a broader population from research participants. This school of thought (Woo et al., 2017:257) explained that abductive interpretation deals with examining and developing theories related to the research problem. Since the study was guided by interpretivist/constructivist paradigm, an inductive approach was adopted. An inductive approach was adopted to develop theory from observations and analysis from the collected data.

The data analysis of the study was geared by the qualitative content analysis. Qualitative content analysis assisted the researcher to understand the narratives of the participants to be able to interpret their perspectives in relation to the research problem. According to Graue (2015:11) content analysis is a research technique for making repeated and valid interpretations from the literature review and narratives from study

participants. It is the process of recontextualizing, reinterpreting, and redefining the research until there are no emergence of new ideas relating to the research problem from the interviewees.

4.2.1 Method of data analysis

The data was analysed using the qualitative content analysis. Qualitative content analysis is described as a method for “identifying, analysing, and reporting patterns (themes) within data” (Mayer, 2015:59; Friese et al., 2018:8). The analysed data was presented in form of charts, graphs, diagrams. Nowadays, technological advancement affects all sectors across economies, as well as various areas of knowledge, including the research process itself (Soratto et al., 2020:2). The process of qualitative data analysis is extremely time-consuming (O’Kane et al., 2019:104). In this study, a computer-aided qualitative data analysis software ATLAS.ti 22, was used to analyse the data. The researcher opted for ATLAS.ti 22 software because it assists in organising, categorising, coding, themes, and distilling data to make informed conclusions (Soratto et al., 2020:4). The software (ATLAS.ti 22) is a useful tool for conducting content analysis and the software enables researchers to store all relevant information in one place, providing greater data management security and eliminating manual tasks (Soratto et al., 2020:4).

ATLAS.ti 22 increase the research process transparency and trustworthiness in qualitative data analysis (O’Kane et al., 2019:104). Computer aided qualitative data analysis software has more advantages such as offering effortless coding, retrieval of coded segments, data organization, rapid searches of text, creation of an audit trail, and extensive team facilitation capabilities over manual approaches (O’Kane et al., 2019:104).

However, the software does not automatically analyse data. All the relationships that are created during the analysis process are exclusively dependent upon the researcher’s decision. This demonstrates the important role of the researcher in remaining a critical analyst during all stages of the research process.

When analysing the data gathered the researcher went through a cycle of transcribing inputs generated by study participants and compared it with the knowledge gained from the literature review on educational tourism. The researcher observed the

similarities in codes and themes generated. Repeated key words used by study participants were compared with key words from the literature review.

As such, the researcher identified four themes in the literature review as well as in the meanings generated by study participants on educational tourism. These are as follows: the participation levels of Windhoek-based universities in educational tourism; limitations faced by Windhoek-based universities in realising educational tourism; advantages of educational tourism development for Windhoek universities; the key elements required for educational tourism to be successful in Windhoek universities. To provide answers to the four themes the researcher developed questions guided by the research objectives and questions. According to Soratto et al. (2020:4), the collected data should be transcribed and coded. The researcher, therefore, transcribed the data and used ATLAS.ti 22 to organise the transcripts into coding schemes. The researcher first looked for patterns in line with the four main questions and objectives on educational tourism development. Below is an analysis of data collected using in-depth interviews.

4.2.2 Practical steps towards data analysis

Jamieson (2016:4) indicated that new researchers face some challenges to analyse qualitative data such as the practicalities of how to start, the researcher goes through some difficulties of not knowing how to go about qualitative data analysis. However, Noble and Smith, Joanna, (2014:2) advice that one way to understand qualitative data analysis is to consider the processes involved. However, after extensive reading of google scholar articles and previous research papers the researchers eventually adopted the following steps:

4.2.2.1 Data preparation

Data preparation is the term used to describe the transcription of written text or audio files to a format enabling the researcher to work with (Jamieson, 2016:4). The first step undertaken by the researcher was transcribing recorded interviews from the voice recorder into text using the ATLAS.ti 22 software (See Figures 4.1 & 4.2).

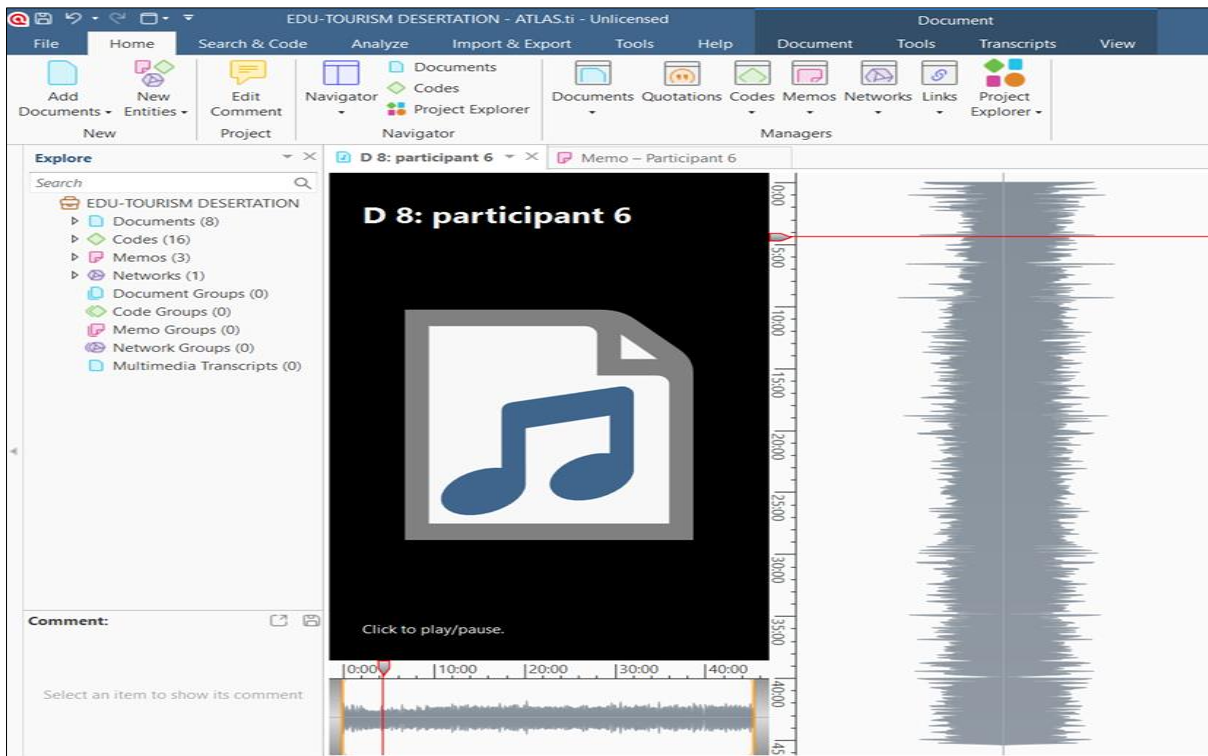


Figure 4.1: Audio transcription to text (ATLAS.ti 22)

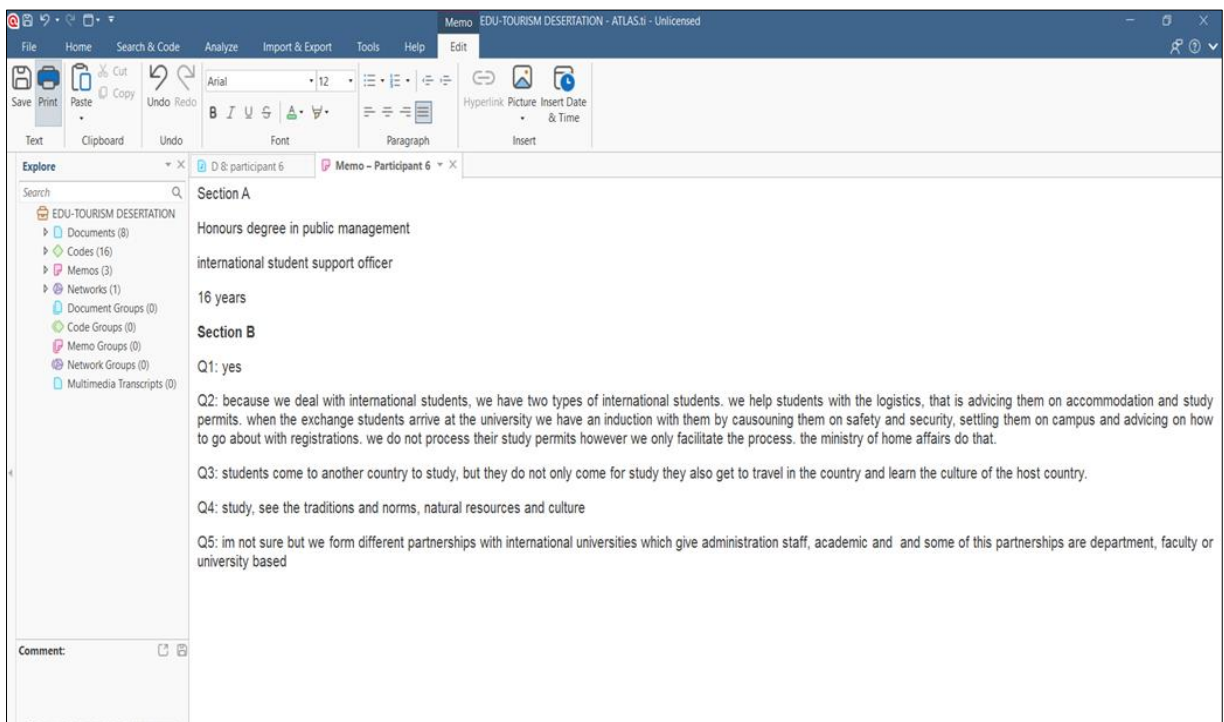


Figure 4.2: Participant Memo (ATLAS.ti 22)

4.2.2.2 Immersion in data

Following the transcription process, the researcher read the transcribed interviews and reviewed repeatedly the codes and meanings established in relation to the questions asked during interviews and research objectives. The researcher also immersed in data by playing back the recorded audios to ensure that the data was transcribed correctly. Word cloud was exported from ATLAS.ti 22 to visualise and assist readers with exploratory textual analysis by identifying words that frequently appeared in a set of interviews and the entire thesis in general.

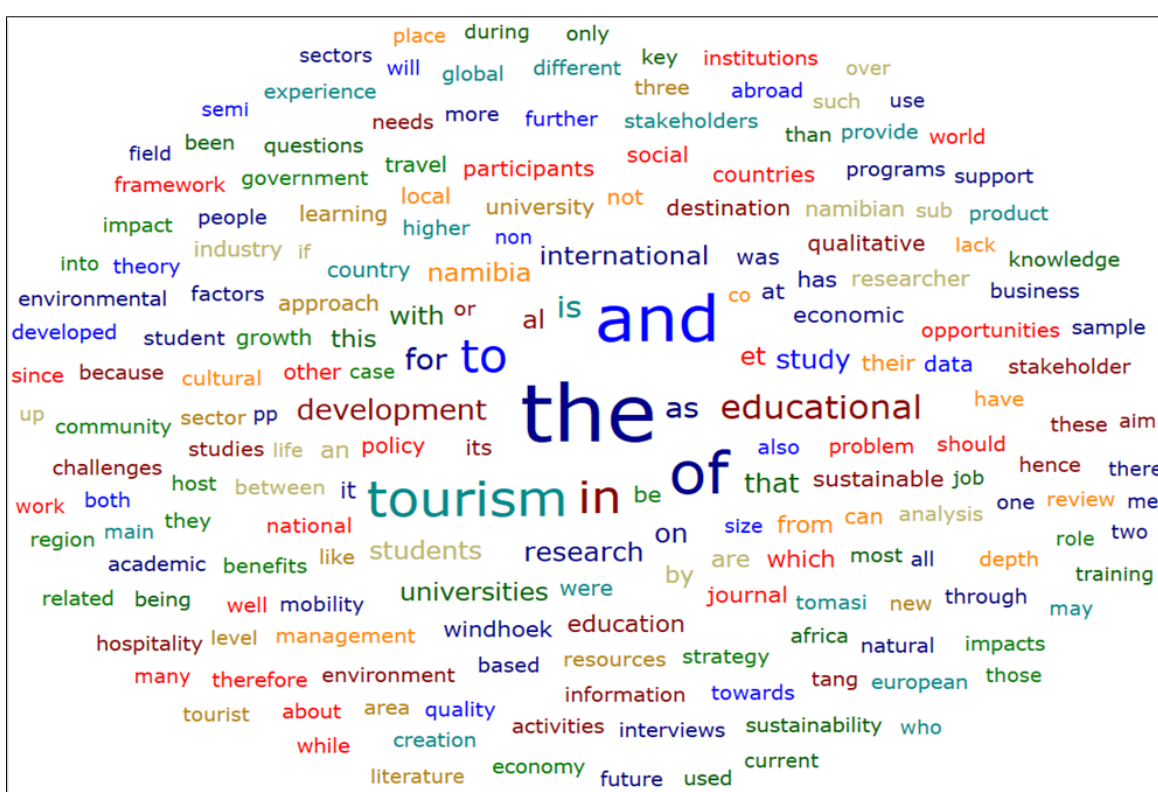


Figure 4.3: Word cloud (ATLAS.ti 22)

4.2.2.3 Open coding

The study was aimed at generating new theory from the research participants' perspectives; thus, an inductive approach was followed (Williams & Moser, 2019:47). The coding process for the data analysis of this research was open coding. This process of data analysis (open coding) enables the researcher to identify repeated and evolving data loop whereby the researcher interacts, while constantly comparing data and applying data distillation, and grouping techniques into new theoretical possibilities (Williams & Moser, 2019:47). As the coding process evolves, its vigorous non-linear

direction enables essential themes to be identified, codified, and interpreted in the service of a research study's focus and contributes to the associated literature. The researcher read through the transcribed texts and classified the text into codes which were then categorised according to their similarities to generate theories (Noble et al., 2014:4).

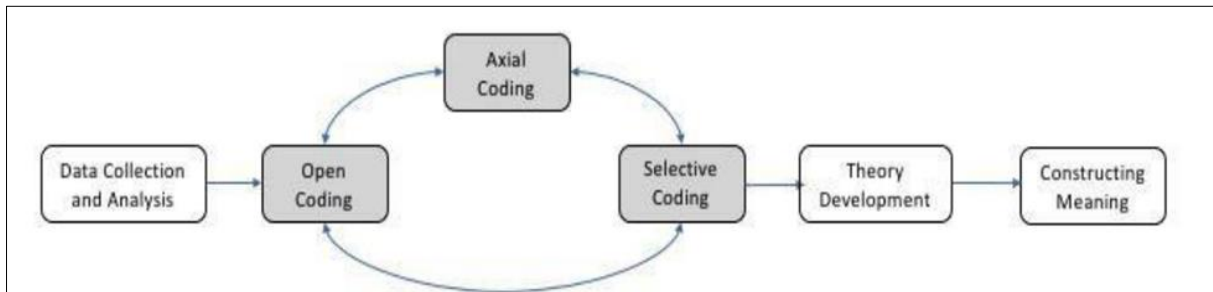


Figure 4.4: Non-linear process: Qualitative Research.

Source: Williams and Moser (2019).

4.2.2.4 Generation of themes

The first stage of data analysis involves the process of initial coding, whereby each line of the data is considered to identify key words or phrases; these are sometimes known as in-vivo codes because they retain participants' words (Noble et al., 2014:4). On this step the researcher began to distil the transcriptions into manageable themes. The researcher analysed data at a deeper level, taking note of patterns and relationships between themes, and interpreting the data, in relation to the research questions.

4.3 Chapter Summary

This chapter presented the structure that was adopted to analyse the data. The data analysis for this study was guided by the inductive approach. The inductive approach is the data analysis strategy that strive to develop or formulate new theory from research participants inputs. The data analysis began with preparation of the data collected from the participants, to organise the data and make the process less time consuming by using computerised software, ATLAS.ti 22 was utilised, followed by immersion in the data through reading, then open coding and lastly generation of themes.

CHAPTER FIVE

FINDINGS AND DISCUSSIONS

5.1 Introduction

This chapter presents the data gathered from the participant interviews as outlined in the methodology chapter. The chapter further presents the results from the survey using a questionnaire with open-ended questions. It also presents an analysis of findings intended to describe and explore the possibility of successfully enhancing educational tourism in Windhoek universities. It begins with a description of the research participants. The second part discusses the alignment of themes to research objectives. Finally, the themes enable data interpretation of the results.

