

**Proceedings of the 8th National Conference on Private
Higher Education Institutions (PHEIs) in Ethiopia**

**Major Theme: Invigorating the Work on Access, Equity
and Quality of the Higher Education Sector in Ethiopia**

**Organized & Sponsored
By
St. Mary's University College**

**September 25, 2010
UN Conference Center
Addis Ababa, Ethiopia**

Globalization and Internationalization in Higher Education: A Quality Assurance Perspective

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Abstract

In recent years, globalization and internationalization are becoming central issues for higher education worldwide. Globalization has prompted the internationalization of higher education as one of the key new trends in higher education systems. The terms 'Globalization' and 'Internationalization' are closely intertwined and linked concepts. Whereas globalization is the increasing flow of technology, finance, trade, knowledge, people, values, and ideas across borders internationalization is the process of integrating an international dimension into the teaching, research and services functions of higher education institutions. Forces driving internationalization include: increasing demand for access to higher education; cross-border providers of higher education as a profit-making business; competition to attract the best academic staff and students; international competitiveness to use knowledge for creating knowledge-based economies; the harmonization of higher education to facilitate recognition of academic qualifications; and international cooperation for improving quality of higher education.

The internationalization of higher education in its various forms poses major challenges for quality assurance and accreditation. One major impact of internationalization is the pressure created in the development of new mechanisms for recognizing credits and qualifications earned elsewhere. The increase in cross-border student and professional mobility has put the issue of recognition of academic qualifications high on the international agenda. Globalization and internationalization of higher education have made it imperative for quality control measures to be introduced in order to protect students from poor quality education. In the context of growing globalization, there is an urgent need for international initiatives to review the quality assurance mechanisms of higher education provision. There is also a growing agreement on the viewpoint that globalization in higher education urgently asks for a transnational approach to quality assurance and accreditation.

This paper examines various literatures regarding globalization and internationalization implications to quality assurance in higher education. It first introduces briefly the concept of globalization and internationalization. Then it discusses some aspects of globalization that include the growing importance of the knowledge economy; trade in education services and private higher education; rapid expansion of distance education and quality concerns; cross-border higher education and quality assurance issues; and the need for recognition of qualifications, and international approach to quality assurance mechanisms and accreditation. Finally, the paper makes some recommendations that might be useful to the Ethiopian context.

INTRODUCTION

In recent years, globalization and internationalization are becoming central issues for higher education worldwide. Globalization has prompted the internationalization of higher education as one of the key new trends in higher education systems. The terms 'Globalization' and 'Internationalization' are closely intertwined and linked concepts. They are related in various ways, but in particular

internationalization of higher education can be considered as one important impact of globalization. Forces driving internationalization include: increasing demand for access to higher education; cross-border providers of higher education as a profit-making business; competition to attract the best academic staff and students; international competitiveness to use knowledge for creating knowledge-based economies; the harmonization of higher education to facilitate recognition of academic qualifications; and international cooperation for improving quality of higher education.

Amongst the most critical dimensions of globalization is the increasing importance of knowledge as a driver of growth. Rising private investment in the provision of higher education is another trend of globalization and internationalization. As part of the general push for increasing the size of enrolment in higher education, many countries have undertaken the initiatives to involve the private sector in higher education. As a result rapid growth of the private sector in higher education is seen globally. In fact, the inclusion of education under the umbrella of the General Agreement on Trade in Services is one significant outcome of globalization that could speed up the process of developing an international market for higher education services.

Over the last ten years, there has been a noticeable growth in distance education. Demand for career advancement and lifelong learning, progress in communication technology, and growing market for tertiary education have contributed to rapid expansion of distance higher learning. There has been also substantial increase in the number and type of education opportunities offered by cross boarder providers. However, the fast growth in cross boarder provision of distance education has created the potential for fraud and abuse. Consequently growing *degree mills* involving credentials of dubious educational value offered by low quality providers are threatening the credibility of distance learning and the online provision of courses. Because of this, UNESCO in collaboration with the OECD has developed *Guidelines for Quality Provision in Cross-border Higher Education*, which is a key instrument for providing orientation for developing national capacity and international cooperation in cross-border higher education.

