

Review Paper

The effects of internationalization of higher education on Ethiopian public universities: a critical review of literature

Birhanu Sintayehu Alemu¹, Bayisa Ishetu Gameda^{1,*}, Befekadu Zeleke²

¹College of Education and Behavioural Sciences, Haramaya University, P.O.Box 138, Dire Dawa, Ethiopia

²Department of Educational Planning and Management, Addis Ababa University, Addis Ababa, Ethiopia

Article Info

Article History:

Received 05 January
2024

Received in revised
form 29 March 2024

Accepted 06 April 2024

Keywords:

dynamic systems
theory,
Ethiopian public
university,
policy,
variation theory,
world society theory

Abstract

Internationalization is a process of growth and transformation that responds to environmental changes on a local, regional, national, and worldwide basis. This empirical study aimed to examine the internationalization of higher education in Ethiopia's public universities. To comprehend the policy of internationalization of higher education and draw lessons from theoretical perspectives, three theories; namely, the world society theory, dynamic systems theory and variation theory, were identified and employed. To make the study sound, 40 articles, which were published between 2010 and 2023, in reputable journals and national documents were empirically reviewed. The systematic review shows that through teaching learning, research, technology, partnerships, and student mobility, universities are more globally connected than ever before, expanding beyond national boundaries in the subject of transnational global education. Additionally, the review indicates that, in recent decades, the world's education has undergone great changes from the initiation of the domestic market to internationalization. The study also found that while internationalization offers many benefits to higher education, it carries hazards, such as academic colonialism and challenges in ensuring a high standard of instruction. The internationalization of higher education has a tremendous positive impact on almost all first-generation public universities in Ethiopia since the establishment period to the present. In conclusion, the findings of the review work are vital to educational policymakers in ensuring favourable outcomes for the country in general and the higher education institutions involved, in particular.

1. Introduction

The relevance of studying internationalization of higher education (IHE) in the 21st century is unanimously imperative and crucial. Tertiary education is always international and continues to be one of the key priorities for universities worldwide, regardless of the economic advancement of nations. In the 21st century, the idea of a global knowledge society has become world-wide, and different types of institutions are involved in the process, its impact on policy and practice needs to be further considered (de Wit and

Deca, 2020). Internationalization brings excessive competition to the dynamic world and new demands and challenges to the education sector (Jibeen and Khan, 2015).

Theoretically, IHE is a process that incorporates a global, intercultural, and international component into the goal, role, or delivery of higher education (de Wit and Jones, 2022). Unsurprisingly, the updated and widely accepted definition of IHE emphasizes its contribution to progress and it is stated as: "The

*Corresponding author, e-mail: bayisaishetu09@gmail.com

<https://doi.org/10.20372/ejssdastu.v11.i2.2024.811>

intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of post-secondary education to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (de Witt et al., 2015, p.44).

Furthermore, IHE is the pinnacle degree of internationalization among universities and it has so far not appeared as a purpose in itself, but as a method to enhance the exceptional education (Jibeen and Khan, 2015). Low- and middle-earning nations are getting extra lively in defining country-wide guidelines for internationalization (Stukalova et al., 2015). They, for this reason, factor into a shift from a coerced and copied internationalization toward the one which builds on its functions and priorities. Maudarbekova and Kashkinbayeva (2014) additionally outline IHE system together with diverse global factors within the studies, teaching and administrative sports of instructional establishments of various levels. Similarly, IHE in exercise is 'the system of commercializing studies and post-secondary education, and a global opposition for the recruitment of overseas college students from rich and privileged nations to generate revenue, steady countrywide, profile, and construct a global reputation' (Taskoh, 2014, p.56).

IHE has numerous significances in a globalized world, irrespective of its drawbacks. Thus, it is necessary to integrate an international dimension within the country-wide education system (Crisan-Mitra and Borza, 2015). 'It has long been recognized that internationalization is beneficial to communities at home and abroad, as well as to society in its broadest sense, by bringing the global to the local or the local to the global' (Johnson et al., 2020). Indeed, Hudzik (2011) calls for a comprehensive approach to internationalization, emphasizing the need to consider international perspectives in all higher education objectives and the importance of global and regional partnerships. This is because higher education institutions (HEIs) have entered the era of globalization, which is competitive. The world's process of globalization has improved economic, political, and

cultural ties across nations, and this process of internationalization has an impact on education as well (Maudarbekova and Kashkinbaeva, 2014).

Political events, particularly the “two world wars forced a focus on promoting peace and understanding through international cooperation and exchange” (de Wit and Altbach, 2021). Examples of these developments include the founding of the British Council in England in 1934, the Academic Society Austauschdienst (DAAD) in Germany in 1925, and the Institute for International Education (IIE) in the United States in 1919. Continuing this pattern, the Fulbright Program was established in 1946, (de Wit and Altbach, 2021) and the International Association of Universities (IAU) was founded in 1950.

The Western world has received the majority of scholarly and popular attention on IHE in the past few decades (Johnson et al., 2020). “Internationalization should no longer be considered in terms of a westernized, largely Anglo-Saxon, and predominantly English-speaking paradigm” (Jones and de Wit, 2014). HEIs are being asked increasingly to teach young people about international labor markets and communities (de Wit et al., 2015). Students studying on more internationalized campuses will be more familiar with international perspectives and methods and they will be better prepared to meet the conditions and expectations in situations outside their borders (Johnson et al., 2020). This is due to the fact that their skills and attitudes will best fit the demand and supply of the advanced workforce and the existing realities of the global marketplace.

