



# REVISTA INCLUSIONES

HOMENAJE A ROSA MARÍA VALLES RUIZ

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número Especial

Abril / Junio

2020

ISSN 0719-4706

**CUERPO DIRECTIVO**

**Directores**

**Dr. Juan Guillermo Mansilla Sepúlveda**

Universidad Católica de Temuco, Chile

**Dr. Francisco Ganga Contreras**

Universidad de Tarapacá, Chile

**Subdirectores**

**Mg © Carolina Cabezas Cáceres**

Universidad de Las Américas, Chile

**Dr. Andrea Mutolo**

Universidad Autónoma de la Ciudad de México, México

**Editor**

**Drdo. Juan Guillermo Estay Sepúlveda**

Editorial Cuadernos de Sofía, Chile

**Editor Científico**

**Dr. Luiz Alberto David Araujo**

Pontificia Universidade Católica de Sao Paulo, Brasil

**Editor Brasil**

**Drdo. Maicon Herverton Lino Ferreira da Silva**

Universidade da Pernambuco, Brasil

**Editor Europa del Este**

**Dr. Aleksandar Ivanov Katrandzhiev**

Universidad Suroeste "Neofit Rilski", Bulgaria

**Cuerpo Asistente**

**Traductora: Inglés**

**Lic. Pauline Corthorn Escudero**

Editorial Cuadernos de Sofía, Chile

**Traductora: Portugués**

**Lic. Elaine Cristina Pereira Menegón**

Editorial Cuadernos de Sofía, Chile

**Portada**

**Lic. Graciela Pantigoso de Los Santos**

Editorial Cuadernos de Sofía, Chile

**COMITÉ EDITORIAL**

**Dra. Carolina Aroca Toloza**

Universidad de Chile, Chile

**Dr. Jaime Bassa Mercado**

Universidad de Valparaíso, Chile

**Dra. Heloísa Bellotto**

Universidad de Sao Paulo, Brasil

**Dra. Nidia Burgos**

Universidad Nacional del Sur, Argentina

**Mg. María Eugenia Campos**

Universidad Nacional Autónoma de México, México

**Dr. Francisco José Francisco Carrera**

Universidad de Valladolid, España

**Mg. Keri González**

Universidad Autónoma de la Ciudad de México, México

**Dr. Pablo Guadarrama González**

Universidad Central de Las Villas, Cuba

**Mg. Amelia Herrera Lavanchy**

Universidad de La Serena, Chile

**Mg. Cecilia Jofré Muñoz**

Universidad San Sebastián, Chile

**Mg. Mario Lagomarsino Montoya**

Universidad Adventista de Chile, Chile

**Dr. Claudio Llanos Reyes**

Pontificia Universidad Católica de Valparaíso, Chile

**Dr. Werner Mackenbach**

Universidad de Potsdam, Alemania

Universidad de Costa Rica, Costa Rica

**Mg. Rocío del Pilar Martínez Marín**

Universidad de Santander, Colombia

**Ph. D. Natalia Milanesio**

Universidad de Houston, Estados Unidos

**Dra. Patricia Virginia Moggia Münchmeyer**

Pontificia Universidad Católica de Valparaíso, Chile

**Ph. D. Maritza Montero**

Universidad Central de Venezuela, Venezuela

**Dra. Eleonora Pencheva**

Universidad Suroeste Neofit Rilski, Bulgaria

**Dra. Rosa María Regueiro Ferreira**

Universidad de La Coruña, España

**Mg. David Ruete Zúñiga**

Universidad Nacional Andrés Bello, Chile

**Dr. Andrés Saavedra Barahona**

Universidad San Clemente de Ojrid de Sofía, Bulgaria

**Dr. Efraín Sánchez Cabra**  
*Academia Colombiana de Historia, Colombia*

**Dra. Mirka Seitz**  
*Universidad del Salvador, Argentina*

**Ph. D. Stefan Todorov Kapralov**  
*South West University, Bulgaria*

**COMITÉ CIENTÍFICO INTERNACIONAL**

**Comité Científico Internacional de Honor**

**Dr. Adolfo A. Abadía**  
*Universidad ICESI, Colombia*

**Dr. Carlos Antonio Aguirre Rojas**  
*Universidad Nacional Autónoma de México, México*

**Dr. Martino Contu**  
*Universidad de Sassari, Italia*

**Dr. Luiz Alberto David Araujo**  
*Pontificia Universidad Católica de Sao Paulo, Brasil*

**Dra. Patricia Brogna**  
*Universidad Nacional Autónoma de México, México*

**Dr. Horacio Capel Sáez**  
*Universidad de Barcelona, España*

**Dr. Javier Carreón Guillén**  
*Universidad Nacional Autónoma de México, México*

**Dr. Lancelot Cowie**  
*Universidad West Indies, Trinidad y Tobago*

**Dra. Isabel Cruz Ovalle de Amenabar**  
*Universidad de Los Andes, Chile*

**Dr. Rodolfo Cruz Vadillo**  
*Universidad Popular Autónoma del Estado de Puebla, México*

**Dr. Adolfo Omar Cueto**  
*Universidad Nacional de Cuyo, Argentina*

**Dr. Miguel Ángel de Marco**  
*Universidad de Buenos Aires, Argentina*

**Dra. Emma de Ramón Acevedo**  
*Universidad de Chile, Chile*

**Dr. Gerardo Echeita Sarrionandia**  
*Universidad Autónoma de Madrid, España*

**Dr. Antonio Hermosa Andújar**  
*Universidad de Sevilla, España*

**Dra. Patricia Galeana**  
*Universidad Nacional Autónoma de México, México*

**Dra. Manuela Garau**  
*Centro Studi Sea, Italia*

**Dr. Carlo Ginzburg Ginzburg**  
*Scuola Normale Superiore de Pisa, Italia*  
*Universidad de California Los Ángeles, Estados Unidos*