The impact of globalization on higher education generates a number of crucial challenges, which ask for a new and international regulatory framework. Globalization and internationalization of higher education have made it imperative for quality control measures to be introduced in order to protect students from poor quality education. The increasing mobility of students and staff, the joint development of programs from different countries, the need for international recognition of degrees, and the rapid expansion of cross-border higher education with branch campuses have made an international approach to accreditation desirable. In fact, there is a clear need for strengthened international co-operation and more transparent information on quality assurance, accreditation and recognition of qualifications procedures.

This paper examined various literatures regarding globalization and internationalization implications to quality assurance in higher education. It first introduces briefly the concept of globalization and internationalization. Then it discusses some aspects of globalization that include: the growing importance of the knowledge economy; trade in education services and private higher education; rapid expansion of distance education and quality concerns; cross-border higher education and quality assurance issues; and the need for recognition of qualifications and international approach to quality. Finally, the paper makes some recommendations that might be useful to the Ethiopian context.

The concept of globalization and internationalization

In recent years, globalization and internationalization are becoming central issues for higher education worldwide. Globalization has prompted the internationalization of higher education as one of the key new trends in higher education systems. The terms 'Globalization' and 'Internationalization' are closely intertwined and linked concepts. Knight and De Wit (1997) defined *globalization* as the increasing flow of technology, finance, trade, knowledge, people, values, and ideas across borders. Similarly, they defined *internationalization* of higher education as the process of integrating an international dimension into the teaching, research, and service functions of an institution. According to Altbach (2002), globalization in broad terms refers to trends in higher education that have transnational implications. and internationalization refers to the specific policies and initiatives of countries and individual academic institutions or systems which deal with global trends. Examples of internationalization include policies relating to recruitment of foreign students, collaboration with academic institutions or systems in other countries, and the establishment of branch campuses abroad (Altbach, 2002).

The two terms globalization and internationalization are related in various ways, but in particular internationalization of higher education can be considered as one important impact of globalization. In fact, it is impossible to discuss the impact of globalization on higher education without referring to the internationalization of higher education. Internationalization is one of the ways in which higher education is responding to the opportunities and challenges of globalization. Mohammedbai (2008a) identified forces driving internationalization that include increasing demand for access to higher education; cross-border providers of higher education as a profit-making business; competition to attract the best academic staff and students; international competitiveness to use knowledge for creating knowledge-based economies; the harmonization of higher education to facilitate recognition of academic qualifications; and international cooperation for improving quality of higher education.

Internationalization is a process where higher education institutions and their functions are developed in a more international direction (INQAAHE, 2010). In practice, internationalization of higher education may refer to the following activities:

- The international movement of students between countries;
- The international movement of academic staff and researchers;
- International links through open learning programs and new technologies;
- Bi-lateral links between governments and higher institutions in different countries for collaboration in research, curriculum development, student and staff exchange, and other international activities; and
- Cross-border provision of higher education offered on a commercial basis.

While all these aspects of internationalization are important, the tremendous recent growth in the numbers of international students often receives major attention. The number of students who are enrolled in higher education outside of their home countries is increasing in recent years. France, Germany, the United Kingdom and the United States receive 49% per cent of all foreign students worldwide. International students constitute 25% of total students in Australia (INQAAHE, 2010).

The student mobility is one of the main outcomes of global education and many universities are trying to recruit international students.

Hatakenaka (2004) identified five main trends related to internationalization of higher education:

- Increased student mobility with growing number of students studying abroad;
- Increased staff mobility;
- A rapid increase in transnational education provision;
- Increased demand for professional subjects and
- International collaboration in research that has increased substantially in recent years.

Thus, attention to the international aspects of higher education has grown over the recent years.

SOME ASPECTS OF GLOBALIZATION AND INTERNATIONALIZATION

Growing importance of the knowledge economy

Amongst the most critical dimensions of globalization is the increasing importance of knowledge as a driver of growth. Knowledge accumulation and application have become major factors in economic development and are increasingly recognized at the core of the competitive advantage of nations in the global economy. The ability of countries to select, adapt, commercialize and use knowledge is critical for sustained economic growth. Knowledge has become the single most important factor in economic development (INQAAHE, 2010). The education position paper of UNESCO (2004) describes the growing importance of the knowledge economy as one key element of globalization.

Economic development is increasingly linked to a nation's ability to acquire and apply technical and socio-economic knowledge, and the process of globalization is accelerating this trend (Salmi, 2006). As higher education operates in a more globally competitive market, governments everywhere are concerned to maximize their higher education institutions' contribution to the knowledge economy (Meek and Davies, 2009). The rapid increase in globalization has resulted in significant changes in the knowledge economy and ushered in new conditions for the provision of educational services (AAU, 2004).