5.2 Findings

Graue (2015:5) alluded that research is generating new knowledge. Therefore, the rationale for conducting research is to unfold a question that has not yet been answered, thus research can be conducted to examine further a phenomenon that was already researched or a completely new problem. Flick (2009:14) submits that if quantitative research does not provide satisfactory results to a phenomenon the option would be to use qualitative research as it can provide finer details of the problem being investigated through probing of the questions. This section presents the findings from the in-depth interviews and qualitative surveys. Relevant codes were allocated to the transcripts. Themes were generated from the research objectives which guided the in-depth interview questions (See appendix B). Figure 5.1 below illustrate how themes were extracted from the primary data guided by the study objectives. Figure 5.1 shows the relationship between the research objectives and the themes established from the primary data.

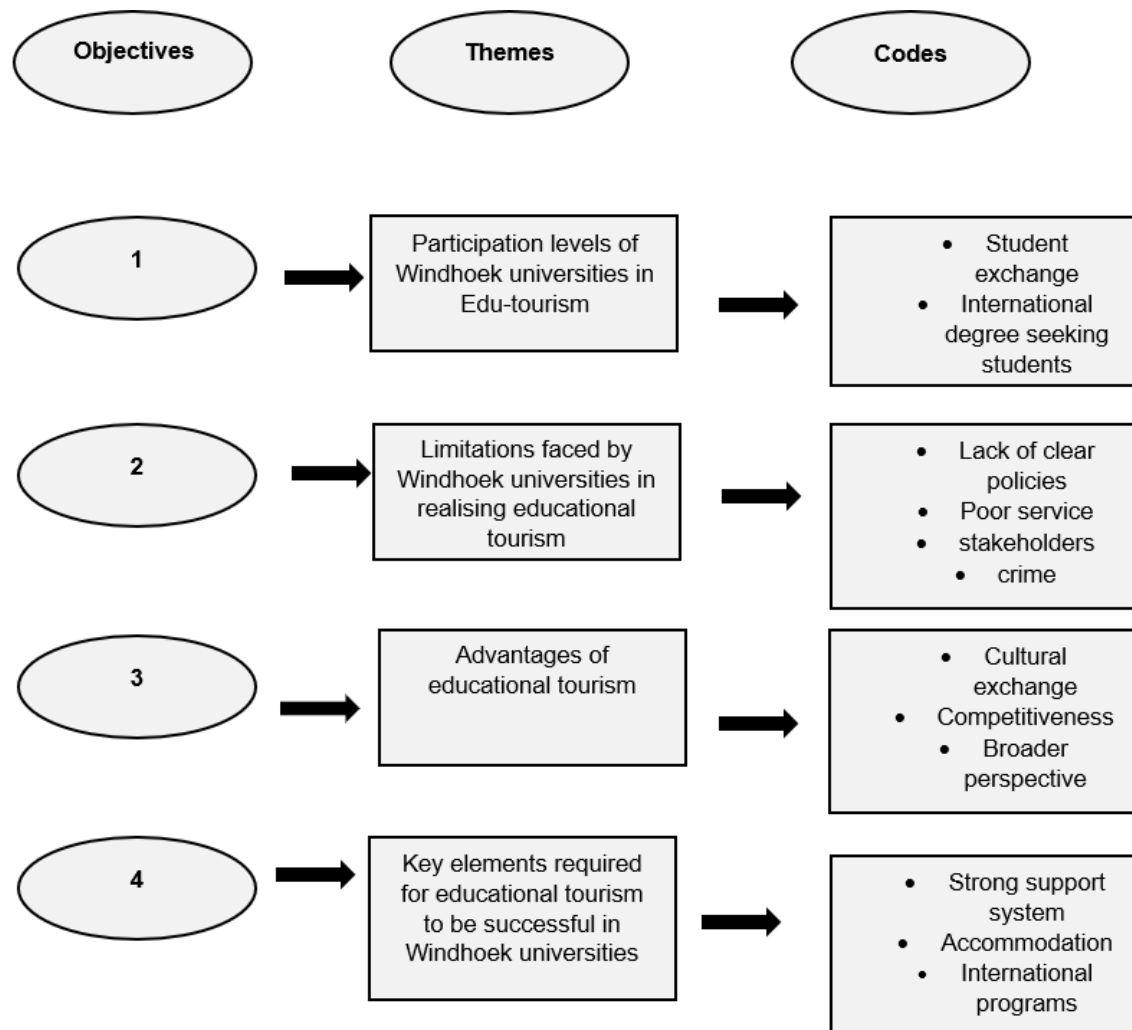


Figure 5.1: Alignment of themes to research objectives

Source: own compilation

5.2.1 In-depth interviews

This section begins with profiling the demographics of the interview participants, followed by the responses provided by interviewees for each theme.

5.2.2 Demographic profile of the participants

Table 5.1 below presents a description of the key informants from the participating universities in Windhoek. The universities were identified by letters NUST (UA), UNAM (UB), and IUM (UC). Furthermore, codes such as P1 to P10 were used to replace the

participants' identities to satisfy the ethical considerations and anonymity requirements of the study. There were ten participants in total, six participants were female while four were male. Female participants were more than male participants due to their willingness to participate in the study.

Out of the ten participants, six were from the international relations departments at universities UA and UB responsible for directing, coordinating, and facilitating international students enrolled at their respective universities while three were marketing officers from the three Windhoek-based universities and one was a lecturer from UC university. The three marketing officers at each of the universities were responsible for marketing of their universities. A lecturer at UC was interviewed as the university does not have a department of international relations. Universities UA and UB have the department of international relations. All participants had more than three years of working experience in education. Most participants had postgraduate qualifications in various fields and are directly working with international students enrolled at their universities.

Table 5.1: Demographic profile of participants

Participant code	University	Gender	Highest qualification	Position held	Level of experience
P1	UA	Female	Master's degree	Marketing officer	5 years
P2	UA	Female	Honour's degree	International student support officer	16 years
P3	UA	Male	Master's degree	Higher education professional	13 years
P4	UA	Female	Master's degree	Director international relations	15 years
P5	UB	Male	PHD	Deputy director international relations	15 years
P6	UB	Male	Master's degree	Marketing officer	7 years
P7	UB	Female	Master's degree	International student support officer	10 years
P8	UB	Female	Honour's degree	International student support officer	12 years
P9	UC	Female	Master's degree	Strategic & marketing lecturer	6 years
P10	UC	Male	Master's degree	Marketing officer	4 years

Theme 1: Participation levels of Windhoek-based universities in Edu-tourism

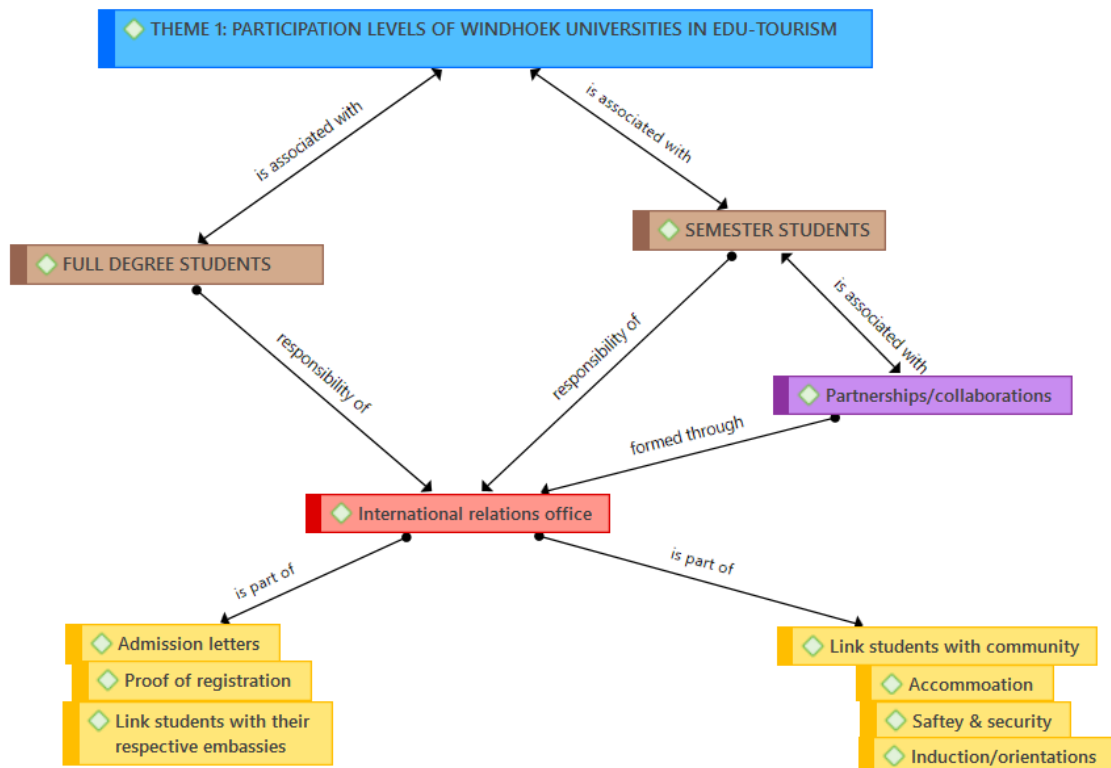


Figure 5.2: Participation levels of Windhoek-based universities in Edu-tourism

Figure 5.2 illustrates the participation levels of Windhoek-based universities in educational tourism and the type of tasks performed by the international relations office for each category of students. The figure shows that Windhoek-based universities enrol two categories of international students namely the full degree students and semester students. Degree seeking students are enrolled at the Windhoek-based universities through the international relations office while semester or exchange students are enrolled at Windhoek-based universities after the establishment of partnerships/collaboration with international universities. The international relations offices at the Windhoek-based universities are responsible for issuing of admission letters, proof of registration and linking degree seeking students with their respective embassies.

Regarding the international semester students, Windhoek-based universities through international relations offices, establish links between the exchange students and the local communities, recommend accommodations, caution international exchange

/semester students on safety and security in the city of Windhoek, as well as organising orientations/inductions where vital information is shared with the students upon arrival at the Windhoek universities. Enhanced pedagogies, cultural diversities and academic and academics training & qualifications are the attractors of international students' mobility at Windhoek universities.

According to Slocum et al. (2019:33) instilling critical thinking in younger generations is an undisputable responsibility of higher education institutions. Globalisation prompted businesses to demand for workers equipped with skills that would make more competitiveness in the global market. Therefore, universities responded to the need and started producing graduates prepared to work in multicultural settings and speak other languages (Atalar, 2020:63). In response to that, international universities developed programs designed to make their students employable, hence faculties and administrations of universities internationalised their curriculum, making them partakers in educational tourism (Atalar, 2020:63). Figure 5.2 depicts the findings from the interviews on the participation levels of Windhoek in educational tourism. Five sub-questions were asked. However, Asiyai (2015:63) revealed that other global universities have realized the need to engage with other stakeholders and enhance pedagogy of place to aggressively amplify their local economies through the promotion of technology transfer to businesses. According to the findings from the study participants inadequate stakeholder engagement towards the promotion of educational tourism at Windhoek-based universities is observed.

Each participant was asked how they are involved in educational tourism. The purpose of this question was to assess the level of Windhoek universities' engagement in educational tourism and assess whether Windhoek-based universities apply what is suggested in the literature review for a sustainable tourism development (internationalisation of programmes; stakeholder engagement; multicultural education and advocating for diversity, peace education and social justice in their curriculum). Thoo et al. (2022:32) recommended that universities capable of creating a sustainable environment for educational tourism should promote different international learning programmes.

Figure 5.2 shows the results from universities UA, UB and UC exported from Atlas.Ti 22, network heuristic. All the three Windhoek-based universities established that they are involved in educational tourism. The interviews revealed that the Windhoek-based

universities enrol two categories of international students: long-term degree seeking students and short-term students' semester-based exchange students enrolled in programs in their home countries. P4 agreed that their university is involved and further shed some light on how they are involved in educational tourism as per the following note:

Yes, we are involved, because we are involved in facilitating the movement of students for both full degree students and those coming for exchange programmes. When those students applying for an exchange at the university they apply through our department and when student is admitted we provide them with logistical information like engaging with faculty officers. Full degree students are admitted through the registrar office and how we come in as department is to assist the students with study permits applications, and also facilitate their orientation by inviting the city police and home affairs officials to tell them about what is required from them, and we also find out their expectations during the orientation for both full degree students and exchange students.

In addition to P4's statement on the university's participation in educational tourism, P5 similarly confirmed that Windhoek-based universities are involved in educational tourism and identified Angola, Zimbabwe, Zambia, Malawi, and Democratic Republic of Congo as main feeding countries of the degree seeking category of international students at the Windhoek-based universities with the key motivation being the ability to get an exposure outside their own countries.

Yes, the university enrol international students who come for different reasons from (Angola; Zimbabwe; Zambia; Democratic Republic of Congo; Malawi). To get an exposure outside of their own country, some believe that the university offers a better context and environment for the higher education studies. Other international students come from far away countries for purposes of being in different context, for inter-cultural benefit and seeing a different world. By virtue of that the institution is involved in educational tourism, although we do not pronounce it as educational tourism but as international education.

P10 considered their university as participating in educational tourism because they enrol international students enrolled at the university on short- and long-term programmes, registered in their bachelor and masters' degree programmes.

I believe the university is involved in educational tourism because we enrol international students on exchange programmes who stay for a semester and long-term international students registered in our bachelor and even master's degrees from DRC, Zimbabwe, Angola and Zambia.

A common theme that emerged frequently as the motivation for the inflow of degree seeking students to Namibia is attributed to the desire for an exposure outside their own countries, also some students believe that the Windhoek-based universities offer a better context and environment for higher education studies. While those on exchange or short-term programmes are motivated by the ability to learn the culture. P1 stated that:

The university enrol the semester-based exchange who come from overseas for the purposes of being in different context, for inter-cultural benefit and seeing a different world. By virtue of that I consider the university as being involved in educational tourism, although we do not pronounce it as educational tourism but as international education.

However, aside from the limited participation in international student exchange programs at the three universities studied, the lack of specific strategies to attract more international students was also highlighted as indicated by P1:

Not much is done to attract international students at the university, but at the beginning of every academic year we send emails to our partner universities to remind them of the dates which they can send students, flying times, acceptance for visas and the dates which the semester starts and that they have to be present at the beginning of the semester.

P3 supported that Windhoek-based universities do not have specific strategies aimed at attracting more international students. This is highlighted in the following excerpt:

I should say we are not actively involved in educational tourism because the university is not engaged in marketing aimed at attracting international students, we only receive international students by chance.

P5 supported the responses of the previous participants by highlighting the lack of stakeholder collaboration as an indication of a lack of strategies to attract international students. Even though embassies sometime promote Namibian universities there is

no active stakeholder engagement with universities. The following excerpt highlighted the lack of active stakeholder involvement according to P5:

We do not have active stakeholders, but I do know that there are embassies that do promote the universities of Namibia where we are represented, information's can be obtained there as well.

The participants were also asked to provide details in how they are involved in educational tourism. The purpose of this question was to determine the level of Windhoek-based universities participation in educational tourism in order to recommend appropriate approaches which can enable the promotion of sustainable tourism development in Namibia. P2 noted that:

Many of the students that come to our institution stay beyond a semester, hence, the department of international relations assist them with identifying places which are not to be missed when in Namibia (etosha, the coast and the north). International relations also include in their welcome package a visit to Namibia Wildlife Resorts and tourism board.

P8 noted that the universities have the international relations department which is responsible for facilitating the movement of international students and academics both on long-term and short-term programmes and assisting international students to apply for study permits, contradicting with the responses of the international students who mentioned they suffer alone when they arrive in Namibia because universities do not assist with obtaining study permits:

Because we are involved in facilitating the movement of students for both full degree students and those coming for exchange programmes. When those students apply for an exchange at the university they apply through our department and when student is admitted we provide them with logistical information like engaging with faculty officers. Full degree students are admitted through the registrar's office and how we come in as department is to assist the students with study permits applications and organise their orientation where we invite the city police and home affairs officials to explain to them what is required from them.

P10 explained that the universities assist international students with the logistical issues such as organising orientations with international students where they advise them on accommodation, and sensitising them on safety and security:

Because we are dealing with international students, we help students with the logistical issues, like advising them on accommodation and study permits. When the exchange students arrive at the university, we have an induction with them by cautioning them on safety and security, settling them on campus and advising on how to go about with registrations. We do not process their study permits however we only facilitate the process. The Ministry of Home Affairs does that.

Participants were asked to indicate their understanding of educational tourism. The purpose of this question was to confirm the findings from the literature review which articulated that educational tourism is under-considered by policy makers (McGladdery & Lubbe, 2017:7). Another purpose was to determine the understanding of educational tourism in the context of Windhoek universities. The interviews revealed that most of the participants (P1; P3; P5; P6; P7; P9) had an idea of what educational tourism is about. They described educational tourism as being a combination of study and experience of the host destination's culture and attractions. P1 described educational tourism as learning while traveling as stated in the following excerpt:

Is a combination of study and sightseeing, when students come to study in Namibia, they go to Etosha national park, Swakopmund and the southern part of Namibia to explore.

