sionalized administrative community. Universities that recognize this need shift their traditional understanding of the administrative role to one where these staff play a decisive role in internationalization as equal partners. A shorter-term, more ad hoc approach to internationalization, often succumbing to external pressures rather than planning ahead, leads to frustration, tension, overload, and sense of inadequacy for those at the coalface of delivery.

> **Indeed, training in internationalization is typically understood as participation in English language courses.**

The administrative staff interviewed highlighted that many of the challenges they faced in dealing with international activities lay in institutional structures and practices that were not supportive of the needs of internationalization. The most frequently mentioned were typical organizational challenges: coordination, communication, and excessive bureaucracy. A lack of alignment of goals between central management and the faculties/schools and the absence of an enabling policy framework for internationalization strategies led to tensions and miscommunications between the different administrative units, and also between the administrative and academic communities. Study participants also stressed their own lack of adequate preparation to deal with their new and often rapidly shifting roles.

Three Key Skills

Whatever the stage of development in internationalization or the traditions in strategic management, there was general consensus that the current level of administrative capacity is insufficient to deliver high quality services, and that there is room for improvement everywhere. The study highlighted a broad range of general training provision in the institutions but, typically, very little specific training on internationalization for administrative staff. Where training is provided, it may or may not be linked to the internationalization strategy, is rarely offered in a systematic manner, tailored to specific administrative needs, or formally recognized for career advancement.

Indeed, training in internationalization is typically understood as participation in English language courses, and while this is indeed one of three key skills that emerged from the study as important for administrative staff need to acquire, it is in itself not enough. The study also pointed to the need for staff to be able to communicate in a multicultural environment and to have an understanding of internationalization. Surprisingly (or not), many expressed

a lack of knowledge about their own institution's internationalization strategy, highlighting the importance of effective internal communication if people are to feel part of an initiative. Indeed, many staff pointed out that training is not only about gaining appropriate knowledge and skills, but also building team spirit and shared commitment.

Internationalization as a Lever for Change

The study has underlined the SUCTI project's conviction that a strategic approach to internationalization recognizes the value of administrative staff as equal partners and actively builds on their involvement. When training provision is aligned with strategy, it gives administrative staff not only the appropriate skills and competences to support the internationalization plan, but also builds their confidence and commitment to making an active contribution through the development and delivery of high quality services.

It has also underlined the belief that internationalization is also about institutional change and that there needs to be willingness to learn new practices at both individual and institutional levels. The study revealed that there is a greater sense of institutional happiness when internationalization is planned and implemented with care, when decisions are communicated effectively, when appropriate structures and processes are put in place, and when staff are adequately trained to carry out the tasks expected of them. Internationalization exposes and magnifies institutional weaknesses and any university serious about internationalization must also be willing to take an honest and critical look at its traditional modes of operation and undertake the necessary change. ∎

Disparities and Parallels in Internationalization: The Ethiopian Experience

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Interest and involvement in the internationalization of higher education are unavoidably on the rise across both

the developed and developing worlds. In both contexts, institutions are increasingly enticed to conform to this emerging trend. However, differences abound due to the influence of contextual factors such as prevailing needs, capacity, resources, institutional status, and ambitions. We examine the manners in which internationalization is realized in developed and developing countries by exploring such factors as motives, approaches, policies, strategies, and the nature of institutional relationships in the Ethiopian context. We believe that such an exercise is instrumental to plan and develop frameworks that are relevant to Ethiopian higher education, instead of opting for wholesale adoption from elsewhere.

Higher education in Ethiopia began in 1950 with the establishment of the University College of Addis Ababa. The sector remained elitist in its orientation until the end of the 1990s—with two universities, a student population of about 38,000, and a gross enrollment ratio (GER) of 0.8 percent, which was very low even by African standards. Over the last two decades, the sector has achieved phenomenal growth. The number of public institutions has reached 36—with 11 more projected in the coming few years. There are 110 private institutions—four of which hold university status. The sector accommodates over 700,000 students—85 percent in the public sector—and has a GER of 10 percent. This fast changing landscape has increasingly brought internationalization to the fore as a major mechanism to address the numerous challenges associated with fast "massifying" systems.

Disparities and Parallels
With regard to motives, the engagement of Ethiopian higher education institutions (HEIs) in internationalization has been driven mainly by emerging needs. The aggressive expansion in the sector has raised formidable challenges in terms of qualified staff availability and research output. Currently, PhD staff within the HE sector still stands at 15 percent despite government's plan to raise it to 30 percent by 2019–2020. Research output has also been rather low due to, among other factors, poor research traditions, excessive teaching loads, deficiency in skills—and of course funding constraints.

Ethiopian universities are aware of the importance of internationalization in terms of perceived benefits in improving teaching and learning, student and teacher development, and standards and quality. Their dominant forms of engagement relate primarily to teaching and research collaborations and international research projects. The government further envisages enhancing such collaborations and international exchanges in the interest of advancing the effectiveness of teaching and learning and the quality of academic programs and research.

