

INTERNATIONALIZATION OF HIGHER EDUCATION IN DEVELOPING COUNTRIES: CHALLENGES, STRATEGIES, POLICIES AND PROGRAMS

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Abstract

Education and development have an unbroken connection. This is not just now rather in the past centuries. In globalization age, education differs with the last age. In the past decades, the focus of education maybe was on the primary education to increase the literacy level while in the recent years, the focus of education is on the higher education to train skilled human manpower. In the globalization age, higher education is more under attention in the countries specially developing countries to develop productivity and economic, promote culture and civil laws, and increase social integration. In addition to that, in the age, higher education expands innovation, entrepreneurship, technology and manages knowledge. On the contrary, expansion of innovation, entrepreneurship, technology and management of knowledge develop higher education. Overall, specialty and skill as the basic to sustainable development occurs through higher education. For that reason, it is necessary that all of countries in the world specially developing countries pay attention to the higher education. Updating the higher education according to the today knowledge is the main step to achieve the above mentioned goal. In the globalization process, updating the higher education is not possible unless through internationalization of higher education. Internationalization of higher education requires the set of conditions that have been listed in the study. Therefore, this study notes the necessity, importance and pre-requirements of higher education internationalization, and explains how the process of higher education internationalization occurs. This study investigates the duties of universities and the role of information and communication technology in this process. The challenges faced by higher education internationalization, some recommendations and suggestions to improve the process of higher education internationalization in developing countries are included in the study.

Keywords: Internationalization, Higher Education, Developing Countries, Globalization.

1. Introduction to the Internationalization of Higher Education in Developing Countries:

The lack of necessary specialties, low education, consciences, the lake of sciences and technologies are the most important problems in developing countries. The high percentage of developing countries' population does not access to the education while the first step for the society development is the specialty and skill. So, it is necessary for states to prepare the plans for education development, consciousness raising and technical professional skills development (Etaat, 1999; Mahmoodi, 1993; Shatar Sabran, 2003; Zolfaghari, 2003).

States put into operation the skilful and creative humanistic forces to develop the economic, social, cultural and political aspects of societies through the education(Zolfaghari, 2004). Under the care of tolerance and relation among the cultures, universities, and thinkers; the international cooperation is the effective element to promote the essential consciences and to educate the living skills in national, regional and international levels in order to improve the quality of life in the contemporary age. That guides all people to improve their quality of life and provide the deep realization from cultures and civilizations. In today world, people have so many difficulties. They have the national roots. In spite of their national roots, they are soluble internationally. On the other hand, these difficulties have been globalized and they have their own international effects. So, commitment,

knowledge, the international constructive approaches is necessary to removal and decreases these difficulties. Therefore, this is possible by the knowledge and bilateral realization of cultures, civilizations and economic, political, social conditions of nations. The essential participation for facing the difficulties like: international conflicts, poverty of developing countries, environmental risks, increase of population and ... demand the consciousness and constructive approach(Sarkarani, 1992). This is also possible with knowledge and bilateral realization of nations and the role that they do in removal of these difficulties. Nowadays, the people and nations' future are connected together. Institutions should attempt to create the essential opportunities to empower the individual abilities, living skills and the native cultures. But, this is necessary for human to think for increasing of his/her abilities in all fields with the integrative approach. This factor is very important, because of political, economic, cultural and social reasons. Developing countries should pay attention to the role of Universities with two approaches (Huber, 1992; Scott, 2002; Young, 1998). In today word, with the interdependent economy, financial systems and moving toward the more integration in political and geographical spheres of Universities; they have the different roles. And, this role of Universities guides them to the internationalization. In this condition, the Universities play their roles by progress of intercultural knowledge, cultural values, research skills, scientific thinking, and grouping action development of learning and teaching process beyond the borders(Huber, 2002).

2. Pre-requisites of Internationalization of Higher Education in Developing Countries:

The fulfilment of internationalization demands tolerance, and cooperation of internationalization in activities and educational, scientific plans to product science in the world and the more important scientific spirit, tolerance affection.