Similarly, P3 stated that students travel outside their country not only for studying but also learn the culture of the destination country:

Students come to another country to study, but they do not only come for study they also get to travel in the country and learn the culture of the host country.

On the other hand, P5 emphasised that international students are not only limited to classroom learning but go beyond and explore the culture and the tourism industry of the study destination which stimulates learning:

Is more from an international education perspective, that is exchanges, semester break, is not only about sending students coming to do university

related activities but also sending them out to explore the country's tourism sites, to allow them to engage with the environment, cultural exchange and the people, the university experience is enhanced by tourism aspect.

Whereas P6 identified two aspects involved in educational tourism as obtaining a qualification and getting an exposure of different cultures and tourism attractions of the destination:

My understanding is that there are two things involved one is to obtain the qualification that the student has enrolled for... on top of that although is not part of the university curriculum they get to see different parts of the country and different sites of interest, they get to explore and learn different cultures and taste different types of foods, and compare how different or similar our culture is to theirs, off course that can be termed as educational tourism but it's an experience of international students.

P7 described educational tourism as a package comprising learning and experience of study destinations' physical, cultural, and natural environments. The following excerpt highlights the description according to the participant:

Combination of or when the package is not just education where you allow exchange staff or international students to explore the country's culture and other attractions without limiting them to classroom element or class situation, they are afforded time to go beyond the educational purpose, but allow to go and experience the feel, know of the country beside their core reason why they are here. To enhance your learning beyond the classroom.

A common theme that emerged frequently from participants' description of education tourism involved the combination of learning and travel. P9 also stated that:

Students come to another country to study, but they do not only come for study they also get to travel in the country and learn the culture of the host country.

Participants were asked to explain their understanding of the activities associated with educational tourism. The purpose of the question was to assess the level of their understanding and if there will be emerging themes. All study participants considered several activities as associated to educational tourism, namely, conferences, city tours, learning plus tourism and indulging in local cultures. The participants were asked to provide details on the programs within the university which are meant to promote

educational tourism. P1, P2 and P3 were not sure of the programs within their universities which are meant to promote educational tourism, however, they alluded that their universities form different partnerships with international universities which give administration staff and academics an opportunity to enhance their multicultural perspective. They further highlighted that some of these partnerships are departments, faculty or university based.

Whereas P4 admitted that there were no programs aimed at educational tourism at the institutional level. However, with the faculty of engineering they have a double degree with the university of Ghana and Germany which enables the students to move between the universities. They also ensure that while the students are in Namibia they also get to travel in the country.

P9 and P10 did not know if there were any programs within their universities.

P6 revealed that there were no specific programmes in place however, the university designs short-term programmes tailor-made for the specific partner's need. The participant emphasised that the university do not have a program which is made and promoted as part of educational program. P6 mentioned that:

There are short term programmes which the university tailor makes based on a specific partner's need. For example, when there is a specific university that want to bring a group of students to our university in that way the university craft a programme for those specific students, hence making a specific intentional programme..... however that is an initiative which need to be considered at national level.

Theme 2: Limitations facing Windhoek-based universities in realising Edu-tourism

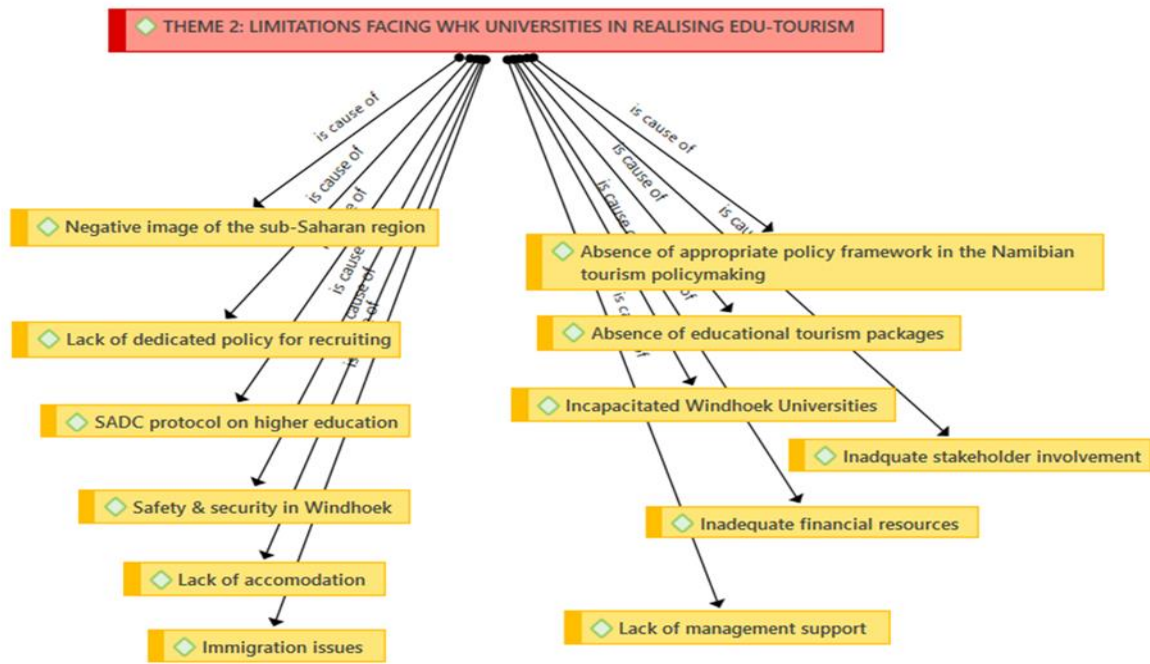


Figure 5.3: Limitations facing Windhoek-based universities in realising Edu-tourism

Figure 5.3 provide a summary of the limitations facing Windhoek-based universities in realising educational tourism obtained from both the literature review and interviews. The negative image of the Sub-Saharan region, lack of dedicated policy for international student recruitment (Dieke, 2020:20), SADC protocol on higher education that dictates that international student should not be charged tuition fees different from Namibian students. Safety & security, lack of accommodation, immigration issues, absence of appropriate policy framework in the Namibian tourism policymaking, absence of educational packages, incapacitated Windhoek universities, inadequate stakeholder involvement, inadequate financial resources and lack of management support are some of the challenges inhibiting the realisation of educational at Windhoek universities, as per the findings revealed by interviews. The limitations revealed by the interviews corresponded with limitations identified by (Ankomah & Larson, 2000:7; Sharma, 2015:9; Rosnan & Abdullah, 2018:6).

The participants were asked to identify the challenges encountered in promoting educational tourism. The purpose of this question was to familiarise with the challenges specifically facing Windhoek-based universities and suggest ways of mitigating them.

The common limitations of educational tourism are poorly designed international programs and lack of research on educational tourism which hinders the growth of educational tourism (Tarrant et., 2014:403-406). In addition, the negative image of the Sub-Saharan and inadequate financial resources region is another challenge (Sharma, 2015:9). The participants from all the interviewed representatives from Windhoek-based universities stressed the need to improve the universities resources in order to admit more international students apart from the already mentioned regional students enrolling at the Windhoek universities. Limited space for both local students and international students at the Windhoek-based universities programmes and lack of student accommodation were some of the factors highlighted by respondents. The results of the interviews confirmed the findings of the literature review which identified lack of international programmes (Tarrant et al., 2014:403-406), lack of policies on educational tourism and affordable accommodation as some of the factors inhibiting (Rosnan & Abdullah, 2018:8) educational tourism development at the destination. Some of the limitations facing Windhoek-based universities were highlighted as indicated by P5 in the following excerpt:

In as much as Windhoek-based universities would want to have many international students, spaces in the universities are very limited. Some Namibian students struggle to enrol as the courses are easily filled up. Even if Windhoek-based universities create a quota for international students, a lack of programs which could draw international students to the country are not available. There is no uniqueness in the current programs offered to attract international students. Of concern is a lack of accommodation for international students.

A number of limitations were also revealed by P1 & P4 such as the lack of international student recruitment plan, lack of international student fees which could assist in organising cultural activities at the universities to enhance international student experience of the Windhoek university life and indulging in Namibian culture and tourism industry. The limitations were noted in the following excerpt:

The unavailability of international student recruitment plan was limiting Windhoek-based universities to realise educational tourism in Namibia. As well as the lack of international student fee plan and organisation of cultural activities were a drawback to international tourism..... Windhoek-based universities

have not capitalised on the opportunities available in the country to enhance education tourism.

P4 concurred with the above interpretations that unavailability of student accommodation is a challenge. There is not enough space in the university's accommodation to accommodate both Namibian students and international students.

The accommodation available is not even enough for the Namibian students coming from other regions to study at the Windhoek universities. International students are left with no choice but to look for their own accommodation in the city, which is expensive for students.

Furthermore, P6 conveyed the safety and security in Windhoek as a limitation to educational tourism to be realised at Windhoek universities. The interpretation supports Tang et al. (2022:5) that a politically stable and peaceful destination is preferable while a hostile and unstable country repel international students:

The safety in the city, which is out of the universities control, students become victims of fraud, crimes.

On the other hand, P7 alluded that the lack of stakeholder relationship with Windhoek-based universities is a challenge to realising educational tourism. This interpretation supported the findings of the previous studies which emphasised that the current Namibian tourism regulatory framework is complex, hence strain small business owners and does not encourage effective public-private partnerships (Namibian Policy, 2012:13), hence limiting the development of educational tourism:

The lack of stakeholder collaboration, for example Windhoek universities, the government and private sectors inhibiting the development of education tourism.

The respondents were asked to indicate if they have a budget set aside for marketing institutions to international students. The purpose of this question was to establish if Windhoek-based universities allocate a budget for marketing purposes which is crucial during the planning phase, right after setting your goals and objectives. A budget will help Windhoek-based universities to control their expenses and revenues and measure the success of educational tourism development and performance. Budgeting involves a carefully worked out plan on how much money you can spend on a particular

activity. One of the reasons why it is so vital for event planning, however, is because it helps organizers set a target profit and know the minimum income they need to break even. Budgeting is associated with effective management (Górski & Parkitna, 2017:51). The results indicated that Windhoek-based universities do not allocate a budget for the marketing of universities to international students.

P3 revealed that although the university has the department of international relations, there is no budget allocation towards the promotion of educational tourism:

All I know is that within international relations there is nothing.

However, P5 pointed out that the university does not do any marketing to international students specifically, however, any other marketing related activities are done through social media which do not involve any costs:

No..... there is no budget specifically for international students but the university market itself by utilising cost free platforms to market themselves such as social media like Facebook, twitter or through word of mouth spread by their alumni.

A common theme that emerged frequently was the lack of budget and marketing of Windhoek-based universities to international students. P10 also stated that:

There is no budget because there is no marketing done to attract international students.

A question about the hindrances/challenges associated with the enrolment of international students at each of the Windhoek university was asked. The responses from the participants were around the safety issues in the city. The lack of safety in the city is one critical aspect affecting educational tourism in Windhoek. The high crime rate is a significant concern in Africa, a continent facing violence and civil conflict in urban areas, reinforcing perceptions of African cities as the unsafe places. Namibia, a developing country, has similar conditions associated with high crime, and its crime rate fluctuates yearly. During the 2017/18 financial year, 93 093 crime cases were recorded countrywide, including 36 504 in the Khomas region, representing 39.2% of the national crimes and 18.5% of the total population in Namibia (Kandjinga & Landman, 2022:1). P6 provided some context on the type of crime activities aimed at international students:

International students become victims of fraud; some crimes are perpetrated by taxi drivers from the university to their accommodations which sometimes are far away from the schoolpoor service from tourism suppliers in Namibia affect the flow of international students to the country. Students go out to experience the Namibian tourism then there is a spinoff, certain tourism sectors are not up to standard.

P7 also supported that those international students particularly, from overseas become victims of robbery when coming to school and back to their accommodation which is sometimes located far away from the universities and also are charged differently from local students by private accommodation and taxi drivers:

International students, especially the exchange students from overseas become victims of robbery when coming to school and back to their accommodation which sometimes are far away from the universities. The taxi drivers sometimes overcharge them the taxi fare because of their skin colour and lack of knowledge. The school accommodation does not have enough space.

The difficulty to get study permit was another challenge identified as hindering the smooth enrolment of international students at Windhoek universities. Students are allowed to register before their permits are approved because one of the requirements is that students provide proof of admission and registration before their applications for permits can be considered. One of the interventions identified is to educate officials at home affairs on the purpose and value of international students, because sometimes students are questioned on why they choose to study computer science in Namibia, when it is offered in the home countries. Even if there is computer science in their countries, a student may have other reasons to study in Namibia including learning the culture or the fact that the degree offered in Namibia could be better. P3 strongly expressed that there is a lack of sensitivity and understanding or kind of ignorance behaviour about the value of international education:

Immigration issues are the main challenge facing international students in Namibia, the study permit is a huge struggle and challenge each year for the international students. However, there are efforts between the leadership of the institution (VC, registrar, HR) and home affairs officials to try and sort out these issues to make sure that students study permits are approved on time.

Another concern that was pointed out by P4 was the evaluation procedures of foreign qualification which sometime take time to be done:

Those international students who come with foreign qualifications particularly from DRC it is prolonged because it must go through Namibia Qualification Authority..... as some are in French and needs to be translated in English and evaluated and checked for validity.

P10 stated that the procedure to get a study permits in Namibia is long and frustrating for international students particularly for the degree seeking category. Study permits are approved in November when the student has applied in February, or sometimes that student is never approved which frustrates students because they end up without any kind of document permitting them to be in the country for study purposes:

Sometime in the middle of their academic year student permits application are rejected, when they have already completed the first semester and now, they are unable to continue with the second semester because they are illegal immigrants. All three Windhoek-based universities have similar challenges and there was an organised meeting with the ministry to address these issues whereby the ministry promised to improve and respond on time but there has not been any improvement.

On the other hand, P1 described that other challenges are attributed to poor administration of the Windhoek universities:

Lack of permanent registrar is also a challenge because short term registrars do not usually make long term decisions but rather make short term decisions that will help in active recruitment of international students.

In addition to the above interpretations, P5 expressed that a lack of policy on educational tourism development has led to poor services within the universities such as the ignorance of the relevant individuals responsible for settling international students and a lack of a need to improve on the hosting skills is a hindrance to the development of educational tourism at Windhoek universities. A lack of communication and professional support from the university, communication which is not polished up leading to losing potential markets, negative word of mouth, one student not getting feedback which may lead to spreading negative word of mouth, capacity within the international office, these

offices are not capacitated, poor service that may have a challenge in terms of recruiting future international students.

Theme 3: Advantages of educational tourism

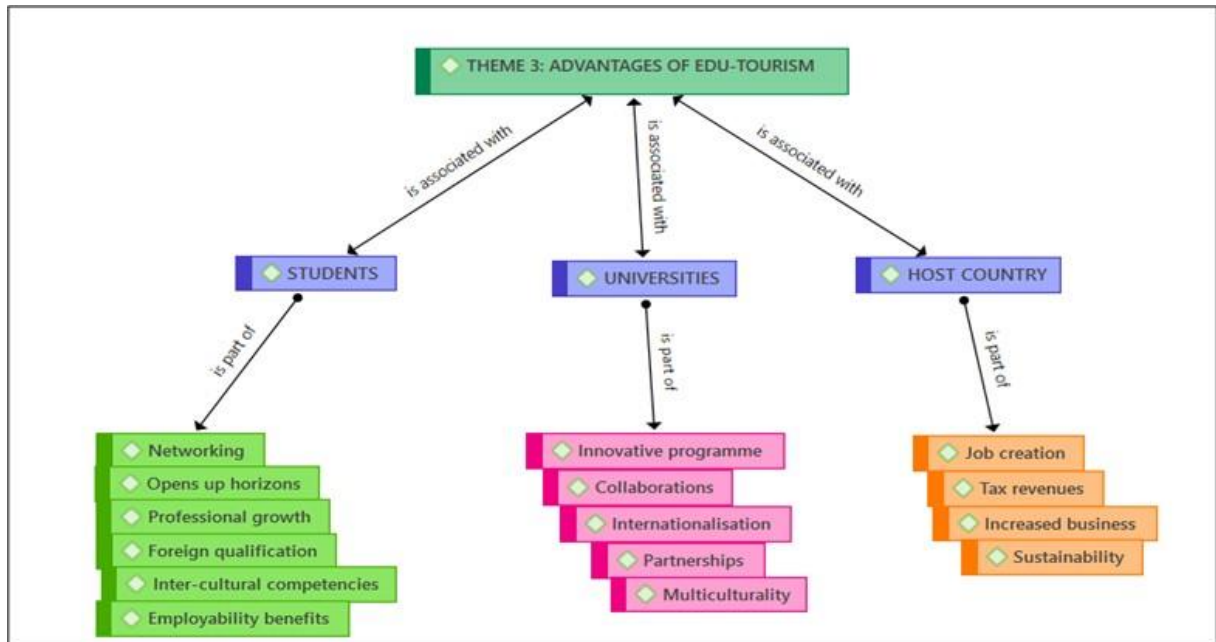


Figure 5.4: Advantages of educational tourism

Figure 5.4 is an illustration of the advantages of educational tourism in the destination country. The advantages of educational tourism are threefold: advantages to the students; advantages to the universities; and advantages to the host country. Educational tourism benefits students because it enhances networking between students of different backgrounds, opens up horizons, promotes professional growth, afford students foreign qualifications, promotes inter-cultural competencies and enhanced employability advantages. Educational tourism benefits universities through the development of innovative programmes, promotes collaboration between universities and other stakeholders, encourages the internationalisation of universities, partnerships and multiculturalism of the university environment. In the host country educational tourism generates employment, increases tax revenues, increases business activities in the host destination and sustainability of the destination. The findings of the interviews corresponded with the results of the literature review cited by McGladdery and Lubbe, (2017:300); Ezel and Arasli, (2019:2).

