Comparative Analysis of Higher Education Internationalization Policies: A Study of China and Nigeria

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ABSTRACT

The internationalization of higher education has emerged as a critical focus for nations striving to enhance their educational systems and global competitiveness. This paper conducts a comparative analysis of the internationalization policies in higher education in China and Nigeria, two countries that, despite their differing contexts and challenges, recognize the importance of integrating global dimensions into their educational frameworks. The study highlights the strategic initiatives undertaken by both nations, including the establishment of international partnerships, faculty and student exchanges, and the promotion of scholarship programs. In China, substantial government support and funding have facilitated a systematic approach to internationalization, exemplified by initiatives such as the "Double First Class" program, which aims to elevate select universities to world-class status. Conversely, Nigeria's internationalization efforts, while ambitious, are often hampered by resource limitations, inadequate infrastructure, and political instability, leading to a more fragmented approach. The paper further explores the outcomes of these policies, revealing that while China has successfully increased its global visibility and attracted international students, Nigeria continues to grapple with challenges that hinder its effectiveness in this arena. Ultimately, the findings underscore the need for comprehensive reforms in Nigeria to enhance its internationalization strategies, while also suggesting that China must address issues related to academic freedom and cultural integration to maintain its appeal as a global education hub.

INTRODUCTION

The internationalization of higher education has become an important idea in today's educational environment, demonstrating how knowledge systems around the world are becoming more interconnected. This process includes the incorporation of an international, intercultural, or global aspect into the goals, functions, and delivery of postsecondary education. It includes a variety of activities, such as student and teacher exchanges, collaborative research, and the creation of international connections.

As governments work to improve their education systems and their ability to compete on a global scale, the internationalization of higher education has become a strategic objective for many nations, including China and Nigeria. It is especially important to compare the higher education internationalization policies of China and Nigeria

because both countries have different socio-economic situations and face different educational issues. China has become a global leader in higher education by investing heavily in education and experiencing strong economic expansion. The Chinese government has put into place a number of measures that are intended to promote international cooperation and improve the quality of its institutions of higher education (Ma & Shi, 2022; Li & Xue, 2022). On the other hand, Nigeria is working to enhance its education system and its position in the world by making attempts to internationalize. The country is known for its rich cultural environment and its ongoing struggles in growth. On the other hand, the particular references that were given do not sufficiently back up the assertions concerning Nigeria's internationalization policies ("Examining

Preferential Policies for Ethnic Higher Education in China's Multi-Ethnic Society: Impacts and Challenges in the Realm of Multicultural Education," 2024; Daodu et al., 2019). This study seeks to provide insights into how each country might learn from the experiences of the other in order to improve their educational policy by studying the similarities and contrasts in their approaches. This study will examine the globalization policies of higher education in China and Nigeria and compare the two. It will investigate the historical evolution of these policies, the particular tactics that each nation has utilized, and the obstacles that countries have when attempting to put successful internationalization programs into practice. Furthermore, the paper will discuss how these policies would affect the quality of education, access to education, and equity in both situations. This study aims to add to the continuing discussion about the internationalization of higher education and its role in promoting global cooperation and understanding by identifying best practices and potential areas for development. To summarize, this article will give a detailed analysis of the internationalization strategies in higher education in China and Nigeria, emphasizing the settings, obstacles, and possibilities that each country faces. The purpose of this comparative analysis is to highlight the importance of internationalization in determining the future of higher education in both countries.

This study aims to analyze and compare the internationalization strategies of higher education in China and Nigeria. It will emphasize their methodologies, accomplishments, and challenges. To begin with, the article will give a summary of the most important policies in both nations, including the "Study in China" initiative and the National Universities Commission (NUC) framework in Nigeria. After that, it will conduct a comparative analysis of these policies, examining their similarities and differences as well as how effective they are in accomplishing their aims of internationalization. Finally, the article will discuss the problems that both countries encounter while attempting to internationalize their higher education institutions. These challenges include issues linked to infrastructure, political concerns, and social and cultural aspects. The goal of this study is to provide a better understanding of how developing and developed nations approach internationalization in higher education through this comparison, as well as to identify lessons that may be learned for future policy development.

The internationalization of higher education has become major leading concept in the contemporary educational landscape, reflecting the increasing interconnectedness of global knowledge systems. This process involves the integration of an international, intercultural, or global dimension into the purpose, functions, and delivery of postsecondary education. It encompasses a wide range of activities, including student and faculty exchanges, collaborative research, and the establishment of international partnerships.