There is a growing awareness in the importance of higher education to the development of a knowledge-based economy in an increasingly competitive global market. It is widely acknowledged that university research plays a vital role to generate new knowledge and adapt global knowledge to local contexts in a range of social and economic priority areas. In fact, the decisive role of higher education and universities as major driving force for development has gained increased recognition. The World Bank (2002) emphasizes that the low development of research in Africa must be overcome to be competitive in the globalised economy. Also many African countries recognize the potential role of universities for economic growth and to achieve development needs in the increasingly competitive global knowledge-based economies. However, Africa's capacity for research and knowledge creation has been increasingly marginalized and it is the least competitive.

While there is certainly variation across the continent, African higher education institutions generally do not play the important development role of generating and adapting new knowledge and technology (NASULGC, 2008). Universities in Africa do not yet possess the research capabilities needed to combine global knowledge with national experience in support of innovation and problem solving (World Bank, 2009). Moreover, the research in universities has often been neglected due to increased teaching workload as a result of enormous undergraduate enrolment expansions. The lack of adequate funding has also constrained research capacities, influencing competitiveness in knowledge generation and adaptation. This seriously constrains the overall capacity of national innovation systems essential for increasing national productivity. Higher education and research in Africa, therefore, need to be revitalized and strengthened in order to play an important role in development.

Trade in education services and private higher education

Increasing amount of private investment in the provision of higher education is another trend of globalization and internationalization. The inclusion of education under the umbrella of the General Agreement on Trade in Services (GATS) is one significant outcome of globalization that could speed up the process of developing an international market for higher education services. The GATS adopted by the World Trade Organization in 1995 clearly identifies education as a service to be liberalized and regulated by trade rules (Knight, 2006). Higher education is increasingly seen as a commercial product to be bought and sold like any other commodity (Altbach, 2001). Accordingly, trade in higher education services has emerged as a major economic sector worth several billion dollars for a number of exporting countries such as the United States, United Kingdom and Australia (AAU, 2004).

The private education sector has grown virtually across the board in developed and developing countries. A big reason for this expansion is the inability of public finances to keep pace with the growing demand for higher education (Fielden and LaRocque 2008). Demand for places in higher education far outstrips supply of available seats globally. In many emerging economies the demand can be 20 to 50 per cent higher than places available in public institutions. It is predicted that the demand for higher education worldwide will expand from 97 million students in 2000 to over 262 million students by 2025 (UNESCO-WCHE, 2009).

In the last ten years, private higher education has grown significantly in much of the world. The private sector holds about 30 percent of the total global higher education enrolment (UNESCO-WCHE, 2009). East Asia contains the largest concentration of countries with the proportionally largest private sectors. The private shares of higher education are 78 percent in South Korea, 77 in Japan, 75 in the Philippines, and 72 in Taiwan (Levy, 2006).

As part of the general push for increasing the size of enrollment in higher education, many countries have undertaken the initiatives to involve the private sector in higher education. A rapid growth of the private sector in higher education is seen globally and it has established itself as an important part of the tertiary system. In fact, private higher education has also experienced spectacular growth in Africa, and can help diversify the educational program and absorb a percentage of the increase in the number of students if it is appropriately monitored to provide quality. In 2006, the private sector accounted for 22 percent of higher education students in Africa (UNESCO-ADEA, 2009). In Ethiopia 55,264 students are enrolled in 2008/09 academic year in non-government higher education institutions and this accounts for 17.3 % of the total enrolments (MOE, 2010).

The emergence of the private sector as an important provider of higher education brought to light the need for more coordinated development of higher education. Public-private partnerships is an approach which is gaining considerable traction globally. Given the current fiscal constraints, governments are exploring more vigorously the options available to them through partnerships with the private sector (UNESCO-WCHE, 2009).

Rapid expansion of distance education and quality concerns

To accommodate rapid enrolment expansion and increasing demand for higher education, different types of institutions have been involved with varying modes of instructional delivery. The developments in Information Communication Technology (ICT) and the wide use of the internet have also facilitated the delivery of virtual and e-Learning modes as a major form of ICT-based distance education. Over the last ten years, there has been a noticeable growth in distance education. Demand for career advancement and lifelong learning, progress in communication technology, and growing market for tertiary education have contributed to rapid expansion of distance higher learning (UNESCO/COL, 2005).

