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**DEVELOPMENT OF HIGHER EDUCATION
IN A GLOBALIZED WORLD**

In the article modern trends of higher education are analyzed. These trends are: in the leading countries expected duration of education at all levels approaching 20 years, rapidly increasing number of the student population and the population with higher education. The process of internationalization of education is manifested in the growth of the number of foreign students in the world in absolute and relative terms. The structure and development trends of the global education market are disclosed (the increase of international students by countries and in general, the market share of countries). The importance of development of Ukrainian state competitiveness strategy universities are substantiated.

Key words: internationalization and globalization of education, number of students, length of study period, international mobility.

The problem statement. In today's world there are processes that are fundamentally changing the nature and dynamics of economic relations and phenomena. The main feature of the present stage of social development serves as a manifestation of the globalization process of the internationalization of economic life, the origin and development of the relationship between the national economies, their convergence and the growing interdependence of different entities of the country, which has become global and has covered the entire area of public life. Strengthening the internationalization and globalization carries a transformative impact on the economic conditions and the forms of organization of educational activities.

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The topicality. Along with the globalization process, other contemporary acts increase the role of education in social development and approval of its post-industrial paradigm. Under the influence of two key trends (globalization and post-industrial, information society) education as a public institution also has transformed and has taken on the new meaning, content and form of organization.

Among the variety of current trends in our opinion the main trends are: the determining role of education in the development of the knowledge-based economy, change of the content requirements, methods and forms of education; diversification of funding sources and the organizational forms of educational activities; internationalization and globalization of education.

The review of latest scientific progress and publications. Problems of education in today's globalization studies are being investigated in contemporary foreign and domestic scientific literature. The role of education in economic growth is studied by H. Becker, J. Mincer, F. Welch etc. In modern theories of post-industrial society J. Naisbitt, A. Toffler, J. Bell, A. Chuhno comprehensively examine the role of education as an essential factor in a new paradigm of production. In conditions of the internationalization of economic life the attention to research of higher education issues such as amount of its extension, increase of number of students, raise of the educational level of the population, increase of international mobility is growing. However, these problems have not found a deep and comprehensive analysis in the domestic scientific literature, which leads to the relevance of the study of features of the national system of education in today's globalisation. The education requires a special analysis and study, as long as the role of knowledge in modern society is growing.

The purpose and problem of research. The analysis of main trends and processes taking place in the educational systems of the world under the influence and the formation of post-industrial paradigm of the society.

The exposition of basic matter and finding of research. The most successful countries in the world prove that in today's globalized and computerized world the competitive advantages of the country and its subjects are less ensured by the capacity of basic industries than by factors related to the quality and activities of human resources. Being an important entity responsible for the formation of qualified human resources, the education sector is becoming an important basement for international competitiveness of each country and, in addition – it is involved in the process of internationalization.

Challenges of the modern development of education are: the need to increase the scale of education, promote life long learning principles, change qualitative characteristics of human resources and increase the value of intellectual function in the labor process. In the international education statistics the indicator of the expected duration of education is widely used. It is calculated on the basis of data on the average years of education of the population. The extrapolation of the values of this index for the younger generation means the number of years that the average young person will spend in the formal education system from primary to tertiary level.

According to table 1, we can see what is the expected duration of education of the population from 5 to 39 age in different countries. The overall duration of education in the leading countries of the world is far from the usual for us (15 years), and in the most advanced countries it is close to 20 years (Finland – 19,7, Iceland – 19,5, Sweden – 19,2 years etc.). In average, in the countries of the Organization for Economic Cooperation and Development (OECD), which brings together 29 most developed countries of the world, the expected duration of education is 17,5 years, and in 21 countries of the European Union – 17,7 years.