The participants were asked to explain how educational tourism benefits students, universities and destinations. All the participants admitted that educational tourism benefits the students, universities and the host country. The reason for this question was to weigh the impacts of educational tourism on the environment, society and the economy of Namibia which will help decision-makers in creating strategies that will support rather than discourage educational tourism. The results of interviews revealed the positive influences of educational tourists on the economy of the region, students, and universities which is supporting the interpretation of the benefits of educational tourism at the destination highlighted in the literature review (Rezapouraghdam et al., 2018:459). According to P1, educational tourism development promotes intercultural understanding:

I believe educational tourism broaden the understanding of the culture and of the country ... they get to see something which is different...and also when they travel to the north or south, they experience a different taste of Namibia to the city life in Windhoek...and even to see the desert broadens their perspectives and their minds.

P5 also supported that educational tourism promotes peace between countries and provide a competitive advantage for the international students after obtaining a foreign qualification as opposed to those students who study in their own countries:

Indeed..... they benefit, being able to navigate through a different culture from theirs, meeting other international students and share knowledge.... obtaining a foreign qualification gives them a competitive edge, it also opens their horizon and network with local students.

In agreement with the above interpretations, P6 articulated that educational tourism broaden the minds of participating students and instil a sense of independence:

When students are at the university they are at a very interesting stage of life, exposure beyond education or campus makes them a rounded person, a rounded global citizen, in that way they can gain knowledge and awareness of other areas, students benefit in terms of education, cultural diversity, social dynamics. Students benefit from educational tourism because it enhances their maturity and independence since they will be away from their parents and families.

Furthermore, P7 demonstrated that educational tourism brings together people of different backgrounds who end up sharing different ways of life, cultures and promotes an enjoyable university environment:

It brings own experience, bring their own understanding of culture, own personalities, own characteristics to the university which helps enriching campus life and diversity, improve universities with international flavour, also bring perspectives which are different from ours, improves education and thinking. Globalisation and sharing their own culture.

Moreover, P8 established that educational tourism does not only benefit participating students, but it also benefits the host destinations monetary wise:

Most definitely, they benefit academically and socially... it also promotes an intercultural university environment. It benefits Windhoek because these students pay for accommodation, taxis, and many other daily needs.

A common theme that emerged frequently and which supported the findings of the literature review on the benefits associated with educational tourism was the intercultural exchange. P2 highlighted the following benefits of educational tourism:

International students learn the culture of the local students and other international students, they meet at the university. The Namibian students also the learn cultures of the international students.

The participants were asked to explain the ways in which the enrolment of international student can be improved at each of the institutions. The reason was to improve the service of Windhoek-based universities to all students which will result in good performance and promote a positive word of mouth which can result in competitive advantage. Windhoek universities' performance will promote student's mental health and stability and improve students' performance academically. Improved universities' performance will be conducive to both short-term learning goals and long-term character building and social inclusion (Anwar & Shukur, 2015:76). Based on the excerpt the following recommendations were made:

P1 recommended that universities should introduce a quota system in all their programmes to create a balance between Namibian and international students:

In order to improve enrolment Windhoek universities, need to create a quota for international student. Universities should create a balance between international students and Namibian students.

On the other hand, P2 suggested that Windhoek-based universities should establish a relationship with their alumni, who can act as their ambassadors in their countries to promote international student enrolment at Windhoek universities:

Windhoek universities' need to use their international alumni who graduate from the universities, several of them are successful, those are the people that can be influential to potential students in their countries or to market Windhoek universities.

However, P3 advised that Windhoek-based universities should train the staff directly working with the recruitment and enrolment of international students, as well as introducing competitive programmes:

The institution needs to be capacitated by training the staff, issuing attractive programs, increasing the class capacity to increase the international student's enrolment.

P4 suggested that Windhoek-based universities need to improve in terms of recruiting international students from Africa, the institution needs to adopt policies that cater for international students and deal with their specific issues, such as home sickness or struggling with the English, and also structure cultural programmes to get them explore the Namibian culture and engage with Namibian students so they can go home with them and not be limited to Windhoek:

Let's make the facilitation of students coming to Windhoek an easier process, accommodation wise, recommending suitable accommodation with different price list around the university, there should be a list where they can engage, if those are ironed out, element of safety, database, directing students where to go for help when they arrive at the university.

P6 on the other hand suggested that universities should involve all stakeholders such as Ministry of Education, embassies, tourism sectors and the community to create a fascinating environment for international students:

Currently the universities do not have anything different or unique to offer to international students which is more memorable, like those from DRC their culture is more conservative than Windhoek, students deal with those issues on their own because the institution does not recognise them..... the universities should establish all stakeholders in tourism and education to enhance international students experience of the universities and Namibia at large.

The participants were asked to identify any benefits of having international student enrolment to Windhoek universities. The purpose was to assess the benefits of international students to Windhoek-based universities and encourage educational tourism development policy in Namibia which will help enhance international students in the country. Another purpose was to sensitise policy makers on educational tourism so that more developments aimed at enhancing international tourism mobility in Namibia can be considered.

P3 stated that international students bring their own experience, their own understanding of culture, own personalities, own characteristics to the university which helps enrich campus life and diversity, improve universities with international flavour, this interpretation supported the findings of (Tomasi et al., 2020:1). P3 pointed out the following benefits of educational tourism:

Educational tourism will benefit Namibian students by having more international students at the university, Namibia itself its quite diverse, so you do not necessarily need to go to Zimbabwe /Democratic Republic of Cong/Zambia to explore the culture you could learn from the international students enrolled at the university and to the university the benefit will be internationalisation, because we have international textbooks from Europe and having international academics we believe that the institution is internationalised and by adding international students to the university will be an added advantage. Internationalisation must be from administration staff, academics, and students so that there are different international aspect or perspective coming into the university. Universities benefits as educational tourism promote their international ranking.

P5 advocated that educational tourism enable local students an opportunity to network with international students and internationalisation of the university. Local and

international student exchange cultures. They also generate income for the host country:

International students bring perspectives which are different from ours, improves education and thinking. Globalisation and sharing their own culture. International students also bring a number of benefits all this students are funded from home either by parents, their governments or private sectors, so that is revenue for the host country, in terms of paying tuition fees which are normally a little higher than local students, also in terms of social-economic aspects, as they need to eat, they need to sleep somewhere, the actual cost of the livelihood of the international student will be left in the host country (data, airtime/credit, paying taxi) all these are income generating aspects in the host country.

Participants were asked if international student enrolment at Windhoek-based universities can lead to sustainable tourism development in Namibia and explain how. All the ten participants who were interviewed admitted that indeed international students contribute to the sustainable development of tourism in Namibia. The purpose of this question was to gain insights from the participants and recommend strategies to maximise the advantages of sustainable tourism development. Tertiary education is identified as one of the service sectors which enhances the quality of human capital for sustainable growth (Soyer et al., 2020:2).

P1 concurred with the findings of (Soyer et., 2020:2) that international student enrolment contributes to sustainable tourism development in the host nation:

The answer is yes, they contribute to sustainable development, they take home a positive word of mouth, siblings, neighbours and relatives come to Namibia again. And when they come, they bring foreign currency to Namibia... Network or alumni tend to grow and promote a conducive environment for sustainable tourism development.

P2 stated that international students are not only limited to classroom environments, but tend to travel within their study destinations during field trips and when the universities are on recess they travel on their own or with friends and therefore contribute economically to the Namibian tourism:

Yes, because tour operators can have tailor made programmes to take them where they can learn and at the same time explore which can benefit the local economy.

P3 stated that when the short-term semester-based exchange students travel back to their countries they are required to present a report in class of their experience of the host country, such as where they were and what they did, which further encourages others to want to visit Namibia.

Often with European students one of the requirements from them is to fill a survey and they often say they plan to come back to Namibia with their friends or family. In that way educational tourism contribute to the sustainability of the Namibian tourism..... even with professors that come for guest lectures they always say they hope to come back with their partners which in turn could increase tourism in the country.

P5 revealed that educational tourism leads to poverty reduction in Namibia as it creates employment for tour operators, generate income for the local people because students rent accommodation from the locals which can lead to the preservation of the environment and nature because they can be used to sensitise the community on natural resources conservation.

All the students are funded from home either by parents, their governments or private sectors, so that is revenue for the host country, in terms of paying tuition fees which are normally a little higher than local students, also in terms of social-economic aspects, as they need to eat, they need to sleep somewhere, the actual cost of the livelihood of the international student will be left in the host country (data, airtime/credit, paying taxi) all these are income generating aspects in the host country.

Additionally, P7 explained that international students while in Namibia are encouraged to explore the country and familiarise with the country's diverse cultures, believes, food, as well as visiting national parks where they pay for accommodation, food and paying the tour operators who assist them with planning, packaging, and taking them around the country:

Yes, international students can lead to increased tourism which translate into sustainability of the tourism industry.

Theme 4: Key requirements for educational tourism to be successful in Windhoek universities.

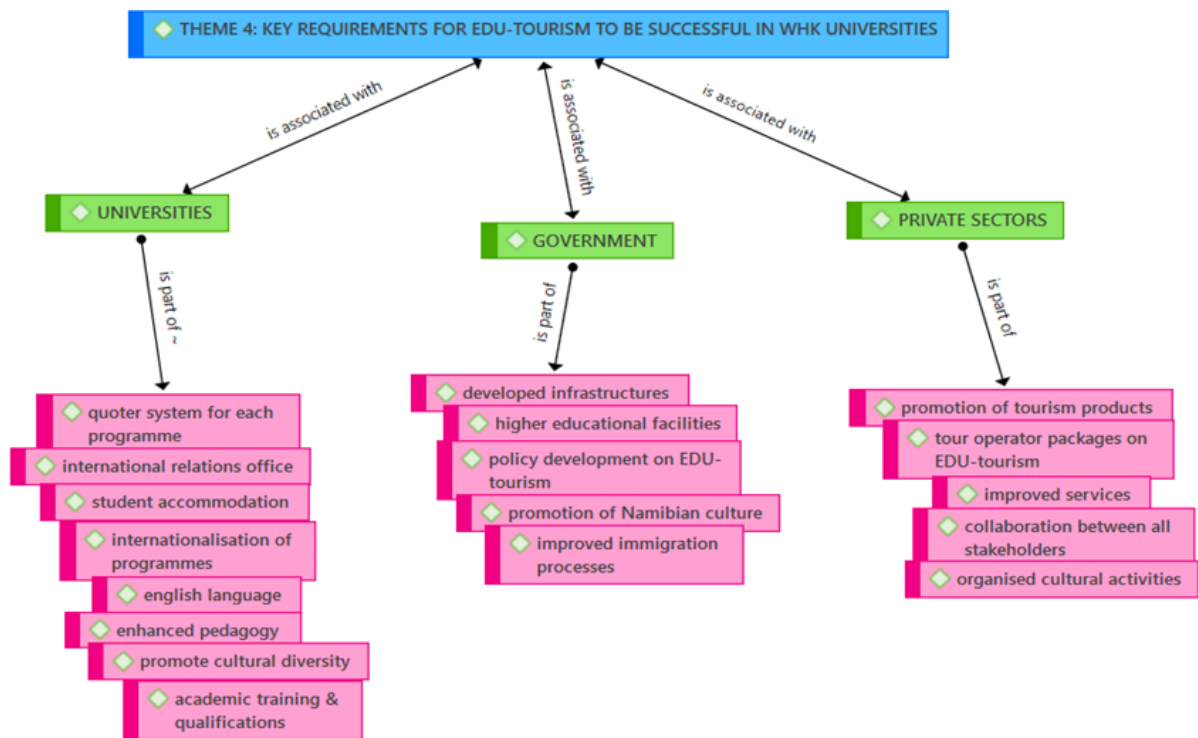


Figure 5.5: Key requirements for EDU-Tourism to be successful in Windhoek universities

Figure 5.5 is a demonstration of the results both from the interviews and the literature reviews about the key requirements for educational tourism to be successful in Windhoek universities. A key requirement revealed by the interviews which coincided with the literature review was the need for stakeholder collaboration. Thus, universities need to collaborate with public (government) and private sectors for the success of educational tourism development at Windhoek universities. According to Freudenreich et al., (2020:5) Windhoek-based universities need to establish a relationship with other tourism stakeholders to form the basis to enhance educational tourism development in Namibia. The interviews revealed that Windhoek-based universities need to create a balance (quoter system) between international students and Namibian students, the responsibility of the department of the international relations needs to be revised, as well as university accommodation for international students, internationalisation of programmes, enhanced pedagogy, promote a cultural diverse university environment, academic training & qualifications, which coincided with the findings of (Maga & Nicolau, 2018:477; Matahir & Tang, 2018:28-29; Rosnan & Abdullah,2018:3-4).

Rosnan, & Abdullah (2018:4) portray that several factors influence students studying abroad, with the use of English as the medium of communication being a key factor for the choice of their universities. Other findings were attributed to the government's effort to develop infrastructures aimed at enhancing educational tourism in the Windhoek, building more higher educational facilities, specific policy development on educational tourism, promotion of Namibian culture and improved immigration processes. Lastly the private sector needs to promote tourism products, tour operator packages for educational tourism, improved service, stakeholder collaboration and organised cultural activities.

Participants were asked to state the key requirements when recruiting international students for tourism studies/programs at the university. The purpose of this question was to familiarise with the key requirements suggested by the participants and recommend clear requirements strategy and plan in place which will help to create a guideline for the development of sustainable educational tourism in Namibia. Good requirements help to define who needs to do what and when they need to do it (McGladdery and Lubbe, 2017:320). Based on the excerpt the following requirements were recommended:

The recommendation of P1 on the key requirements for a successful educational tourism at Windhoek-based universities was that Windhoek university should create a quota system for each program to enable an effective balance between the enrolment of Namibian students and international students which can promote a diverse cultural environment in the university:

I suggest that the university should set a specific percentage for Namibian students and international students in each programme.

While P2 emphasised the need for a strong relationship between the universities and the Ministry of Home Affairs to sort out the immigration issues for international students.

Windhoek-based universities and the Ministry of Home Affairs should work hand in hand to improve the processes of obtaining study permits.

P3 stated Windhoek-based universities should develop language bridging courses which can enable international students coming from non-English speaking countries to learn English in order to promote an enjoyable university environment:

International students should be able to write and speak English before registering for their preferred study programmes which will reduce the burden both from the lecturer and the student.

P6 stated that international students should be afforded a space in the university accommodation rather than staying in private accommodation which are not conducive for learning and far from the university risking students from being victims of robbery:

International students should be accommodated in university accommodations so that they do not become victims of the crimes in the city..... development of international student association/clubs within the university that allows them to thrive within their immediate space and take care of their needs.

Participants were asked to indicate how the institutional management is supportive towards international student recruitment. Byrne et al. (2019:1) advice that management support plays a very important role in the organization, it creates an impact on the organization's functions, performance, and productivity. Therefore, the research was undertaken to determine the level of management support from study participants. Majority of the participants revealed that their university's management were not supportive towards international students' recruitment especially for those who come to enrol in full degree programs while few participants felt the university's management were supportive.

P1 expressed that one of the challenges hindering universities to realise education tourism is attributed to lack of support from supportive university's management:

They are not supportive, there is no dedicated policy for recruiting and enrolling international students. In 2015, international relations department submitted to the university council that we charge international students a small fee as a department and using that money for cultural activities for international students, or take them on a city tour or take them out of Windhoek to the north and to also take them to national cultural activities to experience the Namibian culture, the profit the university would have gotten from that it would have been N\$1.5 million and that was rejected. The reason that was provided was that the national and SADC protocol on higher education says that we cannot charge international students different from Namibian students. The idea was adopted from the

South African universities and what they do with those money. The department presented the idea for the second time, and it was again rejected based on the SADC and higher education protocol and it discouraged the department.

