

G. Konopyanova¹, Zh. Baikenov², H.-Ch. Brauweiler³

¹Kazakh-American Free University, Oskemen, Kazakhstan;

²WHZ «Westfälische Hochschule Zwickau», University of Applied Sciences, Zwickau, Germany
(E-mail: zhas86kz@mail.ru)

World integration tendencies in the higher education sphere

Current trends in the development of higher education institutions, diversification of university activities make the development of international cooperation contribute to the advantages and survival of the university in the time of tough competition in the education market increasingly important. International cooperation can be realized both via the integration of universities and study programs. The latter often takes the form of academic mobility of students and teachers with the goal of broadening their worldview and acquiring international experience in higher education. The article gives an analytical survey of student academic mobility in different countries and the change in the student academic mobility map. The public policy of some countries has brought about changes in the choice of the countries students make when deciding where to study. An analysis of academic mobility of students from post-Soviet countries has revealed that the greater number of students, who go to study abroad than that of international students who come on the international mobility programs, results in imbalance in academic mobility. The article gives an analytical survey of student academic mobility with the conclusion that at present the integration process tends to focus on mobility only, though integration has much more implications.

Keywords: integration in higher education, student mobility, international cooperation, international students.

In many countries, higher education has become an international commodity, and students are increasingly willing to invest heavily their time and money in international education that will help them move forward.

A prerequisite for further increase of student mobility is the comparability between education systems and the ability to transfer qualifications obtained by mobile students:

- the development of academic mobility tends to have the following objectives: promoting deeper interaction with key countries/regions;
- international cooperation in the field of research and education;
- international educational experience for students;
- integration of international teaching staff and students.

The total flow of students who move to other countries in order to gain new skills and academic experience is continuing to grow, with almost 5 million in 2014 (it is twice as much as that in 2000, when the flow of mobile students was 2.1 million) with an annual increase by 10 %. According to the OECD forecasts, by 2025, international student mobility is likely to reach 8 million students per year [1].

Despite some stability in the map of the countries, which receive most students from other countries, in the recent decades there has been a change in this distribution. At the moment, the USA is still the most popular country for international students. The second most popular destinations are Great Britain, Germany, France and Australia, with half of all international students. However, recently, the number of international students in the USA and Great Britain has been decreasing, whereas Australian and Canadian universities are becoming increasingly popular [2].

Like in the recent years, most international students come from Asia, China, India and South Korea. Japan and Korea have the greatest number of international students coming from neighboring countries: 81 % of international students in Japan and 75 % international students in Korea come from other East Asian countries [2].

The number of international students is continually increasing all over the world. Most of the host universities are in Europe, the second popular continent is North America, then goes Asia. The fewest number of international students study in South America.

On the following diagram, you can see how the student mobility map has changed in the last 15 years (Fig. 1).

It should be noted, that the map is becoming more and more diverse. The shares of foreign students are approximately the same when distributed among the countries. The USA, Great Britain, Germany and France

remain the main host countries. However, the group has been joined by China with an impressive 10 % share and by Russia (7 %).