Table 1. The education expectancy from age 5 to age 39, 2011

Country	The expected duration of education (years)	Country	The expected duration of education (years)
Finland	19,7	Estonia	17,5
Iceland	19,5	United States	17,1
Sweden	19,2	Switzerland	17,1
Denmark	19,2	Canada	17,0
Belgium	18,8	Italy	17,0
Australia	18,8	Austria	16,9
Netherlands	18,6	United Kingdom	16,6
Greece	18,6	Chile	16,4
Slovenia	18,3	France	16,4
Poland	18,3	Slovak Republic	16,4
New Zealand	18,1	Japan	16,2
Germany	18,1	Russian Federation*	14,5
Norway	17,9	Argentina	18,1
Czech Republic	17,9	Brazil	16,3
Portugal	17,8	Ukraine	14,8
Spain	17,6	China	14,2
Ireland	17,5		
Korea	17,5	OECD, average	17,5
Hungary	17,5	EC 21 average	17,7

* 2008

* OECD. 2013. Education at glance 2013. Paris: OECD: www.oecd.org/; UNESCO. 2013. Global education digest 2012. Comparing education statistics across the world. UNESCO Institute for statistics: www.uis.unesco.org/

The growth of demand for higher education is reflected by such indicators as the increase in student population and the proportion of the population with higher education. According to Table 2, you can see the process of the rapid growth in the number of students in higher education institutions in individual countries and the world in general. During 11 years, from 1999 to 2010, the number of students in the world has grown by 91%, reaching from 93 to nearly 178 million. The increase in the number of students is observed in almost all countries, but to the greatest extent – in the countries with transition economies and the dynamic development. The world leader in terms of the growth of the number of students is China, where this number has increased by 488% from 1999 to 2010 (Brazil – by 267%, Mexico – 155%, India in just 5 years – by 76%). After rapid growth early 2000s student's contingent began to decline in the Ukraine as in other post-communist countries. At whole the increase of students was 52% in Ukraine, Estonia – 39%, Latvia – 38%, Lithuania – 88%. Well-developed countries generally show a slight growth of the number of students, which is explained, firstly, by the stable economic situation, and secondly, by the demographic factor – the reduction of the number of young people. These countries mainly increase the number of students by attracting foreign nationals. This issue is going to be discussed below.

Table 2. The number students in the world and by country C

Country	Number of students, thousands				
	1999	2005	2008	2010	1999=100
Russian Federation	...	9020	9446	9330	103,4*
Ukraine	1737	2605	2848	2635	152
Turkey	1465	2106	2533	2924	200
Estonia	49	68	68	68	139
Latvia	82	131	128	113	138
Lithuania	107	195	205	201	188
Egypt	2447	2594	2488	2646	108
China	6366	23361	26 692	31047	488
Indonesia	...	3640	4420	5001	138*
Japan	3941	4038	3939	3836	97,3
Philippines	2209	2403	2651	2651	120
Republic of Korea	2636	3210	3204	3270	124
Thailand	1814	2339	2417	2497	138
India	...	11777	14863	20741	176*
Brazil	2457	4275	5958	6553	267
Mexico	1838	2385	2623	2847	155
France	2012	2187	2165	2173	108
Italy	1797	2015	2034	2012	112
United Kingdom	2081	2288	2329	2415	116
United States	13769	17272	18248	20428	148
World	92863	137769	158713	177684	191

* 2005 = 100

* UNESCO. 2013. Global education digest 2012. Comparing education statistics across the world. UNESCO Institute for statistics: www.uis.unesco.org/

Another interesting factor is the proportion of the population aged 18 – 25 that takes part in the education system (gross enrolment ratio). According to the Table 3, we can see that Ukraine, like the other former Soviet countries, shows high levels according to this indicator. In Ukraine 79% of this age group are students, in Russia this number is 76%. The highest rates are in the Republic of Korea (103%) and the United States (95%). In most advanced countries more than 60% of this age group study in higher education institutions. Slightly lower is the share of graduates (gross graduation ratio), but it is in average about half of the population aged 18–25.