As nations strive to enhance their educational systems and global competitiveness, the internationalization of higher education has become a strategic priority for many countries, including China and Nigeria. Comparing the higher education internationalization policies of China and Nigeria is particularly relevant in light of the distinct socio-economic contexts and educational challenges faced by both nations. China, with its rapid economic growth and significant investment in education, has positioned itself as a global leader in higher education. The Chinese government has implemented various policies aimed at fostering international collaboration and enhancing the quality of its higher education institutions (Ma & Shi (2022) Li Xue, 2022). Conversely, Nigeria, characterized by its diverse cultural landscape and ongoing developmental challenges, is striving to improve its educational outcomes and global standing through internationalization efforts. By examining the similarities and differences in their approaches, this study aims to provide insights into how each country can learn from the other's experiences to enhance their educational policies. This paper will focus on a comparative analysis of the internationalization policies of higher education in China and Nigeria. It will explore the historical development of these policies, the specific strategies employed by each country, and the challenges they face in implementing effective internationalization initiatives. Additionally, the paper will address the implications of these policies for educational quality, access, and equity in both contexts. By identifying best practices and potential areas for improvement, this study seeks to contribute to the ongoing discourse on the internationalization of higher education and its role in fostering global cooperation and understanding. It will also provide an overview of the major policies in both countries, such as China's "Study in China" initiative and Nigeria's National Universities Commission (NUC) framework. It will then engage in a comparative analysis of these policies, looking at their similarities, differences, and overall effectiveness in achieving their internationalization goals. Finally, the paper will address the challenges both countries face in the process of internationalizing their higher education systems,

including issues related to infrastructure, political concerns, and social and cultural factors. Through this comparison, the paper aims to contribute to a deeper understanding of how developing and developed countries approach internationalization in higher education, and what lessons can be learned for future policy development.

In summary, this paper will provide a comprehensive overview of the internationalization policies in higher education in China and Nigeria, highlighting their respective contexts, challenges, and opportunities. Through this comparative analysis, the study aims to shed light on the critical role of internationalization in shaping the future of higher education in both countries.

OVERVIEW OF INTERNATIONALIZATION IN HIGHER EDUCATION

In the context of higher education, the term "internationalization" refers to the strategic initiative that universities and other academic institutions undertake in order to include an international, intercultural, or global aspect into their teaching, research, and service operations. This involves the recruitment of international students, the incorporation of global topics into the curriculum, and the interchange of students and teachers, as well as international research collaborations and international research collaborations. Improvements in educational quality, the promotion of global citizenship, and the preparation of students for a workforce that increasingly operates within a global framework are the goals of internationalization. As a consequence of this, it has become an essential component of institutional planning and policy in higher education around the world (Kusumawati et al., 2020).

Over the course of the last few decades, internationalization has emerged as a crucial strategy for educational institutions that are seeking to expand their worldwide footprint, improve the quality of education, and meet the growing need for a more integrated educational environment.

Internationalization has gone from being an optional endeavor to becoming an essential component of higher education policy as a result of the challenges and opportunities that globalization presents to education systems around the world.

As a result of globalization, technological advancement, and the increasing mobility of students and scholars, internationalization has emerged as a key global trend in the field of education. The relevance of creating transnational connections and networks is recognized by institutions as a means of enhancing their educational programs and research

capabilities. This tendency is demonstrated by the growth of transnational education, which is defined by institutions developing programs in other countries or cooperating with organizations in the local community. Furthermore, the COVID-19 epidemic has accelerated the use of digital learning platforms, which has improved the ability to collaborate with people all over the world and gain access to educational resources from across the world according to Yu (2022). The consequence of this is that internationalization has shifted from being a voluntary endeavor to becoming an essential component of higher education strategy all across the world.

Due to the fact that China and Nigeria are two countries with very different socioeconomic circumstances and educational challenges, there are tremendous potential for studying the globalization of higher education among these two countries. China has made significant investments in its higher education system in an effort to establish itself as a regional and worldwide leader in the field of education. According to Xu (2019), the Chinese government has been a strong proponent of internationalization initiatives in order to enhance the effectiveness of its educational institutions and their ability to compete on a global scale. The country of Nigeria, which is defined by its diverse cultural terrain and chronic developmental challenges, is making efforts to improve its educational performance through the implementation of internationalization projects. According to Mendy et al. (2021), the government of Nigeria recognizes the importance of implementing educational reforms that are in line with international standards in order to foster both economic growth and maintaining social cohesion. By comparing the internationalization policies of these two countries, this study will shed light on the ways in which their internationalization plans could be leveraged to make the most of their unique advantages and address the issues and challenges that they face in the context of higher education on a global scale.

