INTERNATIONALIZATION OF HIGHER EDUCATION: CASE STUDIES OF THAILAND AND MALAYSIA

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Abstract: Internationalization of Higher Education has grown considerably as a topic for several different reasons as for instance, a desire to promote mutual understanding, the migration of skilled workers in a globalized economy, the desire of institutions to generate additional revenues or the need to build a more educated work-force in the home countries which are generally emerging economies (OECD, 2004). Moreover the impact of ASEAN Communities which will be implemented at the end of 2015 supports the development of internationalization of higher education in Thailand to being into a very significant area that should be considered as an important agenda item at the level of ASEAN. This article aims to present the findings of the study on internationalization of higher education from the case studies of Thailand (Assumption University in Thailand) and Malaysia (International Islamic University Malaysia) which are ASEAN member countries. The objectives of this study are: to explore critical components of internationalization in higher education, to identify the factors that effectively enhance the achievement of internationalization in higher education from case studies in Thailand and Malaysia and to create then validate a best practice model of internationalization for higher education in Thailand.

This study uses a mixed method of qualitative and quantitative. Data is collected by interviewing key people from the government and case studies in universities of both countries together with questionnaires directed to experts and experienced practitioners relating to internationalization and including focus group of selected experts on higher education and internationalization. This data is then brought together where the findings identified the critical components of internationalization in higher education and the factors that effectively enhance the achievement of internationalization in higher education from case studies in Thailand and Malaysia and after this, then a best practice model of internationalization for higher education in Thailand was created and validated. The model comprises seven key components: the first three components are in the public sector which are government, the Higher Education Commission and the Office of Higher Education Commission, the fourth is higher education institutions which have six quality elements inside, the fifth is international network/partner, the sixth is employers and the seventh is the bodies or agencies related to quality enhancement.

Keywords: Internationalization of Higher Education, Case Studies, Assumption University, International Islamic University Malaysia.

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Introduction

Internationalization of higher education has been developed in numerous regions of the globe with diversity of concepts, approaches and practices. The drives for this are many reasons for instance a desire to promote understanding, the migration of skilled workers in a globalized economy, the desire of the institutions to generate additional revenues, or the need to build a more educated work-force in the home countries which are generally emerging economies (OECD, 2004). In the era of globalization and knowledge based societies, there is an urgent necessity for the various regions to establish a systematic mechanism to address the issues of access, equity, participation and quality in higher education. In South-East Asia, not only the issues of increasing academic excellence, accessibility, and quality in higher education institutions on the regional priority list, international cooperation in education is also a priority in the process of community building to achieve a resilient, dynamic and sustained ASEAN Community (http://www.philstar.com/Article.aspx?articleid=565173 access at 9/9/2010). More over; fact findings and responses to the conference on "Raising awareness: exploring the ideas of creating higher education common space in Southeast Asia, Thailand and Malaysia" showed the same results relating to HEI governance and management, quality of higher education, and internationalization of higher education. These results were that these topics are very high level issues that are to be considered on the regional agenda at the ASEAN level as a result of globalization (Varaporn Bovornsiri,2009, Sirat, M,2009). Internationalization is one of the most significance areas that should be considered as an important agenda item at the level of ASEAN.

Reports on higher education internationalization policy and strategy which is the part of Thailand-EU Cooperation Facility-Phase II indicate that the universities in Thailand are, for the most part, acutely aware of the challenges and opportunities presented by AC(ASEAN Communities) 2015, some uncertainty around resourcing is hampering the abilities of the universities to make a long term commitments to international exchange programs and their expansion (Office of the Higher Education Commission, Thailand, 2013) therefore rethinking of internationalization for Thailand higher education institutions is an urgent need. Thailand has positioned itself as a hub of higher education in the Southeast Asian countries and aims to develop quality of higher education that meets international standards in order to strengthen its manpower and enable it to compete with the other countries. Malaysia, as a Thailand neighboring country, has also a national objective to become an education hub in the region. This strategy is most developed where active Malaysian government support and incentives have been given to overseas providers to set up branch campuses in the country and also set internationalization of higher education policy in particular.

Under the above from a global and regional context, Thailand, especially its leaders in its higher education sector, need to work on internationalization, how to drive internationalization both at policy and institutional levels and , to realize that this matter is an urgent national need if Thailand is to position itself to be a successful player in the region.

Objectives

The objectives of the study are: to explore critical components of internationalization in higher education, to identify the factors that effectively enhance the achievement of internationalization in higher education from case studies in Thailand and Malaysia, to create and validate a best practice model of internationalization for higher education in Thailand.