**Dr. Francisco Luis Girardo Gutiérrez**  
*Instituto Tecnológico Metropolitano, Colombia*

**José Manuel González Freire**  
*Universidad de Colima, México*

**Dra. Antonia Heredia Herrera**  
*Universidad Internacional de Andalucía, España*

**Dr. Eduardo Gomes Onofre**  
*Universidade Estadual da Paraíba, Brasil*

**Dr. Miguel León-Portilla**  
*Universidad Nacional Autónoma de México, México*

**Dr. Miguel Ángel Mateo Saura**  
*Instituto de Estudios Albacetenses "Don Juan Manuel", España*

**Dr. Carlos Tulio da Silva Medeiros**  
*Diálogos em MERCOSUR, Brasil*

**+ Dr. Álvaro Márquez-Fernández**  
*Universidad del Zulia, Venezuela*

**Dr. Oscar Ortega Arango**  
*Universidad Autónoma de Yucatán, México*

**Dr. Antonio-Carlos Pereira Menaut**  
*Universidad Santiago de Compostela, España*

**Dr. José Sergio Puig Espinosa**  
*Dilemas Contemporáneos, México*

**Dra. Francesca Randazzo**  
*Universidad Nacional Autónoma de Honduras, Honduras*

**Dra. Yolando Ricardo**

*Universidad de La Habana, Cuba*

**Dr. Manuel Alves da Rocha**

*Universidade Católica de Angola Angola*

**Mg. Arnaldo Rodríguez Espinoza**

*Universidad Estatal a Distancia, Costa Rica*

**Dr. Miguel Rojas Mix**

*Coordinador la Cumbre de Rectores Universidades  
Estatales América Latina y el Caribe*

**Dr. Luis Alberto Romero**

*CONICET / Universidad de Buenos Aires, Argentina*

**Dra. Maura de la Caridad Salabarría Roig**

*Dilemas Contemporáneos, México*

**Dr. Adalberto Santana Hernández**

*Universidad Nacional Autónoma de México, México*

**Dr. Juan Antonio Seda**

*Universidad de Buenos Aires, Argentina*

**Dr. Saulo Cesar Paulino e Silva**

*Universidad de Sao Paulo, Brasil*

**Dr. Miguel Ángel Verdugo Alonso**

*Universidad de Salamanca, España*

**Dr. Josep Vives Rego**

*Universidad de Barcelona, España*

**Dr. Eugenio Raúl Zaffaroni**

*Universidad de Buenos Aires, Argentina*

**Dra. Blanca Estela Zardel Jacobo**

*Universidad Nacional Autónoma de México, México*

**Comité Científico Internacional**

**Mg. Paola Aceituno**

*Universidad Tecnológica Metropolitana, Chile*

**Ph. D. María José Aguilar Idañez**

*Universidad Castilla-La Mancha, España*

**Dra. Elian Araujo**

*Universidad de Mackenzie, Brasil*

**Mg. Rumyana Atanasova Popova**

*Universidad Suroeste Neofit Rilski, Bulgaria*

**Dra. Ana Bénard da Costa**

*Instituto Universitario de Lisboa, Portugal  
Centro de Estudos Africanos, Portugal*

**Dra. Alina Bestard Revilla**

*Universidad de Ciencias de la Cultura Física y el  
Deporte, Cuba*

**Dra. Noemí Brenta**

*Universidad de Buenos Aires, Argentina*

**Ph. D. Juan R. Coca**

*Universidad de Valladolid, España*

**Dr. Antonio Colomer Vialdel**

*Universidad Politécnica de Valencia, España*

**Dr. Christian Daniel Cwik**

*Universidad de Colonia, Alemania*

**Dr. Eric de Léséulec**

*INS HEA, Francia*

**Dr. Andrés Di Masso Tarditti**

*Universidad de Barcelona, España*

**Ph. D. Mauricio Dimant**

*Universidad Hebrea de Jerusalén, Israel*

**Dr. Jorge Enrique Elías Caro**

*Universidad de Magdalena, Colombia*

**Dra. Claudia Lorena Fonseca**

*Universidad Federal de Pelotas, Brasil*

**Dra. Ada Gallegos Ruiz Conejo**

*Universidad Nacional Mayor de San Marcos, Perú*

**Dra. Carmen González y González de Mesa**

*Universidad de Oviedo, España*

**Ph. D. Valentin Kitanov**

*Universidad Suroeste Neofit Rilski, Bulgaria*

**Mg. Luis Oporto Ordóñez**

*Universidad Mayor San Andrés, Bolivia*

**Dr. Patricio Quiroga**

*Universidad de Valparaíso, Chile*

**Dr. Gino Ríos Patio**

*Universidad de San Martín de Porres, Perú*

**REVISTA  
INCLUSIONES**  
REVISTA DE HUMANIDADES  
Y CIENCIAS SOCIALES

**Dr. Carlos Manuel Rodríguez Arrechavaleta**  
*Universidad Iberoamericana Ciudad de México, México*

**Dra. Vivian Romeu**  
*Universidad Iberoamericana Ciudad de México, México*

**Dra. María Laura Salinas**  
*Universidad Nacional del Nordeste, Argentina*

**Dr. Stefano Santasilia**  
*Universidad della Calabria, Italia*

**Mg. Silvia Laura Vargas López**  
*Universidad Autónoma del Estado de Morelos, México*

**CUADERNOS DE SOFÍA  
EDITORIAL**

**Dra. Jaqueline Vassallo**  
*Universidad Nacional de Córdoba, Argentina*

**Dr. Evandro Viera Ouriques**  
*Universidad Federal de Río de Janeiro, Brasil*

**Dra. María Luisa Zagalaz Sánchez**  
*Universidad de Jaén, España*

**Dra. Maja Zawierzeniec**  
*Universidad Wszechnica Polska, Polonia*

Editorial Cuadernos de Sofía  
Santiago – Chile  
Representante Legal  
Juan Guillermo Estay Sepúlveda Editorial

## Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF  
SASKATCHEWAN



Universidad  
de Concepción

BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN



**ECONOMIC AND SOCIAL PROCESSES IN EDUCATION: DEVELOPMENT OF UNIVERSITIES  
IN THE CONTEXT OF INTERNATIONAL TRENDS**

**Ph. D. (C) Viacheslav Yurievich Viktorov**

Russian State Social University, Russia

ORCID: 0000-0001-8716-4187

viacheslav.viktorov@bk.ru

**Ph. D. (C) Elena Vladimirovna Luneva**

Russian State Social University, Russia

ORCID: 0000-0001-7505-1070

luneva.el.vl@mail.ru

**Ph. D. Olga Sergeevna Malysheva**

Russian State Social University, Russia

ORCID: 0000-0001-7673-5749

malysheva.ol.s@mail.ru

**Ph. D. (C) Olga Nicolaevna Pogodina**

Russian State Social University, Russia

ORCID: 0000-0001-9440-9066

PogodinaON@rgsu.net

**Fecha de Recepción:** 13 de enero de 2020 – **Fecha Revisión:** 22 de febrero de 2020

**Fecha de Aceptación:** 16 de marzo de 2020 – **Fecha de Publicación:** 01 de abril de 2020

**Abstract**

In the 21st century, the role of universities as centers of knowledge in ensuring the competitiveness of national economies grows in connection with the strengthening of globalization processes in various spheres of human activities and the transition of developed countries to the postindustrial society model. Information becomes a strategic resource while the generation of new knowledge, creation of innovations, and their rapid commercialization provide competitive advantages and stimulate further economic development. At the same time, there is a tendency towards the internationalization of higher education and the demand for the results of the intellectual activity of universities becomes global.

**Keywords**

Higher education – Universities – Globalization – Internationalization of education

**Para Citar este Artículo:**

Viktorov, Viacheslav Yurievich; Luneva, Elena Vladimirovna; Malysheva, Olga Sergeevna y Pogodina, Olga Nicolaevna. Economic and social processes in education: development of universities in the context of international trends. Revista Inclusiones Vol: 7 num Especial (2020): 72-84.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported  
(CC BY-NC 3.0)

Licencia Internacional



PH. D. (C) VIACHESLAV YURIEVICH VIKTOROV / PH. D. (C) ELENA VLADIMIROVNA LUNEVA  
PH. D. OLGA SERGEEVNA MALYSHEVA / PH. D (C) OLGA NICOLAEVNA POGODINA

## Introduction

The beginning of the new millennium is characterized by rapid social transformations and globalization. Globalization is the most fundamental challenge for society, in particular for higher education, and internationalization is its consequence. The orientation issues in the world of diverse values, ability to keep in touch with representatives of different cultures and adequately respond to new requirements of a constantly changing labor market, responsibility for the environmental and social consequences of consumerism, and making responsible political decisions have become urgent.

According to researchers, the main process that affects the development of higher education in the world and is one of important areas of educational policy is its internationalization, which is in the focus of attention of a wide range of stakeholders, in particular those who determine the policy of higher education development<sup>1</sup>.

Internationalization covers a wide range of issues, such as curricula and educational programs, teaching, learning, and research, mobility of higher education applicants, teachers, and administrative staff, cooperation to develop the capacity of developing countries, use of ICT for virtual internationalization, and many others<sup>2</sup>.

A significant contribution to the study of internationalization has been made by C. Kreber, who characterizes two dimensions of internationalization in the modern practice of higher education. According to Kreber, the first of them provides for the international and intercultural measurement of education and research carried out at universities. The purpose of this process is to provide students with assistance in developing intercultural competencies in the context of an educational program within the university. This process does not require the crossing of borders and is called internal, or domestic, internationalization. The second dimension of the analyzed educational phenomenon is associated with international (cross-border, transnational) higher education, which relates to border crossing by students, teachers, and administrative staff, as well as joint educational programs. This dimension is called external internationalization. According to Kreber, the main reasons for the development of the internationalization of higher education and the factors that contribute to its acceleration are the massification of higher education in a favorable economic and technological climate, ensured by the rapid development of ICT, development of global competition of services, goods, and labor, internationalization of labor markets, as well as cheaper transport services and the

---

<sup>1</sup> Z. Qiang, "Internationalization of Higher Education: Towards a Conceptual Framework", *Policy Futures in Education* Vol: 1 num 2 (2003): 248-260; B. L. Delgado-Márquez; N. E. Hurtado-Torres y Y. Bondar, "Internationalization of Higher Education: Theoretical and Empirical Investigation of Its Influence on University Institution Rankings", *Revista de Universidad y Sociedad del Conocimiento (RUSC)* Vol: 8 num 2 (2011): 265-284; G. A. Krasnova, "Internatsionalizatsiya obrazovaniya v Rossii i mire", *Akkreditatsiya v obrazovanii* num 8 Vol: 92 (2016): 68-70 y M. N. Dudin; V. N. Alferov; D. Y. Taburov y G. N. Nikolaeva, "Labor Market and Transformation of Labor Relations in The Light of The Marxist, Libertarian and Neoinstitutional Paradigm", *AD Alta: Journal of Interdisciplinary Research* Vol: 9 num 2 (2019): 31-38.