According to a recent study of the National Centre for Education Statistics, 66% of colleges in the United States offer some form of for credit distance education (David, 2009). In India, the growth of students in the distance mode is about 15 % per year, which is much higher than the corresponding growth of students in the conventional system, which is around 7 % per year (Rao, 2005). The Anadolu University of open and distance education in Turkey provides access to 40% of all entrants to higher education in that country. In South Africa 4 out of every 10 students enrolled in institutions of higher learning study at a distance (Kanwar and Daniel, 2009). Distance higher education is also rapidly expanding in Ethiopia. In recent years, the number of distance students in tertiary institutions has significantly increased with alarming rate.

According to the Ministry of Education Statistics Annual Abstract (MOE, 2010), in 2008/09 the total distance student enrolment in undergraduate degree programs has reached 38,407 which accounts for 12.4 % of the overall enrolment. While 13,307 distance students were enrolled in government institutions, the distance enrolment in private higher education institutions was 25,100. About 46 % of the total student enrolment in non-government higher education institutions is in distance mode.

There is a general agreement that distance higher education is useful as it enhances access and extends opportunities to potential students who, for various reasons, cannot attend tertiary institutions to study full-time courses in conventional mode. Nevertheless, the rapid expansion and the trends which have focused more on widening access should be complemented with efforts to assuring the quality of the educational provision. The fast growth in provision of distance education has created the potential for fraud and abuse. Growing *degree mills* involving credentials of dubious educational value offered by low quality providers are threatening the credibility of distance learning and the online provision of courses. The number of degree mills is increasing, particularly those operating across borders (Uvali-Trumbi, 2008). This has underlined an urgent need to establish robust frameworks for quality assurance through continuous monitoring and rigorous accreditation procedures. In the context of growing globalization, there is an urgent need for international initiatives to review the quality assurance mechanisms of distance higher education (UNESCO/COL, 2005).

Cross-border higher education and quality assurance issues

Higher education is no longer provided solely within national borders. Cross-border or transnational higher education may refer to all types of higher education study programs (including those of distance education) or educational services in which the learners are located in a country different from the one where the awarding institution is based (UNESCO/Council of Europe, 2001). With the development of distance education and the increased use of ICT, cross-border educational activities have grown in the past ten years. There has been substantial growth in the number, nature and type of education opportunities being offered by cross boarder providers. There are various forms of cross-border higher education (UNESCO-IIEP, 2006) that include:

- **Branch campus:** Provider in Country A establishes a branch campus in Country B to deliver courses and programs to students in Country B.
- **Independent institution:** Foreign provider in Country A establishes a standalone higher education institution in Country B to offer courses/programs.
- **Franchise:** A commercial arrangement whereby a provider in the source country authorizes a provider in receiving country to deliver its courses/programs.
- **Affiliation:** Collaboration with a local partner where the program design comes from the provider country, but program delivery is implemented by the local institution.
- **Virtual:** The provider country institution employs a pure distance learning mode of delivery through use of printed materials and/or electronic delivery.

National regulatory bodies for assuring quality in cross-border higher education need to take into account the various forms in order to develop appropriate mechanisms in diversified contexts. They need to establish partnerships with quality assurance agencies in provider countries and work jointly to ensure the quality of education delivered in the receiving country is comparable to that of the exporting country.

Unfortunately, not many countries have compulsory licensing procedures and a complete register with an updated database to identify cross border providers. Very few national quality assurance agencies are addressing cross border program and course delivery in a formalized and consistent manner. In many cases, national frameworks for quality assurance, accreditation and recognition of qualifications are not well geared to addressing the quality of cross-border provision. Thus, the rapid development of cross-border higher education has underlined an urgent need to establish robust frameworks for quality assurance and the recognition of qualifications.