The common theme that emerged frequently from the Windhoek-based universities responses on the key requirements to a successful educational tourism development was that educational tourism could be successful if the management of the universities were supportive in realising this niche market. P7 provided some context to the key requirements to a successful educational tourism development at their university by highlighting the poor management support in the following note:

The support is not loud enough although there is an international relations office, they are not strong enough or they do not capacitate to help to ease the flow.

On the other hand, P5 contradicted the interpretations of the other staff members and the international students by expressing that the university has dedicated staff that work with international relations at the university and these staff make sure that international students are taken care of in terms of the needs that may arise, even though international students alluded that they suffer on their own without the assistance of the universities when they apply for study permits.

The university offer psych-social support to the students, connect the student with their embassies, make associations for international students so that they can have a support system although off course there is room for improvement.

The participants were asked to identify other stakeholders involved in support of international student recruitment and enrolment at this university. The purpose of the question was to determine who agrees and who opposes the project to allow for an opportunity to better understand the motivations, influences, and behaviours of those who are in opposition. Saito and Ruhanen (2017:189) suggest that organisations cannot develop a successful tourism destination; instead, it is recognised that a variety of public and private sector stakeholders must collaborate in tourism destination planning, decision-making and management for value creation. The stakeholders which are involved in international student enrolment are internal that is within the universities as well as external stakeholders according to P3 below:

Not really, but DRC embassy has been active and students from the DRC have an association of all the students studying at the Windhoek-based universities and they engage with the department annually and usually invite the department

to go hear what the students' issues and challenges are. Also, the German and US embassies work closely with the department.

P4 identified several departments within the universities and external stakeholders which work together towards a successful educational tourism development at the Windhoek university and the specific role of each department:

The dean of student as the immediate stakeholder make provision for accommodation for international students, registrar, directorate of student affairs, vice chancellor in learning and teaching city safety and security, city of Windhoek for making sure the students enjoy the city, Ministry of Higher Education, tourism industry. Ministry of International Relations, Home Affairs and Ministry of Education are also the stakeholders in educational tourism.

Participants were asked to explain the logistics which are put in place for international students' recruitment and enrolment. The purpose was to determine what is currently done at Windhoek-based universities towards the enhancement of educational tourism and recommend what works best at the universities which are already involved in educational tourism. Logistics planning serves to connect and coordinate the overall supply chain as a continuous process and is essential for effective supply chain connectivity (Özdamar and Demir, 2012:591). P1 highlighted that little effort is done for the recruitment and enrolment of international students:

Not much is done but at the beginning of every academic year we send emails to our partner universities to remind them of the dates when they can send students, flying times, and acceptance for visas and the dates when the semester starts and that they must be present at the beginning of the semester. The logistics is mostly sending communication to the partners. There is no logistics or engagement for students coming from SADC.

In contrary to the above interpretation, P4 demonstrated that exchange students are picked up from the airport when they arrive in the country, and they organise a city tour for these students to familiarise them with key areas of Windhoek. The university organise an induction where all important information concerning the safety and security is shared:

When they arrive, they are collected from the airport, take them on city tours, orientation to caution them on the safety, advise them on places they can visits

we also link them with local students who are trustworthy whom they may go to should they need help.

In addition, P6 established that the university has a system in place that accepts international students and how this system is interlinked with other departments:

There is a system that accepts international students, these applications come to a central office that deals with international students, this office is the one that liaises with different departments and faculties which the international students have applied to and is also the office that provide guidance, guidelines to international students while in Windhoek in terms of accommodation, safety and security. So, there is that dedicated unit dealing with international students.

Moreover, P7 supported the interpretation that international students are well looked after, and that the international student office ensures that students are enrolled in their preferred programmes:

There is international student office which make sure they are catered for and the programs which are here are what they can do beyond their educational purposes. Make sure they are afforded a space in the university accommodation, international student association clubs within the university that allows them to thrive within their immediate space should there be a need, this clubs take care of their needs.

The participants were also questioned on the mechanism made to ensure intended international student learning outcome is achieved during their learning process. The purpose of this question was to ensure that each change proposed is adequately defined, reviewed and approved before implementation.

P5 stated that once international students are enrolled, they are treated as part of the university, international students are entitled to the same benefits as local students have:

There is dedicated international students' staff, student representative that is assisting students in many ways, we have the directorate of student affairs which the SRCs falls under. They are responsible for professional student support in terms of sporting, cultural activities debates and social support if they need counselling. There are also faculty representatives that is a direct link

between the faculties. However, if an international student has a unique issue that is addressed by the international office.

Similarly, P8 stated that there is a support network within the institutions through the international relations office to make sure their permits are processed:

There are consultation hours with relevant staff members, where students can share with the department on their challenges, international students sign agreements which highlight the terms and conditions before coming to our universities. However, whatever they come to study can be credited at their home universities.

A Likert scale was used to rate the level of agreement, on the importance of annual budget, stakeholder involvement, international programs, and infrastructure in enhancing educational tourism (see Table 5.2). Joshi et al. (2015:397) described a Likert scale as a set of statements offered for a real or hypothetical situation under study. Participants were asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement on a metric scale. In the Likert scale below: 4 is very important, 3 fairly important, 2 important and 1 slightly important. The excerpts highlighted their level of agreement on the importance of annual budget, stakeholder involvement, international programmes and infrastructure.

Table 5.2: Likert scale: Rate your level of agreement, on the importance of the following in enhancing educational tourism:

	Slightly important	Important	Neutral	Fairly important	Very important
Annual budget					10
Stakeholder involvement				1	9
International programmes				2	8
Infrastructure				3	7

5.2.3 Qualitative surveys

Qualitative surveys are tools used to collect data from participants which uses open-ended questions to allow participants to express in detail their opinion on the concept under study (Tran et al., 2017:71). The researcher used qualitative surveys to collect data from the degree seeking international students and exchange students enrolled at the Windhoek universities. Content data analysis was used to present the findings from qualitative surveys. Ten degree seeking international students: eight studying tourism and two culinary were interviewed and three exchange programs, thus making a total of thirteen international students interviewed. The students interviewed were from different nationalities. Out of thirteen international students interviewed, nine were female while four were male. All students interviewed were above the age of 18. Three students were from the Democratic republic of Congo, another three from Zimbabwe, one from Angola, one from Swaziland, and one from Kenya and three on exchange program from Austria. Codes S1 to S13 were used to replace the students' real names due to ethical consideration (see Table 5.3).

Demographic profile of students

Table 5.3: Student demographics

Student code	Age	Gender	Area of study	Nationality
S1	21	Female	Tourism	DRC
S2	22	Female	Tourism	DRC
S3	20	Female	Tourism	DRC
S4	27	Female	Tourism	Zimbabwe
S5	40	Female	Culinary	Zimbabwe
S6	20	Female	Tourism	Zimbabwe
S7	31	Female	Tourism	Zambia
S8	22	Male	Tourism	Swaziland
S9	35	Male	Tourism	Angola
S10	22	Male	Culinary	Kenya
S11	24	Male	Tourism	Austria
S12	25	Female	Tourism	Austria
S13	24	Female	Tourism	Austria

Source: Own compilation

The international students interviewed indicated their sources of information about the Windhoek-based universities as shown in Figure 5.6.

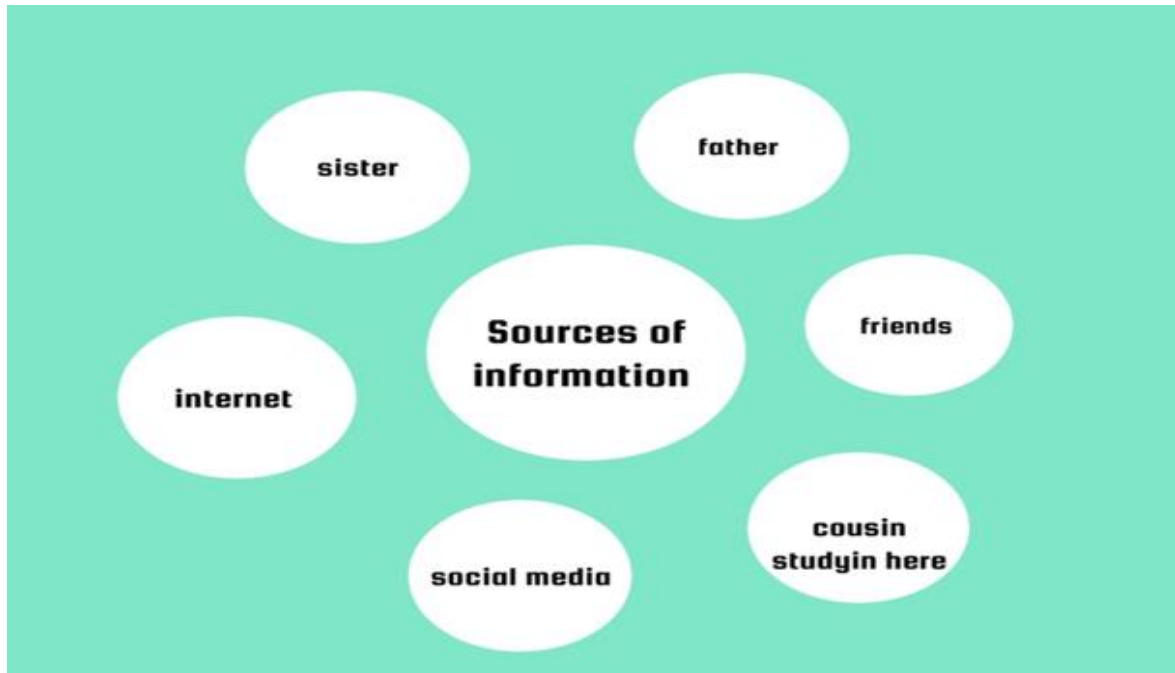


Figure 5.6: A diagram highlighting some quotations from an interview with students
Source: Own compilation

In the open-ended survey responses, students responded to an array of questions that targeted the overall benefits, challenges, and strategies that will encourage international students' enrolment at Windhoek universities. Most students enrolled at the Windhoek-based universities learnt about the universities through word-of-mouth. Students revealed that they learnt about the universities (IUM, NUST & NUST) from various sources such as family members, friends and some searched the internet as they wanted to study outside their country with their preferred destination being Namibia (see Figure 5.6). The three short-term semester-based exchange students were informed about Windhoek-based universities by their home university (Salzburg University of Applied Sciences).

The students were asked why they chose to study outside their countries and particularly at a university in Windhoek. The purpose of this question was to determine the common motivators of international students to study in Namibia and recommend them for marketing purposes. Most of the students mentioned that they were motivated by the desire to learn other cultures and to get exposure. Those from DRC decided to

study in Namibia in order to learn the English language, because in their country the widely spoken language is French. The students mentioned that Namibia has good infrastructure, superstructures and is along the coast which is a great motivator. The short-term semester-based exchange students were motivated by the desire to get international and cultural experiences of the African people and to expand their knowledge in the field of tourism. The following excerpts highlight the student's motivations:

S10 stated that he wanted to study outside his country to get exposure and experience a culture which is different from his:

My desire to study outside my country was to expand my horizons.

While S7 was motivated by the desire to learn the Namibians way of life and learn in an educational system different from his and an opportunity to make new friends.

I chose to study in a Windhoek University because I want to experience the way of life of the Namibian people, how their educational system works, to make new friends of different backgrounds and to gain knowledge about what Namibia had to offer and how I could merge that with my interests.

Students S4, S5 and S6 confirmed that the economic and political issues in their country pushed them to study outside their country. They found Namibia as conducive for education. S4 stated that:

This university has essential resources, it is within reach and it's in the centre of town which makes it easier for me to grab anything I need from town and be back to class on time. It is cheaper for me to come to school because the taxi does not charge us double price to get here as it is with those universities on the outskirts of town.

S1 from DRC wanted to study in Namibia so that he can learn the culture of the Namibians and learn the English language because French is the national language in in DRC. S1's motivation of studying outside his country supported the interpretation of (Rosnan & Abdullah, 2018:4; Le Ha et al., 2022:6) in the literature review that the use of English as the medium of communication is a key factor for the choice of international universities:

Is learning some other culture and a new language. Because French is a spoken language, but not in a lot of countries. English is the first language in the whole world... so, we wanted to learn new language and new culture.

S2 was influenced by the desire to learn different cultures, and study outside her country specifically at Windhoek-based universities because of a positive word-of-mouth from other Congolese students currently studying in Windhoek and some who already graduated from Windhoek universities. This motivation strengthened the interpretation of the literature review that the status of the universities in global ranking is another factor which gives universities a competitive advantage in the educational market (Panda et al., 2019:236):

I wanted to study outside my country so that I can learn about other people's cultures. Why I chose the Windhoek-based universities was because of the status of the universities in Namibia and hearing a lot about the Windhoek-based universities from other Congolese who were students here. And most of these former students from these universities are successful; they have prospered, and they speak good English. So that motivated me to come here.

However, S4 was pushed by the unfavourable political and economic factors in Zimbabwe and because her father was employed at a Windhoek university, she was not required to pay tuition fees, thus supporting the findings of (Ezel & Arasli, 2019:15-16) and (Harazneh et al., 2018:805-806) that demographic, economic, political, and social and technological factors influence potential students to travel abroad:

Economic factors. I left Zimbabwe with my family because of the dire economic situation. My Father got a post at the university, so it was an opportunity for me to have my tuition fees subsidised.

The common theme that emerged frequently as the motivator for international students to study outside their country was the opportunity to learn the culture of the Namibian people:

I wanted to learn more about Namibian Culture and Tourism in Namibia. I have the passion for the Tourism industry as a whole and already being knowledgeable about tourism in Zambia, as I studied and obtained a Diploma

in Travel and Tourism Management before, I wanted to expand my knowledge and my studies by pursuing my Bachelor of Tourism Management in Namibia.

Whereas S8 and his passion for the tourism industry and coming from a small landlocked country such as Eswatini where tourism is at an infant stage, found it important to study in Namibia because of its natural beauty and being along the coast:

With my passion being travel and tourism and coming from a small and landlocked country, studying outside the country particularly Namibia since it is along the coast and one of the attractive tourist destinations and is peaceful, I felt would be the best opportunity to realise my dream for tourism. What influenced me to study tourism in Namibia and not South Africa which is closer to my country is the fact that my cousin who went to study in South Africa ended up in wrong behaviours, so my mother did not want to send me there thinking it would also influence me to be in gangs. I also wanted to get an exposure and learn the culture of the Namibian people.

An important motivation for S12, an exchange student from Austria is that she wanted to have exposure of another country since she was studying travel and tourism at her home university:

I wanted to get to know a new country and gain international experience.

While S13 another exchange student from Austria heard about the exchange opportunity from his home university which has a relationship with a Windhoek university and wanted to travel to Africa:

The university has a cooperation with my home university, and I wanted to travel to Africa.

The students were asked on the special factors that affect their study. The reason was to assess the factors affecting their studies negatively to recommend appropriate measures to avoid such factors in the future. It was also to find out what is working best for the current students and capitalise on those factors. Students revealed that the lack of enough areas where they can study or do their assignment while waiting for the next class was a disadvantage to them: S5 stated that:

There are no proper change rooms to use when they need to go in the kitchen and unavailability of lockers to keep their clothes while in the kitchen. There is

also no room for studying or doing assignments while waiting for later lessons, because the lecturer rooms are locked after lessons.

There were mixed feelings about the safety in the city as one of the major influencing factors which most students raised while some felt that Windhoek was safer compared to their own countries:

S4 felt that Windhoek was unsafe for studying:

Connectivity (access to internet), Safety and availability of funding for tuition, accommodation and food were among the factors which affected my study.

While S2 felt Windhoek is a safe city and is conducive for studying:

I think the peacefulness of this city makes it conducive to study. Everyone wants to be in a place where it is peaceful even if it is not for education.

Another question was asked if they would recommend Windhoek as a study destination. The reason for this question was to determine if Windhoek has the potential to develop educational tourism and can be recommended to other students and if not to recommend, to examine the reason for that and where Windhoek university needs to improve to attract more international students. Out of thirteen students, eleven students confidently agreed that the Windhoek university can be recommended to future students as it has all the resources that meet each student regardless of their faculty of study. Most students viewed Windhoek-based universities as being advanced in technology. S1 expressed that:

Absolutely, because it's a capital of Namibia..... most government offices are situated here..... like the immigration office, which need a lot and technology is advanced in the city..... good cell phone network, internet and many other things..... I didn't want to be in small towns, I wanted to be in the capital. So, while learning, I can also visit some other parts inside the capital.