<sup>2</sup> T. Jibeen y M. A. Khan, "Internationalization of Higher Education: Potential Benefits and Costs", *International Journal of Evaluation and Research in Education* Vol: 4 num 4 (2015): 196-199 y M. Y. Veselovsky; M. A. Izmailova; E. N. Lobacheva; P. P. Pilipenko y G. A. Rybina, "Strategic management of innovation development: insights into a role of economic policy", *Entrepreneurship and Sustainability Issues* Vol: 7 num 2 (2019): 1296-1307.

possibility of obtaining information through ICT. Thus, on the one hand, these factors have increased the demand for international higher education and facilitated access to it for a growing number of applicants and, on the other, contributed to an increase in the number of universities and private providers in the educational services market<sup>3</sup>. It is noted in the study<sup>4</sup> that the internationalization of higher education should be perceived not as an isolated case in the history of higher education development, but as a multi-component long-term process integrated into activities aimed at achieving strategic goals of universities. The researchers state the fact that internationalization, which has become an integral practice of universities, is possible if two conditions are met: full compatibility of the innovation process results with the existing situation (norms, values, goals) in the institution and their profitability from the perspective of stakeholders<sup>5</sup>. I.E. Abramova claims that internationalization is an inevitable scenario for the development of higher education in various regions of the world. The ability of the state to consider modern globalization challenges, features of the national education system, and individual characteristics of universities affects the motivational, informative, organizational, and procedural aspects of the phenomenon under study. There is no single strategy that would be equally effective for universities in the economically developed countries of the world and those countries that are still trying to reach this level through higher education. For some, internationalization of higher education is a way of further intellectual and material enrichment, a guarantee of their security and hegemony in the world. For others, it is a way to meet the growing demand for higher education, improve the human capital, and build a competitive national education system<sup>6</sup>. O.H. Miroshnikova considers the commercialization of educational services and possible global consequences of economic and trade liberalization (in particular, in the context of educational institutions and systems), carried out under the auspices of the WTO. The researcher notes that the commercialization of higher education at the global level includes four aspects: public services, subordinate to market mechanisms, force the labor market to respond more clearly to changes in the economy, implement radical, knowledge-based reform, and sell the product of higher education on the world market<sup>7</sup>.

<sup>3</sup> C. Kreber, "Different perspectives on internationalization in higher education", *New Directions for Teaching & Learning* Vol: 11 num 8 (2009): 1-14 y O. V. Rozhnova; Zh. A. Kevorkova; I. P. Komissarova; A. N. Mayorova y E. V. Luneva, "The role of trade in socio-economic development of Crimea", *International Journal of Civil Engineering and Technology* Vol: 9 num 12 (2018): 48-54.

<sup>4</sup> J. Knight y P. Altbach, "The Internationalization of Higher Education: Motivations and Realities", *Journal for Studies in International Education* Vol: 11 num 3-4 (2007): 290-305.

<sup>5</sup> N. V. Filinova; V. P. Filinov; O. N. Pogodina; V. A. Lunev y E. V. Luneva, "The socio-economic foundations of the development of contemporary economic innovations", *Asian Social Science* Vol: 11 num 6 (2015): 150-160; S. A. Bobinkin; S. V. Matveeva; O. U. Dembitckaia; N. S. Akatova y N. V. Filinova, "The influence of individual psychological abilities on managerial activities of line managers", *Asian Social Science* Vol: 11 num 7 (2015): 208-214 y N. V. Filinova; S. A. Bobinkin; S. V. Matveeva; O. U. Dembitckaia y N. S. Akatova, "The influence of individual psychological abilities on managerial activities of line managers", *Asian Social Science* Vol: 11 num 7 (2015): 208-214.

<sup>6</sup> I. E. Abramova y A. V. Ananina, "Internatsionalizatsiya regionalnykh vuzov: razrabotka angloyazychnykh masterskikh programm dlya gumanitarnykh napravlenii", *Vysshee obrazovanie v Rossii* Vol: 27 num 5 (2018): 87-95; E. V. Luneva, "Key performance indicators (KPI) system in education", *Asian Social Science* Vol: 11 num 8 (2015): 194-200 y A. Mayorova; Z. Kevorkova; N. Sapozhnikova y E. Luneva, State and development of retail chains in the Russian regions. Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: Education Excellence and Innovation Management through Vision 2020.

<sup>7</sup> O. H. Miroshnikova, "Kommertsializatsiya vysshego obrazovaniya kak faktor popolneniya obshchenauchnoi terminosfery universitetskogo diskursa", *Nauchnyi dialog* num 9 Vol: 45 (2015): 84-99.

R.L. Clark and M.B. D'Ambrosia focus on the commercialization of internationalization. International students are considered a source of income in countries such as the United States, Canada, the United Kingdom, Australia, and New Zealand. The study of internationalization in various regions of the world allows the authors to assert that internationalization will take an important place in higher education in the future, but its contours are not clear<sup>8</sup>.