Theoretical Framework

The study was based on five main theories or approaches, which are: 1. The three phases of internationalization process (Ayoubi, 2006, p. 261) which compose of a) to set up the design of internationalization (this would be mainly represented by the strategic intent, mission statement, strategic vision, corporate strategy and strategic plan) b) to choose the best ways to activate the design with real actions (this is represented by the organizational steps taken by management to implement the design) and c) to evaluate this process by comparing the design with the implementation (this could be done by comparing real internationalization achievements with the intended initial strategy design. 2. Ellingboe's conceptual model of successful internationalization, she concludes that six factors must be present in order to achieve comprehensive, successful internationalization. Those factors are college leadership, faculty involvement in international activities, an internationalized curriculum, international opportunities for students, the integration of international students and scholars into the everyday campus life and the existence of international co-curricular units and activities which includes campus-wide programming to heighten the campus' awareness of international issues and more explicit marketing of international options (both on and off campus) for students and faculty (Ellingboe, 1998). 3. Systems theory, based on Russell Ackoff's suggestion, "a system is a set of two or more interrelated elements with the following properties: a. Each element has an effect on the functioning of the whole. b. Each element is affected by at least one other element in the system. e. All possible subgroups of elements also have the first two properties" (Ackoff, 1981, pp. 15-16. citing from Alexander Laszlo and Stanley Krippner, 1998, pp.8). 4. The forms of capital by Pierre Bourdieu (1986), capital is a force inscribed in the objectivity of things so that everything is not equally possible or impossible. The structure of the distribution of the different types and subtypes of capital at a given moment in time represents the immanent structure of the social world, i.e., the set of constraints, inscribed in the very reality of that world, which govern its functioning in a durable way, determining the chances of success for practices. CAPITAL can present itself in three fundamental guises: - as economic capital, which is immediately and directly convertible into money and may be institutionalized in the forms of property rights; - as cultural capital, which is convertible, on certain conditions, into economic capital and may be institutionalized in the forms of educational qualifications; - and as social capital, made up of social obligations ('connections'), which is convertible, in certain conditions, into economic capital and may be institutionalized in the forms of a title of nobility. 5. Guidelines for Quality Provision in Cross-border Higher Education as elaborated by UNESCO and OECD propose tools and a synthesis of best practices that can assist member states in assessing the quality and relevance of higher education provided across borders and to protect students and other stakeholders in

higher education from low-quality higher education provision. The guidelines address six stakeholders in higher education which are: government, higher education institutions/providers including academic staff, student bodies, quality assurance and accreditation bodies, academic recognition bodies, and professional bodies. They provide a set of orientations to practitioners, and seek to promote mutual trust and international cooperation between providers and receivers of cross-border higher education (UNESCO & OECD, 2005).
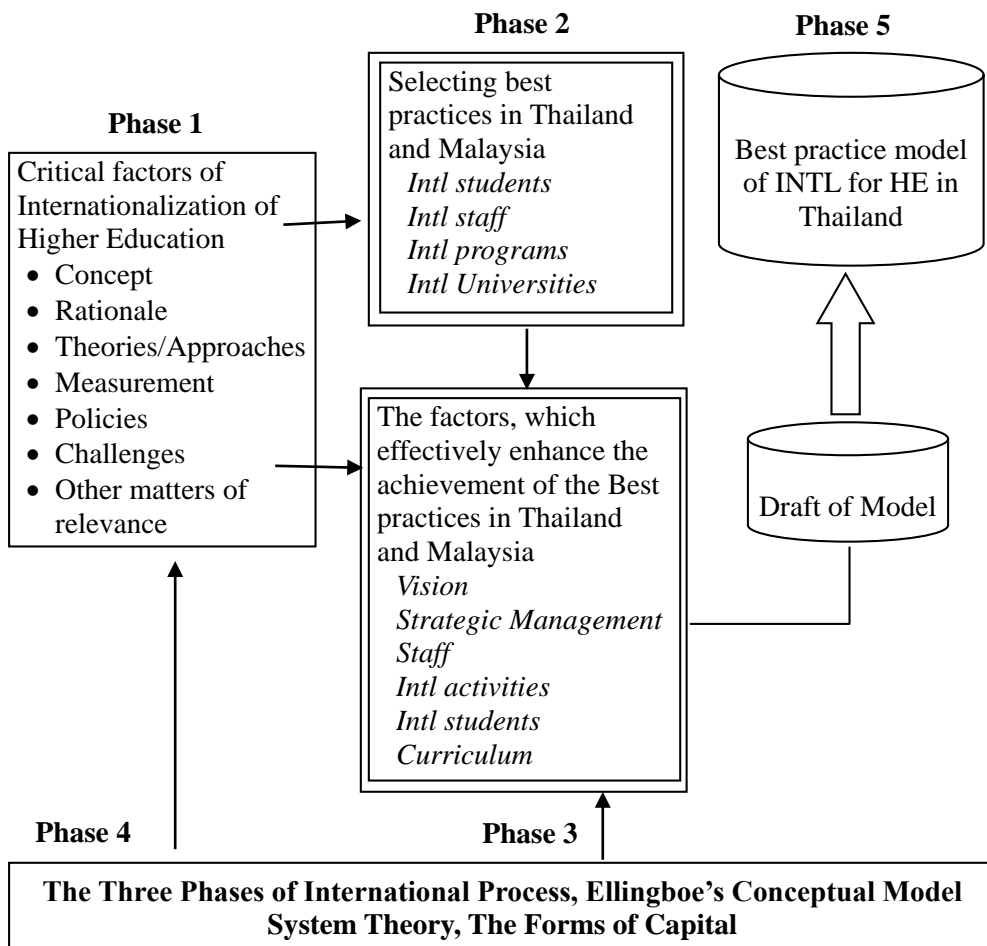
Phase 2

