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A Conceptual Review of Internationalization of Higher Education

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ABSTRACT

Higher education has gone through an evolution in the perspective of internationalization. Firstly, the internationalization of higher education is galvanized by the establishment of GATT and changes that occurs at micro and macro level at each region. Then, it has shaped the higher education at the institutional level by reviewing its curriculum, the student profile, policies and administration. Higher education is often viewed from various internationalization processes such as Uppsala model, and supply side model, to understand its mechanism and the challenges it poses to the government and students at large.

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INTRODUCTION

As time change, globalization presented as the popular discourse in 21st century. Globalization is a process of worldwide engagement and known as an increasing process on the flow of innovation in information, culture, economic process and communication technologies which results in a more interdependent and interconnected world.

Globalization can affect a country in both positive and negative matters based on the history, culture, resources and traditions of the country. Education is one of the sectors that implicated in all the changes that related to globalization. Education is a form of learning in knowledge, skills and habits which act as an essential factor in the formation of the global environment, on pull in technologies, growing up national economies and sustaining the complex communities.

Internationalization is a common term that widely used in higher education system has limited scope compare to the concept of globalization which is a process of integrating an intercultural and international dimension and assumes that the societies are nation-states continue to function as bounded social, economy and cultural system. In higher education, the focus in internationalization is on the cross-border student mobility and scholars. Cross-border education is one of the subset of internationalization of higher education (Knight, 2006).

People always puzzled with the concept of internationalization and globalization. Globalization is more obviously transformative than internationalization in higher education environment since it goes directly to the economic, political and societal to push the higher education toward a greater international involvement. While internationalization is defined as the variety of policies and programs of higher education institution and government in achieve a broad of variety objectives including the growth of financial input by foreign students, enhancing the curricula and educational experiences for students in foreign partner-institutions, improving the quality of staff and students in education and research or to stimulate the process of institutional learning and development. Thus in higher education, globalization and internationalization are interactive, mutually exclusive and continually reinforce each other.

1.1 Internationalization of Higher Education:

Internationalization of higher education also known as a systematic process that integrated the international dimension into teaching, researching and public servicing functions of a higher education institution. Many scholars have outlined the reasons or motivations for internationalization of higher education, which can be summarized in Table 1 (Damme, 2001; Knight, 2003; Altbach and Knight, 2006; and Altbach, Reisberg and Rumbley, 2009).

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Table 1: Motivations of Internationalization of Higher Education.

Reasons	Explanation
(a) Student Mobility	Student mobility is a key in providing an international market of professionals and qualified workers, acquiring new and cross-cultural knowledge and competencies, and establishing the international personal and professional networks.
(b) Teaching and Research Collaboration	Teaching staff mobility and exchange able to share the effective classroom pedagogy, improving quality of the faculty member, exchange the idea of innovation and creativity in the research area, strengthening the relationship among the country and international research collaboration.
(c) Internationalization of curricula	International the curriculum so that have a same standard or quality in academic which are contribute in growing the international labour market for scholars and scientists.
(d) Co-operation and Development Assistance	Institutional cooperation assist in the facilities and network development since the implement of network in education field is very limited. Furthermore, via institution co-operation, recognition of foreign diplomas and degrees, recognition of credits and study periods abroad and mutual recognition agreements on the program can be achieve to solve the problem such as limited place in higher institution (Australia).
(e) Research Project and Curriculum Development	Academicians able exchange, share and discuss their idea and experience either in develop the school activities or in the curriculum arrangement and integration of research.
(f) Understanding of International and Intercultural	Internationalization in higher education can inspire various understood as the roll-out of worldwide markets, exchange of knowledge and cultural artefacts within a common space.
(g) Commercial Presence	Provider establishes facilities in another country by opening the branch campus and has joint ventures with the local institutions.
(h) Expanded Domestic Policy	Abroad study may contribute in increasing the assessment of the countries' higher education.

Besides diversifying the source of faculty and students, integration regional issues in education, international students' recruitment, those initiatives on diversifying income generation also induce the reason of internationalization (Knight, 2003). Results of the internationalization bring in the growth of communications firms and of multinational and technology publishing, branch campuses, foreign language learning, transnational virtual delivery of higher education such as Open University, presence of natural persons including professional researcher and academicians temporally exchange to provide educational service, and the use of information technology (IT).