Traditionally, the emphasis of internationalization has been on exchange and collaboration and research partnership to promote a better understanding of different cultures and languages. However, since the mid-1990s, there has been a gradual but increasingly noticeable shift in the direction of increased competition (de Wit and Altbach, 2021). Therefore, it can be called a paradigm shift from cooperation to competition. Table 1 summarizes the evolution of terminology in international education from the 1990s to the present.

Table 1: Evolution of international education terminology (Knight, 2008, p.2)

New Terms (Since 1990s)	Existing Terms	Traditional Terms
Globalization	Internationalization	International education
Borderless education	Multicultural education	International development cooperation
Cross border education	Intercultural education	Comparative education
Transnational education	Global education	Correspondence education
Virtual education”	Distance education	
Internationalization“ abroad”	Offshore/overseas education	
Internationalization “at-home		
Specific Elements		
Education providers	International students	Foreign students
Corporate universities	Study abroad	Student exchange
Liberalization of educational services	Institution agreements	Development projects
Networks	Partnership projects	Cultural agreements
Virtual universities	Area studies	Language study
Branch campus	Double/joint degrees	
Twinning and franchise programs		
Global Education Index		

Globalization in general and IHE in particular are not a new phenomenon in Africa, as well. According to Ayenachew (2017), with the exception of Egypt, Ethiopia, and South Africa, much of Africa's modern higher education has its roots in the colonial legacy and the subsequent adoption of western university traditions, particularly those of Europe, with the assumption, still held today, that superior education existed elsewhere. This legacy was born with the imposition of the colonial language as the medium of instruction in many African universities, which also became one of the main avenues of internationalization. Thus, right from their creation, African universities already had strong international influences, some of which have been useful for internationalization to date (Jowi, 2009). The 21st century presents a number of opportunities, hazards, and problems for African higher education. Institutional policies and internationalization strategies are typically absent from African institutions (Wondwosen and Damtew, 2018).

Ethiopia is an excellent illustration of an African nation that has advanced its knowledge production system and its language of education, research, and documentation based on a proud African identity (Tefaye and Elizabeth, 2008). The first indicator of Ethiopia's advancement in knowledge production is the growth of research institutions and universities in the country. These institutions have been actively involved in producing research outputs that contribute to the

global knowledge base, while also focusing on issues relevant to Ethiopia and Africa as a whole. Secondly, the use of local languages in education and research is another indicator of Ethiopia's commitment to promoting its African identity. By doing so, Ethiopia is not only preserving its cultural heritage but also ensuring that knowledge production is accessible to a wider audience within the country (Tefaye and Elizabeth, 2008). Furthermore, the emphasis on African identity in knowledge production can be seen through the prioritization of research topics that address specific issues for Africa, such as indigenous knowledge. By focusing on these areas, Ethiopia is contributing to a more inclusive and diverse global knowledge landscape that reflects the perspectives and experiences of African scholars and researchers (Tefaye and Elizabeth, 2008).

The effort made to internationalize higher education in Ethiopia faces many crises that hinder its effective application. Some of the identified crises include lack of resources, lack of robust and quality assurance mechanisms, inconsistent policies, bureaucratic hurdles, limited autonomy for institutions, and lack of capacity building for faculty, staff, and students to engage with internationalization (Wondwosen and Damtew, 2018). Addressing these issues is crucial for enhancing the global competitiveness and relevance of Ethiopian HEIs in the increasingly interconnected world. However, while the internationalization ambitions of the Ethiopian institutions are high, it is also notable that there is no

clear strategy to make these ambitions a reality. What is considered an internationalization goal is largely embedded in the missions, strategic plans, and directions of the IAU Agencies (Egroun-Polak and Hudson, 2014). Globalization and risk mitigation policies are also important at the institutional level. Damtew (2008) found that several Ethiopian institutions have developed policies and mechanisms to mitigate the effects of brain drain, but mostly negative effects. The government is taking steps to develop a national internationalization policy with specific plans for universities to attract foreign students. However, the need for practical action at the national level to address policy, strategic direction, resources, and support difficulties is still crucial if Ethiopian universities are to compete successfully on the global stage.

The following concepts were proposed as strategies to encourage the IHE in the new Ethiopian education development roadmap:

Promoting internationalization of HEI and connecting Ethiopian HEIs with world-class universities and research institutions are the key to increasing the quality of education. The main components of the new internationalization strategy include (1) building HEI's capacity to attract students and staff from overseas and research grants; (2) internationalization of teaching and research activities without compromising the country's development needs, and (3) encouraging staff and student mobility programs, Africa wide and/or worldwide. (MoE, 2018, P.55)

The direction of the government to internationalize higher education is a convincing path; however, what is more important is putting into practice what is written on the plan. The purpose of reviewing this article is to fill the literature in the context of national policy to contribute to the internationalization of Ethiopian tertiary education. Thus, the general objective of the study was to empirically review IHE in Ethiopia. The study tried to get answers to (1) What do Ethiopian HEIs look like in the internationalization of teaching learning and research? (2) What policies are in place to promote the IHE in Ethiopia? (3) How is higher education's dedication to innovation and global social responsibility

influenced in large part by internationalization? (4) What are the hindrances to the IHE in Ethiopia?

