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BIBLIOGRAPHIE

Internationalization in Higher Education: current issues and topics: bibliographical resources

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1.European Higher Education Area/International experiences

1.1 Transnational publications

Caliskan, O., & Oldac, Y. I. (2025). **Internationalization of Higher Education: Science Mapping the Knowledge Base (1929–2022)**. *Journal of Studies in International Education*, 29(4), 539-563.
This study explores the internationalization of higher education (IHE) using science mapping techniques. The authors analyzed 5,253 articles and reviews published from 1929 to 2022, selected through a rigorous procedure. Findings indicate a rapid and significant increase in publications over the years, with more than tripling in the last decade only. Several patterns were revealed. Findings uncover that previously English-speaking nations are no longer the sole contributors to the internationalization research, as China-based researchers also increasingly contribute to the field's research output. The topical analysis revealed research clusters, highlighting the intellectual and conceptual structures of IHE. The resulting conceptual map revealed seven research clusters, (1) teaching and learning practices, (2) mobility and migration, (3) language policy, (4) study abroad, (5) transnational higher education, (6) international students and their experiences, and (7) macro-level policies and practices. Findings also demonstrate a diversification of and an increase in journals covering the IHE knowledge base.
https://journals.sagepub.com/doi/10.1177/10283153241307969

Clarke, L., & Kirby, D. (2022). **Internationalizing Higher Education Curricula: Strategies and Approaches**, *Universal Journal of Educational Research*, 10(6), 408-417.
The COVID-19 global pandemic has put the growing reliance on international students in higher education into sharp relief. With the increasing emphasis on the value of higher education as both an export market and a revenue generator and the consequent increases in international student enrollment at colleges and universities, higher education leaders are seeking to provide curricula which reflect the global perspectives that students need to work and function within increasingly complex and multicultural work environments. A literature review was conducted to determine how institutions are approaching curriculum internationalization as a way to prepare students as global citizens. This paper explores four rationales for internationalization including the political rationale, the economic rationale, the socio-cultural rationale, and the academic rationale. It also provides an overview of strategies that can be utilized to internationalize higher education curriculum. These are centered on supporting faculty, developing partnerships, international student experiences, language integration, and curriculum learning outcomes. The following four common and evolving approaches for internationalizing curriculum are reviewed: the add-on approach, the infusion approach, the transformational approach, and the social responsibility approach. Several notable shortcomings in these approaches are outlined, and the paper concludes with a number of proposals for future empirical research in this area. This work helps to fill a gap in understanding how to implement these important curriculum reforms.
https://www.hrpub.org/download/20220630/UJER5-19527517.pdf

Deardorff D.K., de Wit, H., Leask, B., & Charles, H. (Eds) (2022). **The Handbook of International Higher Education**, Routledge.
The issues, trends, and priorities in research have been shaped by a turbulent period in international higher education, marked by the pandemic, renewed nationalism, global power imbalances, and racial inequities. This edition reflects these changes by updating earlier chapters and adding many new ones from more diverse contributors, grounded in present realities and future perspectives. As in the first edition, it argues that internationalization plays a vital role in an interconnected world facing economic, geopolitical, climatic, and public health challenges. The handbook provides models, data, and ideas to support new approaches to international education, with a focus on inclusion, diversity, equity, decolonization, learning outcomes, digital tools, mobility patterns, and emerging models such as joint programs. Structured in four sections, the book covers: (1) national, regional, and international frameworks; (2) strategic aspects such as leadership, institutional strategy, outcomes assessment, financing, risk management, and partnerships; (3) core functions including intercultural competence, curriculum internationalization, teaching and learning, virtual exchange, student affairs, student engagement, staff involvement, research internationalization, and community engagement; and (4) diverse case examples and perspectives through collaborations between scholars and practitioners from different regions.

Hunter, F., Ammigan, R., de Wit, H., Gregersen-Hermans, J., Jones, E., & Murphy, A.C. (Eds.) (2023). **Internationalisation in higher education: Responding to new opportunities and challenges. Ten years of research by the Centre for Higher Education Internationalisation (CHEI)**. EDUCatt.
This book celebrates ten years of research and is testament to the breadth and depth of research carried out by members of the CHEI community. The opening Foreword focuses on the development of the Centre, with particular emphasis on its appeal to 'practitioner-researchers' working in the field of international education and engaging in research. The nature of their research often stems from the practical knowledge they have built up over their career but also presents theoretical explorations of models developed for their field. The Introduction, written by the editors, sets the scene for the book, emphasising the evolving nature of the field, the growth of evidence-based research and the need to return to the genesis of internationalisation of higher education, which is rooted in social responsibility. The book itself is divided into six sections: the first consists of papers of broad reach, discussing overarching trends, the second concentrates on aspects of internationalisation of the curriculum at home, the third focuses on the student voice and experience, the fourth on various aspects of study abroad while the fifth presents a series of case studies. The last section is dedicated to the personal stories of the authors who have carried out most or all of their doctoral studies through the Centre.
https://www.researchgate.net/profile/Ravichandran-Ammigan/publication/371077326_Internationalisation_in_higher_education_Responding_to_new_opportunities_and_challenges/links/6471407559d5ad5f9c773f51/Internationalisation-in-higher-education-Responding-to-new-opportunities-and-challenges.pdf#page=44

Jones, E., Leask, B., Brandenburg, U., & de Wit, H. (2021). **Global Social Responsibility and the Internationalisation of Higher Education for Society**. *Journal of Studies in International Education*, 25(4), 330-347.
In this article, the authors argue that there is an urgent need to align internationalisation and university social responsibility agendas through the construct of Internationalisation of Higher Education for Society. The service or "third mission" of higher education institutions - to contribute to the social, economic, and cultural development of communities - has long been a core function of universities alongside teaching and research. However, the service mission is often disconnected from the internationalisation agenda. Service to society is rarely the focus of internationalisation strategies, and third mission strategies are predominantly domestically oriented. They consider how universities might, in today's fractured and fragile world, amplify their contributions to society and the global common good by strategically enacting their global social responsibility through internationalisation. Related concepts of relevance are discussed, and they conclude with recommendations for leaders, researchers, and those involved in teaching and learning who seek to contribute to these endeavours.
https://journals.sagepub.com/doi/10.1177/10283153211031679

Kapfudzaruwa, F.(2025). **Internationalization of Higher Education and Emerging National Rationales: Comparative Analysis of the Global North and South**. *High Educ Policy* 38, 493–522.
This paper provides a comparative analysis of national rationales to higher education internationalization in the global north and south countries using content analysis. The results reveal that the socio-economic rationales are dominant across most of the 27 sampled countries. However, they manifest differently across the global north and global south as countries interpret the benefits and effects of internationalization in line with their national priorities. These variations are being shaped by an increasingly complex, competitive, and multipolar higher education internationalization landscape with new global south actors acquiring agency despite the deepening global inequalities. As a result, political rationales are becoming an important driver to internationalization. The current geopolitical environment associated with global conflicts, health pandemics, and increased nationalistic, anti-immigrant, and anti-globalization sentiments is also adding more uncertainty and complexity. Due to increased concerns about this multipolar and self-centred internationalization, a few countries are starting to promote inclusive approaches to internationalization.
https://link.springer.com/article/10.1057/s41307-024-00358-z#citeas

Marinoni, G., & Pina-Cardona, S. (2024). **6th Global survey on internationalization of higher education: current trends and future scenarios.** IAU: International association of universities.
The aim of the 6th IAU Global Survey is to draw a holistic picture of the internationalization of higher education around the world at a moment in time, and the report presents the analysis of data collected from HEIs around the world via an online questionnaire. The Survey on the Internationalization of Higher Education received responses from 722 higher education institutions (HEIs) in 110 countries and territories. The resulting survey report analyses the findings in order to present both global and regional trends. The report follows the same structure as the questionnaire, and after an overview of the statistical data and the profile of the responding institutions each of the eight sections covers a specific aspect of internationalization, as listed below : A. Importance, benefits and challenges to internationalization ; B. Internationalization governance ; C. Internationalization of teaching and learning: activities ; D. Internationalization of teaching and learning: Internationalization of the curriculum at home ; E. Internationalization of research ; F. Internationalization and societal/community engagement ; G. Emerging issues and the future of internationalization. The level of importance of internationalization is high at the majority of HEIs (77%) and it has increased over the last five years across all types of HEIs, including those where the level of importance was and still is low.
https://static1.squarespace.com/static/64ca66e5f086975ce8783d53/t/661f9bed86d6393d1ec26f75/1713347572513/2024_internationalization_survey_report_digital.pdf