After discuss about the reasons of stimuli for internationalization in higher education, next section will discuss the internationalization of higher education in global level which is the including all the countries except Asian country.

1.2 Internationalization of Higher Education in Global Level:

Demand for higher education steadily increasing through time. Cross-border education is one of the subset of internationalization of higher education which recently described been known as a commercial trade by a part of people. There seen cross-border education as a commercial in nature and usually intended to be for profit. The idea of cross-border education is a movement of people, knowledge, programs, provider, idea, services and curriculum across national or regional boundaries and also known as transnational education, offshore education or borderless education.

General Agreement on Trade in Services (GATS):

General Agreement on Trade in Services (GATS) is the first international legal trade agreement that administrated by World Trade Organization (WTO). It forced the education sector divide into two mutually exclusive sub model where the first tested model is the significant growth either commercial or non-profit or both cross-border education services trade that is happening even without trade agreement; and the second test model is the impact of multilateral trade rules on domestic and higher education and on the further promotion of commercial trade in education service.

The following Table 2 to 4 explains the modes of supply in GATS, the key element and rules of GATS and the examples of the country's requests to remove the trade barriers to education.

Table 2: Modes Supply in GATS.

Mode of Supply	Explanation	Examples	Size or Potential Market
(a) Cross-border Supply	The provision of a cross-border service.	Distance Education, E-learning, and Virtual Universities.	- Currently a relatively small market. - Seen to have great potential market through the application

			of the new communication technologies and especially the Internet, but difficult to monitor quality.
(b) Consumption Abroad	The provision of a service where the consumer moves to the country of the supplier.	Students who go to another country to study.	- Currently represents the largest share of the global market for education services and is growing.
(c) Commercial Presence	The provision of a service where the provider establishes, or has presence in, commercial facilities in another country in order to render service.	Local branch or satellite campuses, Twinning partnerships, Franchising arrangements with local institutions	- Increasing interest and strong potential for future growth - Most controversial because it appears to set international rules on foreign investment.
(d) Presence of Natural Persons	The provision of a service where people travel to another country on a temporary basis to provide the service.	Professors, teachers, researchers working abroad	- Potentially a strong market, given the emphasis on mobility of professionals.

Source: Knight (2002)

Table 3: Key Elements and Rules of GATS.

GATS	Explanation	Application
(a) Coverage	All internationally traded services are covered in the 12 different service sectors (example: education, transportation, finance, tourism, health, culture, communication, construction).	Applies to all services, with two exceptions: - Service provided in the exercise of governmental authority; and - Air traffic rights.
(b) Measures	All laws, regulations and practices from national, regional or local government that may affect trade.	A generic term that applies to all sectors.
(c) Unconditional Obligations ("Top Down")	Four unconditional obligations exist in GATS: - Most Favoured Nation (MFN) - Transparency - Dispute settlement - Monopolies	Apply to all 12 service sectors regardless of whether a country has a scheduled commitment or not.
(d) Most Favoured Nation (MFN) Treatment	Requires equal and consistent treatment of all foreign trading partners. Under GATS, if a country allows foreign competition in a sector, equal opportunities in that sector should be given to service providers from all WTO members. This also applies to mutual exclusion treatment. For instance, if a foreign provider establishes a branch campus in Country A, then Country A must afford all WTO members the same opportunity/treatment. Or if Country A chooses to exclude Country B from providing a specific service, then all WTO members are excluded.	May apply even if the country has made no specific commitment to provide foreign access to its markets. Exemptions, for a period of 10 years are permissible.
(e) Transparency	Requires that member countries publish all measures that affect services, inform the WTO about changes and respond to any request from other members concerning information about any changes.	Applies to all sectors and all countries.
(f) Conditional Obligations ("Bottom Up")	The following conditional obligations are attached to national schedules: - National Treatment - Market Access	Applies only to commitments listed in national schedules. The degree and extent of obligation is determined by country.
(g) National Treatment	Requires equal treatment for foreign providers and domestic providers. Once a foreign provider has been allowed to supply a service in one's country, there should be no discrimination in treatment between the foreign and domestic providers.	Applies only where a country has made a specific commitment. Exemptions are allowed.
(h) Market Access	Means the degree to which market access is granted to foreign providers in specified sectors. Market access may be subject to one or more of six types of limitations defined by GATS.	Each country determines limitations on market access for each committed sector or determines whether to make a commitment at all.

