

Mohammad Saleh, Cali Nuur

*KTH Royal Institute of Technology, Stockholm, Sweden*

Jaafar Gaber

*Université de Technologie de Belfort-Montbéliard, Belfort, France*

### **TRENDS IN EDUCATION BEYOND BORDERS**

*This paper discusses current trends in higher education mobility as a mechanism of internationalization strategy. More specifically it presents a case study based on a project aimed at enhancing the universities of Central Asia in their internationalization process. The findings indicate that participants in the mobility schemes have direct effect on the knowledge transfer process and development of the education at their home countries throughout implemented the new teaching*

35

---

*Вестник Иссык-Кульского университета, № 40, 2015.*

*methods, research personal impacts gained in EU during their study period.*

**Keywords:** *Trends, Autonomy, Exchange program, internationalization.*

The process of globalization has resulted in new trends in higher education [1]. In several developing countries higher education systems face the challenge of reforming their education systems to meet the demands of globalization and contribute to meeting market needs as well the general economic development [2][3][4].

In the knowledge economy paradigm, the scale and scope of higher education is becoming an important factor of development not the least in developing countries. There is great importance in higher education as it effects many aspects of a person's life along with the society they belong to. It also attributes to better structuring of local economies and a more sustainable transition for future innovations and development in these regions [5]. Education developments through studying abroad had been improved education systems, teaching methodologies and knowledge transfer to promote excellence in education (Varghese, 2008; Deem et al 2008).

Internationalisation of higher education encompasses many aspects including institutional capacity building, curricula development, internationalization of faculty, exchange programmes and mobility schemes. The importance of all these mechanisms, as well as the opportunities and challenges have been discussed at length in the literature in recent decades [6][7][8]. The impact of these mechanisms on human capital formation and industrial competitiveness is however scanty in the literature [9]. For instance, while many student exchange programs were established by EU, USA and other old industrialised countries to improve the education, research studies, and human capital, the outcomes of these were not deeply measured on the big scale or at the regional level to evaluate the effectiveness of the programs as all not only at the universities scale. The number of beneficiaries from those program and the outcomes results were neglected in the education development process and led to brain drain to neighboring countries like Russia, China, USA (Fulbright Foreign Student Program in Central Asia) and EU [10]. As results, there are indications that development of the education is very slow due to the regulations by the local governments to absorb the graduates or the offered jobs motivations to remain them in the education field or the local market [9].

This paper presents a novel idea to improve the education system so that human capital formation in Central Asia could be improved. It discusses the creation of multicounty relationships and promotes education mobility to re-assist the education needs and improvement procedures through knowledge transfer to rebuild the education system in Central Asia.

**Methodology.** The paper is based on empirical project implementation in the past four years, during that period the project recruited 80 students from thirteen universities four Central Asian countries to study in seven different European universities. The project evaluated the results and students performances from different perspectives, according the mobility level, academic and results achievements, personal impacts and added value to the participated universities, knowledge transfer and established link in higher education between CA and EU universities.

The results were gathered through special surveys, interviews with, students, researchers, project local coordinators, decision making and staff involved in the project directly.

**Promote trends in education.** This paper identified main trends in EU education system as important strategy for Central Asian universities to improve the quality of the education. The implementation of the trended in education had been requested by the participated candidates in the mobility program [10]. During the project life, the participants exercised and lived the trends in the EU universities, and they tried to export it to their home

universities as transferability of lessons learned University Autonomy in CA

Universities In order to improve the education and student demands, universities in Central Asia must have been started taking decisions on establishing not only curricula development but also have initiated research activities. These measures will improve their capabilities and capacity building in terms of meeting educational needs and creating and sustaining an academic environment. A challenge here is the institutional framework including the e regulations of the ministers of higher education. In the long term what is needed is a review and in the extension an overhaul of education system. The review process should have done by expertise from regionals and international organizations to set the new legislations procedures for education as a strategy for developments and invest in human capital. This would enabled the universities to improved their systems according to the international standard and improve quality of graduates [3][11].

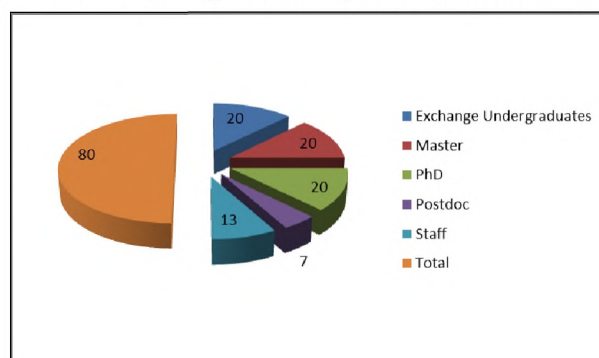
**Academic freedom.** The preservation of academic freedom is an essential process to improve the knowledge triangle for staff and students. In the context of Central Asian countries, this right is not existed in the most of the CA countries and it is obeying by the ministers of higher education regulations and roles. These peculiarities eliminate the staff and students ability to be productive and restricting the universities developments of education system and university roles in improving the socio-economics at regional level [3][11][12].

