

# HIGHER EDUCATION IN THE INTERNATIONALIZATION

by

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## **1. Introduction.**

Today in the face of globalization internationalization and transnationalization of education and training stand out as the major global, civilizational trends.

The basis of the globalization process are not material productive forces, but the scientific and technological knowledge, willingness and ability to use them to update the production, development and exploration of new markets, improvement of human health and the environment [3]. In other words, globalization is the process of internationalization of planetary scale and received a new manifestation of transnationalization, i.e. interpenetration of economies and global scale. This issue faces higher education at this stage .

Problems of international cooperation in higher education, the impact of globalization on national and European higher education system were repeatedly considered by Ukrainian (N. Avshenyuk, V.Andruschenko, V. Geets, M. Zgurovsky, W. Flint, V. Kudin, B. Meadow , V. Myasnikov, N. Nichkalo, L. Puhovska, A. Sbrueva, Sukhomlinsky, L. Shevchenko) and foreign (I. Ashin, G. Yenbamrung, G. Lukichev, M. Larionov, G. Makburni, P. Mathey, A. Subetto, I. Tagunova, C. Tremblay, F. Farrelly, F.Shlosek, T. Shaposhnikova) researchers.

## **2.The essence of the education internationalization**

In particular, the scientists point out that the internationalization of higher education in the world appears at the local, national and regional context, and presents unique characteristics, among which are several general trends: the mobility of people, programs and agencies, increasing popularity of collaborative research, curriculum development , teaching and learning, a stronger correlation of the higher education institutions and enterprises worldwide.

Internationalization of education (Internationalization of higher education) at national, sectoral and institutional levels is commonly understood as a process by which the goals, functions and organization of educational services become an international dimension.

Note that the concept of internationalization in higher education internationally traditionally includes two aspects: the "internal" internationalization [internationalization at home], and "external" internationalization or education abroad, transnational education, cross-border education [education abroad, across borders, cross-border education]. Analysis of scientific literature can provide in the process of internationalization of education forms of international cooperation [1, 9, 13, p. 4, 16, p. 8, 18]:

individual mobility: mobility of students and faculty members for educational purposes;

mobility of educational programs and institutional mobility formation of new international standards of educational programs;

integration into the international dimension of the curriculum and educational standards;

institutional partnerships: creating strategic educational alliances.

In the strategy paper "Higher Education to 2030", which was developed by representatives from over 30 countries, and was published under the editorship of the OECD Secretary-General Angel Gurría 2009, four strategies of internationalization of

higher education, describing the current policy of countries in this field have been identified:

strategy of consistent approach [Mutual understanding approach];  
strategy to attract skilled laborers [Skilled migration approach];  
income strategy [Revenue-generating approach];  
empowerment strategies [Capacity building approach] [24].

The strategy of a coordinated approach to the internationalization of higher education (Mutual understanding approach) is based on the long-term political, cultural, and academic development of the country. The implementation of such a strategy is carried out through the support of student and academic mobility, through scholarships and academic exchange programs as well as programs aimed at building institutional partnerships in higher education. Dominant principle of this approach is international cooperation, not competition.

Strategy to attract skilled labor force (Skilled migration approach) aimed at attracting foreign specialists selected and talented students to work in the host country, as a means of promoting economic development and improving the country's competitiveness in the knowledge economy. The main tool of this approach is a system of academic scholarships, supplemented by an active program to promote the higher education system of the country abroad, coupled with the adoption of an appropriate visa and immigration laws. Such programs through special agency or network of agencies and organizations.

Income strategy (Revenue-generating approach) aims at generating income and is based on a harmonized approach and strategy to attract skilled labor force, but educational services are offered on a fully paid basis. Government subsidies are not provided. International students provide additional income to educational institutions, encouraging universities to implement business strategies at the international education market. Government, in its turn, provides considerable autonomy to universities, provides high reputation of its higher education system, and a high degree of protection for international students.

