



Title: Internationalisation of Academic Policies and Programmes: Process and Impact on Public Universities in Cameroon, Ethiopia, Kenya and Nigeria.

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Summary

The current socio-economic and geo-political challenges of the world demand broader understanding and perspectives about Africa and the world large. As the most significant site of knowledge creation and dissemination, universities have a special social responsibility to equip their students and academics with necessary competencies in terms of knowledge, skills and attitude to constantly negotiate the changing nature of work; cultural identities of people in the globalized world and function effectively in an international and multicultural context (Leask, 2001; Dunn & Wallace, 2004). This premise has led universities to adopt initiatives that are generally identified as internationalization of higher education (Knight & de Wit, 1995). Internationalization, therefore, includes policies and practices undertaken by nations, academic systems and institutions, and even by scholars to cope with the global academic environment (Albatch & Knight, 2007).

Although studies on internationalization of higher education in the West abound, there is however, a dearth of comparative research on internationalization in Africa. Despite its importance, evidence of difficulties and complexities of adapting internationalization to the context of Africa in general and African countries and institutions in particular, the subject receives little attention from researchers. As a result, research on internationalization in Africa is mainly focused on the accumulation and collection of different countries' experiences in different books or articles. This is contrary to the nature of internationalization of higher education research methodology which commonly demands a comparative perspective.

Therefore, this study is designed to fill the gap by comparatively answering the following research questions: Does internationalization assist the Cameroonian, Ethiopian, Kenyan and Nigerian higher education institutions to respond to globalization? How have ICTs facilitated the internationalization process of higher education institutions in Cameroon, Ethiopia, Kenya and Nigeria? Does internationalization contribute to the development of entrepreneurship skills among Cameroonian, Ethiopian, Kenyan and Nigerian public universities graduates? How does internationalization contribute to innovation in higher education in Cameroon, Ethiopia, and Kenya and Nigeria? How has internationalization enhanced research and development (R&D) higher education institutions in these selected countries?

To address these questions affectively a comparative research design will be used. The selection of research samples will follow a Stratified Random Sampling technique to pick sample universities in the respective countries. Data will be collected by questionnaire, document

analysis, and in-depth interview. Finally, both quantitative and qualitative comparative analysis methods will be used (Andrew, 1994). This will help us gain a deeper understanding of the process of internationalization of higher education among Cameroon, Ethiopia, Kenya and Nigerian institutions. The critical comparative analysis will be guided by Robertson's (1992) Globalization Model.