Selecting best practices in Thailand and Malaysia
Intl students
Intl staff
Intl programs
Intl Universities

Phase 5

Best practice model of INTL for HE in Thailand

Phase 1

Critical factors of Internationalization of Higher Education
- Concept
- Rationale
- Theories/Approaches
- Measurement
- Policies
- Challenges
- Other matters of relevance

The factors, which effectively enhance the achievement of the Best practices in Thailand and Malaysia
Vision
Strategic Management
Staff
Intl activities
Intl students
Curriculum

Draft of Model

Phase 4   **Phase 3**

The Three Phases of International Process, Ellingboe's Conceptual Model System Theory, The Forms of Capital

Figure 1: Conceptual Framework of The Study

The conceptual framework presented above really represents a synthesis of the three stages mentioned in the theoretical framework : While the three stages can be expected to occur as a natural or organic process with no outside interference, in cases where internationalization occurs as both an organic and ad hoc process. However, what the researcher is doing with the framework is an attempt to make these stages more deliberate through the use of a phased process. The design phase is evident in

the first stage where the factors are filtered out. The best ways part fits in with the best practices and seen by the conduct of the university leaders. The evaluation phase is seen in the model and validation stages of the conceptual framework. Systems theory is used to break down and analyze the different parts and the way they fit together.

Economic capital is related to the model in terms of the institutions themselves, the buildings, teaching and learning in terms of their economic value to the community, and the commercial applications of the international education process. Cultural capital becomes a factor related to the differences in these institutions, such as with the more religious mission of the Malaysian institution under study versus the somewhat more secular role of Assumption University (ABAC). Social capital relates to the faculty and the way the education process helps students integrate themselves into the world community in an internationalized education sequence.

Methodology

The researcher designed the study using a methodology process involving both qualitative and quantitative techniques. Qualitative methods, comprising documentary research, which was conducted to explore critical components of internationalization of higher education in conjunction with semi – structured interviews from case studies in Thailand and Malaysia. Further, a focus group organized based on connoisseurship to validate the best practice model for the internationalization of Thailand higher education institutions. Quantitative methods, through the use of a questionnaire to gather experts' feedback on critical factors, which could be used for developing a draft of a best practice model for the internationalization of Thailand's higher education institutions.

Findings

1. The findings of critical components of internationalization in higher education acquired from documentary research and interview of administrators of Ministry of Education in Thailand and Malaysia are listed as follows: a) Government policy, national vision regarding internationalization of higher education b) Committed leadership throughout the institutions including their strategies regarding internationalizing their institutions and selecting overseas partners to lead their organizations to be success in their missions c) Faculty and student involvement in international activities which include faculty and staff development d) Internationalization at home (curriculum, international student and faculty presence, international activities at home universities) e) Internationalization overseas; mobility of student and faculty f) International environment g) Global and multi-cultural awareness including multi-cultural competencies of faculties and students h) Resources (facilities, human, funding) i) International partnerships / alliances /networks j) Comprehensive Excellence; HEIs meet international standards, quality of higher education provision in terms of curriculum, infrastructure, resources which are human resources, materials, dormitories and other supporting things including a unit to do consultancy on overseas students k) Good quality interdisciplinary international programs which give value for money l)Monitoring and evaluation mechanisms m)Research and scholarly collaboration with international partners

n)Regulatory framework that encourage people to come to study in their respective countries o)Government office or a company under the government which does promotion internationalization of higher education

2. Using best practices for the internationalization of higher education at the institutional level through case studies in Thailand (Assumption University) and Malaysia (Islamic International University, Malaysia), factors that effectively enhance the achievement of internationalization in higher education from the best practice in Thailand are as follows: a) Vision and mission of the university b) Establishment and experience of the university as an international university c) The comprehensive understanding of internationalization to integrate international issues or global dimensions into the goal or in the function of the university, all members in the university should be aware of international or global awareness, appreciation of the diversity of other cultures d) Internationalized curriculum e) Faculty member: faculty and team coordination strategy for teaching f) Student and student bodies: must have some kind of competitive skills g) Facilities h) International environment and being international communities i) The proficiency in other languages as a part of communication j) Top management and the governance, leadership of the university founders and president k) Service delivery capabilities: capabilities to work with different ethnics group of student and staff l) International recognition.