Source: Knight (2002)

Table 4: One Country's Requests to Remove Trade Barriers to Education.

Request to Remove Barrier	Targeted Country
<ul style="list-style-type: none"> Remove nationality requirements for certain executives and directors of educational institutions. 	Taiwan China
<ul style="list-style-type: none"> Remove ownership limitations on joint ventures with local partners. 	Egypt, India, Mexico, Philippines, Thailand
<ul style="list-style-type: none"> Remove prohibition on joint ventures with local partners. 	El Salvador
<ul style="list-style-type: none"> Remove requirement that foreign entities teach only non-national students. 	Turkey
<ul style="list-style-type: none"> Remove ban on education services provided by foreign companies and organization via satellite networks. Remove requirements for foreign educational institutions to partner with national universities. Remove ban on for-profit operations in education and training services. Relax other operational limits and restriction on geographic scope of activities. 	China
<ul style="list-style-type: none"> Recognize degrees issued by accredited institutions of higher education (including those issued by branch campuses of accredited institutions). Adopt a policy of transparency in government licensing and accrediting policy with respect to higher education and training. 	Israel, Japan
<ul style="list-style-type: none"> Remove burdensome requirements, including non-transparent needs tests, applicable to foreign universities operating or seeking to operate in the country 	South Africa
<ul style="list-style-type: none"> Remove restrictions that the granting of degrees is limited to national institutions only. 	Greece
<ul style="list-style-type: none"> Remove requirement that foreign entities teach only non-national students. 	Italy
<ul style="list-style-type: none"> Remove quantitative limitation of education institutions in Ireland. 	Ireland
<ul style="list-style-type: none"> Adopt a policy of transparency in government licensing and accrediting policy with respect to higher education and training. 	Spain, Sweden

Source: Knight (2006)

Reason of the country requests in removing the trade barriers to education including to suite teach country's education policy, remove the commercial tag, and improve the quality of education. However, there are some questions on the introducing of GATS and cross-border education in higher education system such as the commercialization the education institution in term of selling, buying and commercialization, the privatization, marketization which involve the allowing the market to determine the supply and demand, and liberalization issue when remove the trade barriers. Although there are debating on the relationship among cross-border education, GATS and higher education policy and practice but many country such as Sweden, Turkey, Italy and Greece still implement it in the higher education since the increasing on the worldwide demand on higher education resulted in a diversity of the cross-border providers.

The cross-border provider can be categorized into two groups that are traditional higher education institutions (HEIs) and new or alternative providers (organization or company provide education for the profit purpose such as NIT, Apollo and Informatics).

While cross-border mobility of programs which is a popular program that used by many institution such as Monash University (Australia), University of Nottingham (United Kingdom) and Massachusetts Institute of Technology (USA) are examples of the cross-border mobility programs since this program can be described as the movement of individual education and program across boundaries through either distance (virtual program), or face-to-face.

Table 5: Popular method of cross-border mobility program.

Cross-Border Mobility Program	Explanation
Franchise	Qualification is awarded by the provider from a country while the teaching and management are arrange by another country with profit-sharing
Twinning	An Articulation system where students can either take course in the provider country or the receive country but just one qualification awarded.
Double or Joint degree	Different countries collaborate to offer a program and the criteria for awarding the qualification are customized for each collaborative country.
Validation	Source or provider country recognizes the qualification of the receiving country.
Virtual or Distance	Students learn by using online or distance modes.
Articulation	Different providers collaborate to have an articulation system to allow students gain credit for the programs offered among the provider.

Besides that, Uppsala Internationalization Model which is developed as the result of the research on Scandinavian countries in the year 1970 is a popular model in the issue of internationalization of business.

Uppsala Internationalization Model:

There are four steps in the Uppsala Internationalization Model including exporting, licensing, joint ventures and sole ventures.

