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In the past five years, a growing number of universities have articulated a clear internationalization strategy to improve their international collaboration efforts. For instance, the University of Nairobi, the University of Dar Es Salaam, and the University of the Free State have embedded their internationalization agenda into their new strategic plans. The University of Ghana underwent an international evaluation by the International Association of Universities to help improve its internationalization efforts.

WHAT IS LACKING IN THE INTERNALIZATION AGENDA

From the foregoing, it is evident that many African universities have reaped substantial benefits from their internationalization policies. However, flagship universities have difficulty when aligning their internationalization activities with their mission and vision and when seeking to contribute to national and regional development. Their internationalization agenda is not sufficiently focused on the science, technology, and innovation targets of regional bodies such as SADC and the African Union. International collaborations should be leveraged to fill capacity gaps and help African universities to increase their engagement with local and regional communities.

INTERNATIONALIZATION IN THE NEXT DECADE

In order to fully reap the benefits of their internationalization agendas established over the past two decades, African flagship universities need to evaluate the impact of these agendas in terms of accomplishing their vision and mission. A good example to follow is the University of Ghana, which has documented the lessons learnt and used them to develop a new internationalization strategy. Internationalization strategies should be fully aligned with African-wide and regional development plans for higher education.

African universities should seek to build strong partnerships with reputable regional research networks to improve their capacity to do research and publish in recognized journals. This would involve working closely with diaspora networks and connecting with African academics attached to universities in industrialized countries. In addition, internationalization should facilitate partnerships that can provide capacity building for good governance and leadership, with careful attention to transparency and accountability.

The internationalization agenda of African universities should not just follow a global trend, but be part of the institutional strategy and contribute to the overarching goals set out in the vision and mission of each institution. As such,

internationalization efforts must not remain hidden in internationalization offices, but be part of all major initiatives and operations of universities, with the full commitment and active participation of all academic actors. ■

Engaging the Ethiopian Knowledge Diaspora

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Despite the absence of precise data, there is a general consensus that Africa has a massive intellectual resource in its diaspora, which can help boost its effort to improve higher education. For instance, in 2012, the UN reported that, according to a conservative estimate, there were about 1,600 individuals of Ethiopian origin with doctoral level training in Canada and the United States alone; this number has no doubt increased since. Other popular destinations of the Ethiopian diaspora, such as the United Kingdom, Germany, Norway, and Australia, may present comparable cases. In contrast, at the very same time—in the 2011–2012 academic year—there were only about 1,100 Ethiopian academics with doctoral level training in the entire Ethiopian public higher education system (6.2 percent of the total teaching staff).

The contribution of the African diaspora in areas of knowledge and higher education has long been far below its potential. Among other things, two factors can help explain this inadequacy. First is the spiteful political relationship between members of the intellectual diaspora and repressive regimes in their respective home countries. This prevents the diaspora from engaging, particularly with public institutions. Second, there is no well-articulated diaspora engagement strategy and institutional support system that emphasizes knowledge and technology transfer. The limited engagements that exist remain informal and fragmented. The Ethiopian case mirrors the hope and despair of many African countries in similar situations, reflected in institutional frailty and a need for political reforms.

POLITICAL MOMENTUM

The nomination of a new prime minister in April of 2018 changed the dynamics of the relationship between the Ethiopian government and the diaspora. The new prime

minister traveled to several countries to meet the diaspora and held discussions with community representatives and organizations, thereby offering an open invitation to all to return home, including individuals and organizations that were formerly labeled as terrorist. In addition to subsequent reforms that created more space for the diaspora, one of the primary messages of the prime minister since taking office was a call, particularly, upon the knowledge diaspora to join forces in building the country. The response was overwhelmingly positive. The following three recent developments can illustrate this new momentum in engaging the Ethiopian knowledge diaspora.

In December, Vision Ethiopia, a diaspora organization founded and led by prominent intellectuals based in the United States, held its seventh conference for the first time in Addis Ababa. This is symbolic of the new spirit in the diaspora–government relationship in Ethiopia for at least two reasons. First, as the leaders of Vision Ethiopia are known to be among the top critics of the government, in the past years it would have been inconceivable to see these conferences held in Ethiopia. Most of the organizers and presenters at the last conference went back to Ethiopia after years in exile. Second, as the organizers later revealed, Vision Ethiopia received an encouraging level of support from the government, so much so that two ministers (the minister of science and higher education and the minister of culture and tourism) delivered remarks at the conference.

Over the past months, a number of representatives of diaspora organizations and networks visited Ethiopia and held discussions with government officials and representatives of academic institutions. Several of these organizations and networks also signed memoranda of understanding with the ministry of science and higher education, in an effort to chart a path for the engagement of their members with Ethiopian higher education. This development has also been matched by positive steps on the government's side. The newly established ministry of science and higher education has created an advisory council, where members from the diaspora account for a significant number. In addition, one of the subgroups within the advisory council is concerned with issues of diaspora engagement in science and higher education.

CHALLENGES

These developments, which are consistent with an increasingly positive environment for diaspora engagement across the continent, are not without challenges. One of the main ones is the imbalance in the disciplinary distribution of academics offering their support. While there are noteworthy initiatives in the fields of science, technology, engineering, and mathematics (STEM), overall, compared to the de-

mand by local universities, engagement in these fields is very limited. There is relatively more support in the fields of social sciences and humanities. It is imperative to devise mechanisms to encourage more members of the diaspora in STEM fields to engage with institutions back home.

