

# Values Driving Internationalization of Higher Education and Its Influence on International Student Mobility in Two Distinct Contexts Zhejiang Normal University in China and Jimma University in Ethiopia

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## Abstract

The main purpose of this comparative study was to understand values driving internationalization of higher education and how these values influence international student mobility in China and Ethiopia. The meaning, rationale and strategies of internationalization was thoroughly explored with the aim of portraying contextual meaning and drawing lesson from experiences. Qualitative case based two level design national and institutional, is employed that allowed thick data collection by exploring the dynamic relationship within and across cases. Semi structured face to face interview with purposely selected participants were conducted. Participants were ministry of education higher education officers from Ethiopia, professors and university leaders, relevant office experts from both cases, all together 61 participants taken part in the study. Policy documents and institutions strategic plan and relevant literature were thoroughly consulted. The data is collected, analyzed, thematically interpreted case by case, not to distort the contextual color/meaning/ and displayed in cross-case comparative matrices to support understanding of the phenomenon in both contexts. The cases display similarity in two conceptual issues-meaning and rationale and display difference in practical matters-strategies. Internationalization in both cases perceived as a means to respond to local and global needs by producing competent global graduates. The major value deriving internationalization at both cases found imbedded in their national development priorities. Hence the meaning of internationalization indicated the felt need of the country, while these needs implied the strategy adopted that directly influenced international student mobility in both cases.

**Keywords:** value, internationalization, international student mobility

## 1. Introduction

The main purpose of this study was to understand values driving internationalization of higher education(IHE) and how these values influence international student mobility(ISM) in China (case one) and Ethiopia (case two). Value in this study represents the beliefs about the importance of internationalizing higher education. In probing for these beliefs, the meaning, rationale and strategies of internationalization were explored in two distinct public higher education: Zhejiang Normal University of China and Jimma University of Ethiopia. With the objective of drawing a lesson and portraying contextual understanding and experiences of internationalization of higher education shading light on international student mobility.

The practice of internationalization of higher education in both China and Ethiopia can be traced far back for the sake of scope of this study the recent experience, since 1990s. It widely covered in the literature of internationalization that the usual collaboration or cooperation among higher education institutions overseas for knowledge transfer and/or support of one another on scientific endeavor is changed to competition for potential international students and staff. Consequently, there is a growing concern that the academic, cultural/social and political rationales overtaken by economic rational and internationalization for profit (Knight, 2006,2014; M. Van Der Wende, 2002).

### 1.2. *The problem*

This article inspired by three concerns. Internationalization of higher education as a major change processes influencing the development of higher education with puzzling concept, (Helms, Rumbley, Brajkovic, & Mihut, 2015). It is often confusing, means different for different people, due to multitude of factors affecting the development of higher education and variety of rationales and values that drive internationalization of higher education, (Knight, 2004). Even though different nations and institutions adopt the same policies, the meanings and interpretations each attaches to the core ideas of internationalization may vary dramatically (Chan & Dimmock, 2008). Therefore, it is difficult to tell precisely what internationalization stands for, that serve all with similar fashion. This variation in meaning and evolving nature of concept of internationalization was one of the central concern inspired this study.

Over the last three decades, the rationale for internationalizing of higher education is changing largely due to the neoliberal theory of globalization. There is increasing shift in higher education from academic, cultural/social rationale, to business and commercial orientation (Maringe & Foskett, 2010). The shift further

enhanced by lack or substantial reduction of funding and the increase of institutions funded more by private sources than public which was not the case two or three decades ago (Philip G. Altbach, 2012; Hans De Wit, 2011b; Jones & Oleksiyenko, 2011).

Due to this pressure or economic motivation, internationalization appears to be a matter of a for-profit global trade agenda rather than a global public policy based on values such as public enlightenment, responsiveness and critical awareness. Universities seems no more a place where knowledge will be generated for society are increasingly parented with commercial and business organizations to create knowledge that has economic value. Knowledge that does not create money, become unimportant, similarly education that does not lead to profitable employment is neglected by students (Goddard, 2006 in Maringe & Foskett, 2010).

Though neo-liberal though advocate free market in higher education provision, national states have always sought to preserve their right to have universities which serve local needs in political, social and economic terms (Maringe & Foskett, (2010). Higher education institutions are national state products and remain embedded within the framework of national higher education systems. With this regard, internationalization appears to be as a crucial factor in ensuring economic productivity and competitiveness (Rizvi & Lingard, 2010). Internationalization is supposed to be a policy for the strengthening of local and global research networks and knowledge exchanges, and the improvement of academic quality and providing equitable educational opportunities to students to accomplish their needs and interests across the world.