Empowerment strategies (Capacity building approach) encourages higher education abroad or in universities, suppliers of foreign educational services. Important tools of this approach are:

- a) program to support the mobility of foreign students, faculty, researchers and scientists;
- b) provision of foreign universities, programs and faculty enabling environment for business education in the country. Encourage the establishment of partnerships with local educational providers to ensure the transfer of knowledge between the foreign and local educational agencies [Ibid, p. 74].

Undoubtedly, the internationalization of higher education creates opportunities, promotes access to higher education and its quality, innovative practices in higher education systems. Based on the achievements of international cooperation, internationalization, in turn, helps to strengthen it.

### **3. Stages of development of higher education internationalization**

Note that the process of internationalization of higher education has a multi-level character: multi-national, national, university, individual. Multinational and national levels determine the framework conditions, directions and mechanisms of internationalization. At the level of higher education institutions develop their own internationalization strategies depending on the characteristics of the local conditions, their own understanding of the problems of quality assurance and development priorities [Ibid, p. 75]

The exact nature of internationalization is determined on an individual level of students and teachers according to their experience, skills, capabilities and motivation.

In our opinion, at this stage we should define regional level, understood as international relations at the regional level. So in Europe there are, for example, cooperation in the framework of Euro-regions.

We emphasize that the internationalization of higher education in Europe has gone through several stages [19, p. 52].

In the twentieth century, when more and more people wanted to get higher education, there was a need to streamline and regulate the activities of national education systems. There were barriers to international academic mobility. That's why in 50-s and 70-s of the twentieth century the policy of "open doors" for foreign students, especially from developing countries began to develop. The resolution the EU Ministers of Education (1974) intended to strengthen the links of European universities, to improve the possibility of recognition of diplomas, promote freedom of movement of students and scholars. In this framework, the European system adjusted documentation and information in the field of education, which is called Evridis.

In the second phase (mid 70's - mid 80's) the policy of "open doors" was liberalized, important results on the integration of higher education were achieved:

European system of documentation and information in the field of education was established ;

some of the financial, administrative and other obstacles to the admission of foreigners were removed;

more than 400 inter-university projects involving more than 500 Western European universities were funded and implemented, with the result that we developed joint training courses, programs, benefits .

In the third phase (1986-1991 years) EU developed a common strategy to change programs of higher education structures. There are open learning, distance learning, communication technologies in higher education. EU initiative stimulate and enrich the internationalization of higher education in the framework of European programs:

SOKRATES, including two projects - ERASMUS (Internship) and LINGUA (student exchange) LEONARDO (professional training);

TEMPUS (for the promotion of higher education in Central and Eastern Europe, Mongolia) [13, p. 8].

In 1992, the European Commission's Memorandum on Education [24] of the Board of Education in the field of resources, training and youth issues in Brussels marked the beginning of the next phase of internationalization. Memorandum specifies that the Commission on Education should be a catalyst and coordinator of cooperation and joint action in accordance with the principle of subsidiarity and respecting the diversity of services on access to higher education, partnerships with economic life, continuing education, open and distance education, as well as student mobility, cooperation between agencies to establish curriculum, language training, recognition of qualifications and periods of study, the international role of higher education, information and policy analysis and dialogue in the field of higher education.

Internationalization of higher education is at all levels: in the form of international agreements, associations of higher education institutions at the university level and in the course of business, administration and faculties staff.

This trend is supported by a strategy of the European Higher Education Area "European higher education in the global context. The strategy for the outside of the Bologna process", which was delivered in Oslo in September 2007, and includes as one of the key policies strengthen cooperation based on partnership. [22] The essence of the

policy is delivered to establish cooperation as a member of the European higher education, and the countries which are not members of the European Higher Education Area. The conditions of successful partnership is a partnership, solidarity, mutual benefit, involvement in co-operation at all levels of higher education, and in the context of "lifelong learning". The results of this collaboration and partnership should be to improve the socio-economic development, enhancing national development strategies, improvement of the European Higher Education Area.