Factors that effectively enhance the achievement of internationalization in higher education from the best practice for Malaysia are as follows: a) Vision and mission of the university b) Clear policy, strategy and KPI c) National policy driven d) Regulatory framework e) Commitment of the top management of the university f) Strategic partnership (OIC) g) The awareness and understanding on internationalization of the faculty and staff h) Momentum create a good environment for internationalization i) Religious belief j) Global quality focus: Global quality teaching & learning; Global quality research& innovation; Global scholarship & human capital; Global quality facilities & services; Global ICT structures; Global information & knowledge capital; and Global financial agility & sustainability k) The structure of the Office of Internationalization & Industry and Community Relations.

In conclusion, from the best practices above there are common factors that effectively enhance the achievement of internationalization in higher education, these are: vision and mission, top management commitment, the awareness and understanding on internationalization of the faculty and staff and, international environment. There are some different factors that effectively enhance the achievement of internationalization in higher education, IIUM has very strong support from the Ministry of Higher Education because internationalization is a key national policy. As a result, the university has a clear policy, strategy and KPI on internationalization; whereas ABAC drives itself and does not have intensive strategy and KPI from the Ministry to monitor the success of internationalization of the university. Besides, there is a regulatory framework in Malaysia, which supports people overseas studying and working in Malaysia, especially talented ones. Another is that IIUM religion belief drives the university to be the education center for the Muslim world. In line with this, OIC is the strategic partner of IIUM. The partners of ABAC are more varied however; though particularly including Catholics.

3. To create a best practice model of internationalization of higher education in

Thailand, the findings from the questionnaire in which 27 experts responded is used as a core input to create a draft best practice model of internationalization for higher education in Thailand. *Factors in the development of internationalization for a higher education model, can be summarized, as follows:*

1) The definition and key concepts for internationalization of higher education can be summarized as the process to internationalize HEIs, which should involve: a) Internationalization through vision; leadership by management team; internationalized curriculum which includes content teaching and learning process; international experience of faculty both in teaching and research; having professional supporting staff; having a reasonable number of exchange students both in bound and out bound; international activities including an international environment; and finally, an institution's graduates being able to work internationally and appreciate multi-cultural aspects while still valuing their national identities b) Becoming "World Class" or "Global University" and c) Having their functions recognized by international recognition bodies to ensure their quality meets international standards.

Respondents' perception on internationalization does differ, some respondents emphasize international activities focus; while others see it as a system or key components including input, output and outcome. There are some common themes of their definitions relating to: a) Vision and mission - to lead the university to be internationalized and meet international standard b) Internationalized curriculum/programs c) Faculties, which have international standards both in teaching and research d) Students who have a chance to gain international knowledge and be trained to meet international standards, including: be able to compete with others internationally and be able to exchange ideas, cultures, and practices with people from other countries, while still valuing their national identities. e) International cooperation with overseas universities, networks and organizations to enhance capacities of faculty, students and administrators f) International environment which can include infrastructure, presence of international faculty and staff. g) International reputation of HEIs h)Capable graduates who have global competencies are able to work effectively internationally i) International activities such as international seminars, workshops, training, exchange programs, projects or research projects.

2) Ultimate goals of developing the internationalization of higher education which are ranked from four scales using x̄ are ≥3 are a) prepare graduates who are internationally -knowledgeable b) prepare graduates who are intercultural competent c) build up a work force, which is able to respond to social, political, and economic changes both nationally and globally d) meet international standards e) increase competitiveness f) peaceful relations both within the country and with other countries g) appreciate the ethnic and cultural diversity of one's nation h) research national and international issues and i) export educational services and projects respectively.

3) A good practices model of developing the internationalization of higher education, which ranked four scales by x̄ are ≥3 are a) should have a diverse model, which is consistent with the type and context of each higher education institution b) more linkages among developing internationalization of higher education institutions, quality assurance systems, and international credit transfer systems c) set models as options for higher education institutions to implement and d) systematic monitoring and evaluation in internationalization of higher education institutions, focusing on

continuous quality improvement, respectively. The respondents disagree on whether a good practices model of developing internationalization in higher education should have a common standardized model in order to establish the same international framework for all higher education institutions.

4) Key players/actors in developing the internationalization of higher education in Thailand, which ranked four scales by x̄ are ≥3 are, in order, a) Higher education institutions b) Faculty and staff c) Higher education institution council d) Student e) Government f) The Higher Education Commission, Thailand g) The Office of Higher Education Commission, Thailand h) International networks i) Funding agencies j) Professional bodies/ professional recognition bodies k) Academic recognition bodies l) Employers m) Parents n) Student organizations o) Quality assurance agencies and p) Media, respectively.