This debate revolves around the central role of education. When the main institutional rationales and strategies of internationalization are about economic and commercial activities such as marketing, export of programs, rankings and institutional branding and income generation (Knight, 2004;Teichler, 2009), the worries is that such policy may perpetuate the erosion of intellectual values and culture that have served the academy for nearly three centuries. As precisely noted by Knight, (2004), the core value from which the concern revolve is on whether education remain to be a public good and a social responsibility in the sense of contributing to the development of a society or perceived as a private good for individuals' consumption and benefit.

This debate was much of the second concern and of this study, that internationalization hoped to complement, harmonize, and extend the local need instead of dominating, otherwise it will be turned out to be an agent of a homogenization and will lose its true worth. It will serve assimilation agent unless the balance between national priority and international dimension is carefully maintained (Knight, 2012).

The third concern was about strategies employed in both cases at national and institutional levels. Despite the recurrent discourse of pressure of globalization as “an inevitable and unstoppable” which gives government and higher education institutions few choices Sidhu, (2006:123) in Water and Brooks, (2011) contend that there are considerable disparities in response to the pressure of globalization. Often institutions within a country may hold a common interpretation or definition of internationalization, but the way they address internationalization vary due to several reasons: priorities, culture, history, politics, and resources. Knight (2004:18) precisely noted that “an approach to internationalization characterizes the values, priorities, and actions that are exhibited during the work toward implementing internationalization”.

Like it or not the global and national environment in which Chinese and Ethiopian Higher Education Institutions operate is rapidly changing in many ways in the wave of conceptual confusion, changing rationale and strategies. Much more interesting about both countries are where public higher education institutions are more prestigious and nearly fully funded by the public purse, internationalization became one of the top agenda of the higher education sector roughly since 1990s, in China, and in since 2000s in Ethiopia. Since then there was frequent policy reform, a rapid move towards internationalization at their own right. Hence the probe for the above three concerns-meaning, rationale and strategies in both cases made up this article.

## **2. Methods and Justifications**

### *2.1. Qualitative Case Study*

The study adopts a qualitative case study research design. The qualitative research found more appropriate than the quantitative paradigm to investigate the kinds of research questions provided in the introduction of this study. Words rather than numbers or quantified data for a counting exercise form the basis of this qualitative inquiry (Creswell and Punch, 2007) were the concrete source of data for this study. The words, which formulate the ideas and responses of interviewees, were obtained by conducting in-depth and semi structured face to face interviews with participants. Those data were then put through a rigorous inductive analysis in the process of concept building and formulating themes.

Qualitative research allows a researcher to understand experiences, rather than defining a cause and effect (Yazan, 2015) it allows researchers to discover the issue rather than test variables. (Mason, 2002:3) described qualitative research as grounded in a philosophical position which is broadly ‘interpretivist’ in the sense that it is concerned with how the social world is interpreted, understood, experienced & constituted.

(Creswell and Punch, 2007) support in-depth strategies such as “thick description” and “process tracing,” and they opt for a “case-centered” approach rather than the “variable-centered” one that dominates in

quantitative/positivist research. The particular strength of qualitative case study research—the ability to study the case in depth and a strong comparative advantage with respect to the “depth” of the analysis, where depth can be understood as empirical completeness and natural wholeness or as conceptual richness and theoretical consistency (K, 2008:68-69).

## 2.2. Case Selection

Selecting appropriate case provides the opportunity to thoroughly study a particular phenomenon (Baxter & Jack, 2008), and determines the outcome of the research (Yin, 1994). According to (Cohen, Manion, & Morrison, 2011) the case is a phenomenon of some sort occurring in a bounded context in effect is your unit of analysis. This means researchers must clearly identify the places, the events, activities, and documents that should be visited, observed, and examined respectively to best serve the purpose of the study.

Clearly defining the case help to avoid the problem of tendencies to be taken away from the central issue and trying to answer all questions (Baxter & Jack, 2008). Some of the strategies to bind a case, which ensure that the study remains within a reasonable scope, include time and place (Baxter & Jack, 2008); placing boundaries on selected cases (R. Yin, 2009); time and activity and definition of context (Miles, Huberman, & Saldana, 2014). With this in mind, the meaning, rationale, and strategies of internationalization of higher education were issues explored; Zhejiang Normal university of China and Jimma University of Ethiopia, where the places; the study conducted from January 2017 to December 2017 was the time, all together constitutes boundaries of the study.

