

Trends of the development of internationalization and integration in the World educational space

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Abstract – The article deals with the study of the processes of integration and internationalization in the systems of higher education of the countries. The main trends in the World educational space are discussed. The problems of creating unified educational space in Europe are analyzed. The research speculates on the topic of creating common educational environment in EU and the problems of facing competition from other developed countries. Much attention is paid to the analyses of the development of the World market of higher education. Qualitative and quantitative analyses is produced.

Keywords – integration; the system of education; educational space; globalization; internationalization

I. INTRODUCTION

The interest shown by the World and European community to the problems of integration in education is explained by the fact that in the conditions of intensive development of science and transition to information society strengthening of attention to the trends causing processes of unification of components of educational systems is required. In reference books the trend is defined as the direction of development [9, p. 793]. Therefore, trends of development of integration processes in education are the directions of development, a way of integration of national education systems to uniform educational space.

The expansion of democracy happening almost in all countries and strengthening of the constitutional state raise the role in education of youth and adults in the spirit of democratic civic consciousness. Higher education broadens the idea of academic freedom and equality with growth of higher education in society, universalizing political system in different countries. Formation of the new sociocultural values shared by the majority of the countries entering into the world community such as civilized free market and humanization of the public relations not only changes structure of education, expanding training of economists, managers, humanists (lawyers, sociologists, political scientists), but also change the paradigm. These are the calls of modern era, feature of international life, generating main trends in education.

The major trend connected with the increase of the role of science in production and society is the massification of education. Education becomes massive on a large scale. In different countries the level of arrival of graduates of schools in higher educational institutions averages nearly 60%, and in North America – 84%. There is a prompt proliferation of students of higher education institutions. If in 1960 the number of students in the world according to UNESCO was 13 million, then in 1997 it increased almost by 7 times and was 88,2 million. In 2003 the number of students in the World exceeded 122 million people, according to forecasts in 2025 the number of students will be 150 million [14; 15].

Other important trend which develops especially dynamically from the second half of the 20th century is the diversification of education in institutional forms, levels and contents. In the conditions of growth of variety of the educational institutions giving knowledge and skills in the sphere of brainwork, the role of classical universities, however, not only decreased, but increased. They try to play role of the centers for formation of the sociocultural environment in the region. From year to year the number of students, researchers and teachers who work, live and communicate in the international environment grows.

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The financial analysis of the international education market shows that his total gross revenues from his activity exceed 100 bln. dollars, the number of the foreign students who are annually coming to other countries according to educational programs and training exceeds 5 million people. Statistical data of the Organization for Economic Cooperation and Development (OECD) show the long-term trend characterizing increase in number of foreign students. For the last 30 years the number of foreign students has increased almost by 5 times, from 800 thousand people in 1975 up to 4,1 million people in 2015. [15].

II. INTERNATIONAL COOPERATION IN HIGHER EDUCATION

International cooperation changes the forms and kinds of activity, accumulating the potential for the solution of a triune task: achievements of such education level which would correspond to the needs of modern international society; alignments of level of National educational systems; training of qualified personnel for national economy. The role and value of the international organizations, funds and programs in the field of education and science increases in these conditions.

In the European Union within several decades carries out policy, first of all in the field of higher education, supranational institutes of coordination and management are formed. 7 conventions on mutual recognition of documents on the termination of educational institutions, training courses and the periods of training, diplomas of higher education, academic degrees creating a standard basis of integration process in the sphere of the higher education of the EU [331-333] were prepared and adopted. Broad development was gained by bilateral and multilateral scientific and pedagogical cooperation of the universities, exchange of teachers and students, with the assistance of the created target supranational programs of the EU (COMETT, ERASMUS, LINGUA, SOCRATES, etc.).