The results of further in-depth study of internationalization of higher education are shown in the following documents of the European Communities: Communication Conference of European Ministers of Education "Bologna Process 2020 - The European space in the new decade" (Leuven and Louvain-la-Neuve, 28-29 April 2009) and Resolution Forum Bologna Policy (Vienna, 12 March 2010), the Budapest-Vienna Declaration on the European Higher Education (March 12, 2010)

In "Communiqué of the European Ministers of Education Conference" Bologna Process 2020 - The European space in the new decade "(Leuven and Louvain-la-Neuve, 28-29 April 2009), it was pointed out that participants call European higher education institutions to further internationalize their activities and the involvement of global cooperation for sustainable development. Common EU-wide action will underline the attractiveness and openness of European higher education. Global competition complemented by strengthening dialogue and cooperation based on partnership with other regions, in particular through the organization of forums Bologna policy involving various parties concerned [7].

Additionally it was emphasized that a very important issue in higher education is a transnational education, which, according to participants, should be guided by the European standards and guidelines for quality assurance, as such, used in the European Higher Education Area, and meet the recommendations of the UNESCO / OECD Quality Assurance Cross-border higher education.

A sign of the European Higher Education should be intensified mobility. Mobility of students, young researchers and teachers, says the "Communiqué .." improve the quality of programs and the high level of research, strengthen academic and cultural internationalization of European higher education. Mobility is important for personal development and employment, it promotes respect for diversity, and allows to deal with other cultures. It encourages linguistic pluralism, thus emphasizing the multilingual tradition of the European higher education, and will increase cooperation and competition between higher education institutions. Decade to 2020 defined goal is to increase mobility, to ensure its high quality and diversity of species and volume. In 2020, less than 20% of those graduating in the European Higher Education Area should have a period of study or training abroad.

In each of the three cycles of opportunities for mobility shall be created in the structure of the degree program. Common degrees and programs, as well as mobility windows shall become a usual practice. Moreover, the mobility policy should be based on a number of practical measures relating to the financing of mobility, recognition, available infrastructure, visa regulations and work permits. Necessary requirements are flexible learning paths and active information policies, full recognition of knowledge, training and support for full portability of grants and loans.

"Mobility has also lead to a more balanced flow of students coming and going on training across the European Higher Education Area, and we aim to achieve a better level of participation of different groups of students", - the " Communiqué...". [7].

In March 2010, the Budapest-Vienna Declaration on the European Higher Education Ministers of 47 countries participating in the Bologna process (paragraph 5) [20] declared

that the Bologna process and its result - the European higher education, became an unprecedented example of regional integration through border - has boosted the significant interest in it in other parts of the world and make the European Higher Education bright picture on the global map of international higher education. Participants making the "Declaration .." hoped to intensify dialogue and cooperation with partners around the world. Besides the appeal made to the persons who contribute to the creation of inspired and learning environments, develop students oriented training as a way to attract academic education in all forms, preferring sustainable and flexible learning paths. This also requires the cooperation of teachers and researchers in the international network.

#### **4. The role of educational institutions in shaping the process of internationalization.**

It should be emphasized that a special role in the internationalization of higher education belongs to educational organizations such as the European University Association and the Association of Academic Cooperation.

The European University Association - EUA (European University Association - EUA) represents higher education institutions in 46 countries, members of the Association are involved in collaborative research.

The main objectives of the Association: the development of partnerships between higher education institutions, in particular, research activities between Europe and other parts of the world in order to strengthen the position of European universities in the global context.

Activities of the European University Association are carried out in real (conferences, meetings, projects, results of which are the agreements, declarations, politics, books, contacts) and virtual modes. The focus is on real events.

For example, in 2009 a conference EUA "Internationalisation beyond European borders: improving the attractiveness for global partnership and cooperation."