Mittelmeier, J., Lomer, S., Al-Furqani, S., & Huang, D. (2024). **Developing Meaningful Internationalisation that Impacts Students' Outcomes in Higher Education: A Scoping Review of the Literature 2011–2022**. *Journal of Studies in International Education*, 28(4), 503–525.
Research about the internationalisation of higher education has expanded rapidly in recent decades with few attempts to map available evidence. This scoping review provides a synthesis of articles about how internationalisation practices specifically impact students' outcomes and experiences. The authors identified 967 articles in 21 thematic categories, spread across 493 journals and 27 disciplines. Of these, only 233 (22.8%) were categorized as 'designed to highlight impacts on students'. They characterise research as scattered and primarily descriptive, with limited efforts to build on previous research. However, they have synthesised five key principles that underpin practice with the most demonstrable impact on students: (1) embedding internationalisation holistically across the institution; (2) centering inclusion and connection; (3) developing active and creative learning approaches; (4) providing opportunities for reflection and personal connection; and (5) explicitly scaffolding intercultural skills. We call for researchers to design more research that builds on this maturing subfield, centring evidence to inform critical practice.
https://journals.sagepub.com/doi/full/10.1177/10283153231222278

van den Hende, F., Riezebos, J., & Coelen, R. (2024**). Deployment of academic staff and disciplinary contexts in strategies for curriculum internationalization: a dynamic resource-based view of organizational change**. *Studies in Higher Education*, 49(11), 2116–2132.
In higher education literature, academic staff have long been considered the main blockers in internationalizing study programs, but recent research suggests that the real blockers are the many changes required in their disciplinary contexts. However, both perspectives have not been based on organizational change theory including academics and their disciplinary contexts. This article examines the recurring institutional issues with strategies, resources, and connections with curriculum internationalization from a Dynamic Resource-Based View of organizational change. The dimensions of this resource-based organizational change theory have been decomposed into five propositions for investigating the value of strategies for curriculum internationalization as perceived and experienced by academic staff in specific disciplinary contexts. In a multiple case study of four disciplinary contexts in a West-European university from 2012 to 2020, we studied 56 strategic documents and 29 in-depth interviews with academic staff. Our theory-based approach and value-adding analysis with multiple data, cases, and researchers allow for theoretical generalization with implications for higher education strategy development in various regions of the world. Our findings reveal that, as a process involving organizational changes, curriculum internationalization requires more explicit, integrative strategies, adequate deployment of leadership, knowledge, and academic staff competencies, and strategic alignment with core processes and the specifics, commonalities, and dynamics of disciplinary contexts. Based on the selected theoretical perspective of organizational change, we present new explanations and practical guidelines to

substantiate and improve the process of internationalizing study programs. At the same time, we demonstrate the critical role of academic staff and their disciplinary contexts.
https://www.tandfonline.com/doi/full/10.1080/03075079.2023.2291516?src=recsys#abstract

Tight, M. (2022). **Internationalisation of higher education beyond the West: challenges and opportunities – the research evidence**. *Educational Research and Evaluation*, 27(3–4), 239–259.
The internationalisation of higher education has typically been seen as a contemporary trend driven by Western developed nations, whereby particular elite models of provision, most frequently delivered in the English language, influence practice globally. This has involved either the recruitment of international students and staff, notably to the United States, Australia, the United Kingdom, and other Western countries, or the opening by their universities of branch campuses overseas. The picture is, however, rather more complex than this, with many other national and institutional players involved, in different ways at different levels, and patterns varying from region to region. This article explores the research evidence on the internationalisation of higher education beyond the West through a systematic review of recent academic writing. In doing so, it draws attention to the challenges and opportunities identified in the research literature, and questions whether the internationalisation of higher education is a truly global phenomenon.
https://www.tandfonline.com/doi/full/10.1080/13803611.2022.2041853#abstract

van den Hende, F., & Riezebos, J. (2023). **Academic staff on their engagement with curriculum internationalisation: an organisational change perspective**. *Higher Education Research & Development*, 42(5), 1247–1266.
Studies about curriculum internationalisation in higher education frequently report poor academic staff engagement hindering implementation in practice. However, such research does not consider the organisational context in which academics operate. This research applies an organisational change perspective to explore how the context affects the process of engagement and implementation and what to change (content). In a comparative case study of four disciplinary contexts in a West-European university from 2012 to 2020, we disclose the perceptions and experiences of twenty-nine academic staff through in-depth interviews. The academics explain how multiple contextual tensions and inadequate resource management complicate their engagement with curriculum internationalisation. Still, they also reveal evidence of many achievements and strong individual drivers with curriculum internationalisation. Our findings show how disciplinary contextual influences and dynamics create specific perceptions and experiences of curriculum internationalisation in each study programme. This article presents a comprehensive framework of organisational change to explain and facilitate academic staff engagement with curriculum internationalisation in disciplinary communities.
https://www.tandfonline.com/doi/full/10.1080/07294360.2023.2193724

Van Mol, C., Caarls, K. & Souto-Otero, M. (2021). **International student mobility and labour market outcomes: an investigation of the role of level of study, type of mobility, and international prestige hierarchies**. *High Educ* 82, 1145–1171.
The article analyses the effects of international student mobility (ISM) on graduates' labour market outcomes. It examines the relationship between participation in mobility (at both bachelor's and master's level), wages, and the duration of the transition from education to employment. The study also compares different types of mobility (study periods, internships, or a combination of both) and considers the role of the destination country's position within international academic prestige hierarchies. Using data from the Dutch National Alumni Survey (2015), the results initially suggest a positive association between international mobility and labour market outcomes. However, once selection bias is taken into account, these differences disappear, indicating that the observed effects cannot be causally attributed to the mobility experience itself. The authors explain these findings by referring to the characteristics of the Dutch higher education system and labour market, where limited opportunities for upward social mobility reduce the direct economic returns of international student mobility.
https://link.springer.com/article/10.1007/s10734-020-00532-3

Wang, T., & Ghasemy, M. (2025). **A Bibliometric Analysis of Virtual Mobility: An Emerging Approach to Internationalisation of Education**. Sage Open, 15(2).
With the development of information and communication technology, virtual mobility, as an approach to internationalising education, allows students to receive cross-border education without going abroad through online educational interactions. Additionally, the outbreak of the COVID-19 pandemic accelerates the development of virtual mobility, and the challenges of virtual mobility come into the front, which leads to concerns about its sustainability in the post-pandemic era. This study aims to analyse the state and trends of virtual mobility research through a bibliometric analysis of the existing literature. A bibliometric study of 540 virtual mobility-related publications from the Scopus database, spanning from 1998 to July 2024, has been conducted. Performance analysis is utilised to examine the annual publication distribution, the main contributors (authors, journals, articles, affiliations and countries), and the top author keywords in virtual mobility research. Science mapping is adopted to reveal the social network and intellectual structure followed by themetic evoluation of keywords within virtual mobility research domain. The results indicate that the publication trend can be identified in three waves, with a sharp increase in the latest period. The dominant research hotspot is international students' online education caused by COVID-19; and collaborative online international learning (COIL), student engagement, e-learning, and programme for international student assessment (PISA) are the four research areas with potential for further research.
https://journals.sagepub.com/doi/full/10.1177/21582440251336123

de Wit, H., & Altbach, P. G. (2021). **Internationalization in higher education: global trends and recommendations for its future**. *Policy Reviews in Higher Education*, 5(1), 28–46.
Internationalization as a concept and strategic agenda is a relatively new, broad, and varied phenomenon in tertiary education. During the past half-century, internationalization has evolved from a marginal activity to a key aspect of the reform agenda. This analysis addresses the following points: What are the historical developments of internationalization? What do we mean by internationalization? What are the key factors in international tertiary education that impact, and are impacted by, this phenomenon? What initiatives and policies are developed to enhance the internationalization of tertiary education? What are the key data, trends, and challenges that are crucial for the future of internationalization, abroad and at home, in a critical time of transformation as a result of nationalist-populist developments, climate change and the COVID-19 pandemic?