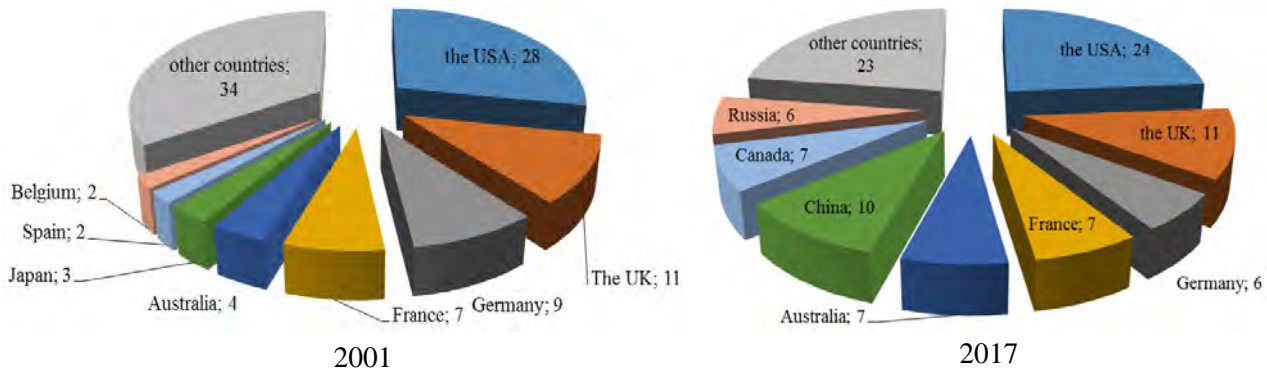


Figure 1. Changes in the student mobility map, % [3]

In the 2015-2016 academic year, 92,000 European students studied in the United States, which constituted 9 % of all the USA international students. Over half of the European students studying in the USA (52 %) came from the five countries – Great Britain, Turkey, Germany, France and Spain. In 2015-2016 academic year, more than 38,000 American students, willing to do research abroad, chose Great Britain.

In Australia, the majority of international students also come from China (34 %) and India (12 %) (Fig. 2).

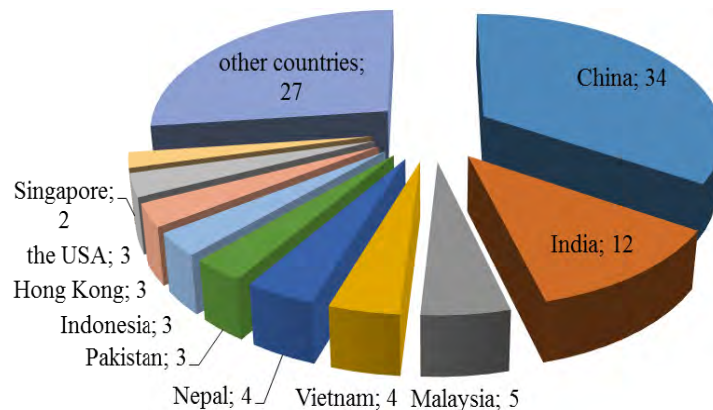


Figure 2. Countries, where international students, who studied in Australia in 2015, come from, % [3]

Germany also provides study abroad for its students with a new program aimed at sending to study abroad half of the all students by 2020. Currently, about a third of all German students spend some time at universities outside Germany during their studies, however, the German government and the Academic Exchange Service (DAAD) are working to increase their number to 50 %.

Germany also seeks to increase the number of international students enrolled in German universities by 17 % within the next few years. Unlike similar programs in Russia and Asia, the main incentive for Germany is to increase their competitive advantage in business, science and industry [4].

The Middle East and North Africa (MENA) is the second largest region (after Asia) of international students who study in the USA. The number of students from MENA increased by 5 percent in 2015/16, reaching 108,227 people. Students from Saudi Arabia, Iran and Kuwait constitute the majority of students from the region and together account for 8 percent of all international students studying in the United States.

In 2016, education abroad for 87 % of Saudi Arabian students was fully funded by the King Abdullah Scholarship Program (KASP) (Fig. 3).

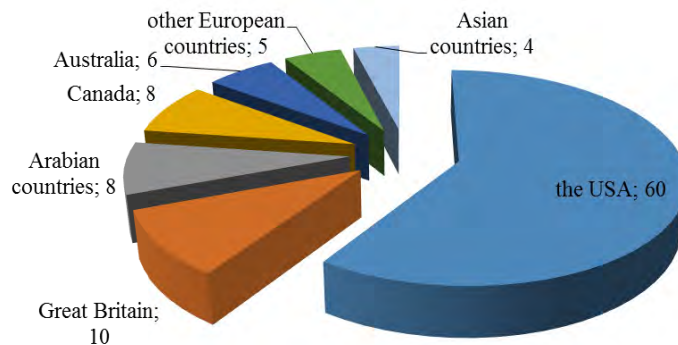


Figure 3. Distribution of Saudi Arabia students in different countries in 2015, % [3]

As it can be seen in Figure 3, Saudi Arabian students prefer to study in the USA (60 %). Fewer students choose the UK (10 %), Canada and Arabian countries host 8 % each.