**Massifications.** The Increasing demand and expanding enrolment in CA through the actual number of the higher institutions and number of enrollment of full time students had increased dramatically. So that the demand of life work and the government goals are not in parallel are deliberate the demand and student choices to enroll in the right programs and reduce employability rate or procedures to prevent brain drain [3][9][11][12].

**Triangle knowledge and mobility as a way for internationalization.** Erasmus Mundus is an example of mobility programs to promote excellence and knowledge transfer between Central Asian and European Universities[4]. EU funded several Erasmus in Central Asia to education young generation, improve the employability and enhance the education system through internationalization. Transfer of Appropriate Requirements for Global Education and Technology "TARGET" was one of the program funded by EU commission to create multicounty relationships and further develop the Higher Education system in Central Asia in an effort to promote a higher standard of life and economics within that region.

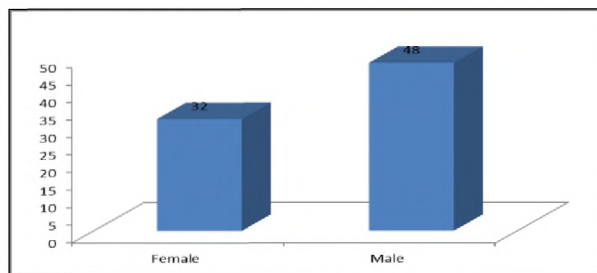
**Fact and Statisticts.** Focusing internally on major areas of interest proposed by Central Asian universities, the student mobility project offered participants from different levels of education to be involved in a unique opportunity of acquiring new knowledge and skills from an international viewpoint. By offering an opportunity for Central Asian students and staff to study and research with specialist at European universities, the project aims to contribute to academic excellence and visibility at Central Asian universities as well as promote lifelong learning habits for development and social inclusion in Central Asia

**Number of Participants.** The TARGET program received 80 participants in total covering mobilities from Bachelor's, Master's, Doctorate, Post-Doctorate, and staff from five central Asian countries (Kazakhstan, Kirgizstan, Tajikistan, Uzbekistan and Turkmenistan).



*Number of the Participats and mobility division levels.*

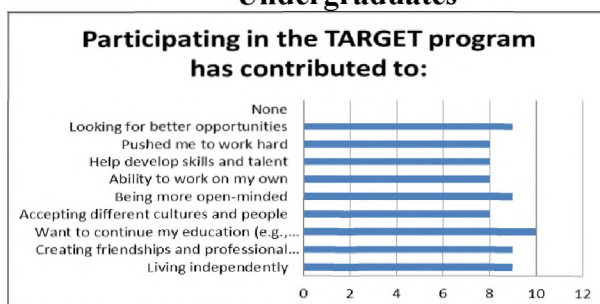
- The gender balance is one of the main issues facing the internationalization and how to attract women from Central Asia to study abroad and how to reduce the mobility berries.



*Participants Gender Balance.*

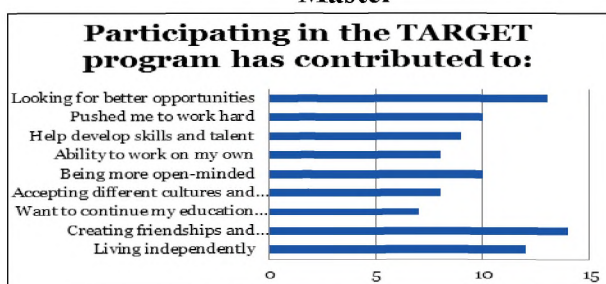
**Results.** The academic achieved shows that the majority of the participants managed to finished their programs on time and the academic hassles were due to the teaching methodologies and the difference between the education system in CA and EU, while the personal impact played main role to improve the soft skills for the participants in general and improve their personal confidence, Intercultural exchange. The participated played main rule in the knowledge transfer process through sharing their experiences with staff and students at their home universities and it improves their employability chances.