Table 3. Spread of higher education

Country	Gross enrollment ratio, %		Gross graduation ratio, %
	1999	2010	2010
Russian Federation	64*	76	51
Ukraine	47	79	–
Turkey	22	46	21
Estonia	50	63	23
Latvia	50	60	39
Lithuania	44	74	40
China	7	26	13
Japan	45	60	43
Philippines	28	29	–
Republic of Korea	73	103	52
Thailand	34	48	29
India	10	18	–
Cuba	24*	95	45
Australia	63*	80	57
Denmark	59*	74	47
Finland	85*	94	48
Iceland	48*	74	53
Italy	47	66	36
Norway	70*	74	48
United Kingdom	60	59	40
United States	71	95	38
World	18	29	

*2000.

* UNESCO. 2013. Global education digest 2012. Comparing education statistics across the world. UNESCO Institute for statistics: www.uis.unesco.org/

The increase in demand for higher education is reflected not only by the increase of the number students, but also by the increase of the level of education of the population in general. In average in OECD countries, less than one-third of the population (29%) have only primary and lower secondary education, 44% – secondary, and 28% – higher education. In some countries, the proportion of the population with higher education has the following values: in Canada – 49%, USA – 41%, Japan – 43%, Germany – 25%, Korea – 37%, Great Britain – 33%, New Zealand – 40%, Israel – 44%. The percentage of population with higher education is growing at a lower age, thus, the percentage of people with higher education in the age category 25 – 34 years is 35%, and in the category 55 – 64 years it is only 20%, as can be seen from the Table 4:

Table 4. Share of the population with higher education, 2010*

Country	Age groups				
	25–64	25–34	35–44	45–54	55–64
Australia	38	44	40	35	30
Canada	51	56	57	47	42
Finland	38	39	46	39	30
Japan	45	57	50	46	29
Republic of Korea	40	65	47	27	13
New Zealand	41	46	42	39	34
Norway	37	47	41	33	27
Poland	23	37	23	15	13
Portugal	15	25	16	10	9
Sweden	34	42	37	30	27
Turkey	13	17	12	9	9
United Kingdom	38	46	41	35	30
United States	42	42	43	40	41
Brazil	11	12	11	11	9
Estonia	35	38	33	39	31
Israel	46	44	49	44	45
Russian Federation	54	55	58	54	44
OECD average	31	38	33	28	23

* OECD. 2013. Education at glance 2013. Paris: OECD: www.oecd.org/ [1].

In this context, the criterion of massification of higher education M.Trow is quite interesting. Thus, in his opinion, if higher education is obtained by 15% to 40% of a certain age group, it can be considered mass [p. by 3]. According to Table 3, we can see that in the vast majority of countries, this part is already much higher than 50%. This means that in these countries (including Ukraine) higher education has acquired not only massive but nearly universal character. Those countries in which the involvement of the population aged 18 to 25 years in higher education is low, show the highest growth rates of the number of students (usually the populous countries of South-East Asia and Latin America).

The continuous process of internationalization at the present stage is reflected in the development of globalization: in the formation of the global education market (export and import of educational services, increase of the number of foreign students), the emergence of international forms of organization of educational activities (international joint educational and research projects, joint education, opportunities of obtaining joint and double diplomas of higher education institutions in different countries), the internationalization of financial education resources: attracting external sources in the form of education funds, grants, loans from international organizations, funds and agencies of other countries.

Table 5. Number of foreign students in the world*

Groups of countries	2000	2005	2010	2011	Index of change (2000=100)
Worldwide	2071963	2982588	4119002	4265579	206
OECD	1588862	2373011	3181939	3283381	207
EU	806286	1202503	1686306	1734334	215

* OECD. 2013. Education at glance 2013. Paris: OECD: www.oecd.org/

Financial contributions to the education from abroad are carried out by special programs implemented by international organizations (UNESCO, the European Union and others), foreign public and private funds. In developing countries the international support often plays the primary role in the financing of education.