2. Materials and Methods

The method used offered an avenue to appraise both the quality and depth of existing evidence pertaining to the topics of interest. The research method aimed at identifying, analyzing, and synthesizing existing research on effects of IHE. An exhaustive search was undertaken across prominent academic databases such as Education Resources Information Center (ERIC), Journal Storage (JSTOR), and Google Scholar. This comprehensive approach ensured a broad scope of sources and information pertinent to the research's focal points.

The inclusion criteria in the critical literature review were defined and the strategy for identifying and selecting the studies for potential inclusion were established. To guide the selection and assessment process, three inclusion criteria were applied, (1) effects of IHE, encompassing theoretical, conceptual, or empirical perspectives; (2) presence of specific keywords such as IHE, education policy, dynamic systems theory, world society theory, variation theory, Ethiopian public university (and their synonyms); (3) Studies published as articles in peer-reviewed scientific journals or referenced in such peer-reviewed articles, including books.

While inclusion criteria serve to mitigate selection bias and minimize chance effects, it is important to recognize that rigid adherence to these criteria might inadvertently limit the exploration of the multifaceted nature of effects of IHE. To avoid this potential limitation, this literature review incorporated studies that, despite not meeting all inclusion criteria, were deemed pertinent to the research objectives.

Articles were excluded only when their evidence lacked generalizability or when their results appeared inconsistent or contradictory, aligning with the approach outlined by Jahan et al. (2016). This method ensured a more nuanced exploration of the subject matter, acknowledging the complexity inherent in discussions about IHE.

The initial search results were screened to ensure alignment with the research questions. Studies meeting the inclusion criteria, considering factors like

publication date, research design, sample size, and relevance to the research questions, were further assessed. The selected studies underwent thorough examination, extracting pertinent data on aspects such as participant details, interventions or programs implemented, measured outcomes, and significant findings. Subsequently, the extracted data underwent meticulous organization and analysis to uncover recurring themes, identify patterns, and highlight emerging trends among the studies. This critical process aimed to reveal comprehensive insights and correlations within the collected literature.

For accuracy, data extraction from empirical articles was conducted by a reader and cross-validated by a second. To evaluate the studies' methodological rigor, both readers independently completed quality assessment forms based on agreed-upon criteria. This dual assessment approach ensured a thorough and reliable evaluation of the studies' quality and relevance.

3. Results and Discussion

3.1. The policy description

The ways in which internationalization is conceived of and carried out are explained by policy approaches to internationalization. "Internationalization policies could be thought of both at the national sector and institutional levels. Policies crafted at national sector level may relate to foreign relations, development assistance, trade, immigration, employment, science and technology, culture and heritage, education, social development, industry, commerce, etc. that impact or are impacted by the international dimensions of education" (Knight 2008, p. 224). The institutional level continues to be the main focus of internationalization initiatives and plans. In fact, organizations frequently run without a national strategy. Institutions have the right to support or oppose a national agenda if one exists. National policies are often regarded as highly beneficial aspects in encouraging internationalization, but they can also function as accelerators or brakes to the process. However, assuming that national plans and policies have a common foundation and method for internationalization would be incorrect.

The national government should implement policy frameworks that take into account the factors and additives of internationalization to maintain a complete

approach. Research universities must become proficient enough to receive at some point in their system of transition to a research and innovation-centered group implementing proactive strategies regarding to the covering of dividing universities into teaching and research institutions to interact in joint studies tasks with worldwide associates (Knight 2008). Public universities in Ethiopia should not forget to begin collaborative schemes and partnerships that would enhance the quality standard to meet worldwide requirements and standards (Ermyas and Abiot, 2021). As part of this international trend, Ethiopian education has to showcase several emerging tendencies of internationalization, regardless of its other drawbacks (Wondwosen and Damtew, 2018).

The future development of Ethiopian universities and their connectivity with the rest of the world are significantly impacted by emerging trends, developments, difficulties, dangers, and possibilities related to the international dimension of higher education (Ermyas and Abiot, 2021). Interestingly, "Most Ethiopian universities do not have clear policy guidelines for their activities related to internationalization. At the national level, policies and strategies for regional networking and international cooperation should be developed where they are not and consolidated where they are" (Ermyas and Abiot, 2021). Internationalization helps to increase skilled human resources in a given country (Wondwosen and Damtew, 2018). It can further provide local HEIs with intellectual enrichment and stimulate their academic and research programs (Stella, 2006). Through internationalization, HEIs can increase the modification of curricula, student performance, and program quality (Knight, 2008). Aspects of internationalization, including institutional and programmatic flexibility, are advantageous in lowering the number of students who study abroad and, thus, reducing brain drain (Ayenachew, 2017).

Despite its many benefits, IHE presents challenges, risks, and opportunities for Ethiopian tertiary education. "Due to serious institutional challenges and disadvantages, Ethiopian universities struggle to fully meet the demands of internationalization" (Wondwosen and Damtew, 2018, p.438). They lack a strong institutional framework that is capable of supporting internationalization, poor planning, and insufficient

funding. Given the variety of providers and Ethiopia's lax regulatory environment, academic programs at universities are poor in quality, which is a major barrier to internationalization. This is evident from the findings of different studies conducted in Africa, including Ethiopia, which represent only a 1% of the global total (Damtew, 2008). Public funding for higher education in Ethiopia is low and cannot help the higher education sector make the most of global opportunities.