(a) Exporting – universities providing the educational services by virtual or distance to the foreign students. Examples: Apollo and Kaplan Higher Education, University of Phoenix On-line, Association of Commonwealth Universities and Universities UK.

(b) Licensing Production – franchise and twinning program are including in this aspect since the provider (usually based in a MESDC) has a sub-contracts with a local provider in another country to offer a part or its entire program. Many private colleges and university in UK and Australia offer the twinning program such as program 1+2, 2+1 or 3+0 where the students allow completing the degree at their own country and on the university's home campus for the profit basis. The following table is one of the examples of UK quality on franchised degree from the year 1996 until 2005.

Table 6: UK quality on franchised degree from the year 1996 until 2005.

Country	Number of Franchises Reviewed	Year
Bahrain	3	1998, 2005
Bulgaria	1	1998
China	2	2001
Cyprus	2	2001
Denmark	2	2002 – 2003
Dubai	2	1998
Egypt	1	2001
Germany	6	1997, 2002, 2003
Greece	14	1996 – 1998, 2002
Hong Kong	4	2001
Hungary	1	1998
India	4	1998 – 1999
Ireland	6	1999 – 2000
Israel	8	1998 – 2000
Italy	5	2003 – 2004
Malaysia	18	1996, 1999, 2003
Netherlands	3	1997
Oman	5	1998, 2005
Poland	2	1998
Singapore	7	1996, 2002
South Africa	6	1999 – 2000
Spain	10	1996, 2000
Sri Lanka	6	2004
Switzerland	2	2002
United Arab Emirates	1	1998

(c) Joint Ventures – Involvement of the local partner with the provider. Examples: Malaysia and Singapore (both countries seen that the investment of western universities in develop the local branch campus able faster the growth of the higher education sectors in meeting the domestic demand. While China also followed Malaysia and Singapore start accept the joint venture program through the 'Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools' by ministry of education of China at the year 2003.

Table 7: Examples of western countries investment of branch campus in Malaysia, Singapore and China from the year 1998 until 2004.

Malaysia		Singapore		China	
Foreign Partner	Established	Foreign Partner	Established	Foreign Partner	Established
Monash University, Australia	1998	Massachusetts Institute of Technology, USA	1998	University of Nottingham	2004
University of Nottingham, UK	2000	INSEAD, France	2000		
Swinburne University of Technology, Australia	2000	University of Chicago, USA	2000		
Curtin University of Technology, Australia	1999	University of Stanford, USA	2003		
		Technical University of Munich, Germany	2003		

Source: Nigel (2011)

(d) Sole Ventures – large number of the foreign profit propose private colleges and universities operating in the OECD which recognize the degree program by he council such as British Accreditation Council list out a total of 78 accredited private colleges and universities in UK. These colleges and universities are not a part of the joint venture program and ineligible for the public financial support.

Uppsala International Model in the business drivers:

Education becomes a profit business in recent year. US and western European companies involve in the internationalization of higher education especially make investment in the developing countries for maximize the profit due to the lower labour costs. Off-shore production platforms are sometimes termed by the host countries in underscoring their role as providers of low cost inputs into a global, vertically in the process of integrated production.

Uppsala International Model in the drivers of internationalization in higher education:

Trend of the export education move from franchising and then joint and sole venture off-shore push western European countries to explore new markets abroad or at least to defend the existing shares of foreign markets. Events like Asian financial crisis and '9-11' results on the issue of the ability of paying the international education fees and some Islamic countries are not or less willing to enrol in the US and UK contribute to seek the new markets by the western universities.

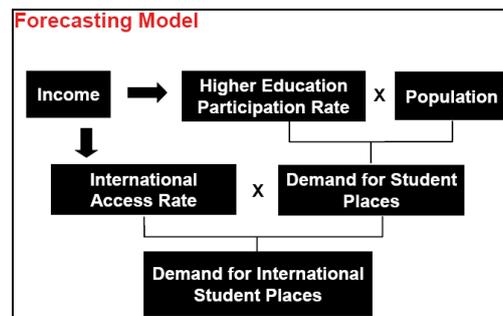
Advantages of the franchise, joint or sole venture introduced are the students (product) able receive the quality course or program which was designed by a highly trained faculty member; and the awarding universities can increase revenue without affect their reputation with a clear principle-agent problem with the franchised programmes.

