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TRENDS AND CHALLENGES IN HIGHER EDUCATION INTERNATIONALISATION

***Abstract:** The author deals with higher education internationalisation as a worldwide process, which is connected with the development of knowledge-based economy. The purpose of the paper is to point out the major attributes of universities' internationalization process and their changes, to identify the trends in flows of higher education services exports and imports and describe the formats and international policy focus of the chosen countries as to the process in question. The paper was based mostly on the numerous journal and Internet publications of international higher education experts, reports and international organizations' statistics. In separate subchapters the author analyses specific aspects of this process, e.g. the flow of mobile foreign students to specific countries, legal framework for HEI internationalisation, or fields of study chosen by mobile students. These variables are used in the ranking of host countries. Despite obvious benefits of HEI internationalisation, the author warns that copying other countries' systems, and other universities' measures and fully implementing them in a completely different environment may prove ineffective and inefficient. On the other hand, the best method of reaching the goals of HEI is in monitoring the environment, analyzing the benchmarks, understanding trends and challenges, and then determining the right strategy.*

***Keywords:** education market, higher education, higher education institution (HEI), internationalisation, globalisation, international student factor, knowledge-based economy, mobile students, regression analysis, North America, Latin America, Poland, Slovakia*

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Introduction

The concept of knowledge-based economies raised the importance of education, particularly the higher education. In January this year Irina Bokova, UNESCO Director General declared "In our knowledge-based global economy, future prosperity and security will depend more than ever on being equipped with the right skills", suggesting that these skills are obtained through education [UNESCO, 2011]. Policy makers started to understand that only educated societies can build

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