When internationalizing, universities give the highest importance to PhD and masters programs, in that order. In terms of academic disciplines, engineering and health sciences take the lead. This appears logical, given the serious shortages of highly qualified personnel at these levels and in these disciplines. As a corollary, the dominant rationales identified for Ethiopian HEIs, as in most other African countries, relate more to academic than to economic, political, and/or cultural rationales. Issues of international student recruitment and using internationalization as a source of prestige, which appear to be dominant features of HEIs in the North and are increasingly emerging in developing economies, are not yet the focus of Ethiopian institutions.

Institutions recognize the importance of national policies in shaping institutional policies on internationalization, but, to date, no such policies exist. The lack of a comprehensive policy on internationalization is acknowledged by a recent government document: *The Education Sector Development Program V,* which envisages the preparation and approval of a national policy and institutional collaboration strategy on internationalization in the period 2016–2020. Establishing a national unit or body to promote, monitor, and evaluate the internationalization of Ethiopian higher education, as well as developing and implementing a strategy to attract foreign students, is also included in the plan. However, this has yet to materialize.

> **Higher education in Ethiopia began in 1950 with the establishment of the University College of Addis Ababa.**

The lack of strategic engagement in promoting internationalization is widely discernible across universities. Most of the institutions that have initiated and managed partnerships with foreign institutions have not handled their engagements in an organized and systematic manner, due to lack of resources and clear directions. At the larger universities, initiatives are managed at different levels without being communicated to the higher echelons of the institute or the particular office in charge.

Equally serious is the paucity of data on many aspects of internationalization, further compounded by weak knowledge management systems that impinge on information flows at various levels. Institutions attribute these weaknesses to the excessive burden of mundane but critical issues, such as student accommodations, catering, and leisure, keeping their attention from more strategic tasks.

Most relationships established by Ethiopian universi-

ties are largely North–South rather than South–South, with Europe as the preferred continent for collaborations—distantly followed by North America. These lopsided partnerships are mainly attributed to the disparity in financial resources and capacity. In most cases, local institutions are mere "recipients" and the elements of reciprocity are not evident. There have also been instances of Northern partners seeking to achieve their own objectives without too much regard to the needs and aspirations of their local partners and, at times, their own funders.

> **The engagement of Ethiopian higher education institutions (HEIs) in internationalization has been driven mainly by emerging needs.**

A peculiar and instructive feature of internationalization in Ethiopia is the presence of regulatory regimes and frameworks that are not always available elsewhere, even in developed countries. Academic recognition and equivalence arrangements for foreign qualifications was for a long time a task of the ministry of education (MoE). Any recognition of foreign credentials within the civil service required passing through the ministry's scrutiny. This role, and the additional responsibility of granting accreditation to cross-border higher education providers, have been transferred to the Higher Education Relevance and Quality Agency (HERQA), established in 2003. The agency uses its double mandate to keep dubious credentials and unscrupulous providers at bay.

The Way Forward

The above analysis demonstrates the need to understand global trends, national frameworks, and institutional contexts when navigating the internationalization terrain and setting one's own agenda. While the trend in Ethiopia, in terms of improved awareness and readiness toward internationalization, is upbeat, there is still an urgent need to address existing deficiencies—with regard to issues of policy, strategic direction, systems, and frameworks. Yet, given the multitude of challenges they are constantly confronting, HEIs in Ethiopia, and many others in similar nascent systems elsewhere, will probably continue to struggle with the complexities of internationalization—for many years to come. ∎

Imbalanced Student Mobility in India: A Serious Concern

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During the last decade, education worldwide has experienced massive changes, ranging from domestic market expansion to internationalization. Over time, there has been a great urge for restructuring education systems to make them internationally comparable, ensuring an economic benefit across the globe, including in India. Internationalization is recognized as a priority, in particular in recent education policies. Indian policy makers are confronted with key questions such as how to increase the number of international students in the country and how to export educational services. Within this context, the imbalance between inbound and outbound student mobility has been highlighted, along with some emerging challenges. Currently, more than five million students worldwide are studying outside their country of citizenship, with India sharing a high proportion of outbound mobile students. The number of Indian students abroad has increased from 55,444 in 1999 to about 255,030 in 2016. It is forecasted that 400,000 Indian students will leave the country to enroll in foreign universities by 2024. These growing figures show that India, the second most important sending country after China, has become a leading player on the international student market. Although the major destination countries for Indian students have remained the same for several years, complex changes are underway, as other players are entering the field.

In contrast to the consistent increase in outbound student mobility, the number of international students in India since 1986 has been irregular, and their overall increase discouraging. In 1986, the number of international students in India was 10,877, rising to 13,707 in 1993. After that, numbers started declining and reached an all time low with 5,323 inbound students in 1998. Since then, numbers have increased again, reaching 30,423 in 2014. Inbound international students come from a limited number of countries: most come from developing countries, with only a minor fraction coming from developed countries. About 60 percent of the former category come from South Asian countries, with Nepal topping the list (6,009), followed by Afghanistan (3,855), and Bhutan (1,201). Amongst all the universities in India enrolling international students, Manipal University has the largest number (2,742), followed by the University of Pune.