Supply side of the model:

Traditionally, higher education is categorize in 'public good' which are concern in the significant 'external' or 'spillover benefits' to society including increased tax revenues, workplace flexibility, consumption and greater workplace productivity. Besides that, in the post-war period, recruitment of international students to the domestic campuses is viewed as a international development policy or a tool of strategic foreign policy. Furthermore, scholarships that proposed during the Cold War for clients states were used to build loyalty, while the financial support for the foreign student was justified as build up or sustain the future trading relationship among the countries.

Demand side of the model:

Students are more aspired study in the branded, high reputation, ranking and image universities (Phoong, 2011). Since other than MESDC universities, some major contributor countries such as Hong Kong, India and Singapore use English as the medium of instruction, thus the world's common second language, English, was as a prerequisite for a successful career in international business. IDP Australia was proposed a forecast demand of the international education globally by 144 countries based on the economic trends, demographic trends and high education participation rates trends are summarizes as the following,



Source: Kemp (2004)

Fig. 1: IDP Australia Forecasting Model.

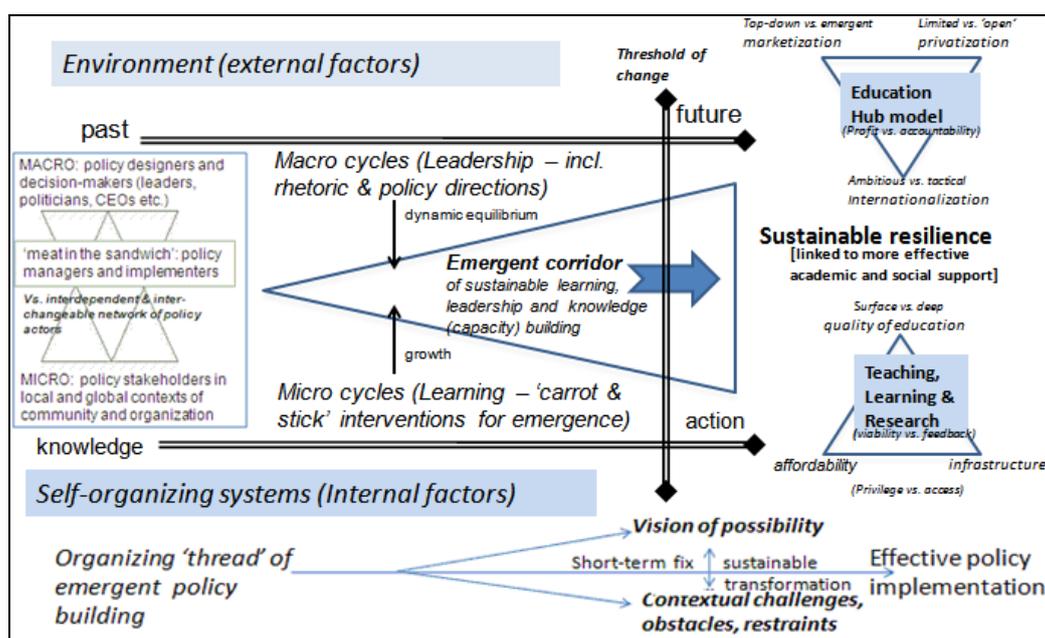
Besides that, Australia is the first European country making engagements with Asia result of the Colombo Plan that developed as a post-war assistance plan for British Commonwealth nations in Africa and Asia. Scholarship and financial support are introduced to the member of commonwealth nations to study in Australia, Canada, UK and New Zealand.

The early internationalization in Australia focus on the research linkages, technical assistance programs, international support services and study abroad on the issue cross-border education. Along of the time pass through the demand of global higher education is increasing among the Asia countries (Kill and Vogl, 2007: Higher Education in the Asia Pacific Challenges for the Future). Next section will discuss about the result of globalization and cross-border education that brings in internationalization of higher education in the Asia pacific region.