INTERNATIONALIZATION POLICIES IN CHINA

Policy Background: Since the late 1970s, the Chinese government has made the internationalization of higher education a strategic goal, connecting it with the substantial economic reforms and opening-up efforts that have been implemented throughout the country. The Chinese government has implemented a number of important initiatives in order to improve the international competitiveness of the country's educational

institutions of higher learning. One of the key frameworks is referred to as the "National Medium."

Key Initiatives: In order to demonstrate China's commitment to the internationalization of its higher education system, numerous notable projects have been constructed. The "Study in China" initiative is particularly important since it aims to attract students from other countries by providing them with scholarship opportunities and by promoting Chinese universities as viable options for educational pursuits at the higher education level. The purpose of this endeavor is to increase the global prominence of Chinese institutions while simultaneously encouraging cultural exchange and cultural understanding. The year 2020, Wu et al. The "Study in China" initiative has been instrumental in establishing China as a destination of choice for students from other countries wishing to study abroad. In addition to promoting the value of English-Medium Instruction (EMI) in a variety of academic programs, this effort provides scholarships and other forms of financial aid in order to entice students from countries that are taking part in the Belt and Road effort (BRI). A significant step toward internationalization is the adoption of English as a Medium of Instruction (EMI) in Chinese educational institutions, which is widely regarded as a crucial measure. It is the contention of Yan et al. that the growing prevalence of English Medium Instruction (EMI) in non-Anglophone countries, such as China, is essential for the advancement of the globalization of higher education (Yan et al., 2019). This is further supported by Xu's investigation of the challenges and strategies associated with the implementation of English Medium Instruction (EMI) in Chinese state universities, which demonstrates a more comprehensive commitment to the incorporation of global educational practices (Xu, 2021).

By the year 2050, the "Double First Class" strategy, which was begun in 2017, aims to build institutions and fields that are of world-class quality. According to Jiang and Holst (2023), the purpose of this initiative is to enhance the quality of teaching and research at designated universities, with the ultimate goal of establishing these universities as leaders in the academic community on a global scale. This program builds upon previous endeavors such as Project 211 and Project 985, but it places a larger emphasis on international collaboration and scientific brilliance than those projects did. According to Zhang et al., the objective of the "Double First Class" initiative is to integrate Chinese universities into the international academic community, with the goals of promoting international research collaborations and enhancing the quality of academic outputs (Zhang et al., 2022).

Through the establishment of cooperative research initiatives, faculty exchanges, and dual-degree programs, the Chinese government has engaged in a concerted effort to establish collaborations with universities and institutes located in other countries. The enhancement of the academic capabilities of Chinese institutions and the facilitation of the mobility of students and intellectuals across international borders are the goals of these collaborations. China's primary goal is to promote international links in higher education, and it has demonstrated this purpose by actively participating in collaborative research initiatives with universities in Nigeria. The goal of these links is to encourage academic exchange, collaborative research efforts, and capacity building. These connections span several domains, including technology, health, and agriculture, and they extend across multiple fields. A significant area of collaboration is found in the field of agricultural research. Collaborations between the Chinese government and institutions in Nigeria have been established with the goal of improving agricultural methods and ensuring food security. In order to develop environmentally friendly agricultural technologies and methods that are tailored to the specifics of the Nigerian environment, the Chinese Academy of Agriculture Sciences has worked in conjunction with Nigerian institutions. According to research that highlights the significance of agricultural innovation in developing countries, the purpose of this collaboration is to enhance agricultural productivity and address concerns regarding food security in Nigeria. In the year 2020, Nwajiuba et al.

For the purpose of addressing issues pertaining to public health, collaborations have been developed in the health sector. China's educational institutions have joined forces with Nigerian establishments to conduct joint research on infectious diseases, maternity and child health, and the improvement of health care systems. It is common for these collaborations to involve faculty exchanges and collaborative training programs. The purpose of these activities is to improve health outcomes and to develop the capacity of local institutions to conduct health research. Research projects that have been conducted to combat malaria and other endemic diseases have entailed collaboration between academics from China and Nigeria, with the goal of facilitating the transfer of knowledge and the sharing of skills (Vuernick et al., 2019). A big step forward is represented by the establishment of dual-degree programs with institutions in China and Nigeria. Through participation in these programs, students are able to take advantage of the educational resources and

talents of both countries, which in turn increases their employability and their capacity to compete on a worldwide scale. According to Ameyaw-Brobbey (2024), dual-degree programs often entail the inclusion of subjects such as engineering, business, and public health, which serves as an indication of the demand for skilled people in these particular sectors.

