Students Benefits of Higher Education Internationalization In Libya Case Study of Omar Al-Mukhtar University

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Abstract

This study aims to identify the benefits of higher education (HE) internationalization on Libyan students taking example of Omar Al-Mukhtar university(OMU) to point out the improvement of usable knowledge, skills and attitude.It concluded that the goals of higher education internationalizationshould be made explicit at a student and institutional levels toachieve the targeted employability skills and to produces the requiredquality graduates ready to join the labor market. Moreover, the authorsrecommendall Libyan higher education institutions to apply the global higher education system taking into account that further scientific studies are needed for world class HE system in Libyan.

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1. Introduction

For the state of Libya globalization affects are rapidly changing everything around according to the economic, social, political and cultural stability. And regarding higher education, it has intensified the mobility of ideas and people in this important sector for human resource improvement and strategic investment. As the role of global interdependence has been accepted in economic, political, and social dynamics. Also academe's internationalizing function tools have become lately more absorbent of interdependence. All over the globe, universities and other higher education institutions have technically responded to different challenges presented by joiningthe revolution of globalization in many variousor similar ways. One response is the internationalization of the university campuses. In order to get benefit from this global trend, many Libyan higher educational institutions like Omar Al-Mukhtar university are trying hard to establish agreements and collaborations with regional, international and even intercontinental universities (Cohen, 2010).

The international relations among different Libyan universities and higher education institutes have continually expended significantly during the past two decades to improve the process of integrating an international or intercultural aspect into the academiclecturing, learning, research through higher education internationalization (Jaschik, 2012). On a global level, the majority of higher education institutions place a high importance to internationalization, with Europe topping the list in this regard, followed by the regions of North America, the Middle East, the Latin America and the Caribbean. Normally, the large English–speaking nations provide most services related to international higher education initiatives and control most programs whereas Asian, Latin American middle-income,and poor nations of the developing world are the "buying" countries as they are unable to meet the growing demand force(Eldik, 2011).

Australian experts argued that currently around two million students are studying as international students, but approximately fifteen millionstudents will study out of their countries by 2025. The opportunity of higher education internationalization has taken on various degrees of interests among university students worldwide and areas of focus that range from traditional study abroad programs in different areas of specialization, taking courses at colleges and universities in other countries through internet or face to face arrangements such as branch campuses or franchises and adapting flipped learning class mode. Some other activities include international strategic partnerships agreements, academic programs and research activities that emphasize advancement of international students' perspectives and skills, promotion of foreign language programs and access to cross-cultural understanding.

2. Study Hypotheses / Questions

The research problem is that Libyan universities are not able toproduce high quality of graduates, and to examine the impact of technological, environmental, social and economic growth, changes and challenges to analyze and evaluate the possibility of getting the benefits of higher education internationalization for Libyan students which will lead to positive effects to improve the Libyan higher education quality assurance implementation in Libya. Furthermore, the study also concerns with the importance ofhigher education

internalization implementation to improve teaching, learning, research and to proactively benefit the local community by securing the necessary employability skills for Libyan graduates to meet all stakeholders needs and expectations in the workplace.

The other problem is that Libyan university students desperately need to improve their technological and non-technological competencies on a global level in response to many challenges and changes in the business environment worldwide. On the other hand, higher education internationalization cannot be separated from quality assurancewhich means it needs to be included in the educational process for designing the right BA and BS programmes with the suitable interactions in order to reach the aimed and final results not only forOmar Al-Mukhtar University fellows, but for all Libyan universities students. Another issue This article is pointing out that the Libyan ministry of higher education has to set the right policies for ensuring academic science and technology better implementation to ensure the development of higher education sector's contribution on local and global levels by answer the following questions:

(1) What is the concept of higher education internationalization?

(2) What are the factors influencing HE internationalization in Libya?

(3) What are the benefits of HE internationalization for Libyan students?

The authors believe that Libyan universities need to be active members of the global higher education system to improve; quality assurance policies implementation, research, teaching, learningand how to best serve the local community. Nevertheless, strategic planningplays a major role to improve Libyan universities in achieving the designed objectives with consulting all related stakeholders. This academic work will help Libyan Higher Education Policy Makers to recognize the benefits of higher educationinternationalization on Libyan students.