The main host countries in Asia are South Korea and China. We should note, that in the recent decades, the number of students from the United States studying in these countries has increased. At the same time, the flow of students from South Korea to other countries has decreased (Fig. 4).

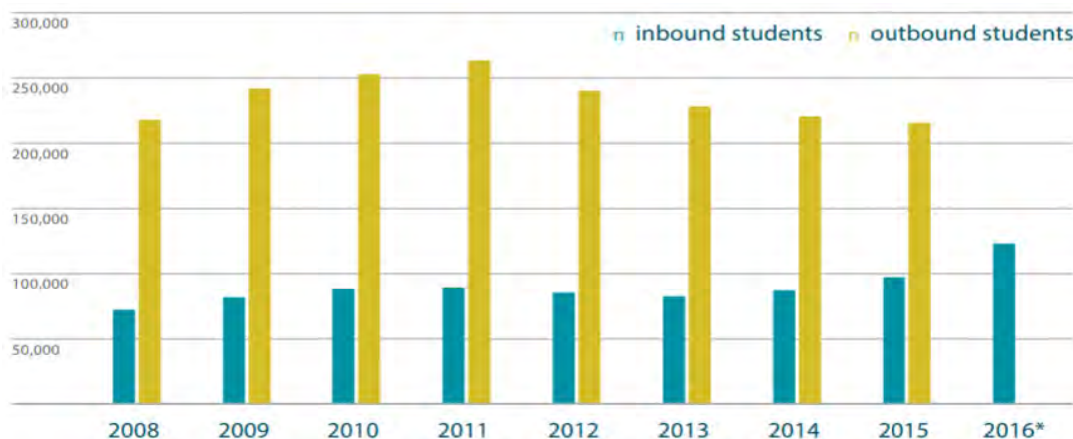


Figure 4. Student mobility in South Korea, the number of students

South Korean mobility to Canada fell by 58 %, to Australia — 33 %, and to Japan by 24 %. On the other hand, the number of South Korean students studying in China increased by 6 percent in 2014–2015, surpassing that in the United States [3].

It can be seen in Figure 5 that the bulk of students who arrived in South Korea are from China (58 %) and Vietnam (11 %). International students from other countries account for 1 or less percent.

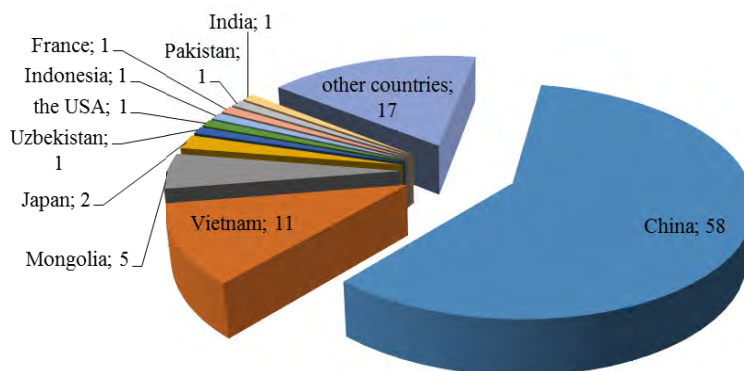


Figure 5. Countries, where international students, who study in South Korea, come from, % [3]

Russian universities courses on Russian language and Literature have been organized for admission of international students.

In November 2017, the 39th session of the General Conference of UNESCO gave a green light to the continuation of work on the UNESCO Convention on Academic Mobility, the Global Convention on the Recognition of Qualifications in Higher Education, in order to officially adopt a new convention at the next UNESCO general conference in November 2019 [7].