5) Key inputs for developing the internationalization of higher education, which ranked four scales by x̄ are ≥3 are, in order, a) Vision, mission and strategic plan of HEIs regarding internationalization of higher education b) Presence of faculty meeting international standards c)Budget/ financial support d) Top management position(s) devoted to internationalization e) Articulated institutional commitment to developing internationalization f) International student presence g) International environments which reflect being international communities, appreciation of cross-cultural dimensions h) Vision, mission and strategic plan of nation regarding internationalization of higher education i) Internationalized curriculum j) International faculty presence k) Having professional international education units and staff and l) Having a national agency to take responsibility for internationalization of higher education like British Council, IDP, or Nuffic, respectively.

6) Key processes of developing internationalization of higher education, which ranked four scales by x̄ are ≥3 are, in order, a) International activities with domestic and international organizations continuously: international workshops, seminars, meetings, technical assistance projects, collaborative research etc. b) Management of HEIs at every level is committed to developing the internationalization of higher education continuously c) Promote to have more source of findings and resources in developing the internationalization of higher education d) Integrating ASEAN Community and other regional issues to be the key parts of teaching and learning including research e) Being genuine and officially accredited university/ higher education institution f) Review, monitoring and evaluation of MOUs with other organizations from other countries to maximize their effectiveness and efficiency yearly basis to ensure their active implementation and g) Internal communication of higher education institutions by international languages, respectively.

7) Key outputs of developing the internationalization of higher education which ranked from four scales by x̄ are ≥3 are ordered a) Enhancing global competencies to personnel in languages, cross-cultural, leadership, communication and ability to develop in-depth knowledge b) Faculty and staff gain more opportunities in sharing knowledge and experiences from other countries c) Students gain more access in sharing knowledge and experiences from other countries d) More cooperation with other recognized organizations internationally e) International exposure of every individual involving higher education f) More having first-hand experience to learn and work with international students and faculties g) Efficiency of internet resources

as an important tool for accessing new knowledge h) State of the art teaching and learning   i) Internationalized curriculum j) More international learning resources; modern library, support IT system, research, academic services, etc. k) More sources of scholarships for developing higher education institutions and l) Producing state of the art knowledge, respectively.

8) Key outcomes and impacts of developing the internationalization of higher education which ranked from four scales by $\bar{x}$ are ≥3 are ordered a) Capable faculty and scholars who can work effectively internationally b) Capable graduates who can work effectively internationally c) Quality human capital in response to national and global needs d) Reputation and recognition of higher education institutions e) Quality research internationally recognized f) International knowledge g) Reputation and recognition of one's nation h) Development of the nation in term of economics, social and human capital i) Enhancing international competitiveness g) Good image and branding of nation h) Being a regional higher education hub i) Peaceful Globe which human beings live together with harmony and j) Being highly ranked as a world class university,

9) The most important item for developing internationalization of higher education in Thailand, If assessing item importance first ranked to fifth ranked by the highest number of respondents, the most important item for developing internationalization of higher education in Thailand is: top management of higher education institutions, b. National policy, c. Ministry plan and policy focus including movement to align key implementing Organizations, d. Strategic development of internationalization and the institution's capability for change , e. Support mechanism for internationalization of higher education, f. Internationalized curriculum and related activities of HEIs, g. Faculty and staff development respectively.

If showing item importance first ranked to third ranked by the highest number of respondents, the most important item for developing internationalization of higher education in Thailand are a. national policy, b. top management of higher education institutions, c. Ministry plan and policy focus including movement align this of key implementing Organizations, d. Faculty and staff development, e. Strategic development of internationalization and the institution's capability for change, f. Support mechanism for internationalization of higher education, f. Internationalized curriculum and related activities of HEIs respectively.

10) The top three key issues that discourage the internationalization of higher education in Thailand are quality, government and perception/ attitude toward internationalization of higher education. a) The quality issue addresses some concerns regarding quality of faculty, student, staff and the HEI programs not meeting international standards, the barrier of international language fluency –especially the English language to every level of Thai faculties, their staff and students', lack of culture diversity of faculty and students, poor international knowledge and limited HEIs potential. There is not sufficient research and innovations by Thai HEIs which have international recognition. Students from basic education (senior high school) which enroll in HEIs have generally low academic achievement. There is a low standard of teacher training which in turn leads to poor quality of HEIs and their graduates. b) Government does not address the commitment of Government agencies to take seriously the effort required in developing internationalization of higher

education, lack of dedication and focus by Ministry top administrators, OHEC, HEIs and Thailand as a whole to focus on quality of international education provision, barrier of various regulatory frameworks including political conflicts in Thailand. c) Perception and attitude toward internationalization of higher education is unsatisfactory and there is low awareness of all higher education sectors to drive internationalization of higher education in Thailand due to their different perceptions and attitudes toward internationalization of higher education, misconceptions regarding internationalization only means changing Thai programs to be English programs: barrier of nationalist concept by Thai people which discourages internationalization > Thailand institutes still do not see the importance of international connections and having the system to keep up the connections, attitude and learning style of Thai students, in which they prefer entertainment more than studying hard to practice international languages.