1.3 Internationalization of Higher Education in Regional Level:

Richard and Ismail (Sustaining the Higher Education Hub Model: The challenge of Adequate Academic and Social Support Structures for International Students) report that the Asian Education Hub model is not only a market commodity model but the basically of the model is a transferable content. The model is a generic strategy used by different government in attracts the international students' enrolment. This affects the nations that quality is merely a function of reputation or infrastructure, resources and facilities. It becomes a issue in Asian countries where neo-Confucian models continue to prevent or challenge to adopt a model which able to stimuli a new, more critical and innovative models in learning or problem-based learning issue. Hong Song and Singapore are examples of Asian countries that adherence to the traditional exam-based and rote learning models of assessment.

While the most effective learning and knowledge building are generally from the 'emergent corridors' which comprise a productive outcomes. The following figure is the education hub policy and the emergent corridor relationship in sustainable the leadership, learning and capacity-building model that suggest by Richards, 2010.



Source: Richards (2010)

Fig. 2: Education Hub policy and the emergent corridor of sustainable leadership, learning and capacity-building.

Challenge of the adequacy of academic and social support structures are as the main factor of sustainable success for government which aim to link the policy with higher education in national investment and economic development. Thailand, for example, is one of the Asia countries that target to be the international education centre for the ASEAN region. Chang (Internationalization Development of Thailand's Higher Education: Positioning Thailand as An International Education Center for The ASEAN Region) report that are six characteristics of international program at Thailand that are quality and quality and efficiency of program's administration, international standard of curriculum structure, qualifications and diversities of faculty members, international and cultural diversities of student bodies, international academic learning environment, international standard facilities and services.

Chang proposed that Thailand able to become an international center for ASEAN region since Thailand is a political stable country, is locate at the gateway to South East Asia and the Greater Mekong Sub-region (GMS), lower living expenses and education fees, safety and security place, is host to many embassies and consulates and is a well known famous tourist destination.

In addition, branch campus is one of a key element in successful development of education hub in Asian, thus Thailand is allow the branch campus to operate since the branch campus are valuable driven their rapid proliferation worldwide in developing the education hubs. Other examples such as China also engage in the quest for regional education hub status since the prestige and academic reputation of China's universities is increasing and the economic growth of China especially the middle class is predicted on continuing strengthen the China economy (Watson and Yap, 2012: The Chine Half-Million: Australia's Future Within The International Education Sector).

1.4 Challenges in the Internationalization of Higher Education:

There are several challenges when enrol the foreign students or globalize the higher education including:

Table 8: Challenges with Examples in Internationalization of Higher Education.

Challenges	Examples
(1) Constraints and barriers	<ul style="list-style-type: none"> - US Fulbright Program and Flemish Community of Belgium are the example of the countries which have their own funding programs for international projects but not for the global scale. - ERASMUS / SOCRATES are confronted with limited grants to cover the expenses. This is caused by mobility especially when facing unbalanced receiving and sending students. - Flemish government is one of the examples who try to get the costs caused by huge numbers of Dutch medicine students escaping the numerus clauses in their own country, refunded by the Dutch government when there is an important unbalance between in and out-going mobility.
(2) Quality of internationalization policies and practices	<ul style="list-style-type: none"> - A number of associations and organizations try to implement and monitor this recommendations and codes in their institutions such as Education Counselling Service (ECS) of the British Council or UKCOSA, the UK Council for international education.
(3) Recognition of credits and study period abroad	<ul style="list-style-type: none"> - ERASMUS / SOCRATES program is recognize and transfer students studying by the European Credit Transfer System (ECTS).
(4) Recognition of foreign diplomas and degrees	<ul style="list-style-type: none"> - 'Convention on the recognition of qualifications concerning higher education in the European region' which adopted in Lisbon is one of the important cooperation between two organization by the centre for higher education CEPES in Bucharest, UNESCO in April 1997.
(5) Inequalities in access	<ul style="list-style-type: none"> - In Ghana, Uganda, Kenya and the United Republic of Tanzania have increase the female enrolment by lowered admission cut-offs for women - Mexico's Ministry of Education proposed loan program to the private sector so that it is more accessible to a broader spectrum of families. - New loan program for the low-income families' students is proposed by Chile in this issue.
(6) The private revolution	<ul style="list-style-type: none"> - Australia and China universities earn more of their operating expenses by generating their own revenue.
(7) Information and communication technology	<ul style="list-style-type: none"> - Enormous costs and difficulties in reliance on ICT especially in the poor country.