1.2 European Higher Education Area

Akbaritabar A, Barbato G. (2021). **An internationalised Europe and regionally focused Americas: A network analysis of higher education studies**. *Eur J Educ*., 56:219–234.
The study on which this article reports investigated the internationalisation of higher education studies by examining collaborations in the form of international co-authorships. It analyses how network-based mechanisms, related to structural relationship between authors (preferential attachment, i.e., higher tendency to collaborate among the most productive ones) and node level features (homophily, i.e., tendency to collaborate with similar others), affect higher education co-authorship networks. The authors build a bipartite co-authorship network based on 17,262 publications from 33 specialised higher education journals indexed in Scopus from 1996–2018. Scientific collaboration in higher education mainly occurs within national borders. They found that higher education is not an internationally oriented field of research, with around 90% single-country publications. A geographical divide was observed between the two largest communities (Europe, Asia and Oceania vs. the Americas) which was also reflected in the research themes addressed by these communities, structured around the known divide between (1) learning and teaching, and (2) policy-based studies. Preferential attachment was observed to be a network-based mechanism that contributes to drive the formation of new co-authorships. Similarly, homophily based on academic seniority and research productivity emerged as a significant explanatory mechanism. The authors present a methodology for disambiguating the names of higher education institutions. They demonstrate an associated effect on co-authorship networks. Their research and analysis support the effectiveness of the proposed method.
https://onlinelibrary.wiley.com/doi/full/10.1111/ejed.12446

Curaj, A., Hâj, C. M., Pricopie, R. (eds) (2024**). European Higher Education Area 2030: Bridging Realities for Tomorrow's Higher Education**. Springer.
The book analyses the European Universities Initiative (EUI) as a major development within the European Higher Education Area, itself rooted in the Bologna Process. It shows how this policy strengthens the integration of European universities through transnational alliances, while also reshaping forms of internationalisation in higher education. The authors introduce the concept of "Euro-internationalisation" to describe a hybrid model combining regional integration and global openness. The book argues that the EUI goes beyond simple academic cooperation, functioning instead as a structural policy instrument that transforms governance, teaching practices, and institutional strategies across participating universities. It also highlights how these alliances contribute to redefining academic identities and mobility patterns within Europe. Furthermore, the analysis underlines significant variations in how universities engage with the initiative, depending on national contexts and institutional capacities. The book ultimately emphasises the tensions between European harmonisation, institutional autonomy, and the persistent diversity of higher education systems across Europe.
https://link.springer.com/content/pdf/10.1007/978-3-031-75140-0.pdf

de Wit, H., Jones, E. (2025), **Internationalisation and Europeanisation of Higher Education Beyond EHEA Targets: Inclusion, Transformation, and Social Responsibility**. In Curaj, A., Hâj, C. M., Pricopie, R. (eds), European Higher Education Area 2030: Bridging Realities for Tomorrow's Higher Education 2025th Edition, p. 11-23.
Beginning with an overview of how the Bologna Process has evolved over the period encompassed by the five Researcher Conferences to date, this chapter highlights several key challenges in recent years for the development of internationalization and Europeanization. It goes on to summarise briefly the contributions in this section, using them to illustrate where change has been more positive. The chapter concludes with a number of observations and recommendations raised during the conference discussions as well as by the chapters in this section.
https://www.researchgate.net/publication/390314155_Internationalisation_and_Europeanisation_of_Higher_Education_Beyond_EHEA_Targets_Inclusion_Transformation_and_Social_Responsibility

de Wit, H. (2011). **Trends, Issues and Challenges in Internationalisation of Higher Education**. Centre for Applied Research on Economics & Management, School of Economics and Management of the Hogeschool van Amsterdam.
The book examines the evolution of internationalisation in higher education, showing how it has become a central element of university policy worldwide. It highlights the close relationship between internationalisation and globalisation, noting that both processes are increasingly intertwined but not identical. The author emphasises a growing tension between traditional academic cooperation and the rising influence of market-driven logics, including competition for students, staff, and institutional prestige. This shift has contributed to a more strategic and instrumental use of internationalisation by universities and governments. The book also points to conceptual ambiguity, as "internationalisation" is used to describe a wide range of activities such as mobility, partnerships, and curriculum development, which can obscure its meaning. Finally, it identifies key challenges for the future, including the need to balance cooperation and competition, preserve academic values, and avoid reducing internationalisation to purely economic objectives.
https://www.eurashe.eu/wp-content/uploads/2022/02/wg4-r-internationalization-trends-issues-and-challenges-hans-de-wit.pdf

European Commission: Directorate-General for Education, Youth, Sport and Culture (2025). **Erasmus+ annual report 2024**, Publications Office of the European Union.
The Erasmus+ Annual Report 2024 presents the fourth year of implementation of the programme within the 2021–2027 Multiannual Financial Framework. It highlights the programme's key priorities, including inclusion, digital transformation, environmental sustainability, and democratic participation, while outlining the opportunities available to participants and the main features of its implementation. The report also provides an overview of both qualitative and quantitative achievements, noting in particular the scale of participation, with nearly 15 million individuals having taken part in Erasmus mobility activities. Overall, it reflects the continued expansion of the programme and its central role in supporting mobility, cooperation, and the internationalisation of education systems in Europe.
https://op.europa.eu/en/publication-detail/-/publication/eb9511a3-c05a-11f0-a612-01aa75ed71a1/language-en

European Commission (2022). **Communication from the Commission on a European Strategy for universites**. Publication office of the European Union.
The European Commission's Communication sets out a strategy aimed at strengthening the role of universities within the European Higher Education Area by reinforcing transnational cooperation, mobility, and the recognition of qualifications. It frames internationalisation within a dual dynamic of European integration and global competitiveness, while also highlighting the role of universities in the green and digital transitions, as well as in promoting European values.
https://education.ec.europa.eu/sites/default/files/2022-01/communication-european-strategy-for-universities-graphic-version.pdf

European Commission: European Education and Culture Executive Agency (2024). **The European higher education area in 2024 – Bologna process implementation report**, Publications Office of the European Union.
The Bologna Process Implementation report provides an overview of the latest policy commitments in the European Higher Education Area (EHEA) and assesses their implementation across the countries. This new edition is structured in six chapters. The first one provides background data about the European higher education sector wherein the policy commitments have been implemented. The second chapter details the three key commitments of the EHEA countries concerning the degree structures, the recognition of qualifications, and quality assurance. The third chapter deals with the fundamental values agreed by the EHEA: academic freedom, academic integrity, institutional autonomy, student and staff participation, and public responsibility for and of higher education. The fourth chapter is about the social dimension policy's implementation. The fifth chapter focuses on learning and teaching objectives established in the 2020 Rome Communiqué. The sixth chapter centers around mobility and internationalisation. The last section shifts the focus to higher education institutions aiding the Ukrainian academic community following

the war of aggression launched by Russia, as many higher education institutions made significant efforts to support students and staff exiled following the Russian aggression.
https://op.europa.eu/en/publication-detail/-/publication/54542f20-1986-11ef-a251-01aa75ed71a1

European Ministers of Education. (1999). **The Bologna Declaration**.
The Bologna Process, launched with the Bologna Declaration of 1999, is the main voluntary process concerning Higher Education at European level. It is nowadays implemented in 49 States, which define the European Higher Education Area (EHEA). By signing the Bologna Declaration in 1999, the Ministers of initially 29 European countries committed to a unique process of higher education reform, at European, national and institutional level. Based on voluntary inter-governmental cooperation and involving representatives of the main stakeholders (institutions, students, teachers, employers, etc.) since 2001, the initial goal of the Bologna Process was to contribute to enhancing the competitiveness and attractiveness of higher education in Europe. Therefore, the Ministers formally established the European Higher Education Area (EHEA) in 2010. This area is to be understood as an area offering students, graduates and academic staff mobility without obstacle and fair and democratic access to quality higher education. To date, the members of the Bologna Process are 49 countries, together with the European Commission, the Consultative Members (UNESCO, EUA, ESU, EURASHE, ENQA, Education International, BUSINESSEUROPE) and partners.
https://www.magna-charta.org/magna-charta-universitatum/the-bologna-declaration/bologna_declaration.pdf/@@download/file/BOLOGNA_DECLARATION.pdf

Fumasoli T, Rossi F. (2021). **The role of higher education institutions in transnational networks for teaching and learning innovation: The case of the Erasmus+ programme**. *Eur J Educ*, 56, 200–218.
Within the scholarship on internationalisation in higher education, transnational networks are seldom mentioned and even less studied. However, recent EU policy initiatives have attempted to enhance this form of internationalisation in order to tackle issues of employability, skills and competences and innovative curriculum development. Within European transnational networks, higher education institutions are posited to play a central role, as they are considered engines of socio-economic development in the so-called Knowledge Economy. To explore empirically the significance of higher education institutions in such networks, this article presents an analysis of 991 European networks promoting educational innovation within the Erasmus+ programme between 2014 and 2018. The author analyses the role of higher education institutions by network size, governance, membership, and associated types of innovation. The findings confirm expectations about the pivotal role of higher education institutions. However, expectations should be significantly nuanced, as higher education institutions tend to lead comparatively small networks. Also, higher education institutions tend to favour general innovative themes rather than specialised topics. The contribution is threefold. First, it increases our understanding of higher education institutions' capacity to engage with multi-level, multi-actor, multi-country innovation networks. Second, it sheds light on how higher education institutions have engaged with different priorities in EU's modernisation agenda. Finally, our paper extends the scholarship on internationalisation in higher education by looking at transnational networks in teaching and learning as an emerging phenomenon.
https://onlinelibrary.wiley.com/doi/10.1111/ejed.12454