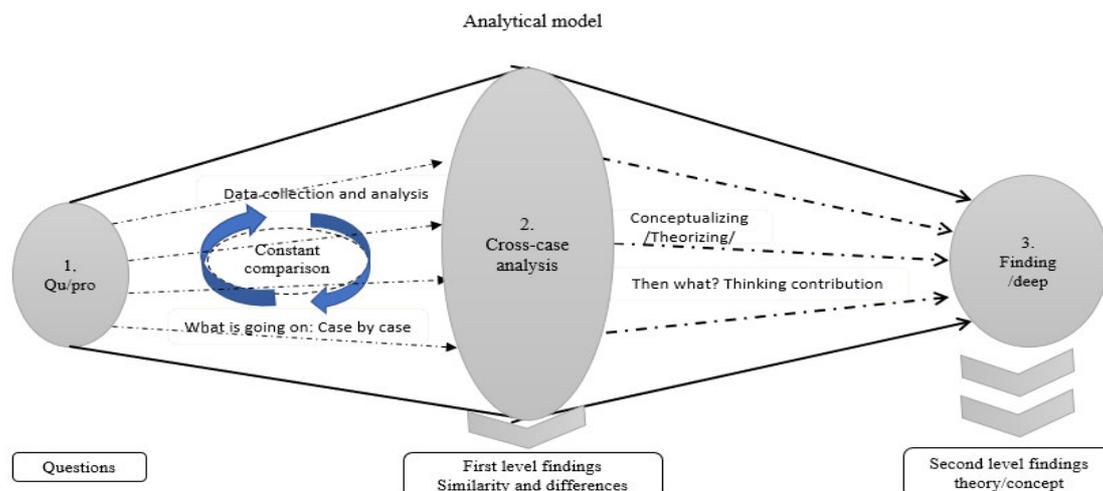
Bryman, (2008:58) explains a comparative design embodies the logic that implies one understand social phenomena better when they are compared in relation to two or more meaningfully contrasting cases or situations. One of the daunting issues in a comparative methodology study in the social sciences is the question of how many cases should be studied. This important issue is resolved in the by purposely choosing a few (Lor, 2011) countries and two institutions- China and Ethiopia; Jimma university of Ethiopia, and Zhejiang Normal University of China. These comprehensive universities are in two different socio-economic and political cultures, that the rich contrast between them revealed the phenomenon and contributed to the understanding of how internationalizing higher education range or alike in different contexts.

The institutions are not only diverse, also have commonalities that serve a base for comparison. Both are public higher education funded by national government; both put international student mobility priority of internationalization agenda in their respective strategic plan spanning from 2016 to 2020; both institutions recruit and/or send international students/exchange/, formally through government scholarship and through different collaborations and research projects; both are comprehensive universities, having similar academic traditions- colleges and academic disciplines and national and international partners.

Finally, the principal investigator is Ethiopian, academic staff of Jimma University since 2004, currently international student doing PhD at Zhejiang Normal University, in China. Hence, I have not only had access to the data, but also but also my insider position helped a lot to understand the phenomenon from my lived experiences. The second and third investigators, are professors in the Institute of Comparative and International Education of Zhejiang Normal University.

## 3. Data Analysis

The study relied on an inductive data collecting and analysis method because it sought to understand meaning, rationales and strategies of internationalization of higher education. The data analysis started by gathering and selecting the most relevant documents and literature on the IHE in general and international student mobility in China and Ethiopia. The processes of collecting, analyzing, and interpreting data occurred concurrently following the leading research questions, in a back and forth motion between each of the steps in the research process. The data collection, analysis and interpretation procedure employed in this study is shown in the following schematic representation.



**Figure 1 schematic representation of data analysis procedure in case based comparative study**

Figure 1 broadly classifies the procedure into two parts. In the first part the issues of understanding the cases and collecting data with concurrent analysis in case by case mode is covered. When all questions answered case a cross case analysis is employed that brought about the first level findings, similarities and differences of the issue under discussion in both cases. Here the cross-case analysis used as a ‘comparative lens’ that help to conceptualize the next level of the findings. That is the lesson learnt or answer the question of ‘then what?’ that is like thinking beyond the simple similarity and differences. Hence, following this procedure, the data obtained through in-depth interviews were transcribed, semantically coded, organized and thematically interpreted case by case not to distort the local color and the findings are presented in thematic cross cases display. Then finally the lesson learnt is given as the second level of findings.

#### 4. Findings: National level

##### 4.1. Meaning of Internationalization of Higher Education

**Table 1 Meaning of IHE cross-case thematic display**

| Cases    | Major theme                        | Sub-theme  |
|----------|------------------------------------|--|
| Case one | Response to local and global needs | Sustain in 21 <sup>st</sup> century-face modernization, the world and the future |
|          | Means to an end                    | Science and technology   |
| Case two | Response to local and global needs | Capacity building, explore competitive advantage                                 |
|          | Means to an end                    | Science and technology   |

*Response to Local and Global Needs:* In the context of case one, the meaning of internationalization is embedded in the government’s desire for developing the country through science and education. In the policy documents from 1980s, there are several leading statements. Only two of them are found worth discussing here. The first is “Gearing education to the need of modernization, the world and the future”. (Xu & Mei, 2009:3). This leading statement has three main component-*the need of modernization, the need of the world and the need of the future*. According to them gearing education to the need of modernization refers to the need to improve education quality in the construction of socialist modernization in own characteristics and the improvement of education itself. The need of the world is related to need of knowledge economy in the 21<sup>st</sup> century with the globalization. Gearing education to the need of the world is indicative that China’s move to enter into the world development. The third component is gearing education to the need of the future echoed that education needs to focus on the need of current and future need of the society. These anticipated the dynamic and fast changing 21<sup>st</sup> century knowledge based economy. Though this statement is not specific to higher education it clearly indicated that the move for science and technology, which later translated into establishing world class research oriented universities in 1990s.