The lack of clear institutional and coordinating mechanisms is another challenge. The ministry of foreign affairs used to be in charge of all matters related to the diaspora. In a recent reorganization, an autonomous agency exclusively responsible for diaspora issues has been set up. However, the agency is at its early stages of human resources and organizational preparations and does not seem to be ready fast enough to tap into the current momentum by effectively coordinating activities across various institutions and stakeholders.

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This is compounded by the fact that universities, for the most part, do not have any articulated and streamlined approach to diaspora engagement. Most initiatives come from the diaspora's side and take place in a fragmented, case-by-case manner, depending more on personal connections than on institutional systems. The ministry of science and higher education needs to take the coordinating responsibility and, in partnership with universities, establish a policy and institutional framework to effectively engage the diaspora in the knowledge sector.

Here, it is important to acknowledge that the lack of stability and security, particularly in public institutions, is a serious impediment. Not only does this inhibit the diaspora from engaging, it also preoccupies the ministry, which remains in crisis management mode instead of focusing on strategic priorities.

Another layer of challenge, especially for those who have acquired the citizenship of other countries, is whether they should be treated as Ethiopians or as foreigners. This is an issue particularly in cases of longer-term engagement involving remuneration and other benefits. Indeed, Proclamation No. 270/2002 provides the legal framework for Ethiopian-born foreigners to be treated as Ethiopians. This, evidenced by acquiring an "Ethiopian-born" certificate, eliminates the requirement for visa and work permit. How-

ever, acquiring an Ethiopian-born certificate would raise the question of whether the individual shall be compensated as an Ethiopian or as a foreigner—in foreign or in local currency. Foreigners in Ethiopian higher education get paid at least five times as much as Ethiopian academics and receive their salaries in foreign currency. The absence of clarity on this issue has caused controversies.

In sum, the current wave of motivation and reforms create together a conducive environment to significantly scale up diaspora engagement in the knowledge sector. Not to lose momentum, swift strategic measures are needed to tap into its appealing potential. ■

China's English-Language Journals in Human and Social Sciences

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China has made some remarkable achievements in higher education during the past few decades. However, Chinese researchers in the humanities and social sciences (HSS) have achieved far less visibility within the international community than their peers in science, technology, and medicine (STM). The government recently stressed the significance of further internationalizing Chinese HSS in teaching, research, and in terms of sociocultural impact. Developing English-language academic journals is one of China's proactive initiatives to stimulate its HSS to go global. Based on face-to-face research interviews with 32 journal editors and on a thorough review of related policy documents at various levels conducted during 2017–2018, this article reports some of the main findings of an investigation on the current state of HSS English-language journals on the Chinese mainland.

A NATIONAL SCENARIO

By 2018, China had 66 HSS English-language academic journals, primarily hosted by the Chinese Academy of Social Sciences, higher education institutions, and publishers. Compared with over 400 STM English-language journals and more than 2,000 HSS journals in Chinese language published in China, this is a modest figure.

These 66 journals cover a variety of academic subject areas, mostly in business and economics (17.26 percent), followed by eight (12 percent) in law, six (9 percent) in social sciences, four (6 percent) in education, and three (5 percent) in history. Thirty-seven (56 percent) have "China" or "Chinese" in their titles. While the earliest, the *Chinese Journal of Applied Linguistics*, was established in 1978, most of the journals were launched during the past two decades. Sixty (91 percent) were launched after 2000, 52 (79 percent) after 2006, and 34 (52 percent) after 2010. Many were established to answer the central government's policy calls for HSS to "go out," aiming at improving the international visibility of Chinese social research.

So far, the international impact of these journals has been extremely limited. Only six are indexed by the Social Sciences Citation Index (SSCI) and none by the Arts & Humanities Citation Index (A&HCI). Twenty-seven (41 percent) are indexed in Scopus (Elsevier's abstract and citation database launched in 2004). In 2018, in the SCImago Journal Rank (based on Scopus data with a scale of four quartiles), only three of the journals were ranked in the first quartile in their respective areas, while 11 were ranked in the second, three in the third, and 10 in the fourth. The underperformance of China's HSS English-language journals is due to a number of domestic and international factors.

DISADVANTAGES DUE TO INTERNATIONAL KNOWLEDGE ASYMMETRIES

The humanities and social sciences, as institutionalized in universities throughout the world, are European in structure, organization, and concept. The American influence is particularly strong. Although increasing deterritorialized global flows are opening up possibilities for a pluralization of research imaginaries, the global structure of knowledge production is still largely hierarchical. The main disadvantages for HSS development in non-Western societies include the dominance of English, highly centralized means of knowledge dissemination—as demonstrated by international journals and publishers in global academic centers—and academic dependency on Western scholarship for ideas, theories, and methods.

Most editors report English as a major obstacle for their journals. They mention repeatedly that Chinese scholars, especially senior ones and to a lesser extent young domestic scholars and returnees, still do not have a satisfactory English writing ability. A large proportion of submissions from Chinese researchers are thus desk rejected. Further, the journals are hindered by their unfavorable positions in research evaluation systems. As rankings and league tables have become part of the global governance of higher education, China's domestic research evaluation system is