The current brain drain and the rising emigration of professionals and students from Ethiopia to other economies pose the biggest challenges to the country's IHE. Since most of them do not return to their home countries, industrialization becomes a difficult task (Damtew, 2008). The fight to increase financing and to commercialize research are effects of internationalization's influence on the sector's commoditization. Research and services can readily undermine public goods by working toward the objectives of relevance and equality. Other risks of IHE include "degree mills," loss of cultural identity, curriculum homogenization, and concerns with quality (Ayenachew, 2017).

Regarding opportunities for IHE, the resurgence of interest in Ethiopian higher education among development partners, research organizations, and other universities presents greater chances of bolstering networks, agreements, cooperative research, and mobility (Ayenachew, 2017). Internationalization also offers opportunities to generate revenue, improve institutional competitiveness, and develop strategic alliances.

3.2. Empirical framework

The main mission of higher education is to conduct research, teach and community service; and these aspects are specific, discrete, and latent rather than explicit (de Wit and Merckx, 2012). International activities in higher education have always been governed by conventional principles such as cooperation and exchange, peace and understanding, the development of human resources and solidarity (de Wit and Deca, 2020). Although they are still used in the vocabulary of international education, the focus has changed to the boundaries between rivalry, income, and reputation/brand image. Over the past 30 to 40 years,

IHE has increased, moving from a minor to a significant reform priority. The changing role and status of higher education must be considered when examining internationalization (de Wit, 2020).

Important challenges to HEIs' ability to balance a "global" function with a local nation-building role, including workforce development, training, education, citizenship, and knowledge production, are raised by internationalization (de Wit, 2020). This makes more sense to explain the situation in various developing countries that have low participation in the global distribution of higher education. Expanding and better managing higher education has been accepted as a means of maximizing the benefits derived from the global knowledge-based economy (Ermyas and Abiot, 2021).

Globalization is still mostly driven by institutions. In the past 30 years, the internationalization process has primarily focused on internationalization abroad rather than internationalization at home. More specifically, it has been fragmented and marginalized rather than strategic, for the benefit of a select few students and faculty, rather than focusing on global and cross-cultural outcomes for everyone. The conceptual framework for IHE is founded on the transfer of knowledge between nations. Table 2 summarizes the main international student destinations in the world in 2011.

Table 2: Top Host Destinations Worldwide in 2011
(Source: Wadhwa and Jha, 2014, p.107).

Rank	Destination	Total Number of International Students
1	United States	764,495
2	United Kingdom	480,755
3	China	292,611
4	France	284,945
5	Germany	252,012
6	Australia	242,351
7	Canada	193,647
8	Japan	138,075

Carnoy (1999) goes on to argue that while the direct effects of internationalization on curriculum and pedagogy are limited, the broader effects of economic restructuring and the economic and political ideologies involved are essential. Research by Jaramillo (2005) shows that 70% of surveyed schools in Colombia

consider lack of second language proficiency as the biggest barrier to internationalization, closely followed by budgetary constraints. One of the main reasons Russia has not yet attained a high level of globalization and is unable to attract more foreign students is the language barrier. The lack of funding and the rigidity of the Mexican educational system, which make the transition to credit exchange nearly impossible, even at the national level, were mentioned by Gacel-Avila (2005), even though she did not specifically ask faculty members about barriers to internationalization. According to the 2010 IAU poll, the main danger or adverse effect of globalization in Latin America is considered a brain drain. The Colombian government, which provided no guidance or financing, did not assist efforts to internationalize organizations, and this seriously hampered the process (Jaramillo, 2005).

Two-thirds of university executives globally consider internationalization to be an important topic on their agenda, according to the most current poll findings of the 5th IAU Global Internationalization Poll. However, Marinoni and de Wit (2019) note that there is a widening gap between businesses that prioritize internationalization and those that do not. According to the study's findings, internationalization is now seen as a crucial endeavor in higher education in Colombia and Mexico, making institutions globally competitive and producing graduates who have knowledge of the world around them. Canada has gradually grown in attracting international students to its universities; however, compared to other major destination countries, especially Europe, growth is moderate, even disappointing, or underutilized for some (Anderson, 2015).

Many international students are studying in developing countries. More than 8,000 foreign students study in India, and 95% of them come from underdeveloped nations (Altbach and Knight, 2007). According to them, China, Malaysia, and India are creating plans to attract students and export educational facilities and programs. The least number of transnational and transboundary projects is in Africa, excluding a portion of South Africa (Wondwosen and Damtew, 2018). The issues of globalization, regionalization, and nationalization should be discussed in a balanced way to address any potential negative

effects of internationalization. Furthermore, "decolonization issues, de-radicalization, and de-imperialization are necessary for healthy international interdependence and mutual respect for sovereignty." (Wondwosen and Damtew, 2020). Africanization is a two-sided process, not the antithesis of internationalization. Exclusive internationalization, on the other hand, involves continuing to rely on and mimic Western techniques to internationalization that are not established in the local environment (de Wit and Leask, 2019). Full focus on Africanization leads to isolation.