As noted above, the first characteristic feature of the process of internationalization of education is the increasing the number of foreign students in the world in absolute and relative terms. The global education market is developing very dynamically, according to Table 5, it can be seen that for 10 years from 2000 to 2011 the number of foreign students has increased more than two times (206%). It shows an understanding of the world of the international prospects of this niche market of services and that they rush to occupy a main place.

Among the countries – the world's leading educational services are: United States, United Kingdom, Australia, Germany, etc. In general, part of the OECD countries relative to the total number of foreign students in the world is consistently high, up to 2007, it exceeded 84 per cent, but in 2011 we witnessing its decline to 77 percent. This trend means that at the same time rapidly growing part of other countries in the global market there are new actors, who insisted on the claim itself, choosing an active strategy of export of educational services. Among these countries – Russia (twice increased its presence in the global market for educational services), South Africa, China, India, Mexico, Malaysia and other.

In Ukraine, in 2013 year, 187 higher educational establishments have trained 65 thousand foreign students from 146 countries. This made it possible to get 800 thousand hryvnia to the budgets of the higher educational institutions of Ukraine, as well as provide jobs for 4 million teachers. Also, foreign students spend about \$ 500 million a year for his living. As part of International Students – 6 thousand from China, 5.5 of Turkmenistan, 4 th – from Russia. Ukraine's share is more than 1.5 percent of the global market, which is comparable with Austria, Sweden, Switzerland.

The internationalization of education is manifested not only in the growth of the number of foreign students. Together with the active encouragement of his arrival in their country of students from abroad, universities expanded its expansion in other countries. The rise of such activity is the basis of the appearance in the 90 years of the twentieth century, and the rapid growth of the so-called «cross-border education» (transborder education). This phenomenon can not be ignored, because it is based on certain economic mechanisms related to financial flows, which are quite significant.

The leading countries of the world have long recognized the direct relationship between the effectiveness of the national education system and the dynamics of economic development. An example of a successful strategy for the development of education demonstrate the developed countries, as well as an outsider. For example, Japan has since 1983 initiated a policy of attracting foreign students, teachers, researchers.

Table 6. Number of foreign students in some parts of the world and the global market share (%), 2000 – 2011

Country	Number of foreign students, 2011	Global market share			
		2000	2005	2008	2011
Australia	262597	5,6	6,5	6,9	6,1
Austria	70558	1,6	1,3	1,6	1,6
Belgium	51572	2,1	1,7	1,3	1,2
Canada	203823	6,1	2,8	5,5	4,7
France	268212	7,3	8,7	7,3	6,2
Germany	272696	10,0	9,5	7,3	6,3
Italy	73461	1,3	1,6	2	1,7
Japan	151461	3,6	4,6	3,8	3,5
New Zealand	72796	0,4	2,5	1,8	1,7
Sweden	50078	1,4	1,4	1,0	1,2
Switzerland	58943	1,4	1,4	1,4	1,4
United Kingdom	559948	11,9	11,7	10,0	13,0
United States	709565	25,3	21,6	18,7	16,5
OECD	3316209	85,5	84,2	83,4	77,1
Countries not members OECD					
Russian Federation	982199	14,5	15,8	16,6	22,9
South Africa	171499	2,2	2,9	4,3	4,0
	82553	0,8	1,9	1,9	1,9

* UNESCO. 2013. Global education digest 2012. Comparing education statistics across the world. UNESCO Institute for statistics: www.uis.unesco.org/ [2].

In 2005, the policy of internationalization of higher education has been specified in the three tasks: teaching the discipline of English, a plan to attract 300000 international students by 2020 («300000 international students plan»), the development of 30 universities as centers of internationalization («Global 30»). Number 300000 is not accidental, it is – 10% of the total number of students in Japan. At the moment, the figure is 123 million or 4%. In 2009, 13 universities were selected, including both private and public (The Tokyo University, Kyoto University, Osaka University, Waseda University, Tohoku University, Nagoya University, and others). In 2010, the number of universities has grown to 20, and already 2020 30 universities will act as the hub of globalization of higher education in the country. All universities will be selected to receive priority financial support in the amount of 200–400 million yen per year for five years, which will allow each university to accept foreign students 3000–8000. These universities not only will issue diplomas to students in English, but will also enhance the level and quality of education through the organization of non-Japanese faculty [3].

