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.

Inbound vs Outbound Mobility

International students represent only 0.6 percent of the total number of students enrolled in higher education in India, while the corresponding figure is 1.0 percent for China, 3.7 percent for the United States, 19.0 percent for the United Kingdom, and 21.4 percent for Australia. Within this context, the ratio of inbound mobile to outbound mobility in India is 1:10 and represents a major challenge: it is not only human capital that is flowing out of India, but a substantial amount of revenue as well.

Loss of Human Capital and Revenue

Although higher education in India is no less developed than in many other countries, trade related to education services appears to be limited. The total import (payments) under trade in education services increased from US$61 million in 1999–2000 to US$2.6 billion in 2016–2017. It is likely to increase further, given the consistent rise in the number of Indian students going abroad for higher education. In contrast, the total export (payments) under trade in education services is US$504 million in 2016–2017, a clear indication of the imbalance of revenue between inbound and outbound flows.

The number of Indian students studying abroad has increased from 55,444 in 1999 to about 255,030 in 2016.

With respect to the flow of human capital, it is notable that graduates with degrees from prestigious institutions like the Indian Institutes of Technology (IITs) or the Indian Institutes of Management (IIMs) who pursued advanced degrees abroad have low rates of returning to India, particularly when compared to similar populations in foreign countries. In fact, Indian nationals are the largest national group obtaining specialized US work visas (H-1B), securing an impressive 59 percent of the global total. Unfortunately, there are few success stories involving young graduates returning to pursue their careers in India.

Serious Concerns, Some Solutions

If India wants to revive its position in the international higher education arena, policy makers should address the following concerns. There is a significant gap between the export and the import of educational services, as a result of the imbalance between outbound and inbound mobility. In order to access the international market for higher education, India has had to resort to exporting educational services through distance education programs, and building educational infrastructure mainly to target students from developing countries. As the cost of higher education in India is lower than that of developed countries, India has a strong comparative advantage in this respect.

In order to enhance inbound student mobility, special education zones should be established. India should focus on developing these zones in different regions with a current concentration of inbound students, or with the potential to attract a significant number of international students. It has been demonstrated that international students in India are drawn to particular cities and institutions: the cities of Pune with 29.30 percent of international students, Delhi, with 20.48 percent, and Manipal, with 12.78 percent, are leading the way. Perhaps it would be a good strategy to reinforce the infrastructure of cities showing potential to develop into centers of excellence in international education.

India should also reduce its outbound student mobility—which corresponds to an import of educational services. Although India has significantly strengthened its capacity in higher education in science and technology, there is a dearth of higher education institutions of good quality in other fields of studies. IITs and IIMs are highly competitive, yet unable to meet the local demand. Limited access to quality education leads to an imbalanced flow between outbound and inbound students. Further, there is a significant quality gap between the second and the third tiers of educational institutions. It is time to restore the quality of higher education institutions if India wants to attract higher numbers of international students. Quality can best be improved through a process of replicating the structure and strategies of leading Indian universities in the context of poorly performing institutions. This ought to begin a chain of improvement, with tier two institutions then supporting tier three institutions in a similar manner. Thus, a sustainable, dynamic, self-sustaining mechanism of quality ought to transform the higher education sector. ∎

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