3.3. The theories

To learn more about IHE, three theories are identified; namely, world society theory, dynamics system theory, and variation theory.

According to Boli et al., (2011), world society theory is also referred to as world polity theory, global neo-institutionalism, and the "Stanford school" of global analysis. According to McNeely (2012), it was created primarily as an analytical framework to understand global links, institutions, and practices. Global politics, a theory that asserts that the world is a social system with a cultural foundation, involves and has an impact on actors, including countries, international organizations, and the people that depend on them (McNeely, 2012). Additionally, it offers a set of cultural standards or orientations that members of the global society must adhere to (Lechner and Boli, 2020). Internationalization can be seen as an expression of a "global cultural framework" that influences education in various ways, drawing on the history of global social theory (Boli et al., 2011). Furthermore, it connects far too many potential advantages for HEIs, making it a particularly pertinent example for figuring out how global models are interpreted in various situations (Buckner, 2019).

The dynamic aspect of the IHE is also examined using dynamic systems theory (Marton and Booth, 1997). The driving force behind complex systems that evolve over time for various causes is the globalization of higher education (Zhou, 2016). A dynamic system is a system of elements that change over time; it is not a fixed and static system, but continually changing one. Dynamic systems theory proposes that a dynamic system consists of several subsystems. These

subsystems, as well as each of their variables, are totally interrelated (Zhou, 2016).

This paper suggests that the IHE is a dynamic system and proposes a new dynamic framework, which includes five steps for the globalization of higher education (Zhou, 2016). The most general level, referred to as the internationalization process that occurs in a global environment, is called the global level. The needs and circumstances specific to each country's internationalization are reflected at the country level, which is the second level. The institutional level, which is the third level, is where individual organizations and players internationalize. The program level, which comprises the fourth level, contains detailed definitions or specifications for internationalization in various fields, including internationalization in economics and education. The personal level is the fifth and narrowest level. It refers to activities that are specific to an individual, such as classes, teachers, extracurricular and co-curricular activities, or staff.

In certain organizational contexts, variation theory has been used to determine how people understand external patterns (Cheng, 2016; Marton and Booth, 1997). According to the variation hypothesis (Orgill, 2012), people interpret, understand, and experience the world from their perspective. Students who are "capable of concurrent and focused awareness of other aspects or aspects of a phenomenon" can learn in higher education (Marton and Booth, 1997, p. 142). According to Tsui (2004, pp. 16–17), there are four different types of variation: contrast (recognizing the values of an aspect), generalizing (experiencing different instances of the same value), segregation (separate aspects have different values from the immutable aspects) and merge (going through many significant aspects at once).

The theoretical context for this study examined why internationalization is different in practice through its associated meaning (Buckner, 2019). This understanding also helps explain why internationalization has expanded so quickly. To understand how national settings and local contextualization impact individual interpretations of the educational model, one theoretically blends global society and variant theory. Global also offers a case study of how survey data may be utilized to detect

country variances and inform contextualization efforts (Buckner, 2019).

Hence, to generate the theoretical foundation for this empirical study, all the three theories need to be integrated. To integrate them in explaining the internalization of HIEs in Ethiopia, a holistic approach can be adopted. The world society theory offers a lens through which to view how global norms and practices impact Ethiopian HEIs. By examining international standards and trends, researchers can evaluate the extent to which Ethiopian institutions conform to or diverge from these benchmarks, shedding light on the external influences shaping internalization efforts.

Incorporating dynamic systems theory enables a deep dive into the intricate web of interactions and relationships within Ethiopian HEIs. This theory facilitates an understanding of how policies, practices, and stakeholders interact over time to influence internalization processes. By employing a dynamic systems perspective, researchers can track the evolution of internalization efforts, pinpointing key catalysts for change within the Ethiopian higher education landscape. Moreover, the application of variation theory offers valuable insights into how individuals within Ethiopian HEIs perceive and assimilate internationalization initiatives. Using concepts such as contrast, generalization, segregation, and merge, researchers can delve into the diverse ways in which students and educators interpret and internalize these efforts. Understanding the nuances in learning approaches and perspectives paves the way for the design of customized internalization strategies that address the diverse needs of stakeholders.

3.4. Policy critique

Educational institutions, as they enter into the globalized world, turn out to be competitive, and this ends up in the commoditization and commercialization of education. With its changing role as a marketable commodity, education becomes accessible only to those who can afford it. This widening of the education gap will result in an increase in income inequality. So, liberalization and privatization have changed the education scenario of today. Internationalization offers opportunities to share knowledge, research findings,

technology, resources, and social values, which anybody needs to be prepared for.

As a positive impact of commodification, it is obvious that there is an increase in private institutions within the country, and students get the opportunity to study at any institution outside the country, shifting the national education system to global education, opportunities for sharing knowledge, skills, technology, resources and social values, skills enhancement, cultural integration, widening of access of education for all, creation of the networked organization, lifelong learning and opportunities for global research institutes. In addition, the advantages of the globalization curriculum and course acquire an international orientation along with the composition of international faculty and students. Acceptance of various cultures and their integration into the teaching-learning process enhance the quality of education. The learners become acquainted with a diverse source of knowledge about the world. They understand the cultural differences and similarities that exist. More collaboration of educational institutions also attracts foreign investment. This internationalization will help improve courses, technology transfer, and faculty and students exchange. It can also lead to the conduct of research on international aspects, the conduct of joint research studies, etc. All of these are positive sides of internationalization.