A number of Confucius Institutes have been established in Nigeria with the assistance of the Chinese government. These institutes aim to promote Chinese language and culture while also facilitating intellectual interchange. As a result of their role as forums for collaborative research and cultural interaction, these institutes serve to strengthen the ties between higher education institutions in China and Nigeria (Adebayo, 2020).

There have been a number of rankings that have gradually incorporated metrics that evaluate the internationalization initiatives of universities. These rankings include the QS World University Rankings and the Times Higher Education World University Rankings. As a consequence, the rankings of some Chinese institutions have significantly improved. One of the most important variables that is driving this trend is the intentional emphasis placed on international collaboration and partnerships. The internationalization of Chinese universities, according to Li and Ai, has been a significant factor in the remarkable success of Chinese universities in global rankings. This success has been demonstrated through a variety of transnational cooperative education initiatives, bilateral student and faculty exchanges, and extensive international research collaborations (Li & Ai, 2022). This is in line with the findings of Guo et al., who come to the conclusion that the internationalization of higher education in China has advanced rapidly over the course of the past forty years, with universities actively forging relationships with institutions from across the world (Guo et al., 2021).

Challenges: The centralized government in China is one of the most significant concerns, as it has the potential to limit the autonomy of institutions when it comes to making decisions regarding international alliances and collaboration. As a result of this bureaucratic framework, the formation of abroad programs may be subject to delays and complications. This is because institutions are required to navigate through a complicated network of regulations and obtain permits from a number of different government organizations. In China, the paradigm of centralized control typically results in a top-down approach of policy execution. This means that directives from the Ministry of Education impact the

activities that universities take during the policy implementation process. According to Qiu et al., centralized control can be a barrier to innovation and responsiveness inside institutions. This is due to the fact that universities may be hesitant to participate in international collaborations that deviate from predetermined guidelines or need a significant amount of engagement from the bureaucracy (Qiu et al., 2024). As a consequence of this, there is a possibility that this will lead to inflexibility in the process of reacting to the rapidly changing global higher education environment, which requires timely responses to opportunities coming from other countries. In addition, the bureaucratic hurdles that are associated with internationalization can prove to be a barrier to the establishment of cooperative organizations. It is possible for universities to experience lengthy approval processes whether it comes to collaborative research efforts, faculty exchanges, or dual-degree programs. The requirement to comply with a wide variety of national legislation, which can result in additional complications and delays, makes this problem much more difficult to achieve. It is emphasized by Qiu et al. that the complexity of bureaucratic procedures can discourage universities from establishing advantageous foreign contacts, which in turn limits their participation in global affairs (Qiu et al., 2024).

There is a possibility that the political environment in which these colleges operate could make internationalization efforts more difficult. This is because centralized control could limit the universities' ability to make decisions independently regarding international relationships and cooperation. It is possible that smart tactics for international alliances will emerge as a result of the emphasis placed on the preservation of national sovereignty and cultural integrity. There is a possibility that institutions will be wary about ties that could be perceived as putting their academic autonomy at risk or as associating themselves excessively with foreign propaganda. since of this cautious attitude, colleges might be dissuaded from pursuing ambitious international endeavors since they might place a greater emphasis on adhering to national policies than the formation of new alliances. Because of this, there is a possibility that bureaucratic roadblocks may be created, which will make it more difficult to implement projects (Ma et al., 2019).

In China, there are cultural concerns over the view of education received from other countries and the integration of students from other countries into Chinese culture. It is possible for international students to have difficulties in China due to language barriers and cultural differences, which can have an

impact on their academic performance and their entire experience in China (He et al., 2020). In addition, there is ongoing debate concerning the appropriate balance between the maintenance of Chinese cultural identity and the implementation of Western educational approaches, which may impede the process of internationalization (Luo & Seeberg, 2022). Despite the fact that China has made significant strides in an effort to improve the quality of its higher education, there are still concerns regarding the degree to which the country's educational programs are in line with international standards. According to Luan et al. (2022), in order for Chinese universities to effectively compete on a global scale, it is vital for them to focus on the development of their faculty and provide them with training in international education practices.

Furthermore, the emphasis placed on rankings and performance indicators may put pressure on educational institutions to comply to specific standards that may not be in line with their goals toward internationalization. According to Komotar, the pursuit of higher rankings may lead to institutions favoring particular collaborations that increase their visibility in global assessments rather than engaging in a diverse array of partnerships that could improve their academic programs and research capacities (Komotar, 2019). This is because the pursuit of higher rankings may compel institutions to increase their visibility in global assessments. The scope of internationalization efforts may be restricted as a result of this narrow focus, which may also reduce the overall efficiency of joint operations.