S7 expressed her interest in Windhoek because of its natural beauty and the available job opportunities in the tourism industry:

YES. Windhoek is a melting pot of different people from different regions within Namibia and people from different countries, it is an interesting city to live in and a great town to study in, most companies have their headquarters in Windhoek

so getting internships is not too complicated, which is a good start for networking and learning what goes on in the workplace.

On the other hand, S4 stated that she would recommend Windhoek as a study destination because the reception that she got ever since she arrived in Windhoek was amazing, she has never felt like an outsider:

Yes, it is a safe and clean city. People are welcoming. There were no xenophobic threats since I been studying in Windhoek... NUST caters for students from different background and has good facilities and lecturers.

The degree seeking students admitted to recommending Windhoek-based universities because they are comprised of career driven lecturers who have the passion in their related field of study and aim to produce constructive students. They conduct regular class presentations and are kept busy with assignments and class exercises. The study environment at Windhoek-based universities is conducive for learning and the universities have well-equipped Libraries. S5 a degree seeking student from Zimbabwe stated that she would recommend Windhoek as a study destination because of the following:

Yes, I would recommend Windhoek as a study destination because there are many international students, the university offers interesting courses, and it gives a good opportunity to explore the country.

S12 an exchange student from Austria mentioned that Namibia offers a wide variety of experiences therefore she would recommend it:

Absolutely, I see Windhoek as a gateway to a continent which is a touristic hidden gem of the world. Here you can experience African culture.

S13 on an exchange programme honestly stated that would recommend Windhoek-based universities on condition that they improve on their service:

I would recommend this university to future international students because you learn how to handle new and different situations and how to deal with unfamiliar situations independently, however, I would tell them to prepare themselves for a poor organisation and a slow communication among different departments.

S6 a degree seeking student from Zimbabwe, disagreed that she would recommend Windhoek universities, she expressed her disappointment and stated that Windhoek-based universities are not recommendable because of their bad service.

Right now? No, because for me personally, I feel like it was hard for me to get here because people don't respond to their emails, and they don't respond to your calls. So, I was less informed. I had to look around and ask other students what I am supposed to do. Just come here, not even knowing whether I got a place or not.

Students were asked what they think the university could do better to attract more international students. The purpose of this question was to identify the weakness of the Windhoek-based universities from the international student perspective and recommend where they need to improve to attract more international students. S5 suggested that Windhoek-based universities should extend their relationships with other African universities, where they can have representatives to promote their universities:

Windhoek-based universities should have representatives that would visit other countries to speak at strategic events which are held in those countries to promote their universities.

S1 emphasised on Windhoek-based universities to improve on their services towards international students' applications:

I would say that the Windhoek-based universities should really work hard to improve on their services, as international student apply to study, the university delays to respond to the students and I ended up making calls to inquire on the status of my applications. It was really frustrating to get a place in to this university.

S5 suggested that the universities should award international students' loans or scholarships that will help other students that do not have financial resources because there are some students who have the potential to become valuable citizens to their countries, but they do not have the resources to do so:

Windhoek-based universities should offer scholarships to students and expand partnerships with European/American countries and advertise their universities which could also assist with granting scholarships to African students.

S10 stated that Windhoek-based universities should have a department processing international applications to avoid the delays in response to students' applications which discourages other potential students:

Windhoek-based universities should improve on their marketing to potential international students and service. The Windhoek-based universities must answer their calls because it frustrates students, when one is calling outside the country and are unsure if you will be accepted and you stressing about missing other opportunities at other universities while hoping you are going to be accepted.

S6 shared the sentiments of S10, the student emphasised on poor service at Windhoek universities. S6 advised that Windhoek-based universities need to improve on their service towards international students as their poor service will contribute to negative word-of-mouth:

For me it's time management. It's quite poor. So, like I end up panicking during last minute thing. I guess improve on their communication. Students should be well informed before coming. I think for now that's the major issue.

S13 emphasised the issue of student accommodation and stated that Windhoek-based universities should consider the issue of accommodation for international students because renting in private accommodation is too expensive for them and is not conducive for learning.

If Windhoek-based universities do not have enough space in their school hostels, they should make arrangements with private accommodation operators so that they can charge them student's fees on condition that they bring them more international students. When universities lease private accommodation, make the rooms suitable for students, like having study tables, lamps and should be away from shebeens as they cause a lot of noise.

S12 was more concerned with student accommodation and study permits therefore, the student suggested that Windhoek-based universities should provide good student accommodation which is conducive to a students' life and assist with the processing of study permits:

If the university can assign staff who can assist international students with the permit's application process, it will be easier and provide student accommodation.

S4 a degree seeking student from Zimbabwe pointed out that Windhoek-based universities should introduce international programmes which can offer them a

competitive advantage in the job market and students' exchange programmes with European universities:

To do more active promotion, for example on social media, offer exchange programs and collaboration projects with European universities. Increase the offer of international study programs..... Windhoek should develop international programmes which will make us attractive to employers.

S11 stated that Windhoek-based universities should do more promotion and promote students' networks by nominating disciplined local students who can act as guides to the international students, because it will enhance intercultural relationships between students:

Promote and market the universities more, perhaps assign a local student to an international student for the first month or so, this way the international student feels more welcome and not out of place.

A common theme that emerged frequently is the need for Windhoek-based universities to promote cultural exchange between the local students and the international students. S7 suggested for:

Introduction of Inter-University International Students Cultural Festival. Allowing for students to come together, teaching and sharing food, cultural performances, and stories of their countries of origin. This would also develop interest for International Students to study at Universities in Windhoek.

The students were also asked what they think Namibia can change to enhance educational tourism in the country. The purpose of the question was to recommend better strategies to the policy makers to promote educational tourism in the country. Three of the exchange students suggested that Namibia should make it easier for international students to get study permits. S1 stated that:

Let's say first the immigration affect our studies. Because if you don't have all papers, even in the middle of the year, you must go back to your country or else you get arrested.

S2 also supported S1 that Namibian Ministry of Home Affairs should improve on their service and issue study permits to international students which last for the whole duration of their studies to prevent the inconvenience to the studies:

The immigration office must issue study permits which will last the whole duration of your studies and improve their service..... also keep a record of the student's documentations..... because when you apply in the first year, we give all our original documents and then when you have to renew, they ask for the same documents which they already have.

S3 similarly felt that a study permit which expires after one year is frustrating international students and discourages future students to study in Namibia because of the extensive processes involved with obtaining a permit:

Immigration office to improve on their service..... because when you apply for a study permit is not good because you must apply every year. Before it was three years, we could be allowed to choose the years you are studying now it changed. But now they are only limiting one year and it's really taking long to be processed. I applied mine in the beginning of March, but still now I'm only having my first letter, sometimes you go to apply for the second-year permit, and they reject it while you were issued with a permit in the first. You must go again and reapply and sometimes the study permits are only issued in September or November, and you must still pay for the whole year. And sometimes they're asking us to go back to our country to reapply from there.

The most repeated theme which emerged frequently from the international students is the process of acquiring a study permit in Namibia. The emerged theme supported the revelations of some key informants who felt that home affairs contributed to the challenges of Windhoek-based universities in realising educational tourism because of their poor service. All the degree seeking students suggested that the government should issue the study permits that is equivalent to the duration of student's studies rather than requiring students to renew their permits yearly.

S7 stated that the Namibian government should allow students to get study permits for the full duration of the course:

Making it easier for students to obtain their study permits, perhaps ensuring their permits are valid for the duration of their various courses and ensuring there is one or two members of staff who deal with the study permit process on behalf of the students to avoid the long queues at the Ministry of Home Affairs and Immigration.

S6 concurred that the Namibian government should issue a study permit that last for the duration of studies:

I think the permit issues because for now we can only apply yearly, of which is tenuous. It's just a complicated process. If they could allow us to just apply for the permit once for the duration of our study.

Additionally, S10 highlighted that getting a study permit in Namibia is a frustrating process:

Study permits take too long and that affect our performance because one worries if they will be granted a permit or not instead of concentrating on our studies.

On the other hand, S11 suggested that Windhoek should be promoted as an attractive destination to catch the attention of potential international students. S11 further suggested that the city should develop student communities which can promote cultural exchange:

Promote Windhoek as an attractive city for international students, develop student communities.

Students were asked how studying outside their country benefit them. The purpose was to determine the advantage of educational tourism and compare with the findings of the literature review. Both degree seeking and exchange students articulated that studying outside their own countries promoted networking and intercultural exchange.

S1 stated that studying outside their country is beneficial as it enhances networking:

When you study outside your own country, you meet new people and make friends.

The three students [S1, S2 & S3] from DRC felt that studying outside their own country gives them a competitive edge to employers more than those studying in their own country. S1 stated that:

When you have studied outside the country people back home respect and admire you. Because we study here in English, when we go back home it makes it easy to find a job because most people in DRC cannot speak English.

S4 conveyed that studying outside their own country offer an opportunity to get an exposure of other cultures and networking:

Exposure to other cultures, new experiences, a widened network of people in various professions, and new friendships.

S7 a degree seeking student from Zambia specified that studying outside has accorded her an opportunity to indulge in other cultures, making friends from different nationalities and meeting potential employers during her job attachment:

Learning and experiencing different cultures, ability to visit tourist attractions you have never been to before, making lifetime friends with people from different countries, creating business partnerships with new people, networking and meeting people who can recommend you to certain companies for internships and possible job placements.

All international students interviewed testified that educational tourism brings about exposure to a whole new world, cultural exchange, friendships and relationships with former lecturers and peers. It also brings about the feel of having a second home away from home. Educational tourism reduces cultural shock and promote international peace. S6 confirmed that:

I guess exposure. You can't be limited to the things that are only available in the country. And for me, I think it will really instil a wider perspective of the world as well, because now I'm getting to experience diverse cultures and stuff like that.

S12 also benefited from studying outside his country and stated that coming to Africa has widened her international perspective:

To gain international experience, widen my horizon and get to know new people.

Another theme that emerged frequently was that studying outside the country of residence expands job opportunities for participating students. S5 stated that:

For the past years since I have been studying here, I have established greater bonds, relationships, and overtime it might turn into career opportunities. Also impressing my future employers because they will know that I have an open mind and can easily adapt to different environments.

5.3 Discussion

Several discussions can be drawn from the results presented in research findings. Although the sample from which data was gathered is small, the researcher is of the

impression that the results still provide meaningful findings and insights to successfully enhance educational tourism development at Windhoek universities. The discussion section is guided by the research questions, and it will provide an interpretation of the findings of the research about whether the research questions were answered based on the results.

- **Interviews**

Participation levels of Windhoek-based universities in educational tourism:

Although Windhoek-based universities are not actively involved in educational tourism the results showed that they enrol two categories of international students, long-term degree seeking students and short-term students' semester-based exchange students enrolled in programs in their home countries. While the long-term students provide a source of sustainable educational tourism receipts, there are no active structures aimed at attracting this student category.

The participation of Windhoek-based universities in educational tourism is not significant, and this is attributed to the lack of policies aimed at enhancing educational tourism. According to the findings only two of the three Windhoek-based universities are involved in educational tourism. They have international relations offices which facilitate the international mobility of students and academics but do not term it as tourism but rather international education. Windhoek-based universities established partnerships with international universities which gives them the reason to believe that they are involved in educational tourism. However, one of the Windhoek-based universities does not have an international relations office which gave the impression that they are not actively engaged in educational tourism. It is fitting to begin with what educational tourism entails according to the findings of the research results. Interview participants described educational tourism as a combination of learning and travel. Irfan et al., (2017:1) defined educational tourism as travel, whereby those participating in it combining leisure and learning: attend classes, guided tours for new experiences, satisfaction of their curiosity and achieving other learning goals.

Limitations facing Windhoek-based universities in realising educational tourism in Namibia:

The second research question was focused on the limitations facing Windhoek-based universities in realising educational tourism in Namibia. An important finding revealed by the research results, which supported existing literature is that Namibia does not

actively promote educational tourism which, creates a challenge. Aside from the limited participation in international student exchange programs at the three universities, the lack of specific strategies to attract more international students were also highlighted. The lack of specific strategies towards educational tourism was attributed to the lack of a need to promote educational tourism because the universities do not have enough space in their programmes to accommodate the high demand of Namibian students and international students. The research findings revealed that limited space in the Windhoek-based universities were a challenge which causes them not to promote universities to international students. This finding substantiates the remarks which were made by international students regarding poor service by Windhoek universities' in responding to student applications.

The findings illustrated that Windhoek-based universities give more attention to the international students who come for a semester or those on an exchange programme. This finding was revealed by the fact that universities create short-term programmes based on the specific international partners' need. There are no specific programmes promoted as part of educational tourism to long-term international students.

According to the findings the lack of stakeholder collaboration was the root cause of most challenges hindering the development of educational tourism at Windhoek universities. The challenges can be manageable if public and private sectors work together to develop a policy on sustainable educational tourism development.

Another common finding is the unavailability of a budget allocation towards the enhancement of educational tourism. The review of the literature testified that a lack of financial resources is among the most significant aspects of educational tourism development (Kabanova et al., 2016:207). A lack of a strong relationship between the three Windhoek-based universities was revealed by the research findings and with other Sub-Saharan universities.

Benefits of educational tourism:

The third research question concentrated on the advantages of educational tourism development for Windhoek universities. Based on the research findings the benefit of educational tourism is threefold: it benefits the students, the universities, and the host countries. The most common response about the benefits of educational tourism was the opportunity to learn other cultures of the host countries and that of other international students which they meet at the universities and to enhance the social

dynamics of students as well as building maturity in students. Educational tourism offers an opportunity to reduce culture shock, language barrier, economy benefits, job opportunity, international peace & understanding and development of infrastructure, improvement of quality of life, improvements in behaviour and learning English. Educational tourism benefits universities as it promotes a multicultural environment within the universities hence giving them a competitive advantage. International students contribute significantly to the Namibian economy and promote cultural exchange, according to the research findings. Lee and King (2016:458) corroborate that international education has become an income generating business and foreign exchange driver for the host destinations. International students significantly contribute to countries' economies through tuition payments, living expenses, travel, and even indirectly through visits by overseas friends and relatives (Lee & King, 2016:458).

Key requirements for successful educational tourism development in Windhoek universities:

The last question of the research was to explore key elements required for educational tourism to be successful in Windhoek universities. The key finding demonstrated by the research results is a need for strong stakeholder collaboration. Collaboration between universities, Ministry of Home Affairs, embassies, Ministry of Higher Education, Ministry of Environment, Forestry & Tourism and Local Communities is crucial for the success of educational tourism at Windhoek universities. The research literature suggested that no single organisation be it public or private, powerful, or not can develop a successful tourism destination. Instead, it is recognised that a variety of public and private sector stakeholders must collaborate in tourism destination planning, decision-making and management (Saito & Ruhanen, 2017:189). Hendijani (2016:297) advocates that encouraging the development of educational tourism by all involved parties such as the host university (as the provider), the government (as the authority) and host communities (as supporters), is vital to future educational tourism in any destination. Windhoek universities' management support is vital for the development of educational tourism. Implementing educational tourism programs requires an adjustment in the socio-cultural, environmental, and economic structure of host communities which help to build their capacity to engage in the development of educational tourism planning. Another important requirement revealed by the research findings was the establishment of relationships between Windhoek-based universities and other African universities. The three Windhoek-based universities should work

together to complement each other rather than competing with each other to enhance educational tourism development in the country.

Educational tourism towards sustainable tourism development:

Although Windhoek-based universities are not actively involved in educational tourism, they strongly advocated that it could lead to sustainable tourism development in Namibia because it leads to social benefits, economic growth, and environmental protection in the host destination. The findings revealed that educational tourism contributes to sustainable development because international students enrolled contribute to the economy of the country through their expenditures in accommodation, tuition fees, transport and groceries. The findings further revealed that international students promote the study destinations and universities to their families and friends back home. Tertiary education is identified as one of the service sectors which enhances the quality of human capital for sustainable growth (Soyer et al., 2020:2). International students in the destination country are not only limited to the classroom environment, but they are also sent out to explore the culture, tourism attractions of the destination. Therefore, meaning that money is injected in the local economy for improved lifestyles of the host community and appreciation of the natural environment. Educational tourism has a powerful role to increase social and economic capital and empowers learners and host communities worldwide (Hendijani, 2016:295). Another important finding is that educational tourism leads to poverty reduction in Namibia as it creates employment for tour operators, generate income for the local people because students rent accommodation from the locals which can lead to the preservation of the environment and nature because they can be used to sensitise the community on natural resources conservation.

- **Surveys**

The findings revealed that both degree seeking students and international exchange students were bothered by the services at the Windhoek-based universities and complained about the poor organisation and slow operations between different departments in the universities. Interestingly, enough Windhoek-based universities indicated that those international students enrolled at the universities are taken care of contrary to the student's views.

The most common response from the international students was the lack of assistance from the universities with student struggling with the renewal of their study permits.