The negative side is increased inequality, destroying indigenous culture, erosion of social and cultural values, and loss of cultural identity, and it can lead to dominating values of developed countries, exploitation of less developed countries, neglect of local needs and problems and encouraged brain drain. In the globalized world, everything including education is looked upon as commodities which are produced and delivered online by market forces.

Internationalization can also bring about competition. The institutions are pressurized to put in force to strive for existence; students also enter into the competitive world. Subsidized education begins to fade away. The market decides the costs of education and it increases the rate also. The increase in the cost of education can make it inaccessible to many. Therefore, the commodification of education will lead to inequality in access to quality education. The marginalized remain

excluded, thereby making them deprived of growing opportunities. The technological gaps that exist can hinder the sharing, and thereby increase the inequality further. This in turn can lead to conflicts between areas and cultures, neglect of local need, and local problems; that become nobody's concerns, and internationalization increases brain drain: with free movement in place, there will be increasingly educated and skilled manpower going out to advanced countries. This movement in search of better avenues can bring about a brain within the country.

The phenomenon of "external and internal" intellectual migration in African HEIs has been attributed to the emigration of skilled people to other nations. A considerable number of researchers, many of whom do not return to their native countries, regrettably leave their employment and nations each year and relocate mostly to North America and Europe (de Wit et al., 2015). The factors that contribute to internal brain drain, which are comparable to extrinsic factors, are more based on "push" factors than "pull" factors. Most of the pulling factors are low income, unpleasant working conditions, discontent with the company, and few prospects for career progression. After that, due to subpar living conditions and the other issues mentioned above, Africa lost its mental capital (Anwar and Birhanu, 2022). IHE also has the disadvantage of not meeting regional needs and issues. Learning objectives, curriculum standards, and other aspects are often decided by the sponsoring organization. The beneficiary nation's national development will not be aided by this. Students from developing nations face a challenge to participate in exchange programs in rich countries due to unacceptable exchange rates.

Universities all over the world are facing pressure to design and implement deliberate comprehensive internationalization plans in response to IHE due to a number of additional issues, including competition and financial development. However, contemporary internationalization has witnessed a return to critique after more than a decade of completely embracing and promoting the beneficial parts of IHE (Bell, 2015). International education criticism is an area of study that is of vital importance not only to a specific area of expertise, but also to the rapidly evolving and changing global education sector (Bell, 2015). Through a regular

and honest critique of the internationalization efforts, it is possible to work towards continuing to develop policies and practices with a high degree of transparency, inclusiveness, and high ethical standards so that the idea of general education for the common good can be maintained across generations too (Bell, 2015).

Such a strategy has the ability to advance the common good on an international level and that internationalization's pursuit of this objective has not yet attracted enough attention (Jibeen and Khan, 2015). It is imperative for organizations to change their outlook of the world and how they approach internationalization so that they are less concerned with the traditional and most coveted commercial interests of international higher education. Resistance to a supposedly "international" foreign perspective appearance that maintains the conflict between localization and globalization is caused by concerns about the colonial past, economic difficulties, political turmoil, civil strife, and other local obstacles (Thondhlana et al., 2021).

3.5. Role of internationalization in the founding of first-generation universities in Ethiopia

Foreign countries played an important role in the establishment of first-generation HEIs in Ethiopia. In a way or another, during the establishment of first generation universities in Ethiopia, foreign missionaries, priests, or volunteers were involved. For example, Addis Ababa University, which is Ethiopia's oldest public university, began service as the University College of Addis Ababa (UCAA) in 1950 with the help of the Canadian Jesuits. In 1961, it was renamed as Haile Selassie I University, and in 1975 it adopted its present name AAU (Ayele and Fantahun, 1986). Addis Ababa College and Oklahoma State University of the United States, have established a partnership to collaborate in academic pursuits. On the other hand, in 1953, Alemaya College of Agriculture was inaugurated as an official academic institution; later it was recognized and renamed as Haramaya University, fulfilling a pioneering role as Ethiopia's primary center for Agricultural Science studies (Ayele & Fantahun, 1986). To this end, the governments of Ethiopia and the United States of America signed an Agreement under the Point Four Program on May 15, 1952.

The University of Gondar, which was formerly called the Gondar College of Medical Sciences before 2003, has the distinction of being the oldest medical institution in Ethiopia. The inception of the Public Health College dates to 1954 when a formal agreement was signed between the Ethiopian Ministry of Public Health, and the United States Government. The other first generation university, Bahir Dar University, was established through the amalgamation of two previous HEIs; namely the Bahir Dar Polytechnic and Bahir Dar Teachers' College. The Bahir Dar Polytechnic Institute was founded in 1963 as one of the faculties within the University, pursuant to a technical collaboration covenant among the rule of the USSR and the Imperial Administration of Ethiopia. The Bahir Dar Teachers' College, was established in 1972 by the tripartite agreement of the Imperial Government of Ethiopia, UNESCO and UNDP.

As a result, today's national colleges and universities are a product of the globalization of higher education. Since their founding to the present, practically all first-generation public universities in Ethiopia have benefited greatly from the globalization of higher education.