The informatics and communicative technologies accelerate these effects and increase their complexities. Every day, its size is increased. In today information word, the removal of the excising difficulties in geographical spheres has the positive international effects. So, the today word feels the necessity of the bilateral realization among cultures. It follows the cultural scientific tolerance and the increasing international understanding. This cultural and scientific tolerance is the most important factors for popularizing the economic, scientific cooperation, multi and bilateral investments, cultures bilateral knowledge and cooperation. They also are effective to decrease the peaceful life difficulties and provision of each other experiences in the informatics and communicative word. Based on these problems, paying attention to the understanding, knowledge, dialogue, nation's tolerance are the important activities. Specially, at the beginning of this process, the deep knowledge the cultures bilateral realization, cooperation, political and economic exchanges and international bilateral and multilateral cooperation are effective for the research, educational, scientific and cultural affairs.

In these conditions, the educational institutions such as: Universities and higher education, the progress of international cooperation demands with a heart full of patience, understanding the potential and constructive tolerance. In spite of these problems, it needs to the necessary skills for dialogue, acceptance of rationality, creative thinking, potential participation, grouping action, tolerance of each other, acceptability of critique, tolerance of each other theories, and scientific approach to the affairs acceptability of natural, rational consequences of their own behaviours. Based on this, pre-requisites of internationalization of higher education in developing countries are as follow:

1. In spite of culture, geography, regional policies; we should pay attention that: we are human.
2. Encourage to the deep knowledge and realization of the rest of cultures and affirming on the bilateral respect.
3. Achievement of the necessary skill for the constrictive tolerance, learning from others and the realization of the necessity of permanent learning.
4. Affirming on the better realization of world problems accompanied by the national and regional problems.
5. Patience and tolerance accompanied with flexibility in facing with the cultural affairs.
6. The necessity of the constructive approach of developing countries to the international problems(Sarkarani, 1992).
7. Acceptability of responsibility in the regional and international projects and attempt for guidance and its effective execution(Robinson, 1999).

As far as, in the today word, everyday, the informatics and communicative technologies pass away the past iron borders, so, the educational such as: Universities of developing countries should construct themselves by the progress of international cooperation. And, this prepares the possibility of bilateral knowledge. This potential knowledge and tolerance help knowing the better future. Also, this case

helps to the self-consciousness and the necessary preparation for international cooperation and understanding especially in national, regional and global problems. And, this makes possible the presence of higher education of more countries in production of science.

3. Internationalization of Higher Education in Developing Countries; How?

In political and international texts, internationalization and globalizations have the deep relation. And, some time, they aren't used exactly. Some has believed that: internationalization is the consequence of globalization.

Another group has believed that: if the process of globalization becomes active; the internationalization of institutions and the different national institutions like: higher education will be possible.

But, this is noticeable that: as far as, these two words have relation together. But, nowadays, internationalization especially: the higher education affirm on the active participation, participation in educational programs, research activities, studies regarding to the education reforms, challenges, opportunities and consequences of international and national upheavals of higher education all over the world.

The most important point of view in internationalization of education is the participation in the different educational and research programs with experiences and the different expectations. But, it is prepared for the cooperation and tolerance. Internationalization with this important specification prevents from unification and omission of experiences and regional favours basically.

The internationalization also affirms on the cooperation, instead of unification. The realization of this important point of view is necessary for planning and executing of the essential programs for the internationalization of Universities(Henry, Lingard, Rizvi, & and Taylor, 2001). Some of the most important plans and programs and the practical alternatives of internationalization of higher education in developing countries originated from the global experience are as follow:

A: The revision of textbook programs and representation of courses with the content of global community knowledge and international problems.

B: The development of humanistic resources for realization of the social, economic, cultural consequences of Universities internationalization.

C: The provision of the scientific and cultural cooperation programs by the students unions and the members of scientific boards of Universities.

D: The use from the comparative studies methods for present the content of the existing studying programs.

E: The planning of Universities studies affirming on the inter-cultural skills combination ally.

F: The acquaintance of the students with the abilities and the activity skills in the international arena.

G: The preparation of opportunities for achieving two studying degree from two national, regional or different international Universities.

H: The planning of special textbooks for foreign students.

I: The important of the Universities for causing the effective and more international scientific cooperation.

J: The enrichment of university environments for the educational and research activities with the acceptable standards.

K: Updating the educational programs in cooperation with different regional and international universities.

L: The acceptance of the more numbers of researchers, scientific boards and foreign students in educational periods.