The researcher created a draft best practice model of internationalization for higher education by integrating results from 3 main sources, which are the results mentioned above from the questionnaire, responses of selected experts and experienced practitioners involved in internationalization of higher education, documentary and case studies from Thailand and Malaysia. The draft of best practice model of internationalization of higher education is shown as below:
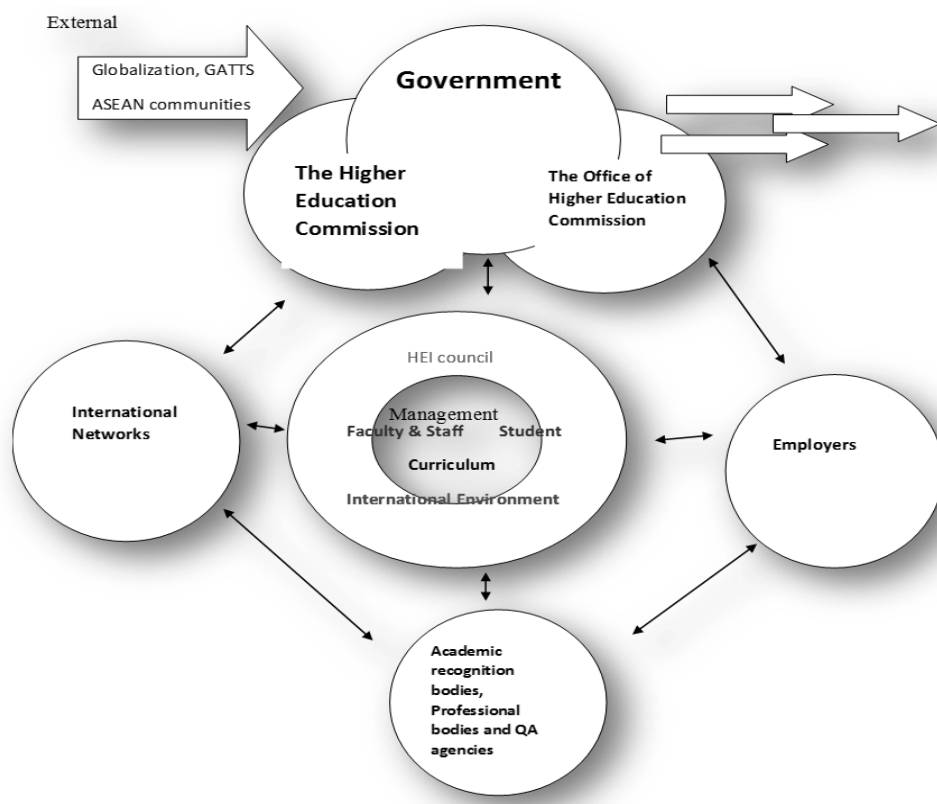

Figure 2: Draft of The Best Practice Model of Internationalization of Higher Education

4. To validate a best practice model of internationalization of higher education in Thailand, a focus group was conducted by inviting selected experts in higher education who have experience in internationalization of higher education; to consider the validity of a draft of the best practice model for the internationalization of higher education, as to whether it would be suitable for implementing in Thailand.

The result from the focus group shows that all experts confirm that the model is able to be applied to higher education institutions in Thailand. One commented excellent and others commented that the model is extremely comprehensive in covering all key elements of internationalization and almost all key stakeholders. However, one expert suggested that the graphical model must be followed by graphical presentations of each cycle relevant specifically to Thailand, should define academic quality, faculty, students, policy-makers and resources such as factors of internationalization, which are different from number of international students and delivering language, which are KPIs. She also suggested to emphasize the overlapping nature of internationalization and academic excellence development and address quality and international environment of the whole university as a key. Another expert gave the idea of adjusting the model to be more unique, with a supply chain for the complete picture and to adjust the circle of the model figure within the university to represent overlapping all components for quality. The researcher has taken the thinking of the focus group into account to adjust the best practice model of internationalization of higher education and this updated model is shown again below as follows:

Recommendations
1. Findings of this study could be implemented by the Thai government, the Higher Education Commission, the Office of Higher Education to establish a clear national agenda and policies regarding internationalization of higher education, which suits university categories: research/graduate university, specialized/comprehensive university, liberal arts university and community college or university types: public university, autonomous public university and private university. The critical components mentioned above will enable them to outline and start-up the internationalization process for higher education in Thailand both at the national policy level and institutional level. Findings of this study could be useful for other universities that provide international programs; to rethink how they internationalize their respective universities effectively and efficiently. Start reviewing using the basic start-up five questions: what, when, where, why and how to internationalize their HEIs, which suit their contexts, is the best way to revitalize their direction of internationalization.

