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PRE-UNIVERSITY DEPARTMENT AS A FORM OF CROSS-BORDER EXPORT OF EDUCATIONAL SERVICES FOR UKRAINIAN UNIVERSITIES

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**ВІДДІЛЕННЯ ДОВУЗІВСЬКОЇ ПІДГОТОВКИ ЯК ФОРМА ТРАНСКОРДОННОГО ЕКСПОРТУ
ОСВІТНІХ ПОСЛУГ УКРАЇНСЬКИХ УНІВЕРСИТЕТІВ**

This paper analyzes the global experience of pre-university education for foreign students by universities abroad, highlights the main ways of the provision of such activities, defines practices of separate countries and their approaches. The research reviews the experience of Australia, United Kingdom and Germany on the field of pre-university education, defines key terms and points out the economic output of such activity in this countries. The author also reviews the pre-university education for foreign students in Ukraine. The results are recommendations for the implementation of international practices by Ukrainian universities as part of the international transfer of knowledge.

Робота аналізує світовий досвід здійснення довузівської підготовки іноземних слухачів університетами закордоном, виділяє основні способи здійснення такої діяльності, визначає практики окремих країн та їх підходи. В дослідженні робиться огляд досвіду Австралії, Великобританії та Німеччини в сфері довузівської підготовки, визначаються основні терміни та виділяється економічний ефект подібної діяльності в цих країнах. Автором також здійснено огляд довузівської підготовки іноземних громадян в Україні. За результатами наводяться рекомендації щодо імплементації іноземних практик українськими університетами як складової міжнародного трансферу знань.

Key words: higher educational institutions, international knowledge transfer, export of educational services, pre-university education, foundation year.

Ключові слова: вищі навчальні заклади, міжнародний трансфер знань, експорт освітніх послуг, підготовче відділення.

INTRODUCTION

Higher education is increasingly seen as a commercial product to be bought and sold like any other commodity [1, p. 2]. It is known that nationally nearly all countries provide the transition from secondary to the higher education in two ways — through exams on core subjects in high school (and their subsequent adoption of the

institution of higher education) and through training in special preparatory courses for the exam for admission to higher education institutions. At the national level, the said practice is common for admission to the most prestigious universities. Internationally, it is used to prepare foreign students for admission to the institution of higher education and to adapt them to the host country.

Analysis of recent researches and publications suggests considerable attention theorists, researchers and practitioners to the problem of export of educational services, that found the proper coverage in the works of Ukrainian scholars O. Levchenko, D. Plynokosa, L. Bohyni and their foreign colleagues — scientists from Center for International Higher Education at Boston College, P. Altbach, D. Hudzik, H. de Wit. Meanwhile, the research questions of specific forms and mechanisms for the implementation of cross-border export of educational services at Preparatory centers is insufficiently studied. However, the practice of establishing of Preparatory centers abroad is a logically first step towards expanding the export of educational services of Ukrainian universities for foreign consumers.

SETTING OBJECTIVES

Main objective of the research is to study international experience of establishing the preparatory office for foreign students as a modern form of cross-border export of educational services, in order to adapt it to the practices of Ukrainian universities.

METHODOLOGY

The methodological part of the study are methods of analysis, logic synthesis. Their combination allows you to apply a methodical approach to solving the problem.

PRESENTING MAIN MATERIAL

In general, the export of educational services can be realized in two forms: traditional (on the territory of the exporting country) and cross-border (outside the exporting country) [2, p. 211]. There are various forms of cross-border export of educational services. One of these forms of export of educational services is the organization of the preparatory department of the institution of higher education abroad. The last one allows the preparation of students for entry to the institution of higher education and arranges admission exams directly in the country of citizenship of the applicant. Thus the organization of the preparatory department of the institution of higher education abroad is actually the first step to creating its full commercial presence abroad.

Foreign experience. Some countries do not recognize the Ukrainian school diploma and results (certificates) the EIT and its equivalent for admission to the institution of higher education. These countries demand from students passing additional preparatory course lasting one academic year. The most common name for this preparatory year is the Foundation or the Foundation year.

Actually, Foundation is a program of preparation for the university, which combines courses in various subjects and classes in a foreign language, that is actually a reflection of existing in Ukraine Preparatory departments of the institution of higher education.

Foundation Program designed to adapt the knowledge of the applicant in basic subjects to local education standards and to raise the level of language. Advanced training for applicant met with educational methods and procedures (for example, the order of scheduling classes, exams, selection discipline) issued in the country where he is going to continue training. In other words, these include help with:

- Academic Content — specific courses related to the study degree;
- Language Preparation — improving language skills;
- General Study Skills — understanding how academic studies works;
- Cultural Adaptation — helping students deal with cultural differences in a safe environment.

It should be emphasized that the content of training programs on subjects of compulsory school cycle may be significantly different in the country of residence of the applicant adopted abroad. It is generally accepted that the level of teaching subjects in the country of residence

applicant country and the location of the university may vary. Said, in turn, needs to improve some basic knowledge of students in various disciplines. In addition, schools do not provide the level of knowledge of a foreign language sufficient to be able to fully learn — understand lectures, execute written work, reading professional literature and others.