M. The support of researchers, scientific boards and the young managers of higher education.

N: The effective cooperation in planning, and implementing of the international projects.

O: The preparation of facilities to acquaint the scientific boards with the new technologies.

P: The exercise of the international scientific cooperation by the progress of cooperation in the national and regional levels.

Q: The preparation of the common informatics bases and the active effective relation among Universities, prevention from wasting the time and the better use from the existing capitals in higher education.

R: The necessary preparation in the managerial level for progress of the higher education internationalization.

S: The achievement of the necessary preparation for facing the internationalization of higher education.

T: The development of international and regional cooperation to qualify the educational programs. (Ginkel & Seddoh, 2002; International Association of Universities, 2002).

4. The Duties of Developing Countries in Internationalization of Higher Education Process

As far as, in today world, the education in Universities and higher education institutions is known with some aspects like: communication information, the combinational approach and internationalization and inter -cultural dialogue. And, process of globalization renews the roles and its responsibilities; so, the Universities of developing countries should revise their duties and challenges again. Then, they should pass the internationalization of international scientific cooperation in the different educational and research levels with the practical and possible programs. In otherwise, the process of globalization will impose the inexperienced crisis for Universities by serving the communicative and informatics technologies(Seddoh, 2002). Developing countries should pay attention the roles and Universities duties for preventing from facing with predictable crisis and solution of some existing difficulties in affecting the higher education.

- 1) The presence in the regional and international communities in order to internationalize the higher education.
- 2) Mobility of the higher education for attracting the more numbers of volunteers.
- 3) The improvement of higher education quality by the effective cooperation inter -University through exchange of student, researcher, professor, information, educational reforms programs and cooperation in the common research projects, use of the informatics bases, planning of assessment models, the improvement experiences for measuring the capability, effectiveness of University education.
- 4) The economization of the higher education institutions and universities scientific cooperation.
- 5) The more realization from own nature and affirmation on participation all people in using and producing the science and knowledge.
- 6) The realization of serious vulnerabilities of the economic approaches in higher education and paying attention to the humanistic values.
- 7) The approach change of the scientific boards towards the new technologies especially about the internationalization of Universalities(Fielden & Karen, 2001).

The informatics and communicative technologies had been the more effect on the way of activity and performance of universities and higher education institutions. The informatics and communicative technologies helps to the Universities in the textbooks programs, content, management and structure for coordinating the time upheavals. It promotes the informatics and communicative technologies, and the quality of higher education, increases the freshness, self-exciting and self-teaching and makes possible the researchers in doing their activities.

Also, it utilizes the higher education, well timed, cheap, various, achievable, effective, flexible, fast, accurate and operational. And, to some extent, it increases the right of choice and student activity. And, it prepares the possibility of tolerance with wide world for students.

The communicative and informatics technologies prepare the possibility of the fast achievement and collaboration of researcher to do the research histories and use from the electronic and digital resources very well. In the world, based on the communities and informatics technologies, the scientific boards don't need to know the modern languages of program-writing. But, they should be appropriated for coordinating with principle and the basis of the new learning.

In spite of the preparation of the more volunteers for entering to the Universities and the institutions of higher education and the generalization of learning the communicative; informatics technologies and the new tools of education has the great effect on the realization of the necessity of learning continuation.

It upgrades the use from this knowledge tool, skill and the view of society adult generation.

Also, it decreases the cultural cleavage and destination of social generations. And, it prevents from divisions and digital cleavage in the international and national levels as: the cultural social, economic important problem. The informatics and communicative technologies prepares the possibility of education (with the good quality), effectiveness, and acceptable capability in universities and institution of higher education.