Internationalization will be also influenced by political realities and national security (terrorism, visa policies of countries), government policies, tuition fees, expanding opportunities for higher education, introduction of English-language educational programs, internationalization of educational programs and curricula, e-learning, increase in the number of private institutions of higher education, quality assurance and control, as well as European policies<sup>9</sup>.

P. Altbach, who heads the Center for International Higher Education at Boston College, is the author of several publications on international education, the internationalization of higher education, the creation of world-class research universities, and the development of higher education systems in different countries<sup>10</sup>.

J. Knight<sup>11</sup> and H. de Wit<sup>12</sup>, founder of the European Association for International Education, explore the international aspects of higher education at the institutional, national, regional, and global levels. Their professional experience and collaboration with UN agencies, universities, and governments around the world have allowed them to develop a comparative approach and an international perspective on research, teaching, and educational policy. They are also the authors of numerous publications on concepts and strategies for internationalization, quality assurance, institutional management, provision of educational services, educational centers, and cross-border education.

B.M. Kehm and U. Teichler<sup>13</sup> not only explore internationalization in the context of new forms of governance in higher education and changes in the preparation of PhD but also participate in large-scale projects supported by UNESCO, the Organization for

---

<sup>8</sup> R. L. Clark y M. B. D'Ambrosia, *Walking the Financial Tightrope: Balancing Costs and Revenues with Commitment to Mission. The New Balancing Act in the Business of Higher Education* (Northampton: Edward Elgar, 2006).

<sup>9</sup> F. Huang, "Internationalization of higher education in the developing and emerging countries: A Focus on transnational higher education in Asia", *Journal of Studies in International Education* Vol: 11 num 3-4 (2007): 421-432.

<sup>10</sup> P. G. Altbach y U. Teichler, "Internationalization and Exchanges in a Globalized University", *Journal of Studies in International Education* Vol: 5 num 5 (2001): 5–25 y P. G. Altbach, *Globalization and the university: Realities in an unequal world. International handbook of higher education* (Dordrecht: Springer, 2007).

<sup>11</sup> J. Knight, "Internationalization remodeled: Definition, Approaches, and Rationales", *Journal of Studies in International Education* Vol: 8 num 1 (2004): 5-31 y J. Knight, "The changing landscape of higher education internationalisation—for better or worse?", *Perspectives: Policy and practice in higher education* Vol: 17 num 3 (2013): 84-90.

<sup>12</sup> H. De Wit, "Studies in International Education: A Research Perspective", *Journal of Studies in International Education* Vol: 1 num 1 (1997): 1-8 y H. De Wit; L. Deca y F. Hunter, *Internationalization of Higher Education – What Can Research Add to the Policy Debate? The European Higher Education Area. Between Critical Reflections and Future Policies* (Heidelberg, New York, Dordrecht, London: Springer Cham, 2015).

<sup>13</sup> B. M. Kehm y U. Teichler, "Research on Internationalisation in Higher Education", *Journal of Studies in International Education* Vol: 11 num 3-4 (2007): 260-274.

Economic Co-operation and Development (OECD), the European Commission, and the Council of Europe. They carry out international comparative studies on higher education systems and international cooperation and mobility in higher education.

The analysis of research allows stating that the problem of internationalization of higher education covers a wide range of issues. Thus, research on internationalization focuses on various aspects of international activity, such as mobility of applicants for higher education, teachers, researchers, and other employees of institutions, international relations, partnerships, and projects, international research programs and initiatives, organization of branches or franchising, and massive open online courses (MOOC). In recent years, more and more attention has been paid to the market of higher education services and the interaction between the internationalization of higher education and globalization.

The purpose of the article is to investigate the trends in the development of the international education market in the context of using opportunities to connect the higher education system to global processes and transform them into additional development factors.

*Research hypothesis:* The international trend towards the internationalization of university education has a positive impact on the development of the university education system as a whole.

Based on the results of the study, it can be concluded that the goal set in the study was achieved.

## Methods

The study used the following research methods to implement the research goal:

analysis and generalization of theoretical propositions contained in the works of Russian and foreign researchers to determine the state of research on the problem and identify trends in the internationalization of higher education in the global dimension;

an expert survey for determining the consequences of globalization for the internationalization of university education, as well as strategies and trends of internationalization of university education.

Employees of leading Russian universities (35 people) with more than 15 years of experience were involved in the online survey as experts.

## Results

The experts highlighted the following consequences of globalization for the internationalization of university education (Table 1).

Elements of globalization	Impact on university education	Implications for the international dimension of university education	%*
1. Knowledge society The importance is attached to education and the use of knowledge as a source of well-being for nations	There is a growing emphasis on continuing education, lifelong learning, and continuous professional development; there is an increased demand for post-secondary education. The need to develop new skills and knowledge leads to the development of new programs and qualifications. The role of universities in research and knowledge production is changing, becoming more commercialized	New types of universities provide higher education and study programs abroad – for example, networks of public/private institutions, corporate universities, and multinational companies. Programs have become more relevant to the needs of the market. Specialized educational programs are developed for niche markets and professional development, spreading all over the world. International mobility of students, teachers, educational programs, research, educational service providers, and projects is increasing	100%
2. ICT New developments in ICT	New methods of providing internal and cross-border education are being used, especially online and via satellite forms	Innovative ways of international delivery of educational services are used, including e-learning and franchising. Campuses require more attention to program/institution accreditation and recognition of qualifications	91%
3. Market economy Growth in the number and influence of market economies around the world	Commercialization and commodification of high education and training at the domestic and international levels are growing	There are doubts about the appropriateness of educational programs and training materials in different cultures/countries. New potential for homogenization and hybridization is being developed	86%
4. Trade liberalization Signing new international and regional trade agreements to eliminate trade barriers	Imports and exports of educational services and products are increasing as barriers disappear	Emphasis on export and import of commercially oriented educational programs is increasing; importance of international development projects is decreasing	80%
5. Management Creating new international and regional governance structures and systems	The role of education actors at the national level is changing. New regulatory and policy frameworks are being considered at all levels	Attention is given to new international/regional frameworks to complement national and regional policies and practices, especially in the areas of quality assurance, accreditation, credit transfer, recognition of qualifications, and student mobility	71%