The findings from the surveys revealed that several international students were arrested and some deported due to expired study permits and universities did not take any action to assist the students. A key finding revealed by the international students enrolled at Windhoek-based universities was that getting a study permit in Namibia was a frustrating process to international students limiting the realisation of educational tourism in Namibia.

Both Windhoek-based universities and the international students confirmed that limited and expensive accommodation was one factor that is affecting international students as they are not capacitated to accommodate both Namibian students from outside Windhoek and the international students. The research also found that that the accommodation offered to the students on an exchange programme were not conducive for student life.

A key finding from the international students coming from French speaking countries was the desire to learn English. Another important finding was that long-term international students are motivated more to obtain their degrees while the semester students wanted to see Africa and experience its culture. Irfan et al., (2017:2) informed that developed countries especially the English-speaking countries are gaining economic and social benefits from international education, and it is becoming a profitable project for them.

Another important requirement for the success of educational tourism revealed by the research findings was of the development of international programmes and establishment of students' communities at Windhoek-based universities which can promote student networking. The research findings confirmed that safety, affordable accommodation, improved service, relaxed study permits regulations, universities collaboration with external stakeholders, budget, various pedagogical methods, and attractiveness of the country are some of the recipes for an enhanced educational tourism at Windhoek universities.

5.4 Chapter Summary

This chapter presented the data analysis procedures adopted, findings from responses of the participants from the interviews and qualitative surveys. The chapter further presented the discussions of the research findings. The results show that there is a lack of marketing from the Windhoek-based universities and the lack of a need to

market the universities because of the limited space at Windhoek universities. Themes discussed were as follows: universities participation in educational tourism, the benefits of educational tourism, the limitations faced by Windhoek-based universities in realising educational tourism and the key requirements for the successful educational tourism in Windhoek universities. The next chapter deals with conclusions and recommendations for future research.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This is the final chapter of the study which concludes the entire thesis. In this chapter the gaps in literature review are highlighted, the study's findings are summarised and recommendations are provided regarding the study's findings for future research and how to implement those findings in relation to the theory gained from the study.

6.2 Conclusions

These conclusions from the interviews and qualitative surveys can be viewed as demographic conclusions and empirical conclusions. The demographic conclusions include those drawn from the various characteristics of the participants involved in educational tourism development at Windhoek universities. The results revealed that the demographic characteristics of the study participants influenced the answers provided on international students' mobility at Windhoek universities. Several conclusions can be drawn from the research findings of the study which was guided by the following research objectives:

- *To determine the participation levels of Windhoek-based universities in educational tourism.*

The study results revealed that although Windhoek-based universities enrol both degree seeking and exchange students, they are not actively involved in the promotion of educational tourism. The results further showed that Windhoek-based universities do not have specific programmes aimed at attraction international students. However, McGladdery and Lubbe (2017:300) suggested attractive pedagogical approaches as vital for the promotion of educational tourism at universities.

- *To explore the advantages of educational tourism development for Windhoek universities.*

Several advantages of educational tourism both to the students and the destinations such cultural exchange and economic benefits were repeatedly identified by study participants. Although Windhoek-based universities did not see the need to promote educational tourism, they acknowledged that educational tourism promote a multicultural university environment, brings more economic opportunities for destinations. The findings coincided with the revelation of (Irfan et al., 2017:2) who established that effectively implemented educational tourism follows the sustainable

development principles. It has multiple benefits especially to the destination as it brings economic, technological, social, cultural, and educational benefits.

- *To establish the limitations faced by Windhoek-based universities in realising educational tourism.*

Results indicated that most participants in the international relations department occupying lower positions were not acquainted with educational tourism and their roles were mostly administrative with no understanding of the purpose the department they work in. It was also clear that the participants who held higher rank positions were more knowledgeable of the existence of educational tourism although it was called international education. These results agreed with the findings made by Tong (2021), that limited literature on educational tourism exist and the under-consideration of educational tourism.

The demographic results also established that participants who were in managerial positions had post-graduates' qualifications while those who work directly with international students at the Windhoek-based universities hold under-graduate qualifications. This shows that the educational level of staff working with international students is vital for the development of educational tourism at Windhoek universities.

A lack of stakeholder collaboration was observed from the empirical research. The lack of collaboration between the Windhoek-based universities and the public sector (Ministry of Higher Education, embassies and Ministry of Home Affairs) contributed to the poor service and many other challenges international students faced. These results confirmed the findings of (Rosnan, & Abdullah, 2018; Freudenreich et al., 2020; Le Ha et al., 2022) that every organisation comprises of stakeholders who directly and indirectly influence the operation of the business. The stakeholder collaboration is vital for the enhancement of educational tourism at Windhoek universities. Several literatures (Sharma, 2015; Voleva-Petrova, 2020; Xiong et al., 2021) encouraged stakeholder collaboration for value creation. Many international students seeking to pursue their degrees at Windhoek-based universities were from African countries while those on exchange programs were from Europe. The attraction of Windhoek-based universities to African countries is attributed to the attractiveness, political stability, flexible governmental regulations, and the quality of education in Namibia. The results

agreed with the findings in the literature review (Harazneh, Al-Tall, Al-Zyoud & Abubakar, 2018) that beauty of the destination, political stability, English language, cost encourages educational tourism at the destination.

The research findings also revealed that a lack of policies on educational tourism in Namibia, is the key limitation to the development of educational tourism in Namibia. Educational tourism is not considered and it does not feature in the Namibian tourism policy. Windhoek-based universities do not adequately acknowledge international students and this can be attributed to poor stakeholder collaboration and absence of educational tourism policy. The results of the empirical research agreed with the findings of the literature review which revealed that educational tourism is hybridised in other sectors and a lack of specific policies for educational tourism development (McGladdery & Lubbe, 2017:325).

The research observed an inefficient international relations office at the three Windhoek universities. International students struggle on their own to arrange for logistical issues when they arrive in the country without the assistance of the universities. The study also showed that international students are faced with many challenges such as the delay in acquiring study permits, suitable accommodation, and sometimes end up missing classes or deported due to lack of study permits. The results confirm the findings that universities in developing countries are unable to promote themselves because of a lack of governmental support as alluded by Irfan et al., (2017:3) and The Namibia Tourism Policy (2012:13) which ascribed most challenges of educational tourism development to conflicting tourism stakeholder mandates as well as poor organisation which result in lack of coordination, shared organisational responsibilities, sluggish tourism statistics and analysis.

Although participants revealed that educational tourism can enhance sustainable tourism development in the country, Windhoek-based universities do not have a budget allocated towards international students' mobilities at the universities. The results further showed that Windhoek-based universities do not have international programmes and poor organisation between universities' departments was observed.

- *To analyse the key elements required for educational tourism to be successful in Windhoek universities.*

Findings revealed a relationship between the employee experience, exposure, and educational tourism development. It was evident that the exposure of employees to educational tourism determined the positive perceptions of the role of educational tourism development at Windhoek. Employees who participated in staff exchange initiatives at universities overseas encouraged the promotion of educational tourism at Windhoek universities. The finding is justified by Rosnan & Abdullah (2018:8) who revealed that inexperienced academics in handling educational tourism as limitation the development of educational tourism.

- *To explore the extent to which educational tourism contributes to Sustainable tourism development in Namibia.*

The findings also revealed that educational tourism has the potential to contribute to sustainable tourism development in Namibia. The potential can be realised through stakeholder engagement and development of clear educational tourism policy. The findings were also revealed by Prasetyo & Kistanti (2020:2583-2584) who identified tertiary education as one of the service sectors which enhance the quality of human capital for sustainable growth. Since the international students are not only limited to classroom environments when at study destinations, they also contribute to the sustainability of tourism in Namibia when traveling within the country on familiarisation tours. Students further contribute economically when the universities are on recess as they travel on their own or with friends and therefore contribute economically and promoting intercultural exchange. Another important finding is that educational tourism leads to poverty reduction in Namibia as it creates employment for tour operators, generate income for the local people because students rent accommodation from the locals which can lead to the preservation of the environment and nature because they can be used to sensitise the community on natural resources conservation.

6.3 Recommendations

The research has managed to draw a few conclusions from the research study based on both the literature and the empirical results obtained from the research. Based on the conclusions, the research suggests various recommendations for Windhoek universities, for future research, and lastly the research recommends contributions drawn from the research study.

Educational tourism is an important tourism niche to the sustainability of tourism in Namibia because it mitigates the risks associated with mass tourism on the natural and wildlife resources in Namibia. Educational tourism can be used as a strategy to promote environmental, social and economic viability in Namibia. Based on the research results, the research recommends the following:

Windhoek universities:

- There is need for greater collaboration by Windhoek-based universities with their stakeholders. This will enable universities and stakeholders to develop long term strategies which can enhance educational tourism development in Windhoek.
- There is a need for the development of international programs and international student accommodation within the city to attract more overseas students.
- There is a need for relationships between Windhoek-based universities and other African universities to promote understandings between African countries.
- International relations office should assist with processing of study permits on behalf of international students.
- There is a need for more cultural activities, active students' associations at Windhoek-based universities as this will enhance the experience of international students.
- There is a need for central office at Windhoek-based universities that deals only with international students' applications and queries.
- There is a need for an active promotion of Windhoek-based universities to international students.

Ministry of Forestry, Environment & Tourism:

- There is a need for a specific policy development aimed at promoting educational tourism at Windhoek universities. This will guide and encourage an organised educational tourism in the country.

Ministry of higher Education:

There is a need for more universities in Namibia. This will enable the expansion of international student mobility within the city and country at large, which in turn will boost the tourism and whole economic development.

Ministry of Home Affairs:

- There is a need for promoting good customer service among government ministries and universities administration.
- The study recommends the need for educating Namibian government employees responsible for processing study permits about the importance and need of international students within the economy, through building awareness of the advantages of educational tourism in the country. This will help to create a balance among stakeholders.

6.3.1 Recommendations for future research

The study managed to generate the level of participation of Windhoek-based universities in educational tourism in Namibia. The research focused on the benefits, key requirements, and challenges of educational tourism at Windhoek universities. Although the research managed to achieve its objectives, there is still room for further studies to be conducted to expand the available literature on educational tourism in Namibia. The research recommends the following for future research:

The literature leaves the opportunity to explore the strategies which can be adopted to realise educational tourism in Namibia for sustainable economic development. Its aim will be to examine if educational tourism can ease the burden on wildlife and natural resources.

The study further leaves the opportunity to examine the calibre of international students for the Windhoek universities. The aim will be to analyse the needs of international students for the Windhoek universities.

A study that investigates how stakeholders can be engaged to enhance the contribution of educational tourism to the sustainable tourism development in Namibia. Such a study can endeavour to obtain some qualitative factors which can position Namibia as an educational tourism destination in Africa.

A study using a methodology that provides a deeper and more detailed understanding of stakeholders' responsibilities in promoting educational tourism in Namibia. In-depth interviews investigating the importance of stakeholder importance towards educational tourism development in Namibia.

6.3.2 Contributions of the study

The main reason for this study is to explore the possibility of successfully enhancing educational tourism at Windhoek universities. Education Tourism is identified as one of the types of tourism activities that has the potential to contribute to the sustainable tourism development by the Indonesian government (Ekasani et al., 2020:24). The study has two major significances, that is practical and theoretical:

- **Theoretical Significance**

The results of the study are expected to contribute to the existing literature on educational tourism development within Namibia.

- **Practical Significance**

- a. For students

Namibia currently has three universities, thus, this study can encourage the establishment of more universities in the country to cater for the high demand of both local and international students. The study can also provide international students with travel opportunities to Namibia and expand students learning of local culture.

- b. Windhoek Universities

The results of the study can encourage the development of inter relationships between Namibian universities and other international universities in sharing ideas, teaching methodologies, and promoting joint research.

- c. Tourism stakeholders

The result of the study can help initiate a dialogue on educational tourism development within the tourism industry in Namibia. The study results can also recommend strategies that can be included in the strategic plan for development of educational tourism. Moreover, the study can ease the problem of seasonality associated with leisure tourism based on the recommendations of this study.

- d. Future researchers

The study can be a highlight for future researchers who wish to conduct further research on educational tourism.

The study has shed a clearer light on the potential of educational tourism within the tourism sector of Namibia, mainly focusing on the Windhoek universities. The contributions from the research can be viewed as follows:

The research has managed to disclose the various literature resources on the importance of educational tourism by various scholars. The literature has managed to summarise the theories and empirical analysis by several scholars. This has added value for students and researchers studying the same research subject matter, or those who are still learning, as it provides an argument analysis of the various theoretical and empirical evidence which they can use in pursuing their studies.

The study has managed to contribute information to the Windhoek universities, through knowledge of the educational tourism and the perceptions of international students towards the universities. This assists the universities to improve on their service towards international students.

The research has managed to open more windows for future and further researchers who would wish to focus their studies on educational tourism in Namibia. The research laid a foundation for future scholars as it suggests further research which one can adopt for carrying out further research.

The research contributes to the stakeholders in tourism and education who wish to have some basic knowledge about educational tourism development in Namibia. The study provides background knowledge through which one can have a better picture which he/she can use to gain understanding of the educational tourism product.

Lastly, the study has contributed to all stakeholders through the provision of suggested recommendations on how educational tourism can be improved to boost the Namibian tourism industry within the economy, which in turn will lead to sustainable development of Namibian tourism.

6.4 Scope and limitations of the study

Educational tourism is a type of mobility whereby, people travel beyond the borders of their country to acquire intellectual services (Abubakar et al., 2014:59). Educational tourism goes beyond all educational providers such as universities, colleges, secondary and primary schools, however, in terms of scoping this study focused on

universities in Windhoek. The study was conducted in Namibia's capital Windhoek where the three Namibian universities are located. Namibia has only three universities and all are located in Windhoek. The study participants involved international relations administrators, heads of departments and students at the three Windhoek universities. Information on educational tourism in Namibia is very limited, thus the researcher relied on literature that was developed for other destinations.

Additionally, other challenges with this research were insufficient time, information, and lack of funding. Since this alternative tourism product is under-considered in Namibia information known about this mobility may be insufficient, and only an insignificant number of people were able to provide relevant information on the subject matter, for example those at international relations departments of these universities (Voleva-Petrova, 2020:190). Moreover, due to the Covid-19 pandemic, face-to-face interviews were a challenge during these trying times of the pandemic as study participants were reluctant to participate due to the fear of contracting the virus. As a result, the researcher was required to use data collection methods safer for both the researcher and the participants such as zoom/team meetings. Since most people were working from home, it was difficult to get hold of the study participants as some had no access to the internet and workplace emails.

Some respondents felt uncomfortable to respond to the questionnaires because they were afraid of giving their views as they might have felt that it would affect the number of international students' enrolment through their information being shared with other Windhoek-based universities competing for students' numbers. However, the researcher first met the respondents and explained the confidentiality of their responses to them.

The research considered only universities and excluded colleges, thus the results provided were prone to be limited if some participants failed to respond. Therefore, the researcher booked dates for data collection which suited the participants to be able to collect data from all the targeted respondents.

Another limitation of the study was the inability to collect data timely because of workload from full-time employment. However, the researcher made use of some of her leave days to collect and gather adequate research data.

6.5 Chapter Summary

The research aim was to explore the possibility of successfully enhancing educational tourism in Windhoek Universities. The research looked at the impacts, key requirements and challenges of promoting educational tourism in a destination, through which data were collected using in-depth interviews and qualitative surveys. The study used a qualitative approach, where descriptive and exploratory analyses were conducted to be able to obtain meaningful results which could be used to explain the potential of educational tourism promotion to the Windhoek universities. The key findings suggest that the universities enrol both long-term degree-seeking and short-term semester-based exchange students. With both categories of students providing a source of sustainable educational tourism receipts, no active structures are available for attracting these students. Respondents concur that Namibian universities possess the potential to attract international students to enrol in their programmes, which would contribute to the enhancement of cultural exchange and socio-economic leverages. This study managed to close a gap in the impact of educational tourism in Namibia and managed to open more windows for further studies to be conducted on strategies, policies and stakeholder engagement for sustainable educational tourism development in Namibia.

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APPENDICES

APPENDIX A: Clearance certificate



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Office of the Chairperson Research Ethics Committee	FACULTY: BUSINESS AND MANAGEMENT SCIENCES
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The Faculty's Research Ethics Committee (FREC) on **16 November 2021**, ethics **APPROVAL** was granted to **Uaarukapo Tjitunga (202057194)** for a research activity for **M Tech: Tourism & Hospitality Management** at the Cape Peninsula University of Technology.