In conclusion, despite the fact that China has made significant headway in internationalizing its higher education system through the implementation of numerous policies and efforts, the country still faces significant obstacles that need to be overcome in order to fully realize its internationalization goals.

INTERNATIONALIZATION POLICIES IN NIGERIA

Policy Background: Over the course of the past twenty years, Nigeria's efforts to internationalize higher education have made significant headway. This development has been driven by the imperative to raise educational standards, increase global competitiveness, and foster international cooperation. The National Universities Commission (NUC), which was established in 1974, plays a significant role in the formulation of the policies and mechanisms that govern the internationalization of higher education in Nigeria. The NUC has developed criteria in order to encourage the formation of partnerships with universities located in other countries, to encourage

the development of programs that are offered internationally, and to improve the mobility of both students and professors. These activities represent a comprehensive strategy to synchronize Nigeria's higher education system with worldwide standards and practices. This approach is intended to satisfy the growing demands of globalization as well as the requirement for a skilled labor force (Adesina & Ojo, 2020; Komotar, 2019).

Key Initiatives: By implementing a number of significant initiatives and legislation, Nigeria has demonstrated its commitment to internationalizing its higher education sector. There have been a number of initiatives taken by the NUC in order to enhance collaboration with universities located in other countries. These initiatives include the establishment of partnerships for the purpose of conducting cooperative research, faculty exchanges, and dual-degree programs. Through the establishment of centers of excellence in a wide variety of fields inside Nigerian universities, the "African Centers of Excellence" (ACE) program, which is financed by the World Bank, aims to improve regional collaboration in higher education and research. According to (Dimasindel & Salam, 2018), the purpose of this initiative is to make improvements in the quality of education and research while simultaneously increasing regional integration and collaboration. It is via the allocation of money for infrastructure expansion, faculty training, and research initiatives that the ACE program allows member universities to improve the quality of their teaching and research facilities. Universities in Nigeria are better able to address pressing societal challenges as a result of the ACE program, which encourages collaboration among universities, makes it easier for universities to share resources and information, and facilitates the interchange of knowledge. Furthermore, the establishment of these centers of excellence helps to promote regional integration and collaboration. These centers serve as hubs for training and research, which are beneficial not only to Nigeria but also to the countries that are located in close proximity to it (World Bank, 2023).

Another important aspects of Nigeria's efforts to internationalize its education system is the Faculty Exchange programs. These initiatives make it possible for Nigerian academics to teach and do research on a global scale, while also extending a warm welcome to researchers from other countries to visit Nigeria. This mutual agreement not only improves the academic experience for both sides, but it also encourages cultural exchange and comprehension within the community. The development of a more internationally conscious

academic community is facilitated by faculty exchanges, which is an essential component in the process of addressing contemporary global challenges (Adesina, 2023...).

The establishment of dual-degree programs is a noteworthy attempt that is being undertaken with the intention of advancing the internationalization of secondary education in Nigeria. Students who participate in these programs have the opportunity to earn degrees from universities in Nigeria as well as universities in other countries. Students are afforded the opportunity to participate in dual-degree programs, which provide them with one-of-a-kind educational experiences and expose them to a variety of academic cultures and methods. The implementation of this plan increases the employability of graduates and fosters global citizenship among students (Okebukola, 2022).

Additionally, the National University Commission (NUC) has been aggressively promoting the use of information and communication technology (ICT) in higher education. This is an essential step in the process of establishing international collaborations and improving access to educational materials from around the world (Veerasamy, 2021).

Furthermore, Nigeria has participated in a number of foreign scholarship programs, one of which is the Commonwealth Scholarship Scheme. This program provides students from Nigeria with the chance to study in other countries and gain experience in academic environments that are global in scope. In addition to enhancing the educational experience of Nigerian students, these programs also contribute to the development of a workforce that is more familiar with international issues and more proficient in its application.

A concerted effort has been made by the NUC to establish partnerships with reputable universities and research institutions located all over the world. These partnerships intend to foster collaborative research endeavors, the development of educational curricula, and the dissemination of information. Through the establishment of connections with academic networks throughout the world, Nigerian institutions have the opportunity to make use of international experience, thereby enhancing their academic programs and research capabilities. In the course of these relationships, faculty exchanges are typically involved. This provides Nigerian researchers with the opportunity to get exposure to a variety of educational environments and methodologies, which in turn fosters a culture of creativity and academic achievement (NUC, 2023).

The Nigerian University Commission (NUC) is responsible for a number of projects that demonstrate the country's commitment to globalizing its higher education sector. In Nigerian universities, the quality of teaching and research is improved as a result of a number of factors, including the establishment of partnerships with schools located in other countries, the interchange of faculty members, dual-degree programs, and the African Centers of Excellence initiative. These initiatives not only establish Nigeria as a prominent participant in the global higher education arena, but they also foster regional integration and collaboration, which ultimately contributes to the enhancement of the socio-economic growth of the nation as well as the African continent as a whole.