In the last decades international cooperation in the sphere of higher education also Republic of Belarus has intensified dramatically. In 1998 - 2005 Belarus ratified the fundamental conventions in the field of education adopted under the auspices of UNESCO and the Council of Europe. A significant amount of bilateral intergovernmental contracts on cooperation with the universities of foreign countries were signed, the number of direct contracts with the foreign universities has significantly increased. Preservation of national experience, traditions, consolidation and development of its undoubted advantages has to be an important condition of integration of the education system of Belarus into the World educational space. It is necessary to find optimal variants of consecutive integration of the educational system of Belarus into the World education system, to preserve everything valuable that Belarusian education possesses, at the same time to carry out, taking into account the international experience, the changes demanded by time which will allow to provide the prospects of development of the country in new century.

The realization of the process of integration in interaction of education systems of various countries is enabled in the presence of integrity of teaching and educational process, the uniform language environment of teaching and educational process, participation of subjects of teaching and educational process in all forms of joint activity, combination of local (national and local) and the World culture in the content of education, wide use of national educational traditions in educational process [2].

Formation on the continent of the most competitive, dynamic, focused on science economy capable to constant, steady growth and creating the best conditions for any citizen of the European Union [5] became new strategic objective of the European Union defined during the meeting of the Council of Europe in Lisbon on March 23 - 24, 2000. On the basis of offers of the Commissions of the European Union and offers of member countries of the Union, the Council has accepted "The report on the concrete prospects of development of

education systems" on February 12, 2001. This document became the first, which defined comprehensive and consecutive approach to national politicians in the field of education in the context of the European Union. In this document the main objectives were formulated: improvement of quality and efficiency of education systems of EU Member States; ensuring access to all education levels for all citizens; ensuring open character of the educational system [5]. The European Commission and the Council of Europe have developed some common goals and also defined the role of education in achieving of a strategic goal of integration of educational systems into uniform educational space.

1. Improvement of the quality standards of education. Education is the best method of social and cultural interaction and also a considerable social and economic asset which promotes formation of the European Union as the most competitive in economic and the most dynamically developing society in the social plan. It is necessary to improve quality of training of teachers and tutors at all levels, it is necessary to pay special attention to the development of professional skills and also adaptation of experts in new conditions. Improvement of quality of education at schools, universities and other educational institutions by the fullest, complex and rational use of the available resources, is the main prospect in future, also as well as the most widespread introduction of knowledge from technical and naturalistic areas, i.e. to pay bigger attention to study mathematics, physics, chemistry, biology and other natural sciences to provide competitiveness of Europe in future. Improvement of quality of standards of education designates also the best ratio of resources and requirements, granting an opportunity to educational institutions to develop partnership, to support their new, more significant role in the society of new type.

2. Ensuring broader and simple access to education. The European model of social integration has to be capable to give everyone an opportunity for receiving formal and informal education in any educational institutions and also to simplify the procedure of transition from one level on another, for example, to simplify Regulations of Admission in higher educational institutions, to provide the continuity of education throughout all life since the early childhood up to elderly age.

3. Ensuring open character of education system for the World community. This purpose assumes creation of the European educational space through increase in mobility, learning foreign languages at all levels of educational system, hardening of the available communications and establishment of new communications with the World systems (educations, sciences, etc.)

The strategic objective of the European Union has demanded the use of absolutely new innovative method which has the name of the Open method of coordination. This method, unlike earlier used methods, provides new framework of cooperation of member states in the line with convergence of policy of the governments and inclusion in the common, uniform big goal shared by all nations. The method is based on the following targets:

- 1) joint determination of results which have to be reached;
- 2) application of uniform techniques when maintaining statistics and uniform indicators, for more objective assessment of the situation and correction of actions;
- 3) implementation of joint programs and projects for stimulation of innovations and improvement of quality of education.

One more key element of the strategy is the concept of training at an extent of all life. It is important not only for increase in competitiveness at revenues to work, but also has social importance in respect of personal development.