Title of project:	Educational Tourism as a Strategy for Sustainable Tourism Development: Perspectives of Universities in Windhoek Researcher (s): Dr H. K. Bama
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Decision: APPROVED

 Signed: Chairperson: Research Ethics Committee	8 December 2021 Date
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The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the CPUT Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study requires that the researcher stops the study and immediately informs the chairperson of the relevant Faculty Ethics Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines, and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, notably compliance with the Bill of Rights as provided for in the Constitution of the Republic of South Africa, 1996 (the Constitution) and where applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003 and/or other legislations that is relevant.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after two (2) years for Masters and Doctorate research project from the date of issue of the Ethics Certificate. Submission of a completed research ethics progress report (REC 6) will constitute an application for renewal of Ethics Research Committee approval.

Clearance Certificate No | 2021 FBMSREC 108

APPENDIX B: In-depth interview guide



Faculty of Business and Management Sciences Ethics Informed Consent Form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Category of Participants (tick as appropriate):

<i>Staff/Workers</i>	<input checked="" type="checkbox"/>	<i>Teachers</i>	<input type="checkbox"/>	<i>Parents</i>	<input type="checkbox"/>	<i>Lecturers</i>	<input type="checkbox"/>	<i>Students</i>	<input type="checkbox"/>
<i>Other (specify)</i>									

You are kindly invited to participate in a research study being conducted by [Uaarukapo Tjitunga] from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate):

<i>An undergraduate project</i>	<input type="checkbox"/>	<i>A conference paper</i>	<input type="checkbox"/>
<i>An Honours project</i>	<input type="checkbox"/>	<i>A published journal article</i>	<input type="checkbox"/>
<i>A Masters/doctoral thesis</i>	<input checked="" type="checkbox"/>	<i>A published report</i>	<input type="checkbox"/>

Selection criteria

You were selected as a possible participant in this study because you are facilitating international student enrolment at a Windhoek university.

Title of the research:

Educational Tourism as a Strategy for Sustainable Tourism Development: Perspectives of Universities in Windhoek

A brief explanation of what the research involves:

Educational tourism involves individuals who travel beyond the borders of their own countries for learning purposes and knowledge acquisition. This study aims to explore the possibility of successfully enhancing educational tourism in Windhoek Universities. The research will enrich the existing literature on the subject within the Sub-Saharan Africa and recommend strategies that can be included in the strategic plan for development of educational tourism. The study will further encourage the development of interrelationship between Namibian universities and other international universities in shared ideas, teaching methodologies, and promote joint research. In this research, qualitative research method will be used since the aim is to develop meaning which people attach to the reality of educational tourism. The study will be a combination of both descriptive and exploratory approach, when collecting, analysing, and interpreting data.

Procedures (in-depth *Interview with international relations administrators and curricular developers (HODs) and semi-structured questionnaires with international students*)

If you volunteer to participate in this study the following will be done:

1. Describe the main research procedures to you in advance, so that you are informed about what to expect.
2. Treat all interviewees with respect by arriving on time for all the interview schedules and well prepared.
3. Conduct an introduction with the interviewee in order to break ice.
4. All the interviewees will be asked for permission to record the interviews and also take some note where applicable.
5. In a case where there is no clarity, the interviewees will be allowed to ask for confirmation or clarity of words/sentences/phrases to ensure accuracy of the data collected;
6. Participants will be told that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs;
7. Participants will be given the option of omitting questions they do not want to answer or feel uncomfortable with;
8. Participants will be told that questions do not pose any realistic risk of distress or discomfort, either physically or psychologically, to them;
9. At the end of each interview all the interviewees will be thanked for their time and information provided for this study;
10. Participants will be debriefed at the end of their participation (i.e. give them a brief explanation of the study).

You are invited to contact the researchers should you have any questions about the research before or during the study. You will be free to withdraw your participation at any time without having to give a reason.

Kindly complete the table below before participating in the research.

Tick the appropriate column		
Statement	Yes	No
1. I understand the purpose of the research.		
2. I understand what the research requires of me.		
3. I volunteer to take part in the research.		
4. I know that I can withdraw at any time.		
5. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.		
6. Comment:		

Researcher

	Name:	Surname:	Contact details:
1.	Ms Uaarukapo	Tjitunga	0815986000

Contact person: Ms Uaarukapo Tjitunga	
Contact number: 0815986000	Email: utjitunga@nust.na

INTERVIEW QUESTIONS

SECTION A: DEMOGRAPHIC PROFILE

1.	AGE	
2.	GENDER	
3.	HIGHEST LEVEL OF EDUCATION	
4.	OCCUPATION	
5.	LEVEL OF EXPERIENCE IN TOURISM/EDUCATION	

SECTION B: UNIVERSITIES' PARTICIPATION IN EDUCATIONAL TOURISM IN NAMIBIA

1.	Are you as the institution involved in educational tourism? YES or NO
2.	If your answer to question 1 is Yes, can you provide details how you are involved?
3.	What is your understanding of educational tourism?
4.	What do you associate educational tourism with?
5.	What programs within the university which are meant to promote educational tourism?

SECTION C: BENEFITS OF EDUCATIONAL TOURISM

1.	In your view do you think students benefit from educational tourism? If YES continue with the next questions and if NO explain your answer.
2.	In which way do you think they benefit?
3.	How do you think the enrolment of international student can be improved at this institution?
4.	List any benefits of international student enrolment to Windhoek universities.
5.	Do you think international student enrolment at Windhoek universities can lead to sustainable tourism development in Namibia? YES or NO
6.	Explain how international student enrolment contribute to sustainable tourism development?

SECTION D: KEY REQUIREMENTS FOR SUCCESSFUL EDUCATIONAL TOURISM IN WINDHOEK UNIVERSITIES

1.	What are your key requirements when recruiting international students for tourism studies/programs at the university?
2.	How supportive is the institutional management towards international student recruitment?
3.	Which other stakeholders are involved in support of international student recruitment and enrolment at this university?
4.	What logistics are put in place for international students' recruitment and enrolment?
5.	What mechanism is made to ensure intended international student learning outcome is achieved during their learning process?

SECTION E: LIMITATIONS FACED BY NAMIBIAN UNIVERSITIES IN REALISING EDUCATIONAL TOURISM

1.	What challenges do you encounter in promoting educational tourism?
2.	Do you have a budget set aside for marketing institutions to international students? YES/NO.
3.	If YES, what is your estimate per annum?

4.	If NO, would you mind explaining how the marketing of institutions to international students financed?
5.	In your view, what are the hindrances/challenges of enrolling international student at this university?

**SECTION F: STRATEGIES TO IMPROVE EDUCATIONAL TOURISM IN NAMIBIA
(INTERNATIONAL RELATIONS ADMINISTRATORS/HODs)**

1.	How is the university promoted to increase international student enrolment?				
2.	Which stakeholders are involved in the promotion of international student recruitment?				
3.	List any strategies that you think can be of help to improve international student enrolment at a Windhoek university.				
4.	On a scale of 1-4, where 4 is the highest, rate your level of agreement, on the importance of the following in enhancing educational tourism:				
		1	2	3	4
		slightly important	Important	fairly important	very important
	Annual budget				
	Stakeholder involvement				
	International programs				
	Infrastructure				

**SECTION G: ANY OTHER COMPONENTS RELEVANT/USEFUL FOR THE STUDY
(INTERNATIONAL RELATIONS ADMINISTRATORS/HOD)**

1.	Do you have any other additional comments about?
	<ul style="list-style-type: none">• Educational tourism
	<ul style="list-style-type: none">• Strategies
	<ul style="list-style-type: none">• Universities

THANK YOU FOR YOUR TIME

APPENDIX C: Qualitative survey



Faculty of Business and Management Sciences Ethics Informed Consent Form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Category of Participants (tick as appropriate):

<i>Staff/Workers</i>		<i>Teachers</i>		<i>Parents</i>		<i>Lecturers</i>		<i>Students</i>	x
<i>Other (specify)</i>									

You are kindly invited to participate in a research study being conducted by [Uaarukapo Tjitunga] from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate):

<i>An undergraduate project</i>		<i>A conference paper</i>	
<i>An Honours project</i>		<i>A published journal article</i>	
<i>A Masters/doctoral thesis</i>	X	<i>A published report</i>	

Selection criteria

You were selected as a possible participant in this study because you are an international student enrolment at a Windhoek university.

Title of the research:

Educational Tourism as a Strategy for Sustainable Tourism Development: Perspectives of Universities in Windhoek

A brief explanation of what the research involves:

Educational tourism involves individuals who travel beyond the borders of their own countries for learning purposes and knowledge acquisition. This study aims to explore the possibility of successfully enhancing educational tourism in Windhoek Universities. The research will enrich the existing literature on the subject within the Sub-Saharan Africa and recommend strategies that can be included in the strategic plan for development of educational tourism. The study will further encourage the development of interrelationship between Namibian universities and other international universities in shared ideas, teaching methodologies, and promote joint research. In this research, qualitative research method will be used since the aim is to develop meaning which people attach to the reality of educational tourism. The study will be a combination of both descriptive and exploratory approach, when collecting, analysing, and interpreting data.

Procedures (in-depth *Interview with international relations administrators and curricular developers (HODs) and semi-structured questionnaires with international students*)

If you volunteer to participate in this study the following will be done:

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3. Conduct an introduction with the interviewee in order to break ice.
4. All the interviewees will be asked for permission to record the interviews and also take some note where applicable.
5. In a case where there is no clarity, the interviewees will be allowed to ask for confirmation or clarity of words/sentences/phrases to ensure accuracy of the data collected;
6. Participants will be told that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs;
7. Participants will be given the option of omitting questions they do not want to answer or feel uncomfortable with;
8. Participants will be told that questions do not pose any realistic risk of distress or discomfort, either physically or psychologically, to them;
9. At the end of each interview all the interviewees will be thanked for their time and information provided for this study;
10. Participants will be debriefed at the end of their participation (i.e. give them a brief explanation of the study).

You are invited to contact the researchers should you have any questions about the research before or during the study. You will be free to withdraw your participation at any time without having to give a reason.

Kindly complete the table below before participating in the research.

Tick the appropriate column		
Statement	Yes	No
1. I understand the purpose of the research.		
2. I understand what the research requires of me.		
3. I volunteer to take part in the research.		
4. I know that I can withdraw at any time.		
5. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.		
6. Comment:		

Researcher

	Name:	Surname:	Contact details:
1.	Ms Uaarukapo	Tjitunga	0815986000

Contact person: Ms Uaarukapo Tjitunga	
Contact number: 0815986000	Email: utjitunga@nust.na

QUALITATIVE SURVEY

The purpose of this study is to explore the possibility of successfully enhancing educational tourism in Windhoek Universities. The interview will take approximately 20 minutes to complete. Please note that the interview will be audio recorded for the purpose of transcribing. All information provided by the interviewees will be treated with confidentiality, in line with CPUT’s ethical requirements. Thank you for agreeing to participate in the study.

SEMI STRUCTURED QUESTIONNAIRE GUIDE: (International student)

SECTION A: DEMOGRAPHIC PROFILE

1.	AGE	
2.	GENDER	
3.	AREA OF STUDY	
4.	NATIONALITY	

SECTION G: FACTORS INFLUENCING THE EDUCATIONAL TOURISM DEVELOPMENT (STUDENTS)

1. What influenced you to study outside your country?

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1. How did you hear about this Windhoek university?

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.....

2. Why did you choose to study at a Windhoek university?

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.....

3. What are the special factors that affect your study?

.....
.....
.....
.....

4. Would you recommend Windhoek as a study destination to future international students? **YES/NO**.
Elaborate your answer.

.....
.....
.....
.....

5. Would you recommend NUST to future international students? **YES/NO**. Elaborate your answer.

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.....
.....

6. What do you think this university could do better to attract more international/foreign students?

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.....
.....

1. What do you think this university could do better to attract more international/foreign students?

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.....
.....

2. What do you suggest should be changed in Namibia to promote international student enrolment at Windhoek universities?

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.....

3. What is the benefit of studying outside your country?

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.....
.....

SECTION H: ANY OTHER COMPONENTS RELEVANT/USEFUL FOR THE STUDY (STUDENTS)

1. Do you have any other additional comments about?

- Educational tourism

.....
.....
.....

- Strategies

.....
.....
.....

- Universities

.....
.....
.....

THANK YOU FOR YOUR TIME.

APPENDIX D: International University of Management permission letter



IUM
— THE INTERNATIONAL —
UNIVERSITY OF MANAGEMENT

Dear Ms U Tjitunga

Date 27.4.2021

RE: Research Permission

This letter confirms the approval of your proposal by the IUM Research Ethics Committee. The proposal demonstrates an awareness of ethical responsibilities and a commitment to ethical research processes. The approval of the proposal by the committee thus constitutes ethical clearance and permission to conduct the study at IUM.

In order to acquire the information from different sources that you have requested the following Offices of the International University of Management needed to be contacted;

Prof O. Arowolo (Acting Vice Chancellor) for any policies or documents of the university.

Email address; o.arowolo@ium.edu.na

Mr S Naruseb (Human Resource Director) data or interviews/questionnaires from staff members.

Email address: s.naruseb@ium.edu.na

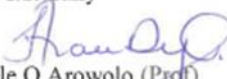
Mr A Nashilundo (Registrar) for entering the data base and information from students interviews/questionnaires.

Email address: a.nashilundo@ium.edu.na

All information released is subjected to policies of the International University of Management.

However, because of our own interest in research we expect you to share your findings with us on completion of your research study.

Yours faithfully

PP 
Oladele O Arowolo (Prof)
Acting Vice Chancellor



APPENDIX E: Namibia University of Science & Technology letter of permission



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

Department: International Relations

1 Johann Albrecht Strasse T: +264 61 207 2250
Private Bag 13388 F: +264 61 207 9250
Windhoek E: inr@nust.na
NAMIBIA W: www.nust.na

20 April 2021

Ms Uaarukapo Tjitunga
Cape Peninsula University of Technology
Cape Town

Ms Tjitunga

PERMISSION TO CONDUCT RESEARCH STUDY

Firstly, I hereby acknowledge receipt of your communication dated 14 April 2021 requesting permission to interview staff members at the Department of International Relations with sincere appreciation.

Secondly, permission is hereby granted for the request to interview staff members involved in and or associated with the recruitment of International Students. The permission is based on the understanding of adherence to research protocols especially of informed consent and voluntary participation.

Thank you, and I wish you all success with your studies.

Sincerely,

Marius Kudumo:
Director: International Relations



Cc. Ms Selma Heelu: Acting Registrar

APPENDIX F: University of Namibia letter of permission



CENTRE FOR RESEARCH SERVICES

Office of the Pro-Vice Chancellor: Research Innovation and Development
UNIVERSITY OF NAMIBIA, Private Bag, 13301 Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneers Park,

01 December 2021

Dear Uaarukapo Tjitunga

PERMISSION TO CONDUCT RESEARCH ACTIVITIES AT THE UNIVERSITY OF NAMIBIA (UNAM)

Your application to conduct research at UNAM entitled: "Educational Tourism as a Strategy for Sustainable Tourism Development: Perspectives of Universities in Windhoek" was considered based on ethical evaluation from your institution. Hence, permission is hereby granted with the following conditions:

1. During the course of your research activities at UNAM, you will observe the required procedures, norms and ethical conduct in accordance with the relevant Research Policies and Guidelines. If unsure, please consult the Centre for Research Services at UNAM for guidance. Any deviations and amendments to the original documents submitted (i.e. research proposal, interview guide, consent forms, etc.) must be submitted again for approval, before the research activities can commence. Kindly note that information will be provided at the consent of respondents.
2. The results of the findings will be shared with the PVC: Research, Innovation and Development, and the Centre for Research Services, before they are disseminated or published in the public domain.
3. Upon completion, a copy of the Research Report must be lodged with the UNAM Library for our records.
4. Proper, full acknowledgements of the University of Namibia and all participants /respondents shall be done in the Research Report and any subsequent publications arising from this research.
5. Although permission is granted, provision of information is to the consent of respondents.

If you are agreeable to the above conditions, please sign and date a copy of this letter and return it via email: nkanume@unam.na. If you have any queries, do not hesitate to contact the Centre for Research Services (CRS).

Wishing you all the best with your research.

Yours sincerely

Nelago Indongo (Prof)
Director
Centre for Research Services



I accept and agree to all the conditions

Uaarukapo Tjitunga

01-12-2021

Full Name and Surname

Signature

Date

APPENDIX G: Language editing certificate

GRAMMARIAN CERTIFICATE

MELKOZAH CONSULTING PTY LTD

2 November 2022

Dear Sir/ Madam

Re: Confirmation of proof reading of dissertation for Uaarukapo Tjitunga

This confirms that I have proofread and edited the research study entitled, “*Educational Tourism as a Strategy for Sustainable Tourism Development: Perspectives of Universities in Windhoek, Namibia*” and that I have advised the candidate to make the required changes.

Thank you.

Yours faithfully

MELODY RUMBIDZAI KOZAH

Editor

melkozah@gmail.com

+27 78 398 7468