Challenges: Despite the fact that Nigeria has made significant headway in internationalizing its higher education sector through a variety of measures, the successful implementation of these policies is hampered by significant challenges. There are a number of fundamental issues that Nigerian colleges face, including a lack of resources, inadequate facilities, political instability, inadequate governance, and cultural influences. When it comes to developing strategies to enhance the internationalization of higher education in Nigeria, having a solid understanding of these issues is absolutely necessary.

One of the most significant challenges that Nigerian universities face in their efforts to internationalize their organizations is the limited availability of resources. There are a great number of organizations that struggle with inadequate funding, which severely hinders their ability to build and maintain international partnerships and activities. According to Qiu (2024), universities are unable to engage in essential infrastructure, faculty development, and research activities that are essential for developing international collaborations since they do not have sufficient financial resources. As a result of this financial constraint, universities frequently find themselves dependent on the assistance of the government, which may not be reliable or sufficient to meet the ever-increasing demands of globalization.

In addition, the lack of adequate infrastructure in Nigeria is a significant barrier that prevents the proper execution of internationalization initiatives in the country. A great number of educational institutions face challenges that are related with insufficient technological resources, outdated infrastructure, and unreliable internet connectivity. It is possible that international institutions will be dissuaded from partnering with Nigerian universities due to the absence of modern learning spaces and technological

resources, as stated by Qiu (2024). Furthermore, Nigerian schools are unable to provide high-quality educational experiences that are in line with international standards because they lack the necessary infrastructure. As a result, the institutions' appeal to international students and faculty is diminished.

Political instability and governance challenges also present formidable obstacles to the internationalization of higher education in Nigeria. It is possible for continuing international cooperation to be hampered by frequent changes in government policy as well as a lack of continuity in educational reforms. The unpredictability of the political climate regularly causes multinational organizations to express concerns over the consistency and reliability of their partnerships with Nigerian educational institutions. Adebayo (2023) makes the observation that these governance issues may prevent foreign institutions from creating long-term collaborations, which in turn restricts prospects for the exchange of information and the sharing of resources.

According to Akinola (2021) and Qiu (2024), the internationalization process in Nigeria is made more difficult by cultural beliefs and public attitudes on education opportunities abroad. When it comes to the incorporation of international students into Nigerian society, there is a complex interaction that takes place between different educational ideas, both domestic and international. It is possible that some Nigerian students and parents have the perception that education received in other countries is higher. This perception might lead to challenges in attracting and retaining international students within the country. It is possible that cultural differences would make it difficult for international students to adjust to the educational system and society of Nigeria, which could have an impact on their overall experience (Ogunyemi, 2023).

In order to address these challenges, it is necessary to undertake a comprehensive approach that involves increased investments in higher education, the development of infrastructure that is resilient, and the establishment of governance institutions that are robust. If Nigeria is able to overcome these obstacles, it will be able to strengthen its internationalization ambitions, which will ultimately result in an improvement in the quality of its higher education system and a promotion of increased global involvement.

SIMILARITIES
For nations trying to raise their educational systems and boost their global profile, the internationalization of higher education has grown to be a major priority.

The realization of the need of internationalization in both China and Nigeria has resulted in the use of several approaches meant to promote cooperation with foreign universities and equip students for a world growingly linked by means of technology. Emphasizing the development of alliances with international universities, the encouragement of cooperative research and faculty exchanges, student mobility, scholarships, and curriculum integration with global viewpoints, these cooperative strategies show a dedication to equip students for a workforce international by nature.

Establishment of partnerships with foreign institutions: Establishing alliances with foreign institutions is a basic resemblance between China's and Nigeria's approaches of internationalizing. Both nations have aggressively pursued partnerships with respected colleges and research institutes all around. These alliances are meant to support knowledge-exchanging activities, improve academic programs, and ease cooperative research projects. Chinese universities, for example, have established alliances with colleges in Europe, North America, Africa, Australia, and Australia; Nigerian universities have worked with others all throughout Africa, Europe, Asia, and the United States. These kinds of alliances improve the quality of education as well as help both countries' higher education systems be more visible worldwide.

Promotion of Joint Research and Faculty Exchanges: This another major component of China's and Nigeria's internationalizing plans in both of these countries. These programs let academics from both nations work on projects, exchange ideas, and help to expand knowledge in many disciplines by means of cooperation. For both local and international faculty members, faculty exchanges help to transfer best practices and creative teaching strategies, therefore enhancing the academic experience. This cooperative strategy not only increases university research capability but also promotes academic achievement.