Most importantly, such statements seem to become guiding notions for current efforts. One of the participants responded to the question, what does it mean to internationalize higher education? He said “I don’t think we have a specific definition of internationalization of higher education, we have like a notion, a direction to move in” (SPZ<sub>1</sub>). This idea is shared with all professors participated in this study (SPZ<sub>2,3,4&5</sub>). Most participants in case one accepted that internationalization will enable them to cope up with the fast growing

global dynamis by opening ways to learn from others experiences that at the same time benefit the local development.

Similarly participant in case two, perceived internationalizaition as a platform for leaarning global experiences. Though there is no leading policy statement like in case one the government’s desire for exterem poverty reduction, is well indicated in the responses of participants. They consider internationalization enable them to effectively deliver institutional and professional responsibility in development. Internationalizaition comparatively seems a new phenomenon in case two, thatn in case one, that it recently, growing concern at the national level. Participants from ministry of education explained internationalization as the way to improve the country’s education quality in the university by learning from others. In both cases,the meaning they ascribed to internationalization coincide with the concept of internatioanlizaition as a response to globalization and maintain the quality and relevance to effect national development. It is well considered that higher educaiton institutions are functioning between two societies(Knight, 2012) local and global, and internationalization enable the higher education institutions to serve both needs (Tamene, Lou, & Wan, 2017),

*Internationalizaition as a means to and an end:* The second leading statement in cae one is the ‘Blue print crossing century 1998-2002, “Developing the country through Science and Education” focus international exchange and cooperation supporting study abroad that, encoraging graduate to come home to serve the country and guranteeing freedom to go back as well, when required. It is stated as “Sending on demand, guranteeing the quality, and making the study in accord with practical purpose”. This leading statement underline that the intension of internationalization which was not only to learn foreign experiences, but also in the make sure that expertise is in line with domestic needs and demand in the economy. The second statement entails that internatioalization is sought for fulfilment of the ultimate goal, development in science and technology that assures modern China.

Internationalization is perceived or equated with international collaboration and international research projects in case two policy documents. In line with this one participants from ministry of education noted that working with famous universities improves professional and technical skills and help as in “technological and knowledge transfer”. At national level “except implicitly supporting universities”, there much in not done. And, we must look for our competitive advantages and work on, as the globe is getting closer and closer no country can stay aloof (MOEE<sub>2</sub>).

In case one internationalization of higher education is perceived as a strategic response to both local and global needs and perceived as a means for national development. The description of internationalization of higher education varies as it is seen in table 1 between the cases at the national level, the central meaning is similar.

#### 4.1.2. Driving Rationales for Internationalization

**Table 2 Rationales of IHE cross-case thematic display**

|          | Major theme        | Sub-theme  |
|----------|--------------------|--|
| Case one | Modernization      | Modern Socialist Country                             |
|          |                    | Development through Science and Education            |
|          | Bridge the world   | Gate way to the globe, understanding among societies |
| Case two | Poverty reduction  | Quality and relevance                                |
|          | Peace and security | Sub-regional connectivity                            |

*Modernization & Poverty Reduction:* It is important to note that the use of ‘modernization’ in case one and ‘poverty reduction’ in case two is only to show their differences in emphasis or magnitude not the absence of one from other case. The main deriving rationale for both cases found to be local as well as global conditions. Internally the increase from economic and social demand due to relative change, while externally the pressure from globalization (Henard, Diamond, & Roseveare, 2012) said to be main drivers. Particularly their pressure on the physical and virtual mobility of students and faculty, information and knowledge, virtual access, and sharing of policies and practices particularly in higher education since 1990s was significant in case one.

In case one, the fertile ground created due to economic open from the late 1970s and the continuous booming of economy hastened the demand for high skill graduates. Internally, the desire for building a modern socialist country widely pronounced in all policy documents the idea is shared with all participants of the study in case one. One of the participants explains the need for modernization as “In our recent history, we have been beaten by western many, many times, including Japan, it was not because we were poor, but we were not modern, they were better than us with science and technology” (SPLZ<sub>1</sub>). Externally, the change in the global higher education landscape, since 1990s, the newly hasten global competition for profit and Chinese entrance to the

WTO can be said external driving factors

One of the major deriving factors for internationalization of higher education in case two, is found to be the government desire and program for exterem poverty reduction. In its all policy documents, governemtn clearly stated its desire to change the lively hood of the people by growing the economy and meet the middle income country by 2025. Hence all public higher education institutions are mandated to align their function towards this national agenda within their contexts and scope of operation. Emphasis is given to the quality and relevance of education and problem-based research and community service, is found strong internal drive all public higher education institutions focus on.