In the China in 1993 was delivered mission to transform the basic first-class universities in leading universities in the world. According to a special state program was selected 100 universities, which allocated \$ 20 billion. In 1998, the task has been specified – in 2020 to

create 100 world-class universities. The first step was to determine the 10 elite universities, which provided generous financial grants, and in 2004 they were joined by 36 universities. The project is funded by the development of research centers and the acquisition of new equipment, international conferences, attracting leading teachers and scholars in Chinese universities [4].

The reform of the education system in China is complex: the control system provides a significant strengthening of the autonomy and decentralization of institutions in all areas of activity; diversification of funding sources and a significant expansion of the rights of universities to attract additional financial resources; allocation system can only graduates for teaching and other professions; improvement of the educational process, the definition of priority areas of training, which is available for public order and the like.

In order to assess the level of backlog Chinese universities from leading world level, a special unit of Shanghai University – Institute of Higher Education made an attempt to rank the largest research universities in different countries according to their academic and research achievements, based on comparable data for different countries. The results of the 500 universities around the world have been published on the Internet in 2003 under the title «Academic Ranking of World Universities» (Academic Ranking of World Universities – ARWU), which was praised in the global educational environment. In the ARWU ranking of world universities ranked according to their academic and research performance based on these criteria: the quality of training, qualifications of teaching staff, research and academic performance [5].

It is characteristic that in this ranking has got only one Chinese university, which generally indicates its objectivity and impartiality. On the competitive position of the different regions is evidenced by the fact that out of the top 20 in the ranking of 17 universities are in the U.S., and only two – in Europe, although the number of foreign students Europe (up 40 percent of the global market for educational services) are more than double the U.S. (16.5%).

In general, the emergence of global university rankings describes another important trend this – is increased competition in the global educational space. Achieving a high rank in the world rankings has become a key means of competition on the world market of educational services. The first rankings of universities have started to appear in the 80-ies in the United States. A recognized professional commonwealth rating of 50 leading universities in the U.S. in 1983, the magazine was published U. S. News & World Report, based on two indicators: the institution's reputation and career development of graduates. Then he began to appear in other countries (the UK, Poland, Japan, Russia, Latin America, and other regions).

Among the most popular and successful at the moment ratings are: Academic Ranking of World Universities (ARWU) Shanghai Jiao Tong University (China); «QS World University Rankings» (UK), «Webometrics Ranking of World Universities» (Spain), the best American scientific research universities (The Top American Research Universities, USA, The Center); CHE / Stern (Germany). Today a most of all ratings compiled on the basis of criteria: 1) an assessment of the University academic community, and 2) evaluation of the employers, and 3) competition for admission, and 4) the number of graduates who chose scientific activities, and 5) the number of members of the National Academy, and 6) the number of teachers with a doctorate degree. Despite significant differences in methodology, all ratings attach great importance to the criterion of scientific research, as it is scientific work directly related to the quality of higher education and is an important indicator of the university.

An important issue for modern Ukraine serves as the entry into the world and European educational space. This is a complex and multidimensional problem that includes active

participation in the Bologna process and the development of international cooperation at the university level and the country in general, and to bolster export strategy, attraction of foreign students, and, without a doubt, the need to develop strategies to enhance the competitiveness of the state Ukrainian universities.

Among the universities of Ukraine none comes even before the 500 best institutions in the world in any world ranking. In the Webometrics ranking of 2013, which covers 12000 universities in the world, in the first thousand are present in only one university: National Taras Shevchenko University (838 position). In general, the three Ukrainian universities: National Taras Shevchenko University (838), National Polytechnic University of Ukraine Kiev Politechnic Institute (1006) and Kharkov National University VN Karazin (1876) are situated in the first two thousand of world universities. Unfortunately, this is worse than 2012 when seven universities were in this rating. Much better positions have Russian universities. In the first 500 includes one universities: Moscow State University named after Lomonosov (102th place). The first 1000 includes 5 Russian universities, the 1500 – 12 universities, and the 2000 – 19 universities.