**Undergraduates**



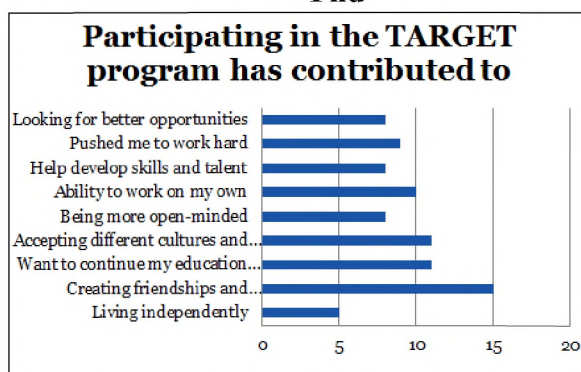
*Undergraduates student Impact survey results*

**Master**



*Master student Impact survey results*

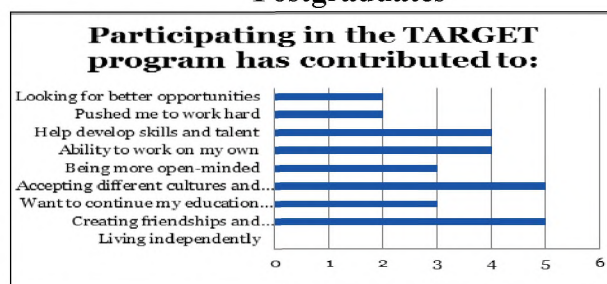
**Phd**





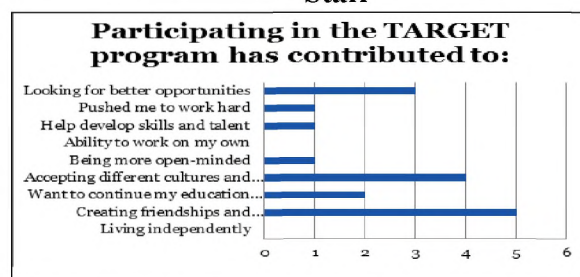
*PhD students Impact results.*

**Postgraduates**



*Post graduates Impact Survey results.*

**Staff**



*Staff Exchange Impact Survey results.*

**Some Common Facts.** The surveys focused on several issues, like trends in Education between Central Asia and EU systems, facilities, teaching methods between the EU and CA universities, education freedom and etc.

- Personal impacts like (Develop independence and self-reliance, Personal Development and Enhancement, Cultural awareness and Future Employments) .
- Contributed to the internationalization and strengthens the relations between CA and EU universities: like Established networks and links in the research and education, Human capital development and working with “intercultural package-paths,
- Impact of the project on the economic and/or social context by Identifying the economic and social impacts elements

**Conclusion.** The result of this project enabled many students who came from disadvantaged backgrounds, to improve their skills and have a better chance in the job market based on their scholarship opportunity in the EU. This result alone is an achievement and has made it hard for me to focus on the difficulties that were overcome during the lifespan of this project.

The result showed that many students to improve their personal skills and to strive for a better future regardless of the situations they face in their home country/life. Also, it brings a smile and sense of proudness to their families. Finally, the results encouraged me to support the CA region and to look for more possibilities for collaboration to further help and support students in this region

The outcomes of our work presented that student mobility is one of the most important instrument to improve the excellence in the triangle knowledge transfer, economy growth and to set the rules for internationalization strategies, policies and legislations for CA universities.

References:

Fig. 1. Internationalisation of Higher Education: European Experiences by Ulrich Teichler. pp1-3.  
 Fig. 2. Varghese, N. V. (2008). Globalization of higher education and cross-border student mobility. Unesco, International Institute for Educational Planning.  
 Fig. 3. Journal of Studies in International Education, Volume 11, Number 3/4/Fall/Winter 2007, Research on internationalization in Higher Education, Barbras M. Kebm and Ulrich Teichler. pp 261-273.  
 Fig. 4. British Journal of Educational Studies, ISSN 0007-1005 DOI number: 10.1111/j.1467-

## НАРОДНОЕ ОБРАЗОВАНИЕ. ПЕДАГОГИКА. МЕТОДИКА ПРЕПОДАВАНИЯ

---

8527.2008.00399.x Vol. 56, No. 1, March 2008, pp 1–3.

Fig. 5. Van der Wende, M. C. (2003). Globalisation and access to higher education. *Journal of Studies in International Education*, 7(2), 193-206

Fig. 6. Naidoo, V. (2009). Transnational Higher Education A Stock Take of Current Activity. *Journal of studies in international education*, 13(3), 310-330.

Fig. 7. Varghese, N. V. (2008). Globalization of higher education and cross-border student mobility. Unesco, International Institute for Educational Planning.

Fig. 8. Deem, R., Mok, K. H., & Lucas, L. (2008). Transforming higher education in whose image? Exploring the concept of the 'world-class' university in Europe and Asia. *Higher education policy*, 21(1), 83-97.

Fig. 9. World economic form, Competitiveness and Private Sector Development central asia ,2008.

Fig. 10. European Community, Regional Strategy Paper for Assistance to Central Asia for the period 2007-2013.

Fig. 11. Massification and Diversity of Higher Education Systems: Interplay of Complex Dimensions, Sarah Guri-Rosenblit, Helena Sebkova & Ulrich Teichler, 14 February 2007.

Fig. 12. Emerging Trends in higher education in developing countries Ravinder RENA Namibia's University of Science and Technology Windhoek, Namibia, 2010.

Fig. 13. Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, 11(3-4), 290-305.