Knight, J. (2004). **Internationalization Remodeled: Definition, Approaches, and Rationales**. *Journal of Studies in International Education*, 8(1), 5-31.
The world of higher education is changing and the world in which higher education plays a significant role is changing. The international dimension of higher education is becoming increasingly important, complex, and confusing. It is therefore timely to reexamine and update the conceptual frameworks underpinning the notion of inter-nationalization in light of today's changes and challenges. The purpose of this article is to study internationalization at both the institutional and national/sector level. Both levels are important. The national/sector level has an important influence on the international dimension through policy, funding, programs, and regulatory frameworks. Yet it is usually at the institutional level that the real process of internationalization is taking place. This article analyses the meaning, definition, rationales, and approaches of internationalization using a bottom-up (institutional) approach and a top-down (national/sector) approach and examines the dynamic relationship between these two levels. Key policy issues and questions for the future direction of internationalization are identified.

https://www.researchgate.net/publication/225084130_Internationalization_Remodeled_Definition_Approaches_and_Rationales

Lomer, S., Mittelmeier, J., & Courtney, S. (2023). **Typologising internationalisation in UK university strategies: reputation, mission and attitude**. *Higher Education Research & Development*, 42(5), 1042–1056.
Although internationalisation underpins many practices in higher education, its adopted approaches can be uneven between institutions and create ambiguous conceptualisations of how it is enacted in practice. Therefore, a whole-sector analysis can provide insight into whether spaces exist for new and innovative approaches to internationalisation, or whether they might be limited by structural inequalities and pressures in the sector. Using the UK as an illustrative case, this research has conducted a qualitative ideal-type analysis of 132 institutional approaches to internationalisation across the sector, as codified in university internationalisation strategy documents and through secondary quantitative data about key internationalisation metrics. The typology developed three dimensions that shape internationalisation approaches: reputation, mission, and attitude. The findings outline that universities use their understanding of their reputations and material contexts to determine their missions, and the combination of these shape the dominant emotional tone of strategic approaches to internationalisation. The authors outline how institutions, on the whole, shape their approaches to internationalisation to fit an existing status quo of global elitism, rather than highlighting new and innovative approaches to internationalisation. The UK case can provide an illustrative example for other diverse sectors in marketised and internationalising contexts.
https://www.tandfonline.com/doi/full/10.1080/07294360.2023.2193729#abstract

Van Mol, C. (2022). **Intra-European student mobility and the different meanings of 'Europe**. *Acta Sociologica*, 65(1), 24-40.
One of the main aims of the Erasmus programme is to promote a sense of European identity. Whereas several empirical studies have already investigated this relationship, few studies investigate what students actually mean when they refer to 'Europe'. Therefore, this paper investigates the different latent dimensions of the concept Europe, as well as which of these dimensions are particularly associated with an exchange period abroad. The analyses are based on an online survey conducted with higher education students in Austria, Belgium, Italy, Poland and Sweden in 2011 (n = 4278). The presented models reveal four latent dimensions, namely a 'cultural', 'political', 'rights' and 'experiential' dimension. Furthermore, the analyses suggest that exchange students are largely a self-selected group, being a priori more likely to identify with Europe and score higher on the four dimensions.
https://journals.sagepub.com/doi/full/10.1177/0001699319833135

2.Experiences from emerging and developing countries

Fan, X., Liu, H., Wang, Y., Wan, Y., & Zhang, D. (2022). **Models of Internationalization of Higher Education in Developing Countries—A Perspective of International Research Collaboration in BRICS Countries**. *Sustainability*, 14(20).
This study explored the international research collaboration in BRICS's leading universities and their performance in the past decade. Based on the literature on the international educational policies in BRICS countries and the world university rankings, we select the top research universities of each BRICS country. We use the Scopes database, and the timespan of our research covers 2012–2021 years, which allows us to identify the critical points in international research collaborations in terms of research scale, quantity, impact, collaborative networks, and subject areas. The authors find that all BRICS countries have increased their international collaboration and production of international collaborative publications at varying degrees of growth. The research quality and impact of international cooperation in scientific publications in China and India have rapidly improved and enhanced. The other three countries are improving their research impact, yet their research quality has been limited or declined worldwide. Meanwhile, geopolitical factors, disciplinary advantages, and scientific and technological development need to influence the paths of international research collaborations in developing countries. As they integrate within global higher education, BRICS countries are beginning to establish their own distinctive academic and scientific development paths by actively participating in the international academic discourse.
https://www.mdpi.com/2071-1050/14/20/13659

Heleta, S., & Chasi, S. (2023). **Rethinking and redefining internationalisation of higher education in South Africa using a decolonial lens**. *Journal of Higher Education Policy and Management*, 45(3), 261–275.
Over the past few decades, internationalisation of higher education in South Africa has been framed and conceptualised based on the dominant approaches, concepts and definitions from the global North. Using a decolonial lens, the authors focus on how internationalisation is defined in South Africa. This is important as definitions influence strategic directions, policies and priorities of higher education systems and institutions. They show that replication of Eurocentric definitions is inappropriate for post-apartheid complexities and transformational priorities and contributes to the maintenance of coloniality and Eurocentric hegemony in higher education. They propose a new definition, which is relevant for the South African context and takes into consideration historical complexities and injustices, contemporary socio-economic realities, and the need for epistemic decolonisation. They hope that the new definition will have a progressive impact on different aspects of internationalisation and contribute to transformation and decolonisation of higher education in South Africa and, potentially, elsewhere.
https://www.researchgate.net/publication/365364950_Rethinking_and_redefining_internationalisation_of_higher_education_in_South_Africa_using_a_decolonial_lens

Hwami, M., Yeszhanova, S., Amanzhol, M., Okafor, C. E., & Tursynbayeva, M. (2024). **Internationalization of higher education in Central Asia: a systematic review**. *Central Asian Survey*, 43(3), 400–419.
Despite the growing literature on higher education internationalization in Central Asia, such literature remains unexamined for its criticality. Our systematic integrative literature review helps address this lacuna. The article utilizes critical internationalization perspectives to examine the extent to which the literature on internationalization in the region addresses the critical questions currently dominating the internationalization discourse globally. We analysed 56 peer-reviewed journal articles published in English between 2012 and 2022 to address the following themes: (1) internationalization as Westernization, (2) internationalization and the modernization of the university, (3) internationalization equals Englishization and (4) internationalization and the recreation of unequal relations. We assert that the published work does not promote the reimagination of dominant patterns of relationship, representation and resource distribution. By providing a systematic review, we hope to have helped academics, researchers, students, administrators and policymakers reflect upon and reimagine internationalization practice.

Jooste, N., & Hagenmeier, C. (2021**). South Africa: Developing an Internationalization Policy**. *International Higher Education*, (106), 17–18.
South Africa has completed a process of developing a national policy framework for internationalization. Following a transparent public participation process, the policy became legally binding in November 2020. It is expected to provide a broad agenda for internationalization and requires universities to adopt institutional internationalization strategies or policies. The policy provides the sector with clear guidance on internationalization for the post-COVID-19 pandemic period, and could become a model for the developing world.
https://ejournals.bc.edu/index.php/ihe/article/view/14527/10941

Joshi, M., Dwivedi, V. (2023). **"Empowering internalization; a critical analysis of the national policy education policy (NEP)° in India"**. *Journal of Data Acquisition and Processing*, 38 (2), 4436-4465.
The article examines how India's National Education Policy (NEP 2020) integrates internationalisation as a strategic priority for higher education reform. It argues that the NEP marks a significant policy shift by explicitly promoting the globalisation of Indian higher education through increased academic partnerships, student and staff mobility, and the facilitation of foreign university collaboration and entry. The analysis highlights that this orientation aims to enhance the global visibility and attractiveness of Indian higher education institutions, positioning India more strongly within global knowledge networks. Internationalisation is thus framed both as an academic reform agenda and as a geopolitical strategy for strengthening India's role in the global education landscape. However, the article also adopts a critical perspective, noting that the implementation of internationalisation policies faces structural challenges, including institutional inequalities, regional disparities, and resource constraints. It concludes that while the NEP 2020 sets an ambitious framework for internationalisation, its effectiveness depends on broader systemic reforms within India's higher education system.
https://www.researchgate.net/publication/370561176_EMPOWERING_INTERNATIONALIZATION_A_CRITICAL_ANALYSIS_OF_THE_NATIONAL_EDUCATION_POLICY_NEP_ON_HIGHER_EDUCATION_IN_INDIA