3. Study Aims and Objectives

The aim of this study is to identify the benefits of higher education internationalization on Libyan students taking example of Omar Al-Mukhtar university to point out the most important and usable knowledge, skills and attitude allowing that will be gained from HE internationalization. As well as, to examine if this new learning strategy is going to meet the designed higher educationaims by answering the following questions:

1- What are the global higher education benefits for Libyan university students?

2- Will this new global teaching system meet the national plans and objectives?

3- Will this new global strategy reshape the Libyan higher education strategies?

4- Can it keep Libyan students and employers favors, likes, and dislikes in mind?

On the other hand, this new HE internationalization comprehensive system may consist of a number of different entities and processes acting together including new institutional programs, voluntary accreditation, and new government policy to help quality assurance departments in higher education to focus on institutional programs on an international level by targeting all parties involved and affected by this new global higher education process. Quality wise, Libyan institutions must be willing to take the initiative and be ready to adapt this new HE International Model bycollaborating with stakeholders in the enterprise. Most

recent authors believe that an honest, open dialogue across affected constituents is a key starting point in developing an effective international HE quality programs. (Hayes, 2002).

The other secondary aim of this study is to assess the relevant factors affecting HE Internationalization implementation and what's the expected negative side effects that may prevent achieving the set aims and objectives, and this can be done by using different sources of literature and by attaining the feedback from all participants during this study in the minimum time possible. The authors are aiming to develop an up to date Higher Education International Model, and from this perspective, the standards must consists of a set of academic tasks and duties that students and educators encounter in classrooms and flipped learning style where all students should be guided in processing information while lecturing them, in simple English words, by the tasks all Libyan university students are required to accomplish with subject matter and they should be well able to recognize and reproduce information previously encountered, to realize transformed versions of information from texts or lectures, or select from among several procedures those which are applicable to a particular type of task or assignment to ensure quality learning improvement.

4. Research Methodology

For achieving the previously mentioned objectives of this academic study, the authors have carefully applied a theoretical and empirical methods (Alexander A. Galochkin, Galina V. Grivusevich) with the usage of a One Sample Sign Nonparametric method as an alternative to parametric test because of the small sample size of the targeted stake holders; students, graduates, tutors and employers and the data was collected internally by questionnaires throughout to filter a broad range of critical internal and externalbenefits of higher education internationalization, also through intensive and periodic meetings and brain storming sessions aiming to examine the real positive effects ofhigher education internationalization on Libyan students, without ignoring the importance of curriculum programs, and the newdevelopment studies international experiences. The focused group of stakeholders were involved in evaluating the intense higher education internationalization effectiveness for improving Libyan students. As well as, this methodology is aiming toenhance university students self-improvement to be professionally ready to meet local and global stakeholders needs and expectations.

This micro study targeting the Faculty of Economics in Omar Al-Mukhtar University will address the perception of higher education internationalization's benefits on Libyan students achievement and overall improvement. The small group sample have participated and contributed inintensive meetings, brain storming meetings, sessions and discussions, workshops, and round tables to analyze the benefits of higher educationinternationalization. Moreover, for better results and conclusions the author left the door open for graduates, students and lecturers to think, analyze and describe what they believe are the important benefits to be considered from this new global experience. On the other hand, the authorswill take into account any negative factors that might affect the stakeholders interests, especially students, teaching staff, community needs and employers expectations.

Furthermore, the writers also believe that Libyan universities and higher education institutes are considered to be the best providers for quality graduates and employees who are capable of performing as required using their unique specific and generic competencies, either on their own or as team players, also the final analyses and evaluation suggested the necessity for Libyan students, lecturers and policy makers to realize the importance of blending in the essential global higher education skills in all university programs' units for better higher education quality assurance, as well as, to get them filtered and updated on regular bases to guarantee that Libyan higher education institutions are capable of producing and providing successful and high quality and world class graduates. This carefully chosen research methodology is believed to be extra beneficial for easy and better data access, collection and to improving students' knowledge exploration having in mind that ensuring HE global quality benefits in the higher education learning process would lead to improving most of Libyan students by enabling them to combinetheories with relevant practices aiming to practically develop their professional competencies on an international level.

5. Study Motivation / Literature Review

In the period of COVID-19 pandemichigher education internationalization isn't considered in terms of a westernized process (Teferra, 2019). This article analyses the benefits and expected challenges of higher education internationalization in Libyan to move from coercion to intentionality and inclusion.