Utilizing the global opportunity for a modern Chinese nation; strong desire of government for poverty reduction Ethiopia were value behind driving the internationalization of higher education.

*Bridging society & Peace and Security:* Internationalization is belived to beridge society not only physically from different part of the globe to other side, but also create cultural, spiritual and intellectual bridge that are base for understanding. One of the motivation mentioned by most of the participants in both cases was that internationalization enable countries to connect with the world that will create understanding and mutual respect.

The interest to understand and to be understood by others seems natural, this practice in case one dated back to Confucius time. One of his statements from his teaching is given inspirational principle of internationalization read in Book One of the famous *Analects*. ‘*To have school fellows come from distant states- is it not a pleasure?*’ Welch and Cai, (2011:9). Increasing international student and cooperation within the framework of internationalization of higher is perceived as the gateway to the world, that paves way to understand and to be well understood by others as well (Tamene et al., 2017).

Though there is no clear national policy for international students in Ethiopia, its importance is underlined as the way to maintain regional peace and security that some students are invited to study in Ethiopia from neighboring countries-like South Sudan, Somalia and Uganda and others. In the meantime, there is interest to work on regional collaboration that internationalization of higher will serve the platform (MOEE<sub>2</sub>). Internationalization of higher education, particularly recruiting international students is recognized as a means (Marijk van der Wende, 2017) of nation building, strengthening regional and global security and maintaining academic excellence rather above economic benefits in both cases.

#### 4.1.3. Strategic Approaches

By no means this article claims comprehensiveness, but from the available data and observation, it can be said internationalization approached differently in both cases. In general speaking, it follows top-down approach in case one and bottom up in case two. As there is no single model for internationalization (Deardorff, de Wit, Heyl, & Adams, 2012) both identify an internationalization effort in accordance with own ambitions.

**Table 3 Approach of IHE cross-case thematic display**

|          | Major theme                             | Sub-theme   |
|----------|---|---|
| Case one | Bylaws                                  | Clarity/efficiency/ CSC, NFSFMC, Autonomy         |
|          | The pursuit of World class institutions | Projects 211 & 985                                |
|          | Reach out and bring in                  | Internationalization with Chinese characteristics |
| Case two | Autonomy                                | Institutional autonomy                            |
|          | Change tools                            | Bologna process (CBE, ECTS)                       |

*Bylaws:* Case one formulates series of policies and guidelines from 1990s to lead internationalization bylaws. Series of basic laws and administrative guidelines stipulated in 1990s guide higher education up to date analyzed in three time frames-1990s as decade of policy roadmap, 2000s the decade of recognition and understanding and 2010s the decade of influx and new role (Tamene et al., 2017). This policy and regulations believed to influence the development, international students the mobility (outbound and inbound) is a key strategic direction. Including the establishment of the China Government Scholarship Council (CSC) and (NFSFMC) and the policy providing universities autonomy, they all have their positive impact on internationalization and international student mobility.

In case two elements of internationalization, like an institutional collaboration where mentioned in the promulgation of higher education proclamation no 350/2003, and later improved proclamation 650/2009. Both policies guarantee the institutions for international collaboration with international institutions and universities. However, Internationalization recently stated with specific targets in ESDP-V(MoE, 2015:112), implies that special attention is given both at the sectoral and institutional level. The improve institution’s quality and standardized *the establishment of higher education quality assurance agency (HERQA)* and (HESC) and put in effect can be considered as paving approaches into internationalization at national level. Besides the frequent

introduction of change tools like business process reengineering (BPR) in (2008), to improve institutional governance; the adoption of Bologna process- competence based education and ECTS (MoE, 2013), though some questions its implementation (Olkaba & Tamene, 2017) to improve teaching learning quality.

Since there is not clear policy at national level and there is not responsible body at ministry of education most participants of this study believe that there is not national strategy for internationalization which some think of it as ‘unfortunate’(SPLJ<sub>6</sub>). Due to the lack of understanding or just neglect there is a challenge in the visa process for some students coming for attachment and or study. International students need to follow the usual visa process no special service or line of management in this regard. One of the participants noted as “we usually use our liaison office to facilitate visa or related issues for our foreign students, but there are times when we travel or communicate with the ministry of foreign affairs.” (SPLJ<sub>3</sub>).