Kishun, R. (2007). **The Internationalisation of Higher Education in South Africa: Progress and Challenges**. *Journal of Studies in International Education*, 11(3-4), 455-469.
South Africa needs to reexamine responses to some basic questions if it is to develop a robust push that would enable the higher education sector to maximise the benefits of internationalisation in the context of the "knowledge society" and to serve local needs while being an integral part of the global community. In responding to these questions, this article posits the view that the history and future of the internationalisation of higher education in South Africa would make a useful contribution to ongoing debates on this important topic. The article probes the internationalisation of higher education in South Africa against the backdrop of the internationalisation globally. It also investigates future scenarios and topics ranging from the "Africanization versus internationalization" debate and policies on internationalisation to student mobility, trade in educational services, and how internationalisation is being used to ease skill shortages in developed countries.
https://journals.sagepub.com/doi/10.1177/1028315307304184

Lamdaghri, N. Nait Belaid, Y. (2024). **The internationalization of higher education: A description of Morocco's current situation**. *African Scientific Journal*, 3(26), 0907.
This article examines the internationalization of higher education, a major trend driven by a combination of academic, political and economic factors. The article highlights Morocco's initiatives to internationalize its university system. The methodology of this article is theoretical and based on document analysis, as well as on the analysis of Moroccan higher education reforms and educational policies. It analyzes documents that highlight the internationalization of higher education, as well as some important laws implemented by Morocco, including the Pact ESRI/HERI 2030 and the National Strategic Vision 2015-2030. These programs focus on improving foreign language teaching, international research collaborations and teacher and student mobility.Morocco aims to strengthen its position in higher education, improve the level of its educational offerings and produce graduates prepared for globalization by embracing internationalization. The analysis is limited to Morocco's specific context and experiences, and provides insight into how countries can strategically internationalize their higher education systems to improve their global competitiveness. Moroccan initiatives to internationalize higher education are also expected to

have beneficial social effects, such as promoting intercultural awareness and producing a more globally competent workforce. Using Morocco as a case study, this theoritical research advances knowledge on the driving forces and practical applications of the internationalization of higher education. This article, thus, highlights Morocco's determination to improve the quality of its higher education, increase its international competitiveness and prepare a generation of graduates for a globalized world, while also highlighting the challenges that must be overcome to achieve these ambitions.
https://africanscientificjournal.com/index.php/AfricanScientificJournal/article/view/929/842

Lambey, L., Elni Jeini Usoh, E. J., Lambey, R. Robert Lambey & Burgess, J. (2023). **Challenges and Opportunities to Internationalize the Indonesian Higher Education Sector**. In Muhammad, M., International Business - New Insights on Changing Scenarios.
The higher education (HE) system in Indonesia is complex and fragmented, with 4.5 thousand universities offering over 25 thousand majors. The system includes public and private universities, institutes, schools of higher learning, academies, community colleges, and polytechnics. Despite growth in institutions and enrolments, the country's higher education institutions rank low across global rating indicators. The major weaknesses within the higher education sector include the absence of consistent academic quality standards, inconsistent certification, accreditation, supervision, and monitoring processes, an absence of postgraduate-trained staff, and limited research output in recognized international journals. Programs are not linked to workforce skill requirements and graduate unemployment and underemployment rates are high. The word "Internationalization" for Indonesian higher education practically means to "go international" in every aspect of higher education including its education quality and standards, staffing, research, and graduates. The Indonesian government has given priority to the internationalization of universities that includes the goal that universities improve their competitiveness and quality so that they effectively compete globally for staff, students, and research funding. To internationalize, Indonesian universities will have to improve quality across staffing, programs, teaching, and research.
https://www.intechopen.com/chapters/86650

Li, J., & Eryong, X. (2022). **New directions towards internationalization of higher education in China during post-COVID 19: A systematic literature review**. *Educational Philosophy and Theory*, 54(6), 812–821.
This study aims to explore the new directions towards internationalization of higher education in China during post-COVID 19. The systematic literature review is applied as an evidence-based policy analysis approach. The findings indicate that the challenges and difficulties of internationalization of higher education in the post-COVID 19 were considered as a high-frequency discussion topic. In order to address the crises of internationalization of higher education during the post-COVID 19, the idea of internationalization at home (IaH) is regarded as a beneficial approach to deal with the process of internationalization of higher education, systematically. This study also highlighted that the internationalization at home within Chinese higher education institutions not only brings opportunities for the development of China's higher education system, but also poses challenges to the reform of the current higher education system. In addition, the conclusion and implication were provided to analyze the rationales of promoting internationalization of higher education system in contemporary China.

Singh, J. K. N., & Kaur, A. (2023). **Is teaching and learning in Chinese higher education classrooms internationalized? Perspectives from international students in China**. *Higher Education Research & Development*, 42(5), 1283–1297
While China has emerged as a leading host country for international students, it reinforces its determination to build a global knowledge system by integrating Chinese and Western epistemological traditions in teaching and learning to promote epistemic justice. The study aims to explore international students' challenges to current approaches to teaching and learning in Chinese higher education institutions in relation to the internationalization of curriculum. The study employed a qualitative exploratory design and collected data using semi-structured interviews with 30 international students at two prestigious Chinese universities. Based on the thematic analysis, the results highlight that international students struggle with issues such as Chinese language-dominated instruction, lack of discussion and autonomy in the classroom, limited engagement with domestic (Chinese) students and insufficient practical or hands-on learning opportunities. These findings are analysed against common standards required for the

internationalization of teaching and learning. These findings have implications for classroom pedagogy in higher education institutions in China to sustain the interest of international students.
https://www.tandfonline.com/doi/full/10.1080/07294360.2023.2197196#abstract

Sisavath, S., Soulignavong, L., & Souvannasy, B. (2023**). Internationalization of Higher Education in Laos. Overview of Rationales and Strategies**. In Tran, L. T., Zou, T. X.P., Ota, H.(eds.), East and Southeast Asian Perspectives on the Internationalisation of Higher Education: Policies, Practices and Prospects.
This study investigated key rationales and strategies of Lao public universities in internationalizing their higher education through review of the educational development plan, institutional strategic plans, and analysis of interviews and a survey of university staff. Findings revealed that the ASEAN Community is a key external driver for internationalization practices among Lao universities, alongside internal rationales – quality enhancement, capacity-building, and national-identity promotion. Lao universities have implemented various activities and programs, such as student mobility, joint curricular development, and research collaboration, as strategies for internationalization purposes. University staff perceived to sustain those activities to illustrate internationalization in teaching and research functions of the university and keep pace with regional and international development. However, the practices remain fragmented and ad hoc due to the lack of a separate strategic plan for internationalization, a heavy reliance on external resources, and a lack of monitoring mechanisms.
https://www.researchgate.net/publication/375874358_Internationalization_of_Higher_Education_in_Laos

Sukjairungwattana, P, Hu, H, Liu, R & Huang J (2025) **From local to global: systematically reviewing higher education internationalization in Asi**a. *Front. Educ*. 9:1473820.
With the advancement of globalization, English as a key resource for knowledge, business, and culture has become increasingly important in higher education. This study aims to explore the challenges of English education in the process of internationalization of higher education in Asia, especially in China. This study systematically reviews relevant literature associated with Asian countries, focusing on the impact of English-medium instruction (EMI) courses on student performance in China, Japan, and Central Asia. The findings indicate that while English education provides students with broader international communication opportunities, it also poses challenges in terms of cultural identity and academic performance. Furthermore, changes in policies and practices have had a profound impact on the experiences of teachers and students, especially in the context of international schools and education centers.
https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1473820/full

Tek, M., Nok, S., & Chea, P. (2024). **What makes academics (in)active in higher education internationalisation: evidence from Cambodia**. *Journal of Higher Education Policy and Management*, 46(4), 362–376.
This study explores the international engagement of academics and the factors influencing their engagement in internationalisation efforts in Cambodian universities. Data were gathered through online semi-structured interviews with academics and university administrators and later coded and analysed using reflexive thematic approach. The findings revealed that academics predominantly participate in outbound capacity development, with limited engagement in joint research projects and the internationalisation of curriculum and teaching. At the individual level, factors such as competencies, networking opportunities, sense of belonging, employment nature, and demographic attributes were found to influence the engagement in internationalisation. Additionally, institutional leadership, policies, human resources, and institution type were key institutional factors shaping their engagement. For effective promotion of engagement in internationalisation, greater commitment and support from the government and universities are crucial. This paper provides valuable insights into the experiences of Cambodian academics, contributing to the limited literature on higher education internationalisation in developing countries.