Note: compiled based on the expert survey; \* – percentage of expert mentions

Table 1

#### Implications of globalization for the university education internationalization

According to the experts, the internationalization of the educational sphere takes place through the practical use of four approaches (strategies) (Table 2).

No.	Strategy	Characteristics	%*
1	Mutual understanding strategy	contributes to the development of academic mobility and partnership. An important condition for various programs in the strategy is the continued return of students, postgraduates, and teachers to their country of origin	91%
2	Qualified migration strategy	provides for circumspect and targeted employment of foreign students in the country of destination. Talented young people, teachers, and researchers become highly qualified personnel in the field of knowledge, creating additional benefits for the national economy and strengthening the competitiveness of the research and education sector within the framework of the concept of building a knowledge economy. Simplified visa policy is used for highly educated immigration groups, which may include students from certain regions, graduate students, future researchers, and specialists in certain fields of knowledge	86%
3	Revenue generation strategy	manifested in the fact that there is an agreed tuition fee, which is different for national and international students. The latter pay significantly more for training than the local ones. Training of foreign students encourages universities to constantly improve the quality of higher education, publish educational programs, and conduct other activities aimed at improving the competitiveness of the university in the international market of educational services	86%
4	Capacity development strategy	includes promoting higher education regardless of the country where educational services are provided in order to rapidly increase the human and productive potential of a developing country. This strategy is aimed at importing educational services to countries with weak national education systems. In this regard, the main tools are cooperation with foreign universities and scholarship programs for civil servants, teachers, students, and academic staff. At the same time, the national strategy should consider measures to create favorable conditions for qualified specialists to remain in their country. The government offers scholarship allowance for study abroad and exchanges of teachers and researchers	80%

Note: compiled based on the expert survey; \* – percentage of expert mentions

Table 2

### Strategies for internationalizing university education

According to the experts, the comprehensive strategy of internationalization of university education includes international mobility of students and staff, internationalization and improvement of the curriculum and digital (e-)learning, strategic cooperation, partnership, and capacity development. These components are considered as integrated elements of the overall strategy.

The experts also identified several main trends in the internationalization of university education in the global dimension (Table 3).

No.	Trends	%*
1	regionalization of internationalization, which is the creation of regional university networks to promote the internationalization of higher education and encourage students to study in the region	86%
2	development of internal internationalization based on the development of e-education, which contributes to the expansion of access to foreign education for the general population	80%
3	spreading the economic focus on generating income from educational services at the international level	74%
4	strengthening the role and priority of intercultural competence in employment	71%
5	formation of values in the context of global citizenship in the higher education system	68.5%
6	spreading the English language as a means of international (interethnic) communication in the globalizing world in higher education and science	66%

Note: compiled based on the expert survey; \* – percentage of expert mentions

Table 3

Trends in the internationalization of university education

## Discussion

The experts believed that there is no strategy for the internationalization of a single model, which is implemented by all countries. Each country carries out internationalization according to its state priorities, capabilities, and vision. According to the experts, countries such as Germany, Finland, the US, Canada, Japan, and Australia have national strategies for internationalization. The internationalization strategy is integrated into the overall strategy for the development of higher education in such countries as France, Italy, Poland, South Africa, Egypt, New Zealand, the UK, China, Brazil, and Colombia.

The global and innovative context of university education internationalization through deepening and spreading orientation to the global market of educational services and systematic introduction of existing and new forms of internationalization is a trend of national strategies of the leading countries of international higher education (the UK, Canada, Germany, the US, France). The regional and traditional context of internationalization through orientation to the regional market of educational services is characteristic of other countries and the development of academic mobility at the regional and national levels. The experts noted that common elements of strategies for all countries are mobility, internationalization of the curriculum, and partnerships with universities.

According to the experts, internationalization has a positive impact on the development of the university education system in general for several reasons:

- internationalization improves the quality of teaching and learning, as well as preparing students for life and work in a globalized world;
- regional/national level policies influence the institutional policy of internationalization; increasing international (and especially regional) student mobility is one of the key areas in the institutional policy of internationalization;
- priority is given to international research cooperation and strategic partnership along with international student mobility;

- most national strategies focus on mobility, short-term or long-term economic benefits, and recruitment and training of talented students and scientists;
- there is increased competition from countries with economies in transition and developing countries, as they become competitive participants in the international education market;
- there is a shift from recruiting international students for short-term economic gain to attracting talented international students and scientists, particularly in leading knowledge industries (STEM), to meet the needs of academia and industry, which are driven by demographic trends, an insufficient number of local students in these industries, and an increased demand for innovation in the knowledge economy;
- higher education funding schemes, tuition fees, and scholarships influence higher education strategies;
- increased transparency and improved funding are necessary to enhance collaboration opportunities;
- joint degrees are recognized as important ones for the future internationalization of higher education;
- the need for cooperation between university education and industry in the context of student and faculty mobility is recognized.