*The Pursuit of World Class Institutions:* The desire to establish world class universities described in The outline for reform and Development of Education in China issued in 1993 with the goal of internationalization as to establish 100 key universities of leading quality to achieve “strategic advantages” in competition in the 21<sup>st</sup> century(Wang, 2014:13). Within this strategic framework the introduction of project 211 and 985 in case one introduced as a response to internationalization, the policies also implied that the state had tried to adapt to and use the process to its advantage.

In Ethiopian policy documents, there was intention to follow similar way, but not yet materialized. For instance, Article 25.5 of the Higher Education Proclamation (2009), pointed the need for developing a Research & Innovation fund both through local and foreign sources. In a similar vein, one of the responsibilities of the Higher Education Strategic Center, (HESC) has been stated as fostering “cooperation among national institutions and maintain contacts with institutions of other countries which oversee issues of higher Education” (Articles 90.12). Up to the time of data collection there is no such project and other facilities other than the implicit intension from ministry of education.

*Reach out and bring in:* Reach out and bring in, is interpreted in two ways- regarding international student mobility, inbound and outbound, and regarding internationalization with Chinese characteristics. This strategy is one of the effective strategies that connected China with the rest of the world, particularly the role of international students is well recognized as a bridge to link China with the outside world. Bring in is the global search for talent to attract the best minds to work in China, with the hope of enhancing the country’s international competitiveness. For instance, the number of international students came to China in 2005, was 141087, ten years later it grew 397635(Tamene et al., 2017). Similarly the number of outbound international student in 2005 was 11900 while ten years later it grew to 524000 (P. MoE, 2016) both with steady fast growth without fluctuation.

Governments strongly encourage study abroad at the same time make sure that studying abroad linked to the local economy or social needs. It followed the ‘sending on demand, guaranteeing the quality and making study in accord with practical purposes’. It is also supported The government enhance study abroad using three mechanisms of funding-state funded, employer funded and self funded schemes, (CSCSE,2000) in(Mei, 2009:149). Similarly, encouraging study abroad with supportive policies were some of the strategies used in case one.

Reach out is another essential strategy of promoting Chinese language and values through Internationalization with Chinese Characteristics that enhance understanding of Chinese values to the world. It includes the promotion of teaching Chinese as a Foreign Language (TCFL) and the establishment of Confucius Institutes (CI) worldwide are considered effective strategies for expanding the Chinese value in the world. The first institute was established in 2004 in Seoul out of mainland China, currently more than 475 CIs are functioning worldwide. It can be described as the elements of internationalization with Chinese characteristics that termed as shifts from “walking on one leg” to “walking on both”. For him walking on one leg is seeking internationalization through mobility while walking on two legs includes internationalization with Chinese characteristics (Wang, 2014:17).

In case two contexts, internationalizing higher education can be said part of the national capacity building initiatives. The issue of mobility, outbound, can be seen through human resource development of higher education institutions to boost their instrumental and functional role in poverty reduction. On the other hand, inbound international student mobility is not given attentions, as there is no responsible body at national level, it was difficult to get national data. In case two Internationalization was not understood (Teferra & Knight,2008) or misunderstood, and equated with international research collaborations, responsibility of higher education institutions.

#### 4.2. Institutional level Analysis and Findings

Internationalization is the central concern of respective strategic plan spanning from 2016-2020, (ZJNU’s 13<sup>th</sup> five-year strategic plan and JU’s 3<sup>rd</sup> five-year strategic plan). It’s believed that internationalization is a central concern when it becomes part of vision and values and is increasingly embedded across functional areas and into

policies, structures, and processes (Lewis, 2007).

#### 4.2.1. Meaning

Table 4 Meaning of IHE thematic Cross-case Display

|                  | Sub-theme/description  | Major theme                       |
|------------------|--|-----------------------------------|
| Case one<br>ZJNU | Excellence in teaching/learning, research and services   | Response to local and global need |
|                  | Means to an end  |                                   |
| Case two<br>JU   | Excellence problem-based research,<br>Excellence in teaching/learning, research and community service/CBE/ |                                   |
|                  | Means to an end  |                                   |

*Response to local and global needs:* Respondent in both case universities share a similar meaning of internationalization of higher education broadly like the national level. This might be due to both are public higher education and most of the respondents are institutional leaders having a mandate to implement government policy. The need to contribute to the national development while striving to attain global standard, by learning from well-developed institutions is found common concerns of all participants in both cases. One of the participants put as “Internationalization is the way we improve our daily practice to cope up with the global standard” (SPLJ<sub>1</sub>). By global standard they referred though not specifically named, the well famous universities in the west, excellence in teaching/ learning, research and community service.

Concerning the local demand both universities seem determined to excel in their own ways. For instance, ZJNU basically the center for teacher education and one of its desire is to excel in this area. Internationalization is perceived as the way to build skills in advance training and excel in teacher training, education and collaborative research. JU is a national pioneer in community-based education/CBE/ as its programs are related to community services, CBE is pronounced in its all its policy documents and hence internationalization of higher education is perceived as the global input to excel in problem-based research undertakings with its “We Are in The Community”.