5. The Regional and National Challenges of Developing Countries in Internationalization of Higher Education;

In the changing world, new changes provide new opportunities and challenges in higher education sector in the 21st century. The challenges facing higher education mean that it is important to track the new developments relating to the international dimension as well. The national challenges of higher education in developing countries originate from the states' view about the education (Sariolghalam, 1993). In fact, these difficulties relate with the economic, social and cultural problems. For example, the lack of financial facilities, the great number of applicants for entering University, limitation of Universities in accepting students and problem of students are the most important challenges of higher education in Sudan. The lack of coordination of university studying programs with the day needs, the lack of suitability of higher education quality, the lack of enough use from the informatics technologies in learning and teaching process and decrease the number of volunteers for entering to the universities are the most important challenges of higher education in Japan. In comparing with two above countries this is clear that: the challenges of higher education have the direct relation with the economic problems and the development rate of countries. Bangladesh is one of these countries that involves with these challenges. The great numbers of volunteers for entering Universities, the lack of suitability the numbers of students with facilities, financial difficulties and the resources safeguarding are the most important challenges of higher education in Bangladesh. The lack of structure coordination of higher education with international standards, the lack of coordination of the textbook programs with the day needs of society and the lack of financial resources are the most important challenges of Bulgaria. The insufficient use from the communicative and informatics technologies in Universities and the Brain Drain phenomenon are the most important challenges in China. The lack of adoptability with the global standards, structure inflexibility and the lack of ability for adopting with the communicative and informatics needs are the biggest challenges of South Korea in the higher education sector (Sarkarani, 2007). As far as, the lack of adoptability of higher education with contemporary society culture, the lack of enough achievement to the new technologies and the lack of specialized manpower are the biggest challenges of higher education in Lebanon.

With the glance to the above cases, we can say that: the most important challenges of higher education in developing countries are as follow: The lack of financial facilities, the great numbers of applicants for entering to the University and limitation of Universities in accepting of students, the problem of students' job, the lack of coordination of the textbook programs of Universities with the day needs, lack of enough use from the informatics technologies in learning and teaching process, financial problems, resource safeguarding, the lack of structure coordination of higher education with international standards, migration of the prepared forces from country, the structure inflexibility of higher education and the lack of specialized humanistic force (Knight & International Association of Universities, 2006; Sariolghalam, 1992).

6. Conclusion and Recommendations:

These above discussions in this article help to the Universities and institution of higher education in developing countries to adopt themselves with the time upheavals and the society day needs. And, develop them. Also, these conditions prepare the change of structures managers and Universities' manpower especially the members of scientific boards. And, it increases the permanent education and progress and quality promotion of higher education, freshness and the activity of students. In spite of these problems, it guides students toward self-learning, the exercise of learning skills and the use from information.

The internationalization of higher education emphasizes on the acceptability of foreign researchers and students, execution of international research projects, acceptability of scientific boards members, dispatch of the scientific boards members for the short-term periods, execution of common educational periods with the rest of Universities, use from the international standards for education assessment of University education.

Emphasizing on comparative studies, use from others experience, active presence in international scientific periods and participation in the production of knowledge are the most important alternatives for qualifying the higher education in developing countries.

Based upon the above texts, we suggest the following cases for using in determining of higher education policies and practical programs of developing countries universities.

1) Paying attention to the strategic programs for managing of higher education especially about the challenges of higher education.

- 2) The revision of textbooks and proportion of educational periods according to the society's needs.
 - 3) The important of universities' manpower and the attitude change of scientific boards members to the new technologies.
 - 4) Digitalization of libraries and references with emphasizing on the preparation of informatics databases.
 - 5) Enough attention to the English language as the international language
 - 6) Lack of monopoly of periods possession, textbooks and educational programs.
 - 7) Use from informatics technologies for production of information and the scientific stagnations.
 - 8) Standardization of the educational programs to product the knowledge.
- in this case, developing countries should pay attention to research, instead of education, development of specialized periods, correction of educational content, compilation of content based on some tools regarding to network, change of educational regulations, emphasizing on permanent education and improvement of manpower.
- 9) Study of global markets of higher education for establishing conditions and university suitable environment for accepting foreign students, execution of common projects and exchange of experiences and educational, scientific innovations.
 - 10) Reconstruction of higher education for using the new technologies cheaply and fast.
 - 11) Use from tools and educational models, especially education from distance for progress of higher education, shortening of educational periods, applying of taught, qualifying of education and using from usable software's in learning based on the network.
 - 12) Progress of programs and educational workshops in order to change the attitude of scientific board's numbers of Universities for using educational new tools.
 - 13) Use from communicative and informatics tools to localize the necessity alternatives.
 - 14) Emphasizing on tolerance skills, dialogue cooperation and relation internationally.
 - 15) Conditions change and regional factors for competing with global higher education, students and capitals attraction by using distance and network-oriented education.

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