UNESCO, in collaboration with the OECD has developed *Guidelines for Quality Provision in Cross-border Higher Education* (UNESCO/OECD, 2005), which is a key instrument for providing orientation for developing national capacity and international cooperation in cross-border higher education. The guidelines acknowledge that the increased cross-border mobility of students, academic staff, professionals, programs and providers present challenges for existing national quality assurance and accreditation bodies. Some of these challenges are:

- National capacity for quality assurance and accreditation often does not cover cross-border higher education. This increases the risk of students falling victim to disreputable providers and low-quality provision, leading to qualifications of limited quality.
- The increasing need to obtain national recognition of foreign qualifications has posed challenges to national recognition bodies. In some cases, the challenge becomes more complicated as cross-border higher education providers may deliver qualifications that are not of comparable quality to those which they offer in their home country.
- The increasing possibility of obtaining low-quality qualifications could harm the professions themselves, and might in the long run undermine confidence in professional qualifications. The professions depend on trustworthy qualifications. It is very important, therefore, that users of professional services including employers have full confidence in the skills of qualified professionals.

The UNESCO/OECD guidelines aim to provide an international framework for quality provision in cross-border higher education that responds to the above-mentioned challenges and to protect students and other stakeholders against low quality provision. The Guidelines recommend actions to six stakeholders: governments; higher education institutions/providers; student bodies; quality and accreditation bodies; academic recognition bodies; and professional bodies.

The guidelines have four main policy objectives:

- ‘Students/learners protection’ from the risks of misinformation, low-quality provision and qualifications of limited validity.
- Qualifications should be transparent in order to increase their international validity and portability. Reliable and user-friendly information sources should facilitate this.
- Recognition procedures should be transparent, coherent, fair and reliable and impose as little burden as possible to mobile professionals.
- National quality assurance and accreditation agencies need to intensify their international cooperation in order to increase mutual understanding.

The guidelines emphasize the need to enhance consumer protection through increasing the transparency of the quality of cross-border higher education including e-learning activities and through stronger international collaboration in quality assurance, accreditation and recognition of qualifications.

The need for recognition of qualifications and international approach to quality

The impact of globalization on higher education generates a number of crucial challenges which ask for a new and international regulatory framework. Van Damme (2001) identified the following three challenges:

- The regulation of new providers and the various forms of transnational higher education.

- The international transferability and recognition of qualifications and credits.
- Developing an international approach to quality assurance and accreditation.

The internationalization of higher education in its various forms poses major challenges for quality assurance and accreditation, especially in terms of ensuring the quality of education provision and services. One major impact of internationalization is the pressure created to enhance the transparency and inter-operability of tertiary education systems to facilitate the development of new mechanisms for recognizing credits and qualifications earned elsewhere (INQAAHE, 2010). There is increasing urgency to develop bilateral, regional and international systems where education institutions, students and employers will be able to get reliable information on the recognition of qualifications awarded in other jurisdictions and countries (Knight, 2004). UNESCO has also articulated the need for quality assurance and accreditation as an important precondition for the recognition of a country's higher education qualifications abroad. Actually, internationalization of higher education demands the recognition of qualifications and the existence of transparent quality assurance systems.

Globalization and internationalization of higher education have made it imperative for quality control measures to be introduced in order to protect students from poor quality education. Because of internationalization and globalization, there is increasing mobility of students and academics across national borders, and graduates now frequently seek employment in countries other than their own. It has, therefore, become necessary for the quality of an institution to be recognized in another country (Mohammedbai, 2008b).

Globalization challenges ask for more regional and international harmonization of higher education systems. The 2009 World Conference on Higher Education has emphasized the need for strengthening regional collaboration to facilitate the recognition of qualifications. The African Union has embarked on a process of developing a framework for harmonization of higher education programs in Africa to facilitate the recognition of university degrees and to ensure that the quality of higher education is systematically improved against common agreed benchmarks (Africa Union, 2007). The harmonization strategy has the following goals:

- Advocate and raise awareness of the potential and value of harmonization of higher education programs;
- Bridge the gap between disparate educational systems that exist as a result of colonial legacies by coordinating efforts of national accreditation bodies;
- Provide an integrating platform for dialogue and action to develop strong regional harmonization initiatives that cohere into a continental process of harmonization;
- Facilitate the recognition of academic qualifications and promote the mobility of African students, graduates, and academic staff across the continent;
- Promote the development of effective quality assurance mechanisms; and
- Ensure that African higher education institutions become an increasingly dynamic force in the international higher education arena.

The strategy for harmonization of higher education programs in Africa will help to foster comparability among qualifications awarded across the continent.