The draft global convention, included in the progress report of the UNESCO General Conference, establishes important principles of transparency, intended to serve as a tool for building confidence in foreign qualifications and educational systems.

Of greatest importance is reliable and ethical quality assurance systems for higher education institutions the signatory states should develop. Each State should also provide complete, accurate and up-to-date information on its higher education system and qualifications and provide advice on appropriate procedures and criteria for the recognition of foreign qualifications.

In general, the future global convention will improve the rights of students, studying at the international level, strengthen inter-regional academic mobility, and will promote building confidence across borders.

Thus, the analysis allows us to draw to the following conclusions. First, student mobility remains stable and highly unbalanced. Only several countries in Europe and the USA remain popular for academic training. Recently, China has been added to the list.

Secondly, in most countries there is imbalance regarding the attracted international students and students who leave the country to study abroad.

Third, despite the support of many EU funds, mobility remains available for a small number of students and teachers.

Fourth, academic mobility has been seen as a part of a broader process of integration in higher education relatively recently (the recent two-three decades), probably due to the European Union programs.

Unfortunately, today integration in higher education remains within the framework of mobility. In order to expand the boundaries of integration processes, it is also necessary to start the integration of study programs, define the so-called «world» competences of education, and create a network of transnational universities.

References

- 1 Tremblay Karine. Assessment of Higher Education Learning Outcomes [Electronic resource] / Karine Tremblay, Diane Lalancette, Deborah Roseveare. — Access mode: www.oecd.org/education/skills-beyond-school/AHELOFSReportVolume1.pdf
- 2 Egron-Polak Eva. 10 Years of Erasmus Mundus Partnerships (2007-2017): Worldwide Bridges Towards The Future [Electronic resource] / Eva Egron-Polak. — 2017. — Access mode: http://eacea.ec.europa.eu/erasmus_mundus/events/10_years_erasmus_mundus/1.Presentation%20Eva%20Egron%20Polak.pdf
- 3 A world on the move trends in global student mobility. — 2017. — IIE Center for Academic Mobility Research and Impact [Electronic resource]. — Access mode: <https://www.iie.org/Research-and-Insights/Publications/A-World-on-the-Move>
- 4 Global Student Mobility, 2017 Center for Sociological Research, Ministry of Education & Science, 2016; UNESCO, 2016c & 2016d. — Access mode: <https://vtechworks.lib.vt.edu/bitstream/handle/10919/83142/GlobalStudentMobility.pdf?sequence=1&isAllowed=y>
- 5 Project Atlas, 2016 [Electronic resource]. — Access mode: <https://www.iie.org/en/Research-and-Insights/Project-Atlas/Explore-Data/2016-Project-Atlas-Infographics>
- 6 Проект 5-100. [Электронный ресурс]. — Режим доступа: <http://5top100.ru/about/>
- 7 Stig Arne Skjerven. A global recognition convention for academic mobility /Stig Arne Skjerven, Einar Meier. — 2017. — Issue No:487 [Electronic resource]. — Access mode: <http://www.universityworldnews.com/article.php?story=2017121312573374>

Г. Конопьянова, Ж. Байкенов, К. Браувайлер

Жоғары білім беру саласындағы кірігудің әлемдік заңдылықтары

Жоғары оқу орындарының қазіргі заманғы дамуы, университеттер қызметінің шекарасының кеңеюі жағдайларында, білім нарығында қатал бәсеке кезінде артықшылықтары мен өміршеңдігі факторы ретінде халықаралық ынтымақтастықтың дамуы одан да өзекті болып табылады. Халықаралық ынтымақтастық университеттердің және оқу бағдарламаларының бірігуінді де көрініс табады. Соңғысы жоғары білім саласында халықаралық тәжірибені иемдену және ой-өрісті кеңейту