Students' mobility is another area in which China and Nigeria show commonalities in their efforts at internationalizing. Both nations have set initiatives to inspire student migration across borders. China, for instance, has launched the "Belt and Road Initiative," which features scholarships meant to draw overseas students to Chinese colleges. In keeping with this, Nigeria has created scholarships to assist its overseas students and draw in foreign students to its colleges. These mobility programs give students important worldwide viewpoints, improve cultural interaction, and support diversity in educational institutions.

Scholarship Programs: China and Nigeria both understand how crucial these initiatives are to help with globalizing. These initiatives are meant to draw foreign students to their particular nations and help their own students studying overseas financially as well. Several scholarships available in China, including the Chinese Government Scholarship, seek to increase enrollment of overseas students. Programs like the Nigerian Government Scholarship Program aim to assist students in their foreign quest of further study. These scholarships improve not just access to education but also help both countries to become more globally competitive.

Integration of Global Perspectives into Curricula: Development of national policies and encouraging the integration of global viewpoints into their curricula marks another similarity in the internationalizing agendas of China and Nigeria. By including international topics and viewpoints into their curricula, both nations understand the need of arming their students for a globalized workforce. The curricular changes implemented by colleges in both countries, which seek to provide students the tools and knowledge required to flourish in an interconnected world, mirror this dedication. By encouraging a worldwide perspective, China and Nigeria are arming their graduates to participate successfully in the global economy (Shakirova 2019; Chen and Huang 2013).

DIFFERENCES

Goals of Internationalization: Ambitious goals that fit China's larger economic aspirations define its internationalizing approach. Launched by the Chinese government, the "Double First Class" program seeks to raise a few chosen colleges to world-class reputation by means of large financing and resources. This project shows China's will to improve its worldwide higher education ranking and establish itself as a leader in research and invention (Xu, 2019). Not only is the general aim to raise the quality of education but also to build a knowledge economy capable of worldwide competition. By contrast, initiatives at internationalization by Nigeria sometimes lack a clear, strategic framework. Although the nation understands the need of internationalizing, infrastructure problems and limited resources often compromise the objectives. More often than not, the emphasis is on forming alliances and scholarships than on developing a thorough plan meant to improve the whole higher education system. Nigeria's internationalizing objectives may thus seem more scattered and less aspirational than those of China.

Methods of Implementation: The methods employed by China and Nigeria to achieve their internationalization goals also differ significantly. China's strategy is distinguished by a strong governmental push with methodically carried out, well-funded programs. The government is mostly in charge of allocating funds to particular institutions so that they may have the required means to create international alliances, improve research capacity, and draw foreign talent. This top-down approach helps to coordinate efforts toward national goals in higher education. On the other hand, uneven government support and financing often hinder Nigeria's efforts for internationalization. The lack of a consistent strategy and dependable financing sources has resulted in a more scattered approach even if the nation has developed alliances with foreign universities and instituted scholarships. Independent pursuit of internationalizing projects by universities could provide different degrees of success and sustainability among institutions (Omotayo, 2017; Ai, 2017). This variation in approaches reflects the more general difficulties Nigeria's higher education sector faces.

Outcomes of Internationalization Policies: The results of the internationalization policies in China and Nigeria highlight even more their divergent strategies. Along with a growing reputation for its universities on the world scene, China's attempts at internationalization have clearly resulted in a significant rise in the number of foreign students studying in the nation. Higher education's investment has resulted in notable increases in research production and academic quality, therefore establishing China as a favored location for overseas students (Xu, 2019). On the other hand, Nigeria still faces challenges like brain drain—where gifted students look for chances outside because of alleged shortcomings in the local higher education system. The absence of regular government backing and infrastructure problems has helped to create a view of Nigeria's higher education as less competitive than that of worldwide colleagues (Unya et al., 2022). Consequently, even if Nigeria has tried to globalize its higher education industry, the results have not been as positive as those found in China.

China's and Nigeria's internationalizing policies show somewhat different objectives, approaches, and results. China's strong government drive and large financing have enabled a concerted strategy to internationalizing, hence producing notable progress in its higher education system. On the other hand, Nigeria's disjointed strategy marked by limited resources and uneven support has hampered the

success and sustainability of its efforts at internationalizing. Policymakers in both nations must grasp these distinctions if they are to improve their systems of higher education and global competitiveness.