Despite good results which have been achieved (now more than one million students take part in the ERASMUS program), one of the main obstacles for the people wishing to get education, or to work in other EU country is the fact that their qualification won't be recognized. In the EU recognition of professional qualification or education is carried out

according to the collection of directives of the European Commission which will be replaced with the only directive in which all existing professional qualifications will be reflected.

Study of new technologies becomes priority in constantly changing world. The European Commission has defined the action program under the name "Electronic Education". This program assumes acceleration of technologization and computerization of infrastructure of education at reasonable expenses for the purpose of training computer literacy as strengthening of ties between the states and people, schools and the universities at all levels – local, regional, national and European for a possible bigger number of people.

The plan approved by the European Commission in March, 2001 has provided a basis for the European cooperation. The wide range of resources of the EU from education, youth and research programs to the European Regional Fund of Development, European Social Fund and the European Investment Bank is included in this process of cooperation. The partial embodiment of this plan is the SOCRATES program. Along with the intra-European programs of cooperation in education, also programs with other countries, in particular, with Canada are carried out [5].

Every year hundreds of thousands of Europeans use an opportunity to get education or job abroad, participating in the European project, supported by the SOCRATES program. The TEMPUS program contributes to the development of cooperation with the purpose of modernization of the higher education from North Africa to Mongolia. Moreover, it allows to make European education equally open both for citizens of EU countries, and for the citizens of foreign states.

In 1976 Ministers of Education of the European countries for the first time made the decision to create information network as a basis for the best understanding of policy in the fields of education and structures of educational systems, in 9 countries of the European Community (the predecessor of the EU). This decision showed the principle of mutual respect and simultaneous cooperation in improvement of education systems, social security, etc. The European information network which has received the name "Eurydice" of the beginning to work in 1980.

In 1986 the form of exchange of information has passed into a form of exchange of students according to the ERASMUS program (a part of the SOCRATES program). This program is considered one of the most effective in the field of integration of educational systems and also the most successful initiative of the European Community. The program has been successfully distributed in 12 EU countries [12]. The got experience has been generalized and finished in the SOCRATES program which covers all fields of education at all levels. The SOCRATES program allows to finance training and researches. It is open for a large number of the public and private organizations connected with education. Management of the program is performed of the National agencies which open in all participating countries of this program.

The European space of continuous education (or educations throughout all life) will allow citizens of the EU to move freely within the continent for the purpose of employment or training in other region. The term "continuous education" covers both preschool education, and postdegree education, includes all forms of education (formal and informal, etc.)

EU member states came to the agreement on need of development of the concept and the strategy of continuous education. Blocks of this strategy which will help the states to carry out rapprochement of educational systems are developed. Transformation of traditional systems is the first step on the way to general availability of continuous education for all citizens. Besides it is necessary:

To develop partnership at all levels of public management (national, regional and local) and also between institutions of education (schools, the universities, etc.), civil society in a broad sense (business partnership, social partnership);

To define needs of students and labor markets in the context of application new, first of all information technologies;

To search for resources by attraction of private and public investments into financing of educational projects;

To ensure bigger availability of education, mainly by expansion of network of the local educational centers. Special efforts should be made for providing equal educational opportunities for disabled people and representatives of ethnic and racial minorities;

To create special culture of education for motivation of potential students;

To ensure recognition of the documents on education issued in the territory of the EU in the participating countries;

To recognize all types of documents on education, to create corresponding mechanisms.

In the joint working program which defined the purposes for the educational system, the European Commission suggested to accept realistic plan directed to achievement of goals. According to this plan it was supposed: increase in investments into education; decrease in quantity of drop-outs from secondary school; increase in graduates of the universities on mathematics; increase in population, having senior secondary education; education throughout all life.

Now the number of the young people who left secondary school without certificate in Europe averages 15% of the total number of people of this age group. In different EU Member States this figure isn't identical. So, for example, in Sweden, Finland and Austria it makes 10,3%, and in Portugal – 45%, in Spain – 29%, Italy – 26% [5].