4. Conclusions and Recommendations

By amalgamating the world society, dynamics system, and variation theories, a comprehensive framework emerges for studying the IHE in Ethiopia. This integrated approach allows for a multifaceted analysis that considers not only global influences but also systemic dynamics and individual viewpoints. Through this comprehensive lens, researchers can unravel the complexities surrounding internalization processes in the Ethiopian context, paving the way for informed policy decisions and effective implementation strategies.

HEIs must first think about their place in the world, their cosmopolitan outlook, and how they may help create a more sustainable human society. This is a significant and challenging undertaking, but it can be achieved if more effort is put into getting faculty and staff involved in local and international research, teaching, and community service projects that are advantageous to educational institutions and students.

Curriculum, teaching, learning, and service internationalization should not occur in a vacuum. In order to integrate internationalization with other

initiatives at the disciplinary, professional, institutional, national, and regional levels, the Ethiopian Ministry of Education must take initiative. This requires cooperation and partnerships within and between institutions worldwide, as well as integrated policies and strategies. Internationalization should focus on the quality and variety of programs that provide mobility for students, academics, and administrative staff. More attention is paid to the internationalization of the curriculum and related learning outcomes by the foundation laid down for equal and ethical partnerships in higher education.

It is important to promote the future direction of society, including resilience, durability, and equality of opportunity; support for social justice, equality, development, preservation, social inclusion, and/or social relations within society; and actively and purposefully seek to contribute to and learn from society, locally and globally, guided by values consistent with higher education for the benefit of all. The design, execution and evaluation of IHEs operations are heavily reliant on wide- and extensive regional and international cooperation. Both at home and abroad, activities need to be meticulously planned and frequently evaluated. A measure of benefit for all parties is required to be included in the impact

evaluation and the assessments also need periodically supervision and use to improve practice.

Higher education administrators, researchers, course designers, and teachers are among the stakeholders, and all will need to work closely and strategically. All the stakeholders need to understand the fundamentals of IHEs, are encouraged to participate in the program, and that IHE is included in it. The organization's discourse is found in pertinent policies, papers, and reports from the inside and outside. It is important to identify the shared interest of relevant local and international partners in advancing the global common good through IHEs through conversation, internationalization strategies, and institutional research; incorporate learning outcomes that center on developing qualities related to the "global common good"; and in the curriculum, place an emphasis on the relationship between intercultural/international service learning and community engagement, and encourage/require students to take advantage of the opportunities available.

Acknowledgements: The authors are appreciative of the reviewers and editors, who contributed significantly in improving the quality of the review article.

Reference

- Altbach, P. G. & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, 11(3-4), 290-305.
- Anderson, T. (2015). Seeking internationalization: The state of Canadian higher education. *Canadian Journal of Higher Education*, 45(4), 166-187.
- Anwar Ahmed & Birhanu Sintayehu. (2022). Implementation of Covid-19 protection protocols and its implication on learning & teaching in public schools. *Heliyon*, 8(5), e09362.
- Ayenachew Assefa Woldegiyorgis. (2017). Internationalization of higher education and research in Ethiopia: Considerations for institutional strategy. *Bahir Dar Journal of Education*, 17(2), 106-115.
- Bell, K. (2015). Challenging Existing Paradigms: Critiques of Internationalization. *Global Studies Literature Review*, 6(1).
- Boli, J., Gallo-Cruz, S., & Mathias, M. (2011). World society, world-polity theory, and international relations. In *Oxford Research Encyclopedia of International Studies*.
- Buckner, E. (2019). The internationalization of higher education: National interpretations of a global model. *Comparative Education Review*, 63(3), 315-336.
- Carnoy, M. (1999). Globalization and educational reform: What planners need to know. United Nations Educational, Scientific and Cultural Organization (UNESCO), Fundamentals of educational planning, series 63.
- Cheng, E. W. (2016). Learning through the Variation Theory: A Case Study. *International Journal of Teaching and Learning in Higher Education*, 28(2), 283-292.
- Crişan-Mitra, C., & Borza, A. (2015). Internationalization in higher education. In *International Conference "Risk in Contemporary Economy"*. Galati, Romania (pp. 187-191).