Over the past decades, most scholarly and public attention has focused on the Western world (Upenyu and Ress 2018) stating that very little research has aimed to understand and conceptualize internationalization efforts in the context of the historical particularities of the postcolonial condition and it is important to learn from other non-western national and cultural contexts to understand the full extent of higher education internationalization as a phenomenon and what the Libyan and other higher education institutions can learn from each other in order to benefit thier students, academics, employers and nations (Jones and de Wit, 2012) asserts that African higher education sector is the most internationalized system in the world, not by participation but by omission and as a result cannot be intentional but is coerced.

5.1 Updating the Definition of Internationalization

For more than 20 years ago, definitions of internationalization have been the subject of much discourse. Internationalization is not a recent term as it has been used for centuries in political science and governmental relations, but its popularity in the higher education sector has really only raised since the early 1980s. Prior to this time, international or global higher education was the favored term and still is in some countries including Libya. In the 1990s, the discussion on using the term international education centered on differentiating it from comparative education, global education, and multicultural higher education. Today, in the third decade of the 21st century, another set of related terms is emerging including transnational education, borderless education, and cross-border education.The critical point is that the international dimension relates to all aspects of education and the role that it plays within society. With this in mind the following working definitionspropose:

1-Internationalization at the national and institutional level is defined as a strategic process of integrating individual andnational mobilecompetencesfor the purpose and functions oftheir basic forms as shown in figure (1).
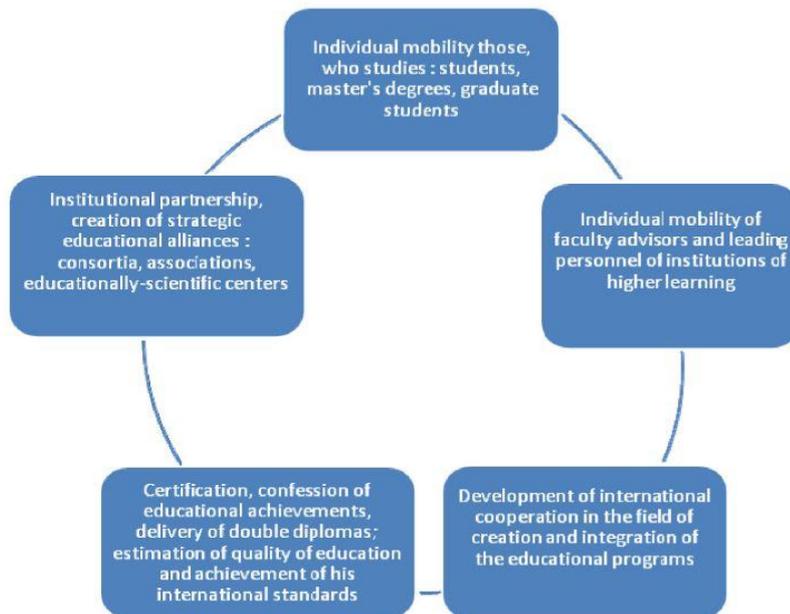

Figure 1 – Basic forms of internationalization [1]

(Figure 1: is inspired from the knowledge of Knight, J, 2008)

2-Internationalization is seen as "integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education".
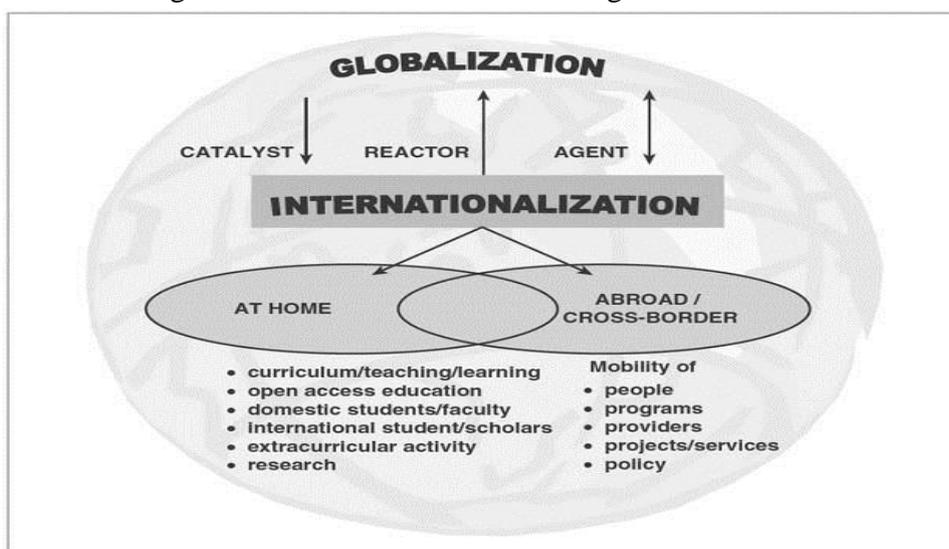
3- Higher Education internationalization refers to any internationally related activities with the exception of outbound student mobility.(Marinoni, G., and DW, 2019).