The increasing mobility of students and academic staff; the joint development of programs from different countries; the need for international recognition of degrees; and the rapid expansion of cross-border higher education with branch campuses have made an international approach to accreditation desirable (Sanyal and Martin, 2007). Indeed, quality in higher education is not only a national concern but has become an international issue through academic, political, and commercial developments associated with globalization (Campbell and Rozsnyai, 2002). Because higher education quality assurance and accreditation systems in many countries are national schemes oriented to the domestic systems, the relevance of these national schemes in the context of globalization of higher education is limited. Therefore, there is a growing agreement on the viewpoint that globalization in higher education urgently asks for a transnational approach to quality assurance and accreditation (Van Damme, 2001). Certainly, there is a clear need for strengthened international cooperation and more transparent information on quality assurance, accreditation and recognition of qualifications procedures.

Van Damme (2001) suggested that an international regulatory framework should contain:

- An agreement on a common set of definitions and a glossary of concepts regarding international quality assurance and accreditation.
- An internationally standardized procedure of registration (including identification of who is in control and who can be held accountable).
- Some rules concerning the correct use of the basic labels such as ‘university’, ‘doctorate’, ‘professor’, ‘master degree’, ‘accredited’, etc.

A good start for international collaborations and interactions is to improve communication among national quality assurance agencies towards promoting harmonization of trustworthy standards and methodologies. Van Damme (2002) proposed four possible models in quality assurance arrangements that can contribute towards international approach of quality assurance in higher education.

- The first model tries to strengthen the existing national quality assurance and accreditation systems and agencies in view of the international challenges generated by the expansion of transnational education and trade in higher education services.
- The second model upgrades networking and exchange towards real collaboration in joint cross-border quality assessment projects and agreements between agencies and countries on mutual recognition of qualifications and credit-transfer programs.
- The third model aims at the development of validation or meta-accreditation of quality assurance systems and agencies, based upon a conceptual framework and a set of methodological standards for trustworthy quality assessment.
- The fourth model is concerned with the development of international quality assurance and accreditation schemes. Increasing international trade in higher education services will ask for a coherent approach of international quality assurance.

Without a trustworthy international quality scheme, there might be severe problems in the future. It is in the self-interest of the global higher education community to develop transnational quality assurance and accreditation systems that can counterbalance the globalization of higher education (Van Damme, 2001). Otherwise, the lack of transparent quality assurance systems may impede internationalization of higher education (Bell and Cullen, 2006).

CONCLUSIONS AND RECOMMENDATIONS

Globalization and internationalization of higher education have made it imperative for quality control measures to be introduced at institutional, national, regional, and international levels. They demanded for mutual recognition of qualifications and more transparent information on quality assurance and accreditation procedures. Worldwide, there has been a growing tendency to require both public and private institutions to demonstrate accountability through accreditation process to assure stakeholders about the quality of provision in higher education. It is also becoming essential to generate complete register of cross border providers that indicates their accreditation status.

In order to be nationally credible and globally competitive, Ethiopian higher education institutions need to give considerable emphasis to quality assurance. They need to improve the quality and relevance of their education provision in order to ensure the international comparability of degrees and recognition of academic qualifications. By examining potential implications of globalization and internationalization to quality assurance in higher education, the paper makes the following recommendations that might be useful to the Ethiopian context.

Ethiopian higher education institutions need to:

1. Develop an efficient internal quality assurance system which ensures that their education programs are well designed, regularly monitored and periodically reviewed.
2. Improve the effectiveness of the teaching learning process by giving considerable attention to student support and staff development mechanisms.
3. Demonstrate the relevance of their research activities being more responsive to developmental needs. Effective research policies and strategies should be developed in universities to ensure that relevant research is undertaken in priority areas. Strong departments in research that could be identified as centres of excellence should be promoted to enhancing the country's competitiveness in the global knowledge economy.
4. Build strong links with universities in other countries to enhance their global reach with respect to internationalization of higher education. They should promote collaboration with foreign universities in joint research projects, staff exchanges, and sandwich post-graduate programs. International cooperation among universities and strategic partnerships are necessary to maintain and advance competitive positions.
5. Promote their access to global knowledge through professional interactions and library resources by employing new communication technologies and the internet.
6. Evaluate the effectiveness of their distance education programs to ensure comparability to campus-based programs. It is very critical that distance education should overcome the stigma of inferiority. They need to routinely assess the quality of their learning based on the evidence of student support and attainment of learning outcomes.

Ethiopian higher education institutions have to implement the necessary actions in order to remain fit in the increasingly competitive higher education arena; and to remain relevant within the context of globalization and internationalization of higher education.

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