Vazquez, L. K., & Mancilla, C. (2025). **The Evolving Landscape of Internationalization of Higher Education in Latin America and the Caribbean: A Decade of Bibliometric Evidence**. *Sage Open*, 15(4).
The internationalization of higher education has become a strategic priority for universities worldwide; however, its implementation has been uneven across various regions. The study examines internationalization processes in Latin America and the Caribbean through a bibliometric analysis of SCOPUS-indexed literature, identifying research trends, thematic shifts, and gaps as universities in the region strive to position themselves as key actors in education and knowledge production. A quantitative methodology employing bibliometric analysis tools was employed to analyze trends in publications, language distribution, country contributions, leading authors, key journals, and thematic evolution over the past decade (2014–2024). The dataset was categorized according to strategic internationalization priorities, allowing for a systematic assessment of the scholarly discourse on higher education internationalization in the region. The analysis reveals a significant upward trajectory in scholarly output, with Brazil and Colombia emerging as the most active contributors. Dominant themes include curriculum development, institutional management, student mobility, and language policies and practices, while academic staff engagement, and outreach/social responsibility are gaining attention. This study provides a comprehensive, data-driven perspective on the evolution of internationalization of higher education in Latin America and the Caribbean. Analyzing the evolving landscape of research trajectories, thematic development, and collaboration networks provides valuable insights for policymakers and institutional leaders seeking to enhance international collaboration and promote a more equitable approach to internationalization in the region.
https://journals.sagepub.com/doi/full/10.1177/21582440251387053

Woicolesco, V. G., Cassol-Silva, C. C., & Morosini, M. (2022). **Internationalization at Home and Virtual: A Sustainable Model for Brazilian Higher Education**. *Journal of Studies in International Education*, 26(2), 222-239.
The objective of this article is to analyze the strategies adopted by Brazilian universities for the continuity of higher education internationalization actions during the pandemic of COVID-19. Taking as a guide the stages of development of the internationalization of higher education proposed by Brandenburg; de Wit; Jones; Leask & Drobner (2020), a new stage of development is proposed: the virtualization. The research results suggest that it will continue after the pandemic. In an empirical qualitative study, conducted with six Brazilian Higher Education Institutions well evaluated by the Times Higher Education 2020 ranking, it was identified that the Internationalization actions developed to contribute to a new sustainable model of internationalization in the country, based on virtualization of Internationalization at Home, and that meets the main objective of the internationalization of higher education: to provide opportunities for all students to develop international perspectives and intercultural competencies during their formative journey.

World Bank & The Center for Mediterranean Integration (CMI) (2020). **Internationalization of Tertiary Education in the Middle East and North Africa**. International Bank for Reconstruction and Development / The World Bank.
The analyses the dynamics of internationalisation in higher education in the Middle East and North Africa (MENA) region. It defines internationalisation as the integration of international, intercultural, and global dimensions into the missions of higher education institutions, notably through student and academic mobility, university partnerships, joint programmes, and the development of transnational campuses. The report highlights a process that remains uneven and fragmented across the region, with significant disparities between countries and institutions in terms of international attractiveness and openness. Student mobility is identified as the most developed form, while “internationalisation at home” strategies and more structured forms of cooperation remain comparatively limited. Finally, the report emphasises that internationalisation represents an important lever for the modernisation of higher education systems in the MENA region. It recommends a more systematic integration of internationalisation into public policies in order to enhance the quality of education, graduate employability, and the integration of universities into global knowledge networks
https://documents1.worldbank.org/curated/en/493031616043477562/pdf/Internationalization-of-Tertiary-Education-in-the-Middle-East-and-North-Africa.pdf

Yahya, A. H. (2018). **Tools for Internationalizing Higher Education in Developing Countries**. In Fardoun, H. M., Downing, K. J., Mok, M. (eds), The Future of Higher Education in the Middle East and Africa. QS Middle East and North Africa Professional Leaders in Education Conference, 87–103.
The global nature of modern economy is reflecting heavily on higher education. Graduates are frequently finding employment in areas outside their home countries, and universities are targeting students away from their main campuses and integrating away-from-campus experiences into their programs. Producing graduates able to compete on the global scale is essential to modern tertiary education in all countries. Exposing students to modern trends in technology and diverse approaches to pedagogy figures high on the priority list of prominent schools. Higher educational institutions with limited resources are at a disadvantage here. In poorer countries, sending students out in large numbers may not be practical for economic, political, and cultural reasons. This paper talks about a suite of initiatives tailored to help bring international education to local students at affordable cost in a developing country context. The measures include internationalizing curriculum and quality assurance practices; offering programs for international students to visit, learn, and volunteer in interaction with local students and communities; and recruiting prominent scholars from international universities and major corporations to teach courses to local students. Another tool is that of joint programs, graduate and undergraduate, with regional and international schools. The measures can be viewed not only as internationalization tools but also as ways to close the gaps in areas of weaknesses at the national level. Indicators of success for these initiatives include follow-up action such as local student/faculty stays abroad, joint work on capstone projects and graduate degrees, subsequent joint research programs, international accreditation, and the level of future interest in similar initiatives. The author reports in some detail on a suite of initiatives aimed at exposing our students to international education in a cost-effective manner: on the academic restructuring introduced to make student and faculty participation in international activities fit well into regular academic commitments, the challenges faced and solutions devised, the degree to which the goals were achieved, and the sustainability of the effort in a resource-limited environment of a third world country.

Yousef, W. (2024). **The prevalence of internationalization of higher education in the Middle East and North Africa: challenges and opportunities**. *Cogent Education*, 11(1).
Internationalization of higher education enhances global citizenship, graduates' competitiveness, and institutional leverage. Little empirical analysis has targeted emerging markets like the Middle East and North Africa. This investigation surveys 73 administrators and faculty in Egypt, Jordan, Morocco, and Qatar to estimate the prevalence of internationalization on five dimensions: strategic vision, international opportunities choices, organization resources, research endeavors, and international students. The author gathered data using Qualtrics online survey measuring the aforementioned five dimensions of internationalization followed by supplementary interviews with administrators. On an internationalization index ranging from 0 to 100, with higher scores correspond to higher internationalization levels, Qatar appears to exhibit the highest level of internationalization at 65. Jordan possesses a minimal moderate internationalization level at 35. On the other hand, Morocco and Egypt have low internationalization levels at 31 and 30, respectively. Institutions in the Arab World focus on international students' recruitment and neglect the devotion of organizational resources or prioritizing research endeavors, making internationalization a strategic asset. Internationalization remains in the purview of economically endowed families, leaving the majority of students with little access to its benefits. Institutions are recommended to allocate more staffing and financial resources to increase internationalization, making it a strategic asset.
https://www.tandfonline.com/doi/full/10.1080/2331186X.2024.2374688#abstract

3.Africa

Admasu, E., & Desta, A. (2021). **Internationalization of higher education system in Ethiopia: A Review of education policies and strategies**. *Agathos*, 12(1), 139–156.
Internationalization has become a new phenomenon and reality impacting on higher education systems across the globe presenting varied challenges, opportunities and risks. It has also become a matter of immense policy significance to governments and institutions with the increasing benefits associated with integrating into the global network of knowledge and ensuring global competitiveness. The writing of this article is motivated by the conviction that Higher Education Institutions (HEIs) operate in line with institutional, political, economic and cultural context of the nations in which they exist. The level of support extended and policy directions set by national governments influence the nature, motivation and strength of the internationalization ventures by HEIs where objectives and rationales need to be integrated with national policies and strategies. The review article assessed the policy provisions for internationalizing the higher education system in Ethiopia. It involved a critical review of Education Sector Development Programs and national development plans in the post 1991 period. It discovered that comprehensive and organized policy framework (except for scanty provisions) that defines aims, rationales and objectives of internationalization is lacking. This has left the universities to operate in a vacuum and less planned and unorganized manner. The study suggests that most of the missions assigned to the universities, such as ensuring quality in education and research, and preparing graduates for the international market, needs to be accompanied with policy commitment towards internationalization. In dealing with such a policy, government should follow an integrated approach combining all the important elements and dimensions of internationalization.
https://www.agathos-international-review.com/issues/2021/22/Admasu.pdf