The experts noted that internationalization models in the world's leading universities differ at the organizational level, in particular, international relations offices have been established in universities or international cooperation is the responsibility of university vice-rectors.

The traditional model, which includes mobility (inbound/outbound), internationalization of the curriculum, international cooperation in research, and partnerships with foreign institutions are implemented by most of the studied universities.

A comprehensive model that includes mobility (inbound/outbound), internationalization of the curriculum, international research cooperation, partnerships with foreign institutions, international educational programs for joint/double degrees, branches abroad, joint departments/research laboratories, and online/e-learning courses are implemented by the Ludwig-Maximilian University of Munich, Pierre and Marie Curie University, Provence Aix-Marseille, University of Glasgow, Ruprecht Karl University of Heidelberg, Cambridge, Bonn, Strasbourg, Tokyo, and Osaka universities.

As an example, we present a comprehensive model of internationalization implemented at the University of Bonn, where internationalization is a central element of the overall development plan.

The internationalization strategy of the University of Bonn until 2020 defines five main goals. The University of Bonn will 1) further reinforce its global standing as a leading institution for research; 2) further internationalize its studies and teaching at the structural, as well as at the content level; 3) establish strategic partnerships for research, studies, and teaching; 4) sustainably strengthen the framework conditions for internationalization and

anchor its internationality both culturally and structurally in the University's central and decentralized units; 5) increasingly use its unique location advantage (Bonn is an international research city, a UN city, and a sustainability hub) to benefit internationalization.

The university is a member of the European University Association (EUA) and is part of national university networks, which has an affiliate network with various departments of more than 70 universities in the world. In addition, the Erasmus+ program provides student exchanges with more than 300 European universities. Regions and countries with which the university cooperates include Africa (Ethiopia, Kenya), Asia (Japan, China, Afghanistan, Israel, Singapore, South Korea, Taiwan), Oceania (Australia), Europe (the UK, France, Italy, Luxembourg, the Netherlands, Poland, Spain, the Czech Republic), North America (Canada, Mexico, the US), and South America (Brazil, Chile). The university cooperates with UN universities in Bonn and Tokyo<sup>14</sup>.

The international office of the university is part of the administrative body of the university, which is headed by the vice-rector and includes the following divisions: International Cooperation and Marketing; "Study Abroad" and Erasmus Programs; International Students and German Courses; European and International Networks.

As a global university, the University of Glasgow creates creative and energetic partnerships with institutions, colleagues, and students from around the world. It negotiates with potential partners in education, industry, trade, and governments recognizing the power and importance of international cooperation in training, education, and service delivery. The University is a member of international networks – the Association of Commonwealth Universities, Universitas 21, the Guild of European Research-Intensive Universities, the Partnership of a European Group of Aeronautics and Space Universities (PEGASUS), and the Russell Group.

The deputy rector, director of recruitment and international office, and head of the academic cooperation office are responsible for internationalization at the University of Glasgow. Global regional activities are coordinated by international deans who develop strategies and action plans for each of the regions: Africa, East Asia, Eurasia, South Asia, Europe, Latin America, the Middle East, North America, and Southeast Asia<sup>15</sup>.

The academic collaboration office has developed an online course with recommendations for academic collaboration and partnership management. This course is designed to help employees develop, monitor, and manage their joint activities.

A branch of the University of Glasgow outside of Scotland is located in Singapore. The Confucius Institute at the University of Glasgow is a partnership with Nankai University supported by the Chinese Ministry of Education's Office for the Chinese Language.

---

<sup>14</sup> Universität Bonn. International University Partnerships. Available at: [https://www.uni-bonn.de/international/international-profile-new/international-university-partnerships?set\\_language=en](https://www.uni-bonn.de/international/international-profile-new/international-university-partnerships?set_language=en)

<sup>15</sup> University of Glasgow. External Relations. Available at: <https://www.gla.ac.uk/myglasgow/externalrelations/>

## Conclusions

Internationalization of higher education as a phenomenon and as an economic and social process affects the development of higher education in the world and is one of the important directions of educational policy. Internationalization covers a wide range of issues, such as the internationalization of the curriculum, teaching, learning, and research, mobility of higher education applicants, teachers, administrative staff, and researchers, cooperation for the development and capacity-building in developing countries, use of ICT for virtual internationalization, and so on.

Strategies for internationalization of higher education are systems of principles, approaches, and methods and a corresponding set of actions and directions of educational, research, and administrative activities that help implement the mission and vision of internationalization of higher education and achieve long-term goals for the socio-humanitarian, political, economic, and academic development of higher education in the global and regional dimensions.

Thus, the results of the study confirmed the hypothesis that the international trend towards the internationalization of university education has a positive impact on the development of the university education system as a whole.

## References

A. Mayorova; Z. Kevorkova; N. Sapozhnikova y Luneva, E. State and development of retail chains in the Russian regions. Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: Education Excellence and Innovation Management through Vision 2020.

Abramova, I. E. y Ananina, A. V. "Internatsionalizatsiya regionalnykh vuzov: razrabotka angloyazychnykh masterskikh programm dlya gumanitarnykh napravlenii". Vyshee obrazovanie v Rossii Vol: 27 num 5 (2018): 87-95.

Altbach, P. G. Globalization and the university: Realities in an unequal world. International handbook of higher education. Dordrecht: Springer. 2007.

Altbach, P. G. y Teichler, U. "Internationalization and Exchanges in a Globalized University". Journal of Studies in International Education Vol: 5 num 5 (2001): 5–25.