мақсатында студенттер мен оқытушылардың академиялық ұтқырлығы түріне жиірек ие болады. Мақалада студенттердің әр елдердегі академиялық ұтқырлығына талдау жүргізіліп, мемлекеттердің үкіметтері саясатына байланысты студенттер білім алғысы келетін елдерге артықшылық беруінде өзгерістердің байқалуына сәйкес студенттердің ұтқырлығы картасының өзгеруі көрсетілген. Ұтқырлықтың теңгерімсіздігіне әкеліп соғатын посткеңестік елдерге келетін шетелдік студенттермен салыстырғанда шетелдерге кететіндердің санының көп болуы тән, посткеңестік елдердің студенттерінің академиялық ұтқырлығына талдау жасалған. Мақалада студенттердің академиялық ұтқырлығына талдау жүргізілген және қазіргі кезде жоғары білімде бірігу үдерісі негізінен ұтқырлығына шығаланған деген қорытынды жасалған, шынайылықта бұл үдерістер әлдеқайда кеңірек болады.

Кілт сөздер: жоғары білімдегі бірігу, студенттердің ұтқырлығы, халықаралық ынтымақтастық, шетелдік студенттер.

Г. Конопьянова, Ж. Байкенов, К. Браувайлер

Мировые тенденции интеграции в сфере высшего образования

В условиях современного развития высших учебных заведений, расширения границ деятельности университетов все большую актуальность приобретает развитие международного сотрудничества как фактор преимущества и выживаемости вуза при наличии жесткой конкуренции на рынке образования. Международное сотрудничество может выражаться в интеграции как университетов, так и учебных программ. Последнее чаще всего приобретает форму академической мобильности студентов и преподавателей с целью расширения кругозора и приобретения международного опыта в сфере высшего образования. В статье представлен анализ академической мобильности в различных странах. Анализ изменений в карте мобильности показал, что в результате политик правительств стран происходят изменения и в предпочтении стран, где студенты хотели бы получить образование. Данные анализа академической мобильности студентов постсоветских стран показывают высокий рост числа выезжающих студентов в вузы зарубежья, по сравнению с зарубежными студентами, которые посещают постсоветские страны, что, в свою очередь, приводит к несбалансированности мобильности. Авторами сделан вывод о том, что в настоящее время процесс интеграции в высшем образовании замкнут в основном на мобильности, хотя в реальности эти процессы гораздо шире.

Ключевые слова: интеграция в высшем образовании, мобильность студентов, международное сотрудничество, иностранные студенты.

References

- 1 Tremblay, K., Lalancette, D., & Roseveare, D. Assessment of Higher Education Learning Outcomes. *oecd.org*. Retrieved from www.oecd.org/education/skills-beyond-school/AHELOFSReportVolume1.pdf
- 2 Egron-Polak, Eva. 10 Years of Erasmus Mundus Partnerships (2007–2017).: Worldwide Bridges Towards The Future. – 2017. *eacea.ec*. Retrieved from http://eacea.ec.europa.eu/erasmus_mundus/events/10_years_erasmus_mundus/1_Presentation%20Eva%20Egron%20Polak.pdf
- 3 A world on the move trends in global student mobility. (2017). IIE Center for Academic Mobility Research and Impact. *iie.org*. Retrieved from <https://www.iie.org/Research-and-Insights/Publications/A-World-on-the-Move>
- 4 Global Student Mobility (2017) Center for Sociological Research, Ministry of Education & Science, 2016; UNESCO, 2016c & 2016d. — Access mode: <https://vtechworks.lib.vt.edu/bitstream/handle/10919/83142/GlobalStudentMobility.pdf?sequence=1&isAllowed=y>
- 5 Project Atlas (2016). *iie.org*. Retrieved from <https://www.iie.org/en/Research-and-Insights/Project-Atlas/Explore-Data/2016-Project-Atlas-Infographics>
- 6 Proekt 5-100. Project 5-100-.*5top100.ru* Retrieved from <http://5top100.ru/about/> [in Russian]
- 7 Stig Arne Skierven and Einar Meier. A global recognition convention for academic mobility. (2017). December, Issue No: 487. *iversityworldnews.com*. Retrieved from <http://www.iversityworldnews.com/article.php?story=2017121312573374>