Both institutions revealed concern about local/national development issues that they are affiliated/correspond to in their own ways while at the same time national and global visibility found to be their concern. Both local and global need is complementary represented in their respective vision/ mission statements. Both quoted as follows:

Zhejiang Normal university strives to be a renowned, distinctive teaching and research university. It employs strategies of specialization, internationalization, localization and collaboration in order to serve lead teacher education in Zhejiang, to serve the socioeconomic development of the region, and to serve national strategic initiatives.

While JU mission statement reads as:

Jimma University is committed to training high caliber national and international professionals, undertaking quality and problem-solving research, serving and engaging local, national, and global communities through its cherished and innovative Community Based Education (CBE).

And its vision statement is: *Jimma University aspires to be a premier world-class university by 2025 with dynamic approach to solve National and Global challenges*

What can be said from the foregoing finding is that internationalization is an intentional endeavor to contribute to both local and global society. The meaning associated with the definition recently restated by (Wit, Hunter, Egron-polak, & Howard, 2015) stated as, the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of postsecondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society.

#### 4.2.2. Rationale

*Competitive Global Graduate:* Rationales refers to motivation or reason why a higher education institution internationalizes its functions (De Wit, 2002). One of the driving rationale for both institutions is found to be preparing the young for the need of local and global world of work. The importance of preparing the students by providing international experiences was well taken and underlined by all participants. The reason is the desire to create global learning community in own campus where local students and staff access global diversity and improve communicative skills as well as understanding about the reality outside own country.

Bringing international experiences through attracting international students and staff is essential element of the university’s plan for institutional capacity building. One of the participants from JU stated the motivation for internationalization as “internationalization one way, bringing international students and staff and creating a

global market for our graduates. It enables local students and staff share experiences that enable them to work and live elsewhere” (SPLJ<sub>0</sub>). This concern shared with many in today’s age of global knowledge and technology, an interconnected network and global awareness are increasingly viewed as major and sought-after assets (Henard et al., 2012). Due to the current labor market requiring graduates to have international, foreign language and intercultural skills to be able to interact in a global setting, institutions are placing more importance on internationalization.

One of the main driving motivations for internationalization is the need in producing competitive global graduate. The central concern shared in this statement denotes the knowledge based competitive world of work which no more national or local bounded, at which graduate the university compete for. For this goal both case institutions found working hard on institutional capacity building in their own ways. ZJNU encouraging staff and students to study abroad and attract international students and staff to join as part of institutional capacity building. JU encouraging staff to improve professional career through further education. Therefore, the case universities feel responsible to create an international learning environment by adopting the concept and practices of internationalization at home, of which attracting international students and staff were similarly underlined.

#### 4.2.3. Institutional Strategies

One of the common concern found similar is both ZJNU and JU approached internationalization strategically, by clearly indicating their focus. Though described differently, attracting more international student and staff, strengthening collaborative researches, are found among the activities of internationalization. see table 5.

**Table 5 Strategies of IHE Institutional Cross-case display**

| cases   | Major themes                   | Sub-theme  |
|---------|--------------------------------|--|
| Case I  | Reach out bring in             | Mobility- outbound (exchange) and inbound                                  |
|         |                                | Internationalization with Chinese characteristics                          |
| Case II | Change tools /Bologna process/ | Curriculum alignment, modularization Students centered approach, ECTS, CBE |
|         | Cross boarder                  | Cooperative research and outbound mobility                                 |

*Reach out and bring in:* The concept of reach out and bring in, is related to the broad national strategy for internationalization. In the context of ZJNU reach out and bring in is interpreted two ways-as inbound and outbound student mobility and as internationalization with Chinese characteristics.

*Reach out-Students Exchange:* Zhejiang Normal university started sending students abroad in a student exchange program from short term stay to degree bearing from 2006 and onwards. According to the data obtained from the office of international students, ZJNU sent 531 local students abroad under the three modes of exchange programs. Short term exchange, middle term exchange and degree bearing exchanges programs. Most of these students traveled to USA 162 (30%), followed by Japan 74 (13%), the third destination is UK 35(6%). Interesting finding is a handful number of Chinese students are travelling to Africa as well-Tanzania, 30 Mozambique 29, Cameroon 6 and Ethiopia 5.

*Internationalization in Chinese characteristics:* Zhejiang Normal University established five Confucius Institutions worldwide as to enhance internationalization with Chinese characteristics. Three in Africa-Cameroon, Tanzania and Mozambique the remaining two in USA & Ukraine. On top of this ZJNU established cooperation with 140 universities over 50 countries of the world and launched over 40 student exchange programs.