Training on preparatory courses takes from six months to a year and built as well as the university studies. Applicants attend lectures, seminars and individual sessions. During the training, they can use the university library, gyms, live in a dormitory.

Foundation Programs can be organized by the universities and other institutions — colleges, language or training centers and others. In some cases, students who study program Foundation, automatically transferred to a university, where the place for them is reserved in advance for the next academic year.

Choosing the specific studies by applicants who are visiting Foundation program, depends on their future specialization. For example, in the UK passing of final examinations in three or five items are obligatory, two of which define the future direction of education. Accordingly, the preparatory courses study in depth a few courses. On the final distribution of students in groups affects the level of their foreign language command and general training.

Different countries have some specifics of their Foundation program features. Let us examine them in detail.

Australia. The specified country is the largest exporter of educational services in the world, therefore the Foundation program (Australian official name — foundation studies courses [3]) is a serious business in the educational sector. 25 out of the 37 Australian universities have foundation studies courses [4]. The tuition fee of Foundation program ranges from 6,000 to 12,000 Australian dollars. Note that some programs allow entering only one university, and others — a few. On the one hand, it's better as it provides more freedom of choice. On the other focused on only one institution of higher education programs, Foundation gives applicants the opportunity to prepare for training in it.

Depending on the level of language command applicant can select Foundation programs of varying lengths (Express, Standard and Extended) [5]. In such Foundation programs, the educational structure in the Australian higher education institutions offers diploma and two-year programs that allow you immediately enter the second academic year.

Australian Foundation Program is a one-year intensive preparatory course that provides the skills necessary for the introduction to student life at university. Training is divided into areas of business studies and research, offered as compulsory and optional subjects [6].

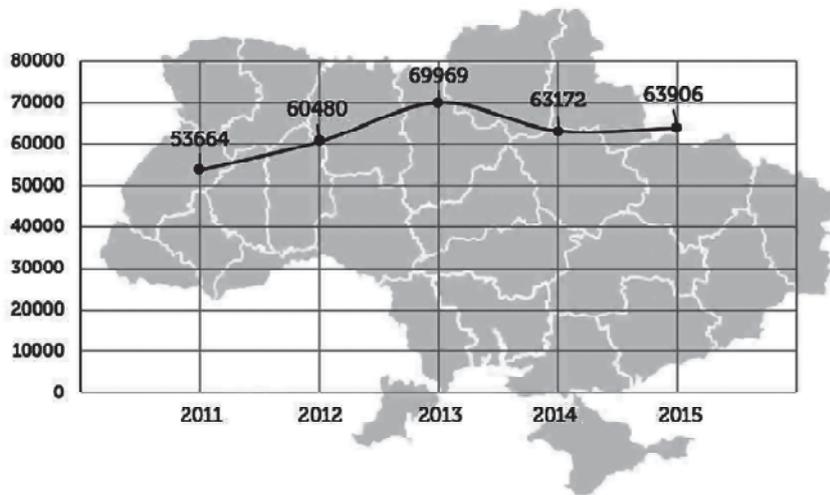
According to statistics released by the Department of Education and Training of Government of Australia, 8% of all international students studying in Australia, before entering the university completed Foundation courses [7]. In monetary terms, revenues from Foundation Program services export in 2014—2015 amounted to 722 million USD or 4% of export revenues generated by the education sector in Australia [7]. We should also note that all Foundation programs are exclusively provided only within Australia.

The United Kingdom. Foundation Programs are at various universities and colleges. It is generally accepted that the Foundation program (duration — one year) are organized by Further Education Colleges at UK (there are about 560), and abroad — through a network of franchised programs and centers. The tuition fee is 4—5 thousand pounds per year. The program must be accredited by the institution of higher education or even a group of universities. After graduation, students who studied the Foundation program, pass exams — the same as the examinations for A-level certificate (A-level — a program to train students from 16 to 18 years before joining the universities in the UK), with the only difference being that the choice of subjects must be connected to future studies in higher education. Standard



Ministry of Education and Science of Ukraine
Ukrainian State Center for International Education

Number of International Students in Ukraine (01.01.2016)



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Figure 1. Changes in the number of foreign students in Ukraine as of 01.01.2016 year

rules of admission: the age limit — not younger than 17 years, the proper language skills and a clear choice of specialization.

Similarly, courses arranged in the US and Canada.

It is worth to mention that despite the fact the US, Canada, UK export revenues from Foundation programs are not given separately in the statistics, but taking into account that a large number of foreign students before entering the universities additionally visit Foundation program, these revenues are measured in billions of US dollars.

Germany. In Germany, the principle of free education for foreigners extends to the preparatory department, called Studien-Kolleg. Their annual program also allows the student to prepare for studies at universities, and preparatory department usually reserves seats in the partner universities. Groups are formed depending on the chosen specialization. Main specific is that language is not taught there. To enter the Studien-Kolleg student must provide a certificate of secondary education or a certificate of completion of the first year of a foreign university. Thus, in Germany, direct export revenues from the provision of educational services for training courses are