Source: Damme (2001); Altbach, Reisberg and Rumbley (2009)

Discussion:

Some popular model which is current used in Internationalization of Higher Education is summaries in the following table:

Table 9: Programs that used in Internationalization of Higher Education.

Programs	Contributor	Year of develop	Objectives / Aims	Criticisms
GATS	World Trade Organization (WTO)	1995	<ul style="list-style-type: none"> - Remove barriers to trade - Liberalisation - Ratchet Effect - Four modes of supply that are cross-border supply, consumption abroad, commercial presence and presence of a natural person. 	<ul style="list-style-type: none"> - Prevailing commercial principles of competition - Liberalisation - Commercial basis excluding public service such as water and electricity.
Uppsala Internationalization Model	Johanson, Wiedersheim-Paul and Vahlne	1970s	<ul style="list-style-type: none"> - Leap-frogging tendency that do not concern of the distant market - Four steps of the model to fulfil the demand and supply side 	<ul style="list-style-type: none"> - Competitive forces and physical distance as the factor in the internalization process - Issue of buy knowledge about the legal and financial standards from the international accounting companies in the foreign market.
ERAMUS / SOCRATES	Desiderius Erasmus of Rotterdam	ERAMUS:1987 SOCRATES: 1994	<ul style="list-style-type: none"> - From ERAMUS program then add in Socrates program (1994 – 2000) and finally replaced by Lifelong Learning Programme (2007 – 2013) - More than 4000 higher 	-

			institutions participate in Erasmus across the 33 countries involved in the program - Promote student mobility where in Asia-Pacific region is UMAP and is specifically designed to promote regional student mobility - Participants: France, Germany, Spain, Italy, Netherlands, Poland, Finland, Sweden, Denmark, Turkey, Australia, Belgium, Czech Republic and Ireland	
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There are some important events that change the landscape of internationalization of higher education such as financial crisis at 1997 and the 9-11. The following figure is the time trend of the events that change or motivate the landscape.

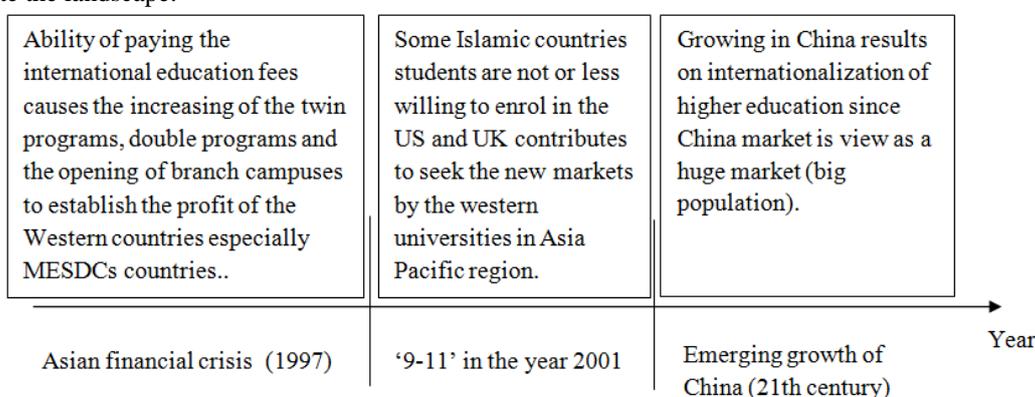


Fig. 3: Time trend of the events that change or motivate the internationalization of higher education.

Conclusion:

Globalization is a catalyst for European integration. Global development brings in the growth of the higher education including expansion (share of high-qualified persons), differentiation (differentiating the demand of higher education), flexibility (disappearance of traditional professional patterns and students require to self-organization and self-upgrading skills), quality orientation (the need to generate general political and social acceptance for control the demand of higher education and to transform the requirement of curricular development to a new forms of quality documentation, assurance and evaluation), and standardization (establish and standardize the above development).

In conclusion, internationalization of higher education able to colouring and shipping the growth between national and institutional variations in organizational techniques to achieve the objectives of local and international policy. Thus, there are three aspects that need to be concern that are employability, internationalization and lifelong learning (Pasternack, 2009).

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