July 19, 2012 EAU conducted transatlantic dialogue "Guidelines for the institutions involved in global problems: new directions, choices and dilemmas" [21], where it was noted on the promotion of integration and open access, which may lead to new types of higher education institutions, which have, for example, some virtual and online learning programs, various educational programs, that integrate education and research, and establish relationships with the private sector.

One of the important declarations on higher education is the Lisbon Declaration "Universities of Europe after 2010 diversity with a common purpose" (April 2007) and the Prague Declaration "European universities - Looking forward with confidence " (March, 2009).

Lisbon Declaration "Europe's universities after 2010 because of the variety of common purpose" (April 2007) - (Lisbon declaration «Europe's Universities beyond 2010: Diversity with a common purpose») contains a section "The internationalization of the European Higher Education Area", which deals with institutional strategies for internationalization and further development of internationalization. It has been noted that "The European Commission and national governments tend to support the internationalization process through the development of flexible financing tools that allow institutions to implement long-term international strategies, and participation in the mobility of students." That is the main emphasis in the development internationalization concentrated in mobility and cooperation in education through the exchange of students and teachers. [23]

Prague Declaration "European universities - waiting with confidence", adopted in 2009 (Prague declaration «European Universities - Looking forward with confidence»)

highlights 10 success factors for universities in the next decade: "Promotion of internationalization: strengthening global cooperation, partnership and presence outside Europe as a priority for any number of universities with different missions to provide strategic presence and promote a more international outlook among students and among staff and, in particular, during the global crisis to show active solidarity and cooperation "[26] .

One important part of the educational policy of the developed world is the development of transnational higher education as an active and effective intergovernmental cooperation to mutual enrichment and exchange of experience in the field of education

Internationalization and transnationalization of higher education is a process in which the objectives, functions and organization of the educational process become an international.

The undoubted benefits of internationalization include increasing access to higher education, the universalization of knowledge, the development of international standards for the quality and innovation of higher education, the expansion and strengthening of international cooperation.

### **5. Transnationalization in Higher Education**

Considering the problem of trans-nationalization of higher education, it must be emphasized that the transnationalization overall growth at the macro level is the economic role of the state and its participation in the legal regulation and enforcement of property of companies. Some scientists explain the transnationalization as capital flow beyond the borders of nation-state, and the main subjects of this process are national states. TNC is also the consequence of the release of the national capital abroad.

Developing this idea, Russian researcher of globalization problems, philosopher, sociologist, economist E. Kochetov interpret economic transnationalization as the spread of the economic impact of one state beyond its administrative-territorial borders through the creation and maintenance of the international investment expansion of "their" TNCs, which are used as a tool implementation of foreign policies of the state. As for the appearance in the "others" TNCs, most countries are interested in foreign investment and stimulate their involvement. This takes into account the many risks associated with the activities of TNCs [8, p.124].

The emergence of national universities as TNCs in international education markets, according to the domestic problems of higher education researcher, Doctor of Economic Sciences L. Shevchenko [16, p. 9] has the same logic as the development of industrial enterprises: liberalization (the formation of the university as a place of business) → traditional internationalization (the formation of the university as an export company) → transnationalization (transformation of universities TNCs) → globalization (the creation of global university).

In modern literature higher educational establishments in the context of transnationalization are considered as "university-enterprise". [11] Certainly, the attention is focused on the commercialization of the university through the privatization and liberalization (autonomy) education: the provision of schools broad authority to elect its development strategy - financial, educational, and international cooperation. As an entrepreneur, college can offer the market:

educational product - curricula, textbooks and teaching aids, technology training process and the results of research and development that can be implemented and used in the production;

certain forms and methods of the educational process, and even university management systems (educational management, methods of stimulation of work in education, etc.). At the same time universities are interested in generating income (and thus to reduce dependence on government support), and to strengthen its image as a scientific and educational center.