Eta, E. A., & Mngo, Z. Y. (2021). **Policy diffusion and transfer of the Bologna Process in Africa's national, sub-regional and regional contexts.** *European Educational Research Journal*, 20(1), 59-82.
This article traces the process of diffusion and transfer of the European Bologna Process reforms in Africa's national, sub-regional and regional contexts and examines factors that drive these processes. Considering that African countries are not official signatories but are aligning their systems of education to the BP, and in the absence of a coordinated effort and the use of digital technology to produce and present data that documents and maps out progress, tracing the diffusion process in this context is challenging, which is the reason for limited research in this area. Based on a review of existing literature, this article argues that in Africa, the dissemination and transfer of BP-related reforms started as individual projects by national governments as early as 2000 before metamorphosing into sub-regional and regional initiatives. The article identifies economic, political and discursive factors as well as the selective and silent processes that shaped Bologna transfer at these different levels in Africa.
https://journals.sagepub.com/doi/10.1177/1474904120951061

Garwe EC, Thondhlana J (2022), **Making internationalization of higher education a national strategic focus**. *Journal of Applied Research in Higher Education*, 14(1), 521–538.
This paper contributes to knowledge on the internationalization of higher education (HE) through presenting a "lived" experience on how to optimize internationalization outcomes through national internationalization policy development. This paper uses a case study of Zimbabwe to qualitatively chart a strategic focus to internationalization through incorporating the theory of change (ToC) approach to national (government) policy development. It details the context, challenges, rationales, approaches, priorities and processes that guided IHE policy development in Zimbabwe. It underscores the importance of baseline research and benchmarking in propelling an evidence-based and participatory approach to IHE policy development. Internationalization is increasingly becoming a policy imperative for HE in pursuit of quality as well as fostering sustainable national development (Craciun, 2018). Higher education institutions (HEIs) are recognized as key drivers of sustainable national and international development through the production of quality graduates with "global competencies."

Gonfa, D. K., Gibbons, P., Sugrue, C., & Kuma, B. (2024). **Internationalisation of Higher Education in Ethiopia: A Strategic Process?** *Journal of Studies in International Education*, 28(4), 546-567.
The internationalisation of higher education (IHE) has become a central agenda of Ethiopia's higher education institutions (HEIs). However, there is a dearth of information on whether IHE is an intentional

and integrated endeavour. A framework is developed to investigate how strategic the internationalisation process is in public universities in Ethiopia, focusing on intentionality and integration. Data were collected using a survey from eleven public universities, semi-structured interviews with twenty-one key informants, as well as document analysis. The findings reveal striking similarities across universities in how IHE has been undertaken. Though there are promising indicators that IHE is becoming an intentional process, little attention is given to integrating IHE into institutions' purpose, functions, and delivery. To maximise the benefits of IHE, universities need to establish educational systems aligned with their designations (research, applied science, comprehensive, and science and technology), integrate IHE into these systems, and continuously manage it across all HEIs.
https://journals.sagepub.com/doi/full/10.1177/10283153241235696

Jaime Ndaipa, C., Edström, K., & Geschwind, L. (2023). **Internationalisation of Higher Education Institutions in Mozambique: Exploring the Rationales, Strategies and Challenges**. *Journal of Studies in International Education*, 27(3), 501-519.
Internationalisation is transforming higher education institutions worldwide. However, the understanding of internationalisation, the rationales presented, the strategies applied and the challenges encountered differ between contexts. One challenge, especially for universities in the Global South, is how to consider internationalisation with a decolonised approach. This study explores internationalisation in two major universities in Mozambique through documentary analysis and semi-structured interviews with academics and managers. The study was guided by two questions: (1) How have Mozambican universities undertaken internationalisation in terms of understanding, rationales, strategies and challenges? (2) How are global ideas of internationalisation interpreted and translated into local practices? The results are interpreted with a theoretical lens combining neo-institutionalism and decolonisation theory, both providing arguments for translation and adaptation of ideas and practices to the local context. The findings suggest that the approaches to internationalisation emphasise the adoption of Western templates and values and can be more deliberately decolonised.
https://journals.sagepub.com/doi/full/10.1177/10283153221093126

Jaime Ndaipa, C., Edström, K., & Geschwind, L. (2023). **Internationalisation of Higher Education Institutions in Mozambique: Exploring the Rationales, Strategies and Challenges**. *Journal of Studies in International Education*, 27(3), 501-519.
Internationalisation is transforming higher education institutions worldwide. However, the understanding of internationalisation, the rationales presented, the strategies applied and the challenges encountered differ between contexts. One challenge, especially for universities in the Global South, is how to consider internationalisation with a decolonised approach. This study explores internationalisation in two major universities in Mozambique through documentary analysis and semi-structured interviews with academics and managers. The study was guided by two questions: (1) How have Mozambican universities undertaken internationalisation in terms of understanding, rationales, strategies and challenges? (2) How are global ideas of internationalisation interpreted and translated into local practices? The results are interpreted with a theoretical lens combining neo-institutionalism and decolonisation theory, both providing arguments for translation and adaptation of ideas and practices to the local context. The findings suggest that the approaches to internationalisation emphasise the adoption of Western templates and values and can be more deliberately decolonised.
https://journals.sagepub.com/doi/full/10.1177/10283153221093126

Kallon, M., Kargbo, M., & Chinazaekpere, I. (2025). **The Role of Internationalisation in Shaping Higher Education Policies in Developing Countries: A Case Study of Sierra Leone**. *East African Journal of Education Studies*, 8(4), 720-732
Higher education is increasingly recognised as a vital driver of economic growth, social development, and global competitiveness. In an age of globalisation, the internationalisation of higher education has become a transformative force, influencing the policies, practices, and priorities of universities and governments worldwide. For developing countries, internationalisation offers both significant opportunities and complex challenges. On the one hand, it provides access to global knowledge networks, research collaborations, and funding opportunities, enabling institutions to enhance their quality of education and align with global best practices. On the other hand, it raises concerns about the potential erosion of local traditions, cultural homogenisation, and dependency on foreign models. This dynamic is especially pronounced in post-

conflict nations such as Sierra Leone, where both internal needs and external pressures are shaping higher education policies. This study examined the role of internationalisation in shaping higher education policies in Sierra Leone, a country that has undergone significant transformation since the end of its civil war in 2002. Internationalisation has played a key role in the reconstruction and expansion of Sierra Leone's higher education system. Yet, its alignment with the country's national development goals remains a matter of debate. This research explored the extent to which internationalisation influences the formulation and implementation of higher education policies in Sierra Leone and identified the benefits and challenges it presents for the local education system. By employing qualitative research methods, this study analyses key policy documents, institutional practices, and stakeholder perspectives to provide a nuanced understanding of how internationalisation impacts Sierra Leone's higher education landscape. The findings will contribute to broader discussions about the role of internationalisation in the educational systems of developing countries and offer insights into how global trends can be adapted to suit local contexts while fostering sustainable educational growth.
https://journals.eanso.org/index.php/eajes/article/view/4226

Moshtari, M., Safarpour, A. (2024). **Challenges and strategies for the internationalization of higher education in low-income East African countries**. *High Educ* 87, 89–109.
As it becomes more crucial to push the boundaries of science to develop new technologies and important global initiatives, internationalization can be instrumental in helping underdeveloped countries overcome challenges such as poverty, climate change, and educational inequalities. Higher education institutions have always faced challenges in the process of internationalization, which have occupied scholarly attention in recent decades, but little research has been conducted on the internationalization of higher education in less developed African countries. This qualitative study aims to shed light on the challenges of internationalization of higher education in low-income countries in East Africa. After reviewing the literature and interviewing academics, the obtained data were thematically analyzed. The results suggested 12 main challenges, which were classified into four major categories. The challenges include a lack of clear policies and guidelines; the inefficiency of the organizational structure of internationalization; financial, infrastructure, and equipment problems; weaknesses in scientific, skill, and language competences; cultural differences; non-reciprocal relationships; and a brain drain. Finally, strategies for responding to these challenges with regard to the internal and external environments of higher education institutions were proposed. Among the internal strategies of higher education institutions are the development of clear policies and visions, planning for the development of human resources, and sustainable budgeting for internationalization programs. External strategies emphasize the development of national policies and laws based on contextual and environmental conditions, as well as interaction and participation in international meetings to expand communication and use the scientific and economic capacities of international agencies and institutions.
https://link.springer.com/article/10.1007/s10734-023-00994-1#citeas