4- Development of increasingly integrated higher education systems and this will force our higher education organizations to examine their operations critically, and the opportunities for sharing our ideas among other institutions worldwide.

5.2 Concept of Internationalization: Home and Cross-Border

As a matter of concept what is now called as higher education internationalization is regarded as a recent phenomenon that has emerged over the last 30 years, driven by a dynamic combination of political, economic, socio-cultural and academic rationales and stakeholders. With an increasing number of developing countries including Libya and types of institutions around the world engaging in the process of globalization.It's now time for critical reflection on the current and future state of internationalization in thehigher education sector, particularly in the current nationalist, populist and the COVID-19 pandemic, which means there can be different perspectives of a more global, intentional and inclusive internationalization of thehigher education process.For Libyan universities higher education internationalization must be seen in the context of the changing role and position of higher education in the world. Rapid changes are taking place in this sector increasing complexity over the past decades, in particular its massification where the ratio of the Libyan educational resources and class numbers become incompatible giving rise to

stressful learning conditions causing loss of quality and lowering of standard.The global knowledge of higher education and economy, the emphasis on reputation and rankings, these three key factors have had an important impact. The emphasis in internationalization has traditionally been on exchange, collaboration and rhetoric continues around the need to understand different mindsets, cultures and their languages. There is a strong national and cross-border competition for students andscholars for the knowledge economy, funding of complex research, and access to the top 500 in global rankings as well as, high impact publications. Recruitment, excellence in research and reputation are driving the internationalization agenda of institutions and national governments as shown in figure (2):

Figure (2): Globalization at home and cross-border (Knight 2010).

5.3 Factors influencing higher education internationalization
5.3.1 Factors of Implementation
In terms of the factors that are affecting higher education internationalization in developing countries including Libya,the American Council of Higher Education (2012) suggested six indicator that are also influencing comprehensive higher education internationalization strategy implementation as follows:

1-Articulated Institutional Commitment: institution's strategic plan, mission, and formal assessment mechanisms.

2-Administrative Structure and Staffing: organizational flowchart, reporting structures and office configurations.

3-Curriculum, Co-curriculum, and Learning Outcomes: education and language general requirements, programs activities and learning outcomes.

4-Faculty Policies and Practices: faculty development guidelines and promotion policies.

5-Student Mobility: studying abroad and recruiting international students.

6-Collaboration Partnerships: joint post-grad supervision, joint programs such as double major, branch campuses, offshore programs, exchange students and staff.

5.3.2 Articulated institutional commitment
According to some scholars such as(De Wit, 2002) internationalization had become an important feature in higher education strategic plans and mission statements. Siaya

and Hayward (2003) agreed that most international educational institutions target internationalization intheir strategic plans and formulate this objective in their mission statements.Internationalization should be regarded as a core function in strategic planning, and guiding principles in higher education institutions which are seeking global engagement and competition (Britez and Peters, 2010). In order to achieve better results and outcomes,and Burnett and Huisman's (2010) suggested the following articulate commitments:

1-Clear university plan, vision and mission.

2- Financial and administrative strategic support.

3-Adopting and implementing a systematic planning process.

4-Culture of commitment, top senior management support to down and up again interactions.

5-The institution engagement and response to globalization does not conflict with their values.

6-Raising the awareness about the importance of internationalization strategy among staff and students with allowing suggestions for improvement.