"University-Enterprise" is a "local" stage of development of a regional or national institution with a focus on public order and local labor markets. Educational and scientific contacts with foreign educational institutions are just beginning. But sooner or later the university begins to implement a strategy of internationalization and to enter the international education market, becoming an "export enterprise". This motivates it above all to compete for a place in the global education market. The researchers note that the demand for higher education in the world is growing annually by 6%, well ahead of transnational education services. If in 2003, overseas education in all its forms is slightly more than 2.0 million students, in 2025, of 7,2-7,2 million are expected, substantial part of them will study in transnational education programs [9, p. 169].

At the stage of transnationalization universities intensify educational and scientific contacts abroad, having to cooperate with foreign brokers and agents to promote their educational services in the markets of other countries. And the universities from the beginning are focused on "export sales" of educational services, exercising their direct and indirect exports. In the case of indirect exports, sporadic and irregular, universities developed educational services as goods for the domestic market and international operations hires other organizations - local commercial firms specializing in the provision of educational services. Thus there is a "test" of the national market of educational services of other countries for further selection of the most attractive markets and most profitable educational services. In case of direct exports, special units responsible for sales of educational products and expansion into foreign educational markets are created in the higher educational establishments. Educational product is attached more to the needs of foreign customers, although domestic samples still starting. At the stage of transnationalization universities establish their branches, subdivisions, schools, etc. abroad. This is higher level of penetration of educational services into foreign markets. In the activities of universities, established in several countries of the world, the main features of TNC are tracked: distribution of educational activities for students from other countries - especially those with university education services which do not meet the needs of students, universally accepted standards and international standards of quality, creating foreign investment units (branches, campuses), the desire to control the educational programs that are taught in them, and to expand its influence on the educational process in the importing country of transnational education in general. Becoming transnational, a university acquires more economic opportunities for the development: gains access to advanced educational technology and research and development of another country; increasing training capacity and increases the effectiveness of its "marketing" activities, "extinguishes" possible fluctuations in the demand for educational services in the country (for example, because of demographic crisis and the natural decrease of the number of students) uses the power of government programs to support the development of education in their home country or the country of implementation of educational activities.

Transnational Education (TNE) covers all types of educational services, including distance education. The main forms of TNO is [9, p. 171]:

- Franchise of education programs (up to 75% of the educational exports) foreign branches of higher education institutions and representatives of distance education;
- Provision of foreign providers (educational institution, legal entity) with exclusive rights to have its own educational programs abroad;

- Validation Agreement - an educational program run by overseas national provider without creating a new legal entity, after which the foreign university diploma - the supplier of the program;

- Foreign Campus - implementation of educational program in the branch of the university or campus, that is subject to foreign ownership of the program provider;

- Corporate educational division - the provider of the educational program, is established (or which is a subsidiary) by Transnational Commercial Corporation (holding company), which carries out its own educational programs, including programs carried out abroad solely for corporate purposes;

- Licensed training programs for the implementation of the ISP in another country.

Leading producers (exporters) of Transnational Educational Services is the UK, USA and Australia. For example, the British University «University of Nottingham» opened 15 international campuses. American universities have 78 campuses around the world, including the UK. Australian universities have established campuses in Malaysia, Singapore, the United Arab Emirates. France and Germany strengthen their activities. Their object is primarily Eastern and Central Europe, and a member of the EU - Greece. Western universities are actively penetrating the educational areas of India and Kazakhstan [27].

## **6. Conclusions.**

Thus, the trans-nationalization and internationalization of education are natural manifestations of globalization. Higher education in modern conditions has undergone significant changes. In the course of its evolution, higher education is focused on the production of "useful knowledge", the content of which varies training specialists unified activities in accordance with national standards, the creation of national identities to produce economically useful knowledge in an international dimension, while creating the foundations of international education.

Transnationalization and internationalization of higher education create opportunities, promote access to higher education and its quality, introduce innovative practices to the national systems of higher education, strengthen international cooperation.

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