All EU countries had to balance the number of graduates on mathematical and technical specialties and also increase total number of university graduates on these specialties. Now higher education institutions of the EU annually leave 550000 undergraduates in mathematics, technical and exact sciences. (In comparison in the USA – 370000, in Japan – 240000). It is necessary to pay special attention to motivation of girls to obtaining specialties in the sphere of mathematics and other exact sciences.

III. INTERNATIONALIZATION AND COMPETITION IN HIGHER EDUCATION

Higher education is international, much more, today, than in the Middle Ages. Only two decades ago the number of students studying abroad was scanty. Now, according to data of the International Finance Corporation, more than 4 million students (about 3% of total of students in the world) studied abroad. Since the end of the 1990th years the size of the market of educational services in the field of the higher education grew for 7% a year. Annual income from payment for training made 30 billion dollars. This situation promoted strengthening of the competition between higher educational institutions for the right to have the most talented and diligent students and also subsidies. [7].

Two trends in higher education – internationalization and the competition – are interdependent. More universities create conditions for convenience of potential students from abroad, and they become more attractive for foreigners. For example, young people from Germany seek to receive the first academic degree at the universities of Great Britain providing better training and which are less staffed with students than the universities of Germany.

The idea that the student is a consumer of educational services is new to the whole World. In Europe and other countries of the World the governments of these countries were the main consumers of educational services within the last century. They considered that the most capable students of the country got educations on those specialties which the country needed. About 110000 students from the countries of continental Europe get higher education in Great Britain. However the largest numerical growth is observed among the Chinese students.

According to OECD, in 2015 a half of all foreign students preferred to get an education in five countries. Most foreign students in the world study in the USA - 18%, in Great Britain –

10%, Australia – 7%, in Germany – 7%, in France of 7% too. Further follow Canada - 5%, Russia – 4%, Spain – 2%. See table 1.

Table 1. The leading countries (in attracting foreign students)

Country	Number of students in the country	Number of foreign students in the country
United States	11748263	740482
United Kingdom	3582166	427686
Australia	1088366	249588
France	2616643	239344
Germany	2645504	206986
Russia	3070235	173627
Japan	3670435	150617
Canada	1015000	120960
China	52829775	88979
Italy	2780343	77732

As well as in any competitive area in education it is observed during competition appearance of new participants, and loss of leadership by other players too. So, for the last 10 years the share of the foreign students wishing to study in the USA reduced from 23% to 18%. It was caused by toughening of entrance rules for foreign students, after the terrorist events on September 11, 2001. Reduction of number of foreign students for 2% and for 1% in Great Britain is observed. At the same time Australia, New Zealand and Russia enjoys growth of number of foreign students approximately for 2%.

At the end of the XX century-beginning of the XXI century the biggest number of potential students went to study to the USA. About 740000 foreign students arrive to country annually. They were attracted by excellent quality of education and grants, partially or completely covering expenses on training. However, applications for 2004/2005 for training in the USA from the Chinese students reduced by 45% and for 30% from Indian. It is connected mainly with toughening of the procedure of issuing of the American visa. At the same time the number of Chinese students in Australia, for example, grew in the mid 200-th for 47%, and Indian for 52%. Total number of foreign students, nevertheless, reduced for 10%. France and the Netherlands became serious participants in the market of higher education [6; 15].

In the sphere of the World educational space there are also radical changes. The British and Australian universities open the branches in China, Malaysia and the United Arab Emirates. One of the reasons is reduction of the cost of training. The university of Texas established relations with the London university college, getting local resources and base from it. Nevertheless, there are doubts about real profitability of these actions. Similar practice continues to extend.

Thus, the universities repeat experiment of large industrial corporations today, concentrating attention on income, advancing the services on foreign, cheaper markets. Despite all difficulties, internationalization and the competition in educations – the objective process bringing positive changes.

Mass higher education forces universities to become more and more versatile, more global and flexible. It is explained, first, by the fact that the higher education is democratized, becomes massified, especially in the developed countries.