- Damtew Tefera. (2008). Internationalization of higher education: Legacy and journey in the African landscape. In Damtew Teferra and Knight, J. (Eds.), *Higher education in Africa: The international dimension*, pp. 553-558. Association of African Universities.
- De Wit, H. (2020). Internationalization in Higher Education: a Western Paradigm or a global, intentional and inclusive concept. *International Journal of African Higher Education*, 7(2), 31-37.
- De Wit, H., & Altbach, P. (2021). 70 Years of Internationalization in Tertiary Education: Changes, Challenges and Perspectives. *The Promise of Higher Education: Essays in Honour of 70 Years of IAU*, 119-125.
- De Wit, H., & Deca, L. (2020). Internationalization of higher education, challenges and opportunities for the next decade. In: Curaj, A., Deca, L., Pricopie, R. (eds), *European Higher Education Area: Challenges for a New Decade*. Springer, Cham.
- De Wit, H., & Jones, E. (2022). A new view of internationalization: From a western, competitive paradigm to a global cooperative strategy. *Journal of Higher Education Policy and Leadership Studies*, 3(1), 142-152.
- De Wit, H., & Leask, B. (2019). Towards new ways of becoming and being international. *University World News*, 27 July 2019.
- De Wit, H., & Merckx, G. (2012). The history of internationalization of higher education. *The SAGE handbook of international higher education*, 43-59.
- De Witt, H., Hunter, F., Howard, L., & Egron-Polak, E. (2015). *Internationalisation of higher education*. Brussels, Belgium: Policy Department B: Structural Cohesion Policies, European Parliament.
- Egron-Polak, E. & Hudson, R. (2014). Internationalization of higher education: Growing expectations, fundamental values (IAU 4th Global Survey). International Association of Universities (IAU), Paris, France.
- Ermyas Admasu & Abiot Desta. (2021). Internationalization of Higher Education System in Ethiopia: A Review of Education Policies and Strategies. *Agathos*, 12(1), 139-156.
- Fantahun Ayele (1986). A History of the Seventh-Day Adventist Missionary Activities in Debre Tabor Awraja 1924-75. MA Thesis, Addis Ababa University, Ethiopia.
- Gacel-Avila, J. (2005). The Internationalization of Higher Education: A Paradigm for Global Citizenry. *Journal of Studies in International Education*, 9(2), 121-136.
- Hudzik, J. K. (2011). Comprehensive internationalization: From concept to action. *Washington, DC: NAFSA*.
- Jahan N, Naveed S, Zeshan M. & Tahir M. A. (2016). How to Conduct a Systematic Review: A Narrative Literature Review. *Cureus*, 8(11), e864.
- Jaramillo, I. C. (2005). Higher Education in Colombia. *Higher education in Latin America: The international dimension*, 638, 175.
- Jibeen, T., & Khan, M. A. (2015). Internationalization of higher education: Potential benefits and costs. *International Journal of Evaluation and Research in Education*, 4(4), 196-199.
- Johnson, T., Hains, K., Hains, B., & Salazar, J. (2020). Conceptualizing university education study abroad programs using a mutualistic process. *Journal of Studies in International Education*, 24(5), 555-572.
- Jones, E., & de Wit, H. (2014). Globalized internationalization: Implications for policy and practice. *Management*, 33, 95-104.
- Jowi, J. O. (2009). Internationalization of higher education in Africa: Developments, emerging trends, issues and policy implications. *Higher education policy*, 22, 263-281.
- Knight, J. (2008). *Higher education in turmoil: The changing world of internationalization*. Sense Publishers, Rotterdam/Taipei.
- Lechner, F. J., & Boli, J. (Eds.). (2020). *The globalization reader*. John Wiley & Sons.
- Marinoni, G., & de Wit, H. (2019). Internationalization and inequality, first results from the 5th Global Survey of IAU. *University World News*, 534(January).
- Marton, F., & Booth, S. (1997). Learning and awareness. Mahwah, NJ, Mahwah, NJ: L. *Journal Article*.
- Maudarbekova, B., & Kashkinbayeva, Z. (2014). Internationalization of higher education in Kazakhstan. *Procedia-Social and Behavioral Sciences*, 116, 4092-4097.
- McNeely, C. L. (2012). World Society Theory. *The Wiley-Blackwell Encyclopedia of Globalization*.
- MoE (2018). Ethiopian Education Development Roadmap (2018-30). Addis Ababa.
- Orgill, M. (2012). Variation theory. In *N. Seel Encyclopedia of the Sciences of Learning*, pp. 2608- 2611. New York, NY: Springer
- Stella, A. (2006). Quality assurance of cross-border higher education. *Quality in higher education*, 12(3), 257-276.

- Stukalova, I., Shishkin, A., & Stukalova, A. (2015). Internationalization of higher education: a case of Russian universities. *Economics & Sociology*, 8(1), 275.
- Taskoh, A. K. (2014). *A critical policy analysis of internationalization in postsecondary education: An Ontario case study*. Doctoral dissertation, The University of Western Ontario, Canada.
- Tesfaye Semela and Elizabeth Avalew. (2008). *Ethiopia*. In Damtew Teferra and Knight, J. (Eds.), *Higher education in Africa: The international dimension*, pp. 159-207. Association of African Universities.
- Thondhlana, J., Garwe, E. C., De Wit, H., Gacel-Avila, J., Huang, F., & Wondwosen Tamrat. (2021). *The Bloomsbury Handbook of the Internationalization of Higher Education in the Global South*. London: Bloomsbury Academic.
- Tsui, A. B. (2004). The shared space of learning. In *Classroom discourse and the space of learning*, 165-186.
- Wadhwa, R., & Jha, S. (2014). Internationalization of higher education: Implications for policy making. *Higher Education for the future*, 1(1), 99-119.
- Wondwosen Tamrat & Damtew Teferra. (2020). Private higher education in Ethiopia: risks, stakes and stocks. *Studies in higher Education*, 45(3), 677-691.
- Wondwosen Tamrat & Damtew Teferra. (2018). Internationalization of Ethiopian higher education institutions: Manifestations of a nascent system. *Journal of Studies in International Education*, 22(5), 434-453.
- Zhou, J. (2016). A Dynamic Systems Approach to Internationalization of Higher Education. *Journal of International Education and Leadership*, 6(1)