Nabaho, L., Wilberforce Turyasingura, I. .K.,Twinomuhwezi, K. A. K., Nabukenya; M. & Adiburu Andama, F.(2025). **Making the University More International: An Exploration of Higher Education Internationalisation Strategies in Africa from a Continental Perspective**. *Tuning Journal for Higher Education* 12 (1), 25-43
Internationalisation is one of the contemporary issues in the higher education (HE) academic and policy discourses. Since the 1990s, scholarship on the internationalisation of HE has burgeoned. Nevertheless, the internationalisation of HE in Africa is relatively under-researched. Using the African Quality Rating Mechanism (AQRM), an education framework of the African Union, this article explores the approaches to the internationalisation of HE in Africa. A qualitative descriptive design underpinned the study and the data was analysed using content analysis. The findings show that the AQRM comprises five dominant Eurocentric HE internationalisation strategies: student and faculty mobility, academic mobility, international research collaboration, dissemination of research at international conferences, and curriculum internationalisation. However, despite the similarity in the form, the substance of the internationalisation shows that attempts have been made to decolonise the Anglo-Saxon models of internationalisation. It can therefore be concluded that: (a) mobility (of persons and programmes), the elitist version of internationalisation, is integral to most internationalisation practices in the AQRM; (b) the AQRM was designed within the framework of the decolonial lens which repudiates the dominant colonial conception that what qualifies to be "international" must be associated with Europe and North America;

and (c) political and academic rationales dominate the internationalisation discourse at the continental level.
https://tuningjournal.org/article/view/2899/4203

Ngalomba, S., Mkwananzi, F., & Mukwambo, P. (2025). **Internationalization at a distance via virtual mobility in the Global South: Advances and challenges**. *British Journal of Educational Technology*, 56, 927–946.
Internationalization of higher education (HE) has increasingly been a subject of interest among scholars, due to developments in the field, such as increased student and staff mobility, inter-university research and teaching partnerships, and rapid technological advancements. Internationalization efforts have mainly focused on the recruitment of international students and staff to universities in the Global North, the establishment of satellite campuses overseas and research collaborations. To compete on a more even footing, countries in the Global South have increasingly invested in their HE systems and actively promoted themselves as international destinations in this changing global landscape. In this paper, we discuss the strategies and limitations of internationalization at a distance (IaD) with a specific focus on Tanzania. As an emerging destination for international students, the country's expanding HE sector is positioning itself as a global and competitive international destination through diverse efforts such as virtual mobility. This paper draws on interviews with key staff from an open and distance-learning university in Tanzania to examine and theorize the challenges relating to the provision of online distance learning (ODL) to non-mobile international students. The theoretical lens is informed by the capabilities approach and ideas of conversion factors and agency. The paper looks beyond existing limitations and proposes the idea of a responsive agency that draws on international collaborations as a way of overcoming contextual challenges through pooling and sharing resources where they exist. In this way, institutions are not independent of their affiliation with ohers, they belong to a community. This broadens the practice of internationalization to fostering supportive collaboration aimed at improving access to quality international HE.
https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1111/bjet.13557

Obizue, M. N., Otuonye, C. E., & Ayebatonye, D. (2025). **Massification and internalization of higher education; problems and prospects**, *International Journal of Economics, Finance, Accounting and Management*,1(2), 14-30.
The contemporary landscape of higher education is characterized by a dual phenomenon: massification and internationalization. Massification refers to the expansion of higher education access to a broader demographic, while internationalization signifies the integration of an international, intercultural, or global dimension into the purpose, functions, and delivery of post-secondary education. The contemporaneous phenomena of massification and internationalization have transformed the higher education landscape, precipitating a myriad of complexities and opportunities. This paper seeks to elucidate the intricate interplay between these two paradigms, exploring the concomitant challenges and opportunities that arise within this educational milieu. By examining the implications of massification and internationalization on institutional practices, educational quality, and socio-economic factors, this discourse endeavors to provide a comprehensive understanding of the evolving dynamics in higher education. It provides a critical examination of the concomitant problems and prospects arising from these twin trends, with a particular focus on their implications for academic quality, cultural diversity, and economic. There should be Institutional Capacity Building, Investing in infrastructure and human resources to ensure academic quality and responsiveness to diverse student needs. In conclusion, the massification and internationalization of higher education present a complex paradox, replete with both problems and prospects as institutions navigate these twin trends.
https://journals.iempsglobal.org/index.php/IJEFAM/article/view/34/24

Ogunode, N. J., Ugochukwu, U. C., & Iroegbu, A. I. (2022). **Internationalization of Nigerian higher education: Problems and way forward**. *Spanish Journal of Innovation and Integrity*, 6, 202-213.
Nigerian higher education is the largest in Africa. The Nigerian higher education ought to be among the best in Africa and in the world at large. It is unfortunate that the Nigerian higher education is still struggling with the internationalization. Many higher institutions in Nigeria, especially the universities, are not well recognized across the globe due to many challenges. This paper examined the problems hindering internationalization of Nigerian higher education. The paper employed secondary and primary data. The

data were sourced from print and online resources. Inadequate funding, non-defined internationalization policies, insecurity problem, admission procedures, recruitment policies, poor infrastructural facilities, unstable academic calendar due to industrial/strike actions, academic corruption, unattractive salaries, ineffective administrative and management model, inadequate higher institutions and inadequate academic staff were identified as problems that hindered internationalization of Nigerian higher education. The paper suggested some measures to tackle the problems identified.
https://www.researchgate.net/profile/Conrad-Ukozor/publication/394306530_Spanish_Journal_of_Innovation_and_Integrity_202_Internationalization_of_Nigerian_Higher_Education_Problems_and_Way_Forward/links/6891ee2158199117bcaa8e9d/Spanish-Journal-of-Innovation-and-Integrity-202-Internationalization-of-Nigerian-Higher-Education-Problems-and-Way-Forward.pdf

Raghuram, P., Breines, M., & Gunter, A. (2025). **Conceptualising place and non-place in internationalisation of higher education research**. *Globalisation, Societies and Education*, 23(4), 836–854.
The authors explore internationalisation in higher education through the conceptual lens of "place" and "non-place," based on a case study of distance education. Their empirical focus is the University of South Africa (UNISA), which functions as a central institutional space for students who do not physically relocate. The study examines students originating from Zimbabwe, Nigeria, and Namibia, who pursue their studies remotely through UNISA. This configuration allows the authors to analyse forms of internationalisation that are not based on physical mobility, but on transnational educational networks and mediated learning environments. The article highlights the heterogeneous student experiences shaped by different national contexts, while showing how UNISA structures a form of "distance internationalisation," in which students remain in their home countries while being academically integrated into a South African higher education institution.
https://www.tandfonline.com/doi/full/10.1080/14767724.2023.2248461#abstract

Tamrat, W., & Damtew T.. (2018). **Internationalisation of Ethiopian higher education institutions Manifestations of a nascent system**, *Journal of Studies in International Education*, 22(5), 434-453.
The changing landscape of higher education over the past few decades has increasingly brought internationalization to the fore as one major manifestation of the educational systems of both developed and developing countries alike. As part of this global trend, the Ethiopian higher education sector has, in the past decade, begun to exhibit some of the emerging trends of internationalization despite the paucity of data that portray the phenomenon in an organized manner. This study was conducted to address the prevailing deficiencies with particular focus on identifying the dominant manifestations of internationalization in Ethiopia's public and private higher education institutions. Data were drawn from nine public and six private institutions using questionnaire and focus group discussion. The major findings of the study revealed that institutions consider internationalization as an important activity for the purposes of promoting teaching and resource mobilization, international research projects, and academic quality and standards. However, in most of the surveyed universities, internationalization was found to be more of an ad hoc and reactive process than a systematically administered proactive undertaking. On the basis of the findings that portray the features of a nascent system, the need for cohesive policies, strategic directions, and operational efficiencies both at national and institutional levels has been projected.

Tuffour, J., Amoako, K. O., Arthin, E. Y., Kwaku, S. K., & Sarkodie-Tuffour, F. (2025). **Higher Education Internationalisation: Evidence from a Ghanaian Public University**, *Pan-African Journal of Education and Social Sciences (PAJES)*, 6(3), 77-94.
This study was aimed at examining the benefits, challenges, and opportunities associated with higher education internationalisation (HEI) in a Ghanaian public university. To achieve these objectives, the study drew data from international students through 17 in-depth interviews, corroborated by evidence from the case university's archival reports. The triangulation of the interviews with archival data enhanced the credibility and robustness of the results. The authors found that study abroad programs provided respondents the advantage of learning a second international language and enhanced their career advancement in the global job market. However, the language barrier was a major challenge for some international students, hindering their integration into the local learning community. Again, while some research participants highly valued the unique perspective of social integration and intercultural exposure,

others struggled to adjust to the new culture. Additionally, the study highlighted high-cost-of-living as a major challenge for international students, impacting their academic performance and overall experience. Meanwhile, the case university's flexible tuition fee payment plan was recognised as a positive initiative to alleviate the financial burdens of international students. The findings contribute to the literature of HEI in emerging economies and provide valuable insights for universities seeking to enhance the experiences of international students. The authors conclude that universities hosting international students provide language support, financial assistance, and social integration programs to increase students' learning experience.
https://journals.aua.ke/pajes/article/view/789/212