5.4 Potential Benefits of HE Internationalization

The internationalization of higher education can be beneficial in sustaining and growing science and scholarship through dynamic academic exchanges; and building social and economic capacity in developing countries including Libya. The western universities are establishing powerful international networks and associations to mobilize aptitude and ability in favor of transfer of knowledge, advanced policies and global research for enhancing investment and measuring impact. Moreover, they are using E-Technology and social media as important and influential tools for increasing public access to relevant information for aiding talent recruitment and retention. In this way, access is provided to higher education in Libya and other countries where local institutions cannot meet the demands.

The positive aspects of higher education internationalizations system include improved academic quality, internationally oriented students and staff, and national and international citizenship for students and staff from underdeveloped countries. For developed countries, revenue generation and brain gain are potential benefits. In every respect including ratio of international students, franchiser of academic programs to foreign providers or quality guarantors, Western developed countries gain the main financial benefits.

Other key benefits of internationalization include diversifying and enhancing the learning environment for the benefit of domestic students, institutes, and the nation. Further, it has the potential to change the lives of foreign students as it helps in producing graduates who are internationally knowledgeable and cross-culturally sensitive. Also student mobility allows them to transfer to a different environment, where they can understand the connections between the local environment in which they can live in a global environment.

For Omar Al-Mukhtar university, the internationalization of education also facilitates in engendering the "international characteristics" fostered in students that are desirable in a

global economy such as international-mindedness and open mindedness, second language competence, flexibility of thinking, tolerance and respect for others. This phenomenon also develops ethical commitment to allow students to examine their implicit and explicit beliefs and develop a sense of responsibility and civic engagement.

5.5 Changing concept of benefits over time

A significant change in the perception of expected benefits of internationalization can be seen. As previously the majority of respondents identified increased international awareness of deeper engagement with global issues by students as the most important benefit. Though the focus on quality of teaching and learning and on the curriculum might be viewed as very closely related benefits. Thus, Libyan student need to improve their learning benefits for international cooperation enhancement and capacity building over time. This benefit was ranked as one of the most important gains of higher education internationalization, and rises to become the most important benefit, by a significant margin the importance of 'improved quality of teaching and learning' remains stable over time, which is as important benefit for Libyan students at the college of economics at Omar Al-Mukhtar University.This is a noteworthy result, suggesting that higher education institutions are viewing the benefits of internationalization in a more balanced manner, focusing not only on the students but also on institutional strengthening and beyond the institution on external societal issues.Another explanation might be that in the current climate of growing nationalism and xenophobia in some countries around the world, higher education institutions see internationalization, and especially cooperation and capacity building, as an answer to the challenges posed by this climate.Finally, this result might also be a partial reaction to the often cited invitation to view internationalization in a broader sense, focusing in equal measure on students, their mobility and other institutional and societal goals.

5.6 Ranking the benefits of internationalization

In terms of ranking the benefits of internationalization, previous studies and reports suggested that to identify the benefits of higher education internationalization different independent respondents were asked to select and rank the top five expected benefits from a proposed list of 10 benefitsand they eventually presented them in the following order having in mind the important five benefits are on top of this list:

1- Enhanced international cooperation and capacity building.
2- Enhanced internationalization of the curriculum/ internationalization at home.
3- Enhanced prestige/profile for the institution.
4- Improved graduate employability competencies.
5- Improved quality of teaching and learning methodologies.
6- Increased international awareness of/deeper engagement with global issues by students.
7- Increased international networking by faculty and researchers.
8- Increased diversified revenue generation across-borders.
9- Opportunity to benchmark and compare institutional performance within the context of international good practice.
10- Strengthened institutional research and knowledge production capacity.

5.7Building a Global Quality Assurance Program

Libya is in need of a comprehensive system of Higher Education InternationalizationQuality AssuranceSystem and accountability program that may consist of a number of different entities and processes acting together including variousinternational programs, voluntary accreditation and university policy. The majority of the literature on quality assurance in higher education focuses on institutional programs.Many authors agreed that quality assurance is an area in which the academy itself with full participation from its various constituents are best equipped to lead. But institutions must be willing to take the initiative or they risk intervention by others with a stake in the enterprise. Most authors agree that an honest, open dialogue across affected constituents is a key starting point in developing an effective quality assurance program.Most authors also agreed that academic quality is best guaranteed when the responsibility for it is located as closely as possible to the processes of teaching and learning. Quality and its assurance should be seen primarily as a professional issue, not a management function. Ultimately, quality is not maintained and enhanced through systems or controls but through professional commitment.