Bobinkin, S. A.; Matveeva, S. V.; Dembitckaia, O. U.; Akatova, N. S. y Filinova, N. V. "The influence of individual psychological abilities on managerial activities of line managers". Asian Social Science Vol. 11 num 7 (2015): 208-214.

Clark, R. L. y D'Ambrosia, M. B. Walking the Financial Tightrope: Balancing Costs and Revenues with Commitment to Mission. The New Balancing Act in the Business of Higher Education. Northampton: Edward Elgar. 2006.

De Wit, H. "Studies in International Education: A Research Perspective". Journal of Studies in International Education Vol: 1 num 1 (1997): 1-8.

De Wit, H.; Deca, L. y Hunter, F. *Internationalization of Higher Education – What Can Research Add to the Policy Debate? The European Higher Education Area. Between Critical Reflections and Future Policies*. Heidelberg, New York, Dordrecht, London: Springer Cham. 2015.

Delgado-Márquez, B. L.; Hurtado-Torres, N. E. y Bondar, Y. “Internationalization of Higher Education: Theoretical and Empirical Investigation of Its Influence on University Institution Rankings”. *Revista de Universidad y Sociedad del Conocimiento (RUSC)* Vol: 8 num 2 (2011): 265-284.

Dudin, M. N.; Alferov, V. N.; Taburov, D. Y. y Nikolaeva, G. N. “Labor Market and Transformation of Labor Relations in The Light of The Marxist, Libertarian and Neoinstitutional Paradigm”. *AD Alta: Journal of Interdisciplinary Research* Vol: 9 num 2 (2019): 31-38.

Filinova, N. V.; Bobinkin, S. A.; Matveeva, S. V.; Dembitckaia, O. U. y Akatova, N. S. “The influence of individual psychological abilities on managerial activities of line managers”. *Asian Social Science* Vol. 11 num 7 (2015): 208-214.

Filinova, N. V.; Filinov, V. P.; Pogodina, O. N.; Lunev, V. A. y Luneva, E. V. “The socio-economic foundations of the development of contemporary economic innovations”. *Asian Social Science* Vol: 11 num 6 (2015): 150-160.

Huang, F. “Internationalization of higher education in the developing and emerging countries: A Focus on transnational higher education in Asia”. *Journal of Studies in International Education* Vol: 11 num 3-4 (2007): 421-432.

Jibeen, T. y Khan, M. A. “Internationalization of Higher Education: Potential Benefits and Costs”. *International Journal of Evaluation and Research in Education* Vol: 4 num 4 (2015): 196-199.

Kehm, B. M. y Teichler, U. “Research on Internationalisation in Higher Education”. *Journal of Studies in International Education* Vol: 11 num 3-4 (2007): 260-274.

Knight, J. “Internationalization remodeled: Definition, Approaches, and Rationales”. *Journal of Studies in International Education* Vol: 8 num 1 (2004): 5-31.

Knight, J. “The changing landscape of higher education internationalisation—for better or worse?”. *Perspectives: Policy and practice in higher education* Vol: 17 num 3 (2013): 84-90.

Knight, J. y Altbach, P. “The Internationalization of Higher Education: Motivations and Realities”. *Journal for Studies in International Education* Vol: 11 num 3-4 (2007): 290-305.

Krasnova, G. A. “Internatsionalizatsiya obrazovaniya v Rossii i mire”. *Akkreditatsiya v obrazovanii* num 8 Vol: 92 (2016): 68-70.

Kreber, C. “Different perspectives on internationalization in higher education”. *New Directions for Teaching & Learning* Vol: 11 num 8 (2009): 1-14.

Luneva, E. V. "Key performance indicators (KPI) system in education". Asian Social Science Vol: 11 num 8 (2015): 194-200.

Miroshnikova, O. H. "Kommertsializatsiya vysshego obrazovaniya kak faktor popolneniya obshchenauchnoi terminosfery universitetskogo diskursa". Nauchnyi dialog num 9 Vol: 45 (2015): 84-99.

Qiang, Z. "Internationalization of Higher Education: Towards a Conceptual Framework". Policy Futures in Education Vol: 1 num 2 (2003): 248-260.

Rozhnova, O. V.; Kevorkova, Zh. A.; Komissarova, I. P.; Mayorova, A. N. y Luneva, E. V. "The role of trade in socio-economic development of Crimea". International Journal of Civil Engineering and Technology num 9 Vol: 12 (2018): 48-54.

Universität Bonn. International University Partnerships. Available at: [https://www.uni-bonn.de/international/international-profile-new/international-university-partnerships?set\\_language=en](https://www.uni-bonn.de/international/international-profile-new/international-university-partnerships?set_language=en)

University of Glasgow. External Relations. Available at: <https://www.gla.ac.uk/myglasgow/externalrelations/>

Veselovsky, M. Y.; Izmailova, M. A.; Lobacheva, E. N.; Pilipenko, P. P. y Rybina, G. A. "Strategic management of innovation development: insights into a role of economic policy". Entrepreneurship and Sustainability Issues Vol: 7 num 2 (2019): 1296-1307.

## CUADERNOS DE SOFÍA EDITORIAL

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo debe hacerse con permiso de **Revista Inclusiones**.

PH. D. (C) VIACHESLAV YURIEVICH VIKTOROV / PH. D. (C) ELENA VLADIMIROVNA LUNEVA  
PH. D. OLGA SERGEEVNA MALYSHEVA / PH. D (C) OLGA NICOLAEVNA POGODINA