According QS World University Ranking 2013, National Taras Shevchenko University was included in the group 501–550 like last year. National Polytechnic University of Ukraine Kiev Politechnic Institute and Donesk National University is also not improved their positions – they are in the seventh hundred ratings (601 + group).

In general, university rankings are the powerful tool of competition in the global educational space. According to the eminent scholar Dzh.Salmi, the rankings of «insufficient to measure the actual performance of entire tertiary education systems and the tool is not meant to give policy prescriptions, it should provide a platform for facilitating diagnosis exercises and the exploration of alternative scenarios for reforming and developing tertiary education». [6] It is important, on the one hand, – not absolute the importance of rankings, and the other – to use this tool as significant benchmark in improving the competitiveness of the national system of higher education.

The conclusion and the prospective of further research in this field. Higher education is undergoing radical transformations in today's global environment, finding expression in the growth of the scale, the formation of the global education market, the escalation of competition. These processes require research not only for the scientific analysis of current trends, but also in terms of the development of state strategy of the higher education development in the compound global environment.

Effective implementation the goal of inclusion into the world community is possible only on the basis of setting a specific task of entering the world rankings for the number of Ukrainian universities. Optimally – this should be no more than five universities that take the best positions on the criteria that are key to the world rankings. For certain universities are to be applied exclusively to the right of financial security and autonomy of economic activities together with the setting of specific targets to achieve an important goal.

The Ukraine has the powerful potential of higher education: the highly skilled teaching staff, training technologies, material and technical base. An important task is its effective implementation in order to enhance the export of educational services and to increase the share of Ukraine in the global education market.

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РОЗВИТОК ВИЩОЇ ОСВІТИ В ГЛОБАЛІЗОВАНОМУ СВІТІ

В сучасному глобалізованому світі сфера вищої освіти, як важливий чинник забезпечення міжнародної конкурентоспроможності кожної країни, зазнає кардинальних змін: зростають масштаби освіти, збільшується освітній термін, посилюється загальний характер вищої освіти.

У провідних країнах очікувана тривалість усіх рівнів освіти наближається до 20 років (Фінляндія – 19,7, Ісландія – 19,5, Швеція – 19,2 роки і т. ін.). В середньому в країнах ОЕСР вона складає 17,5 років, а в 19 країнах ЄС – 17,7 років. Стрімко зростає чисельність студентів та частки населення з вищою освітою. З 1999 по 2010 роки студентський контингент у світі збільшився на 91% і сягнув з 93 до 178 мільйонів. Збільшення чисельності студентів спостерігається у всіх країнах, але найбільшою мірою – в країнах з перехідною економікою та країнах динамічного розвитку. Зростають показники залучення населення в систему вищої освіти: в Україні частка населення віком 18–25 років, яка перебуває в системі вищої освіти, складає 79% цієї вікової групи, в РФ – 76%.

Найвищими в світі є показники Республіки Корея (103%) та США (95%). Частка населення з вищою освітою зростає зі зменшенням віку: вищу освіту має 35% молоді віком 25–34 роки та всього 20% населення віком 55–64 роки. Це означає, що вища освіта вже набуває не тільки масового, а й майже загального характеру.

Важливою ознакою процесу інтернаціоналізації освіти є зростання чисельності іноземних студентів у світі в абсолютному та відносному вимірах. З 2000 по 2011 рік чисельність іноземних студентів зросла більше ніж удвічі (на 206%). Лідерами світового ринку освітніх послуг виступають такі країни, як США, Об'єднане Королівство, Австралія, Німеччина, РФ, Південна Африка, Китай, Індія, Мексика, Малайзія та ін. Україна має великий потенціал і постійно збільшує чисельність іноземних студентів: в 2013 році вже 65 тис. іноземців навчалось у країні.

