

The ecosystem of higher education in the global space

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Abstract

Higher education is a complex ecosystem that is rapidly changing in the modern world. The globalization of the educational space is accompanied by increased competition between countries, uneven and non-linear expansion of higher education. Forms, methods, technologies of education are developing, primarily related to the use of ICT. The requirements for the result of education - its graduates - are changing.

Keywords: digitalization, international students, pandemic, ICT.

Introduction

Since the beginning of the 21st century, rapid transformation processes have begun in the system of education and higher education. Back in the 2000s, analysts noted a significant turbulence in its development, which is associated with the high growth dynamics of student numbers. The boom in higher education was accompanied by a significant increase in international flows, an increase in the number of foreign students. Under the influence of rapid digitalization, new forms and methods of teaching began to appear. The financial crisis and various financial restrictions have led to a decrease in the cost of education.

Results

Demographic trends have led to a clear distinction between the Global North and the Global South. The hallmark of Global North has been a decrease in the number of students despite efforts to attract international students. Conversely, Global South has seen a rapid growth in student numbers.

At the same time, the new events of the 2020s showed that all these circumstances turned out to be only prerequisites for real transformations. The following are the most important current trends:

1) The first severe and completely unexpected test was the global pandemic, when in April 2020 higher education institutions around the world were forced to close and international transport traffic was interrupted. At the beginning of 2022, there are still no exact data on the number of students in general and international students in the world in 2020 and 2021. But there is every reason to believe that it has decreased.

However, the educational community has risen to the challenge. More than 20 years ago, MOOCs (massive open on-line courses) appeared and have been developed since 2011, when leading American universities (Stanford and Massachusetts Institute of Technology) posted video courses of academic disciplines of their professors in open access. In the new situation, information technology has become a decisive factor in overcoming the difficulties of the pandemic and has itself received a new impetus for development. The wide dissemination of learning technologies using ZOOM platform made interactive communications possible and thereby ensure the continuity of the educational and scientific processes.

2) The next unexpected factor was the military

aggression of 2022, which, despite its local nature, will have great consequences for the global educational space. Undoubtedly, this will mean a redistribution of student flows and, accordingly, financial flows between countries and continents, in general - a change in the structure of both the total number of students and the number of foreign students. The Russian Federation was the fifth country in the world in terms of the number of foreign students in 2019 - 282.9 thousand, which accounted for 4.7% of their total number (6063.7 thousand). Obviously, the majority of them will change their place of study and go to other countries.

3) There is a further intensification of competition at the global level for foreign students, evidence of which is the constant changes in its structure. Thus, the long-term leader in the world market - the United States, despite the increase in the number of foreign students, is gradually reducing its market share. In 2019, 16.1% of all foreign students studied in the USA, while in 2015 there were 19%, and in 2000 - 25.3%. Also constantly fighting for their market share are such leaders as Australia (8.4% in 2019 and 6.2% in 2015), the UK (8.1% and 9.0% respectively), Germany (5.5% and 4.8%), Canada (4.6% and 3.6%). There are new leaders of the world market of higher education, which are very actively developing. So, the UAE for the same period (2015 - 2019) increased its market share from 1.5% to 3.7%, Japan - from 2.8% to 3.4%, China - from 2.6% to 3.3%, Turkey - from 1.5% to 2.6% .

4) It is also necessary to note the transformational changes in higher education itself: its temporal and spatial limits are changing; along with formal documents on education, the role of various certificates and diplomas (on participation in competitions, courses, trainings) is growing; paramount is not so much a diploma of education as the presence of certain skills, and first of all, creative skills, leadership qualities, abilities for continuous development and creativity.

Conclusion

The current stage is characterized by profound changes in the ecosystem of higher education. A new paradigm of higher education is being formed, in which its main subjects (teacher and student) will acquire new functions. The scale of higher education will also expand and take on new shapes, both due to geographical expansion and due to the diversity of its forms of manifestation.