2. Due to the ASEAN community being implemented shortly in 2015, internationalization strategy of higher education in this region can be facilitated with share visions and synergized membership of countries in order to strengthen human capital of the respective countries, rather than having competition. Collaboration of ASEAN networks, should not only be done by the government but also professional agencies, academic recognition bodies, quality assurance agencies; including student bodies. Sharing of innovation of Teaching and Learning, Assessment especially of
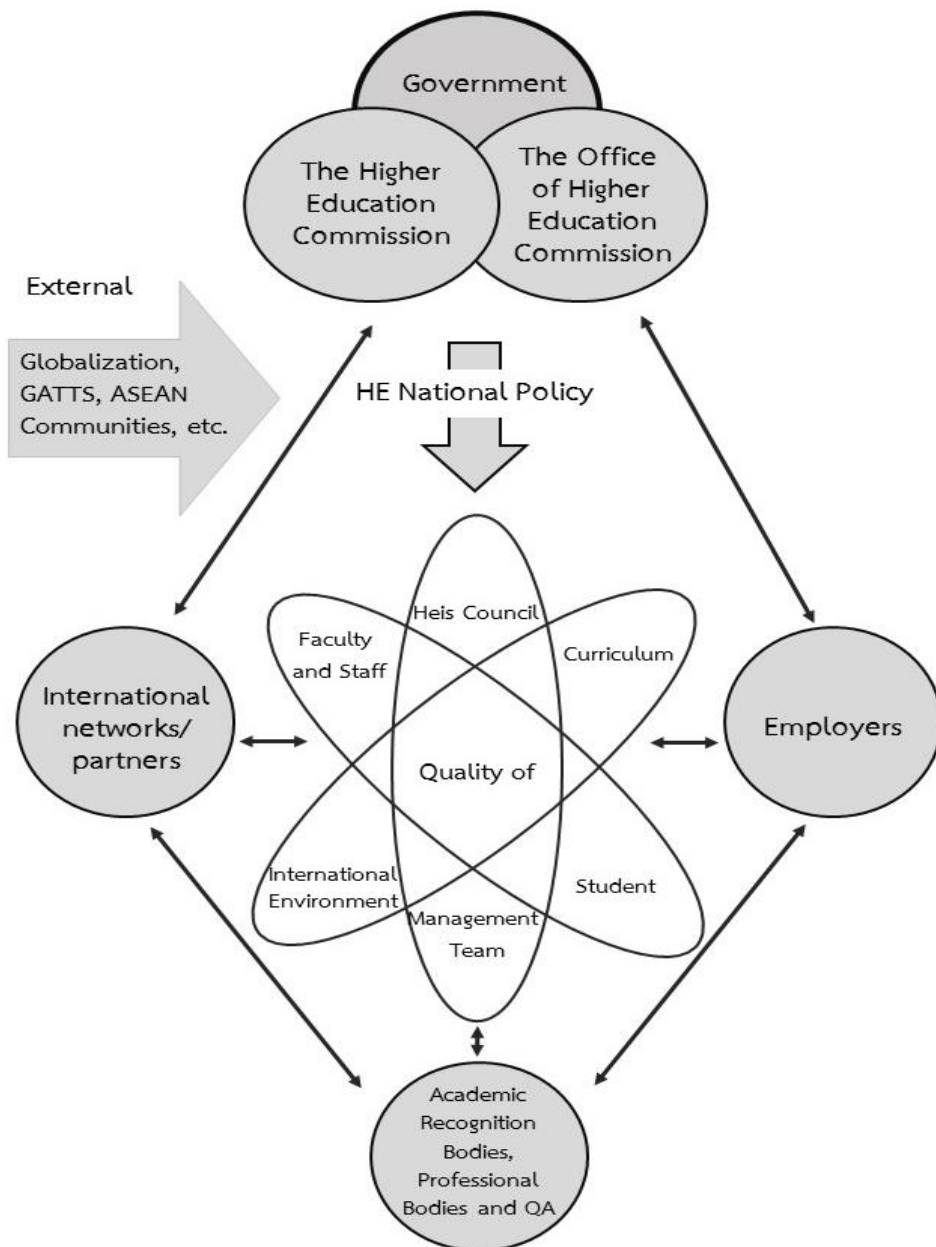
Figure 3: The Best Practice Model of Internationalization for Higher Education Institutions in Thailand

research in our region needs to be strengthened for mutual benefit. Take advantage of cooperation beyond ASEAN such as ASEAN plus 3 through ASEAN+3 Education Ministers Meetings or through the existing agencies such as ASEAN Education Ministers Meeting, Southeast Asian Ministers of Education Organization (SEAMEO) including SEAMEO RIHED, ASAIHL and AUN etc. needs to be carried out, in order to drive the quality of higher education whether this involves the use of joint-

programs, dual programs, branch campuses, student and faculty nobilities, or regional research centers. Eventually the objective of ASEAN communities as stated in ASEAN Charter: Article 1, no.10 "to develop human resources through closer cooperation in education and life-long learning, and in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN community" can be realized with the internationalization of education at the tertiary level as a critical element.