Про загострення конкуренції в глобальному освітньому просторі свідчить поява міжнародних рейтингів університетів, які стають ключовим засобом підвищення конкурентоспроможності на світовому ринку освітніх послуг. Найбільш популярними на даний момент виступають: рейтинг Шанхайського університету ARWU (Китай), QS World University Ranking (Об'єднане Королівство), Webometrics Ranking of World University (Іспанія) та ін.

Входження до світового та європейського освітнього простору для сучасної України означає: активна участь в Болонському процесі, розвиток міжнародної співпраці на рівні університетів та країни в цілому, розробку державної стратегії підвищення конкурентоспроможності українських університетів.

Ключові слова: інтернаціоналізація і глобалізація освіти, студентський контингент, охоплення вищою освітою, очікувана тривалість освіти, міжнародна мобільність.

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РАЗВИТИЕ ВЫСШЕГО ОБРАЗОВАНИЯ В ГЛОБАЛИЗОВАННОМ МИРЕ

В современном глобализованном мире сфера высшего образования, как важный фактор обеспечения международной конкурентоспособности каждой страны, претерпевает кардинальные изменения: возрастают масштабы образования, увеличивается образовательный срок, усиливается всеобщий характер высшего образования.

В ведущих странах мира ожидаемая длительность всех уровней образования приближается к 20 годам (Финляндия – 19,7, Исландия – 19,5, Швеция – 19,2 лет и др.). В среднем в странах ОЭСР она составляет 17,5 лет, а в 19 странах Европейского Союза – 17,7 лет. Стремительно увеличивается численность студенческого контингента и части населения с высшим образованием. С 1999 по 2010 годы студенческий контингент во всем мире вырос на 91% и достиг с 93 до почти 178 миллионов. Увеличение численности студентов наблюдается во всех странах, но в наибольшей степени – в странах с переходной экономикой и в странах динамического развития. Возрастают показатели вовлечения населения в систему высшего образования: в Украине часть населения в возрасте 18–25 лет, которая находится в системе образования, составляет 79% этой возрастной группы, в РФ – 76%. Наиболее высокими в мире являются показатели Республики Кореи (103%) и США (95%). Доля населения с высшим образованием растет со снижением возраста: высшее образование имеют 35% молодежи в возрасте 25–34 лет и всего 20% населения возраста 55–64 года. Это значит, что высшее образование уже приобретает не только массовый, но и почти всеобщий характер.

Важным признаком процесса интернационализации образования является рост численности иностранных студентов в мире в абсолютном и относительном выражении. С 2000 по 2011 год численность иностранных студентов выросла более чем в два раза (на 206%). Лидерами мирового

рынка образовательных услуг выступают такие страны, как США, Великобритания, Австралия, Германия, РФ, Южная Африка, Китай, Индия, Мексика, Малайзия и др. Украина имеет большой потенциал, и постоянно увеличивает численность иностранных студентов: в 2013 году уже 65 тыс. иностранцев обучалось в стране.

Об обострении конкуренции в глобальном образовательном пространстве свидетельствует появление международных рейтингов университетов, которые становятся ключевым средством повышения конкурентоспособности на мировом рынке образовательных услуг. Наиболее популярными на данный момент выступают: рейтинг Шанхайского университета (ARWU, Китай), «QS World University Rankings» (Объединенное Королевство), «Webometrics Ranking of World Universities» (Испания) и другие.

Вхождение в мировое и европейское образовательное пространство для современной Украины включает: активное участие в Болонском процессе, развитие международного сотрудничества на уровне университетов и страны в целом, выработку государственной стратегии повышения конкурентоспособности украинских университетов.

Ключевые слова: интернационализация и глобализация образования, студенческий контингент, охват высшим образованием, ожидаемая длительность образования, международная мобильность.