5.8 Internationalization of the Curriculum

Internationalization of curriculum is recognized by educators and researchers as the most difficult and important of the higher education internationalization strategies that will impact all students. Internationalization of the curriculum is seen as the one that can provide the only exposure to international education as many students will not study abroad, and will acquire international skills and knowledge on campus primarily in the classroom through courses with global themes (ACE, 2005). This is because study abroad programs will be affected by socio-economic factors such as high tuition costs and living expenses, as well as family responsibilities in some cases (Bond & Scott, 1999)."The programmatic roots of the internationalization of the curriculum can be traced to area studies programs, international studies, foreign language training, and subspecialties within specialties. As an example, the internationalization of the curriculum in Canada, Shute (1999) noted that university curricula have been affected directly by development projects and particularly by the international experiences of faculty members who have participated in these projects in earlier periods.

Several other researchers and institutional leaders contend that internationalizing the curriculum is probably the most difficult and complex strategy for internationalizing higher education (e.g. Bond, Huang, & Qian, 2003). This somewhat may account for the slow progress being made in internationalizing the curriculum compared to other types of international activities.The most common methods used by institutions to internationalize the curricula at Omar Al-Mukhtar university are the infusion of global themes, the creation of new international courses, and expansion of foreign language study. The principal method of internationalization of the curriculum, "infusion" can be found in most American and Canadian institutions of higher education (Bond, Huang, Qian, 2003).

The arguments put forward on the methods used by institutions to internationalize the curricula are mixed. Mestenhauser (1998) noted that faculty members tend to treat the international dimension as an add-on to the traditional content for which they are

accountable. Dobbert (1998) is of the view that the standard type of university teaching lecturing on international subjects, assigning texts that include global viewpoints, or insisting on a term paper that contains global material will not internationalize either students or the university. These methods, Dobbert noted, permit only passive, cognitive learning, and that the ability to function in another culture is acquired by polyphonic learning in an immersion situation. On the other hand, many students will acquire international skills and knowledge on campus primarily in the classroom through courses with global themes.

5.9 Role of Faculties in Internationalization

It is generally agreed by scholars that faculties have a crucial role to play in the internationalization process, especially, with regard to the internationalization of the curriculum (ACE, 2005; Bond, Huang). According to Bond and Scott (1999), "faculties are the ones who hold the key to change, the ones whose perspectives on knowledge generate the design and structure of the curriculum, and it is the curriculum that shapes the educational experience of students. And internationalization of the curriculum is the most difficult component of international education to implement, which makes the role of faculty a difficult one.

To overcome this problem, there was little support provided to enhance the internationalization skills as reflected in several studies (Huang, & Qian, 2003) reported that professional development to enhance the skills of faculty in the internationalization process was an area of concern. Bond, Huang and Qian (2003) also reported that over one-third of faculty members in Canadian universities have indicated that they or their colleagues lacked the international knowledge, skills, and experience, and saw these factors as undermining any effort to internationalize the curriculum. The difficulty of internationalizing the curriculum and the lack of professional development support could in part have contributed to the low rating obtained by faculty, as shown in several studies on universities in North America.

Rowan (1993), in a study of attitudes and opinions of international students studying in the College of Education at the University of Minnesota, reported that students appeared to be skeptical about the cross-cultural skills of faculty, felt that special courses useful to international students were never established, and the majority gave low marks concerning the international dimension in faculty activities, course work and student activities. The ACE (2005) survey of students' perspectives on internationalization in the USA higher education found that faculty engagement in promoting international learning was only moderate. Chen (2006), in an investigation of East Asian graduate students at two universities in Canada, found that the majority of students noted that faculty were in general helpful, but needed to be more understanding of their language struggle in the classroom and take account of their special needs in class. This position of faculty members in the internationalization process could however look different in the near future as illustrated in the latest 2006 survey by AUCC. The survey reported that nearly 60 percent of respondents indicated that their institutions used workshops to help faculty members to internationalize their teaching/learning process which has contributed to growing levels of activities among faculty for internationalizing their courses.