*Bring in- Inbound International Student:* ZJNU received the first international students in 2006 (ZJNU, 2016) currently accommodated more than 2800 international students from various countries. The office of international students at the university level with full staff and at the college level the presence of offices and responsible personnel to coordinate issues of international students. Internationalization in ZJNU does not have central office, the idea and activities are shared among colleges and institutions who admit international student and provide courses for international students more often academic issues are handled colleges and Institutions.

Alike ZJNU in JU internationalization is a core strategic element. Besides the emphasis recently given, collaborative research and projects with the aim of institutional capacity building, training professionals in a joint degree or sandwich programs (Msc and PhD) are main international activities. One document obtained from the office of V/P for research and community service shows that JU, had more than several international projects and programs, international cooperation with mostly, western universities, institutions and universities. Global institutional links and collaborations are believed to enhance the quality of teaching and learning through experience sharing and capacity building.

Though these international efforts, JU has very few international students in regular programs often in the college of public health and medical science and agriculture and veterinary medicine from neighboring countries. These students are treated with local students, there is no institutional facilities specific to international students. This implies attracting international students or international staff were not the strategic priority for long, as it came front recently.

Comparatively, where International Student Mobility is active, Internationalization of Higher Education in certain way internationalization seems comprehensive. This is due to the multiple issues associated attraction of international students. These include internationalized curricula; quality of education and research knowledge production and international competence (Green, 2012), are some of the powerful attractions for international students. While in the absence international students, internationalization seems to act in elements at the traditional way collaboration.

## 5. Conclusion

Through a qualitative case comparative investigation, this study sought to understand values driving internationalization of higher education and how these values influence international student mobility in China and Ethiopia. Based on the evidence and discussion above several conclusions drawn from the findings.

The internationalization of higher education in both cases considered as a natural phenomenon, and an encouraging opportunity for development. The advancement of internationalization focusing on attracting more international students is found core strategic point in both cases.

Though internationalizing universities is a complex and multifaceted concept comprising many elements interpreted differently in both cases, perceived as the intentional response to the local and global needs, in their own context. It is perceived as a means to an end- in case one to enable higher education institutions to play a leading role in constructing socialist modern China, in case two contexts a means of institutional capacity building to help them play leading role in the countries strive for poverty reduction.

Based on the findings of this study, though the overall economic development and nation building is fundamentally similar in both cases, the rationale for attracting international students at a national level seems more on economic and of political, rather that socio-cultural and academic rationales. At institutional levels academic and social/cultural rationale in case one and academic/visibility/ rationales in case two seem more important than economic or political rationales.

Attracting international students within the framework of internationalization is found one of the strategic issues in both case universities. However, internationalization seems more than institutional function, it seems a kind of self-improvement, sense of nationalism and is an opportunity to enhance internationalization with Chinese characteristics.

In case two internationalization of higher education in its new phase, found to be at the early stage, recently became one of the core strategic issue both at the national and institutional level. Other elements of internationalization like research, mobility as a capacity building, cooperation for dual and double degree programs are in place for a long time. That it is only possible to conclude internationalizing higher education through attracting international students is yet to come.

Hence the contextual meaning of internationalization showed the felt need of the country, while these needs implied the strategy adopted, that directly influenced international student mobility in both cases. Fast and steady development trend in case one, partially-inbound mobility, nonexistent in case two.

*Thinking beyond:* If I symbolize internationalization with a 'tree', by borrowing tree theory of (Cheong Cheng, 2004), from 'local knowledge and human development in globalization of education', international students are its root through which it fetches water and mineral, sustain living and growing and stands upright start serving the environment and the globe as well. Therefore, internationalization without international student is like a tree without roots, whose existence depends on the support.

Attracting international student for developing countries like China and Ethiopia is like planting a tree. For one thing its effect is not immediate, and it needs care, carefully placing its root on fertile ground and nurture for a while, which cost money and time.

Where ISM is active in IHE in some way looks close to comprehensive- due to the multi-faceted factors come with international students. The issues of internationalized curricula, quality of education and research knowledge production and international competence are some of the powerful attractions for international students. On the other hand, in the absence internationalization of higher education seem at the traditional way collaboration and that will not have much impact on the university community.

## 6. Recommendation

If internationalization is the response to global and local community needs, with an objective to maintain national and cultural identity throughout the process, then more studies must be done in respect to curricula development and teacher training. Globalisation and internationalization in higher education call for further

study for us to better grasp understanding of their contextual implications and not necessarily to attain a single definition.

Both China and Ethiopia have antique and unique history in their own way, original culture, indigenous knowledge in all spheres of life that they can provide the world through internationalization of higher education. Both should not be the only recipient of the knowledge and experience through globalization, but also providers to the rest of the world. Detail investigation is required on own wisdom.

Ethiopia need to rethink of the national approach for internationalization and needs to adopt comprehensive policy and strategies that coordinate the effort of higher education institutions.

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