Higher Education Rankings: China has made notable progress toward raising the international rankings of its universities. Initiatives like the "Double First Class" program have been quite helpful in bringing some universities to world-class reputation. Consequently, some Chinese universities—including Tsinghua University and Peking University—regularly place among the top 50 in worldwide rankings including the Times Higher Education World University Rankings and the QS World University Rankings. Significant government funding in research, infrastructure, and foreign partnerships—which have improved the academic quality and worldwide awareness of Chinese institutions—helps to explain this performance (Komotar, 2019; Shen, 2024). China's position as a worldwide center of education has been strengthened even further by the considerable rise in the number of foreign students studying in the nation resulting from the focus on internationalization there. The competitive character of these rankings has also helped Chinese universities to develop a culture of excellence by motivating them to implement best practices from abroad counterparts (Locke, 2013). Nigerian universities, on the other hand, have major obstacles that affect their performance on world rankings. Notwithstanding initiatives to create alliances and scholarships, a disjointed approach to internationalizing results from a lack of consistent government support and funding. With the University of Ibadan and University of Lagos the only Nigerian universities listed in the top 35 on the continent and placed 1076 internationally, Yekini et al. (Yekini et al., 2022) highlight that none of any Nigerian higher education institutions rank within the top 500. This underrepresentation reflects more general problems in the Nigerian higher education system, including poor infrastructure, little research funding, and a view of lower academic quality than world norms. The problems in raising Nigerian universities' rankings are exacerbated by the brain drain phenomena caused by their challenges, as gifted staff members and students seek chances elsewhere. Attracting international students and faculty is much hampered by Nigeria's view of its higher education system as less competitive than that of other countries (Balogun et al., 2016).

Effectiveness- Evaluating the effectiveness of the internationalization policies in each country reveals varied results. China's policies have proven to be effective in enhancing the global visibility and competitiveness of its higher education institutions. The country has become one of the top destinations for international students, and its universities are increasingly acknowledged in global rankings (Chen & Huang, 2013; Xu, 2019). The government's enormous investment in higher education has fostered the foundation of international cooperation and the construction of world-class research centers.

By contrast, Nigeria's internationalizing initiatives have encountered major obstacles that have lessened their efficacy. While there have been efforts to establish international relationships and attract foreign students, the absence of proper finance, infrastructure, and political stability has hampered the impact of these endeavors. Nigeria has not thus been as successful in internationalizing its higher education system as China (Omotayo, 2017). To increase the success of its internationalization initiatives and raise its profile on the scene of higher education worldwide, Nigeria must first address these difficulties.

CONCLUSION: KEY FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS
Comparative study of policies on globalization of higher education in China and Nigeria offers some important results. Both nations understand that global competitiveness and educational quality improvement depend on internationalizing their respective nations They use same tactics, including encouraging student mobility and forming alliances with overseas universities. Their approaches differ greatly, though. Strong government support, significant financing, and a clear emphasis on raising some universities to world-class rank through programs like the "Double First Class" program define China's internationalization activities. Nigeria's internationalizing strategies, on the other hand, suffer from political unrest, insufficient infrastructure, and limited resources, therefore producing a more fractured and less successful approach (Chen & Huang, 2013). Orlunga, 2023).

Implications
The results of this study have significant ramifications for the direction of globalization of higher education in both nations. China's global reputation in higher education is probably going to improve with ongoing investment in internationalization programs and draw more outside students. To keep its attraction, though, it also has to handle issues with academic independence and cultural inclusion. The report emphasizes for Nigeria the immediate requirement of thorough reforms to support its attempts at internationalization. Nigeria

should better present itself as a competitive participant in the worldwide higher education scene by tackling infrastructure development and resource limitations improvement (Asiyai, 2014; Orlunga, 2023).

Recommendations

Several suggestions can help both nations to enhance their initiatives for internationalization. China needs to encourage a more inclusive approach to internationalization that places an emphasis on academic independence and cultural contact. This will make it possible for students from both China and other countries to have a more fulfilling educational experience during their time in China. In addition, enhancing the support for faculty development in international education policies will contribute to an increase in the overall quality of education (Chen & Huang, 2013).

In order for Nigeria to triumph over the challenges it is now facing, a multifaceted approach is required. Specifically, this includes increasing the amount of government funding allocated to higher education, improving infrastructure, and forming partnerships with universities located in other countries. Further, the government of Nigeria ought to make it a top priority to implement policies that promote the incorporation of global points of view. This will ensure that students are equipped with the resources they require to be successful in a world that is increasingly globalized (Asiyai, 2014; Orlunga, 2023). In the event that these recommendations are implemented, China and Nigeria will be able to enhance their efforts to internationalize their education systems and contribute to a more interconnected global education system.

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