6. Study Experimental Part

A qualitative data analysis was carried out on the information garnered from the two main sources: focus group interviews, meetings, workshops, and documents with reports of Omar Al-Mukhtar University. In the first phase, the coding of the focus group interview was done in a similar manner as all responses to each interview items were recorded and then we listened to the taped- interviews several times in order to get an accurate transcription of data, and along our written notes of the interview, identified emerging patterns and common themes. Furthermore, we returned to the coded data and identified major recurring themes. The major recurring themes from both the focus group interview and were compared and synthesized.

As a qualitative study which sought to understand the perceptions and experiences of undergraduate students at one institution, there was no intention to generalize the findings to other institutions and students. Using Omar Al-Mukhtar as a case study, the data represented a snapshot of the students and institution's interactions of higher education internationalization benefits. And as a higher education institution as together we can change and transform the world through our passion for higher education internationalization research and innovation as globally we can work as a strategic international power to develop the higher education internationalization system to improve: Programs development, Students Achievement, Academic Research, Institutes and Policy Makers Strategic Plans to secure the following benefits:

1-Having mobility programs in special international degrees.

2-Courses development on an agreed international level. (Tuning Project)

3-Student Mobility and exchange in different field-study programs.

4-Academic Work opportunities overseas as we are going to be having global higher education quality assurance system and measurement.

However, there are limited research and academic on the benefits of higher education internationalization in Libya from the academic and students' perspectives. Students are the ultimate target of internationalization activities, the ones whom the policies are seeking to influence, so their perceptions are very vital and need to be considered. Furthermore, the authors through this experimental part realized that there are different forms of higher education internationalization that can be adapted by Omar Al-Mukhtar University or at any other higher educational institution in the Arab region and the previously mentioned forms are as follows:

1- Internationalization of higher education can be initiated by governments.

2- It can be formed on a regional or a continental level.

3- It can be formed between universities in strategic partnership agreements.

The field study of this article has identified two main elements or important points that must be mentioned as follows: limitations of academic studies that should draw the line under the importance of higher education internationalization benefits. And the second element is how tochoose the right plan and strategy for implementing the best model of higher education internationalization system for the Libyan higher educationalinstitutes to enable Libyan graduates to properly respond to the global economic, political, social and environmental changes and challenges**.**

7. Study Discussion

Scholars have indicated that the most important goal of internationalization was to create knowledge and understanding of other countries lifestyle to make students prepared to easily communicate and collaborate globally in a changing world.And others also indicated that many universities use international programs to provide international and cross-cultural perspectives for their students. As well as, the results of the International Association of Universities(IAU, 2005) survey of higher education institutions and national university associations worldwide has captured the essence of institutions' internationalization focus on the importance placed on the development of global competence. The IAU (2005) survey identified the increase in international knowledge and intercultural skills as the number one benefit of internationalization. In fact, Libyan students will not only benefit academically from the internationalization programs and activities, but also socially and emotionally as students will be able to form connections and network with students from diverse countries and cultures, to be more socially conscious, more tolerant, more appreciative and understanding of other cultures and countries' market needs. This is the best way of getting a greater knowledge and understanding of human nature and the development of social and emotional skills of Libyan students which really is vital for intercultural communication that is necessary for them to become globally competent graduates. Therefore, the enhancement of intercultural communication skills from the internationalization activities should be one of Omar Al-Mukhtar University objectives of internationalization, as well as faculties need to focus on Libyan higher education students to obtain the skills and cultural understanding to thrive in the international.

8. Conclusion

At the end of this study it was concluded that the most important objective of higher education internationalization is to create knowledge and understanding of other countries, cultures, religions, and values, to make the student prepared to communicate and collaborate globally in a changing world. Therefore, Omar Al-Mukhtar university needs to use international programs to provide international and cross-cultural perspectives for our Libyan students. The results ofdata analyses has captured the essence of institutions' internationalization focus on the importance placed on the development of global employability competencies, and it was identified that the increase in international knowledge and intercultural skills as the number one benefit of internationalization. The importance of a broadened knowledge and understanding of nations and cultures of the world cannot be underestimated. National boundaries are becoming increasingly vague as globalization involves not only the flow of capital and products, but also the movement of people and the concomitant cultural exchange across a networked world. Furthermore, another benefit is that intercultural communication skills complement the international knowledge gained by students, as both the broad academic knowledge and social skills are required in order for Libyan graduates to live and work in an increasingly multi-cultural environment.

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