The proportion of adult population with the higher education in the developed countries almost doubled since 1975 from 22% to 45%. Secondly, national economies and the World economy become more and more knowledge-intensive, i.e. demands highly qualified personnel. The World is in power of "Smart revolution" where knowledge, replacing physical resources, becomes the chief conductor of economic growth. Statistically, during the period from 1985 to 2000 the contribution of high-tech and knowledge-intensive industries to

economy has increased from 51 to 59% in Germany, from 45 to 51% in Great Britain. The largest companies invested up to 1/3 means in science. The universities, thus, became "engines" of new, hi-tech economy. Thirdly, emergence of processes of globalization abolished barriers between the countries of the World, allowed to transform higher educational institutions also considerably, as well as business. The number of people, the citizens of the developed countries, getting education abroad doubled for the last 20 years and has reached more than 2 million. The universities open branches worldwide, and many countries do higher education one of the income items of the economy, exporting it [10]. Fourthly, increase in the competition has led to the fact that the traditional universities are forced to compete for attracting new students and grants on scientific research. According to the World Bank, annual expenses for education in the World make 300 billion dollars a year that is equal to 1% of the world GDP [15].

American higher education is the absolute leader in the World. 17 of 20 best universities of the world are in the USA. American universities take in this list the majority of places – 35 that makes 70% of the total number of higher education institutions. Now 70% of all Nobel laureates work at the universities of the country. In 2001 they published 30% of articles in natural-sciences and technical disciplines and 44% of articles in humanitarian disciplines [4].

European countries spend for education only 1,1% of their GDP while in the USA this figure exceeds 2,7%. American universities spend for each student 2,5 times more than European. It affects smaller load of audience, presence of the best professors and high quality of the conducted researches at the American universities. According to the European Commission about 400000 scientists – citizens of EU countries teach now and conduct researches in the USA.

In Europe four times less inventions are patented, than in the USA. Thus, in Europe there is no question how to catch up with the USA in the field of quality and efficiency of the higher education, but the question is how not to lag behind rates of development of education in China and other Asian regions. The main problems of the universities are identical in all European Union – complete control of the state, lack of independence in selection of students and teachers, impossibility to pay the work of professors in worthy volume that makes most of the European universities noncompetitive in the World market of the higher education. See figure 1.