3. Developing human resources of the Office of Higher Education Commission needs to be done, on parallel with developing faculty and staff in the higher education institutions, in order to internationalize higher education in Thailand. Strengthening the English language capability of faculty, staff and students in Thai universities is an urgent matter as per the findings from questionnaire respondents, who stated that the barrier of international language fluency –especially the English language at every level of Thai faculties, their staff and students' -is one of key issues that discourage the internationalization of higher education in Thailand.

4. Stated in the Thailand long range higher education plan, demographic change is one of the most important issues for HEIs management, consequently every HEI in the world will be impacted, including ABAC. The decreasing numbers of student enrollment both for Thailand and international students at ABAC between year 2011 and 2012 obviously had an effect. HEIs all around the world need to make a serious effort to attract international students to complement the domestic student as key inputs for maintaining their businesses now and in the future. Demand to study at the graduate level will be an opportunity for those universities which are strong in research. In this regard, ABAC may not be positioning itself adequately since it is focused mainly on teaching and learning as a university hence there needs to be capacity building of the faculty and staff who will need to become more involved in academic title holding and research, starting from the niche area or potential key comparative advantage areas of ABAC. The University no its matter type or research activity is still a key function of higher education provision. The research strengthening may not focus on basic research, but applied research, that may be more suitable for the ABAC talent base in management terms.

Moreover, one more challenge, which Thai HEIs are facing, is the Thai government policy to encourage students from junior high school to continue their studies in the vocational colleges to serve the demand of local industries in Thailand instead of moving directly to study in the universities. Apart from this, there is a new establishment of higher education institutions in the form of corporate universities; where some business firms have decided to invest in higher education directly to bridge gap of mismatch of graduate performance and their business demands. Among these challenges, there are also increasing numbers of international programs from HEIs scattered around Thailand; both in and off campuses especially in the potential cities so that means the market share of international students domestically, will be affected by the input of ABAC. Internationalization strategy of the university may need to be rethought in a sustainable way to ensure quality branding as a prominent international university in the future. Time is limited therefore immediate action needs to commence.

Enhancing the potential of HEIs to meet international standards through Quality

Assurance Systems and Qualification Frameworks, including Professional Standards at regional and international levels.

Future Research

Questions and research areas that have been raised by this study that are recommended for further study include the following: How do specific internationalization strategies impact the development and preparation of global citizens as an output of internationalization of higher education? How is best practice of an internationalized university developed in students through internationalization efforts? How are the assessment methods noted in this study specifically implemented to assess internationalization of HEIs? Further study is needed on the specifics and effectiveness of these assessment methods. What are the implications of assessment results? How do administrators use assessment results to benefit the students, the institution, and internationalization strategies? How do students perceive and define internationalization of higher education? How do they perceive the development, value, and benefit of intercultural competence regarding internationalization of higher education? The best practice model of internationalization of higher education has been developed in this study as a result of the data collected. More research is needed to refine this model as well as to determine its usefulness in higher education; for administrators in identifying and assessing outputs and outcomes. How does the development of the best practice model of internationalization of higher education impact global workforce development? Regarding assessing meaningful outcomes of internationalization efforts, is there consensus on the criteria of an internationalized institution? What are the most effective ways of assessing meaningful outcomes of internationalization strategies at HEIs? The best practices of this study selected using the criteria consequently both case studies in Thailand and Malaysia are full-fledged international universities. Thus, it can be extended that future research takes place in the universities which have not provided international programs since their establishment. Internationalization of higher education can be formed in various practices so the future research may focus on other practices -for instance joint-program, dual programs with overseas universities or branch-campuses including how to engage collaboration with international partners/networks successfully in encouraging internationalization of HEIs. There are a few studies relating to internationalization regarding cross-border education in the mode of using ICT. The study on internationalization in terms of using ICT by overseas providers or Thai providers to ensure the quality and mutual recognition of sending and receiving countries would need to be emphasized in future studies. The study of best practices of world class universities in some countries -for instance in Singapore, Korea, China- in terms of how to be highly ranked in a short period of time -will help us develop internationalization of Thai HEIs in more strategic ways. The gap study in internationalization of higher education, with a focus on pedagogy that is appropriate to Thai contexts, needs to be looked at in future studies. Study on perceptions of international students who study in Thailand comparing them with other countries in ASEAN, regarding internationalization are lacking, and need to be extended for study in the future. Internationalization of higher education is a dynamic process so the research in terms of tracing studies are needed to rethink and revitalize from time to

time in five to ten year intervals. Access to internationalization of higher education is more crucial nowadays; therefore conducting research on inclusive internationalization of higher education will bridge the gap of access to internationalization between the rich and the poor including disadvantaged groups.

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