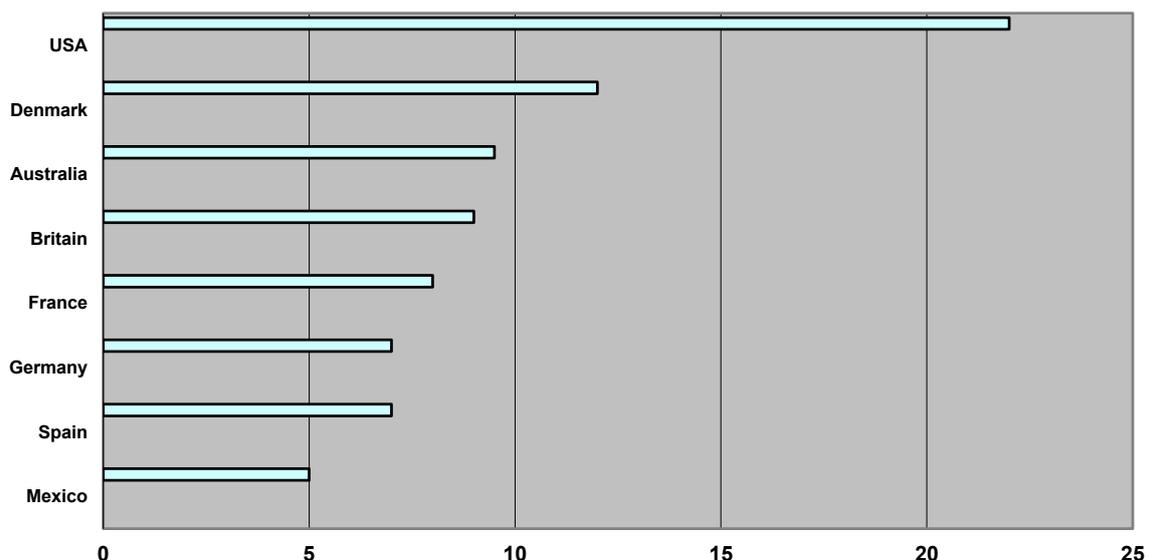


Fig. 1 Expenses for one student in thousands dollars per year

Russian and Belarusian higher education institutions lag behind the foreign competitors so far. For example, the most prestigious higher education institution of Russia – Moscow State University was only in the 77th place in the World ranking of higher education institutions, published by the university of Shanghai.

In the Republic of Belarus an undisputed leader and the most prestigious higher education institution is Belarussian State University. Training cost in higher education institutions of the country varies from 800 to 1100 US dollars on a preparatory course, from 1500 to 2500 dollars a year on basic courses of liberal arts, technical, economic colleges, 2400 – 3600 dollars on basic courses of medical schools, 2500 – 4000 dollars for a year of training in a postgraduate study [8].

In the developing countries universities become available for a wide range of the population. The governments of these countries expand network of higher educational institutions. The main reason of spasmodic development of higher education in Third World countries – increase in demand for qualified specialists in the developing economy of regions. Also the number of the countries where secondary education becomes obligatory grows.

In the field of the higher education, also as well as in many other areas, China and India have outstripped other developing states. If in the early eighties only 2–3% of graduates of schools continued training at the universities, then in 2003 this figure has made 17%. In the sphere of post-degree education in the period of 1999-2003 12 times more theses were defended, than during the period from 1982 to 1989. The number of graduate students almost tripled.

In China communication between universities and industry is stronger, than in any of the countries. During the period from 1992 to 2003 the majority of dissertations was defended in applied disciplines, 38% – in technical disciplines, 22% – in natural sciences and 15% – in medicine.

In the mid 2000-th foreigners made 30% of doctoral candidates in the USA and 38% of doctoral candidates in Great Britain. The number of foreign students studying for bachelor degree (Undergraduate) in the USA – increases by 8%, in Great Britain for 10% annually. Today in the USA 20% of employed professors are foreigners.

Now thanks to cooperation in the field of education between the countries and integration of national education systems into world educational space the number of the students who study abroad grows annually. This growth was promoted by opportunities and desire of students to study at the best universities of the World, 50% from them are citizens of developing countries. The championship in export of students among developing countries belongs to China (10% of number of all foreign students) and India (4%) [1].

The majority of the developed countries try to attract talented young people with the help of different methods. The University of Oxford increased a set of foreign students twice that now makes 15% of all students. The mobility of students is promoted also by the measures of its encouragement taken by the European Union [3].

Since 1950th the USA dominates on the international market of higher education. Now about 740000 foreign students study in the country. It gives sure and indirect gains: first, payment for training by foreign students brings to America nearly 15 billion dollars annually, secondly, the American economy receives highly qualified specialists [15].

IV. CONCLUSION

Growth of a number of foreign students is connected with the following factors: first, the strategy led by the states on preservation and development of political and social connections between the countries. Especially in connection with the creation of European educational space. Secondly, significant increase in number of the students. Thirdly, democratization of the prices in the conditions of globalization in the sphere of transport connection, etc.

Thus, educational migration today is one of the most dynamically developing types of the territorial movement of the population. Education in modern conditions is the most difficult phenomenon getting into all spheres of public life. The transformations which are carried out in the field of higher education define a lot of things in each country: standard of living of the nation, welfare of the population, national security of the state. Intellectual potential of the state is the main factor and resource of prosperity of each country. Training of professionals always was and will be an important strategic problem of the state. Higher educational institutions turn into the centers of gravity of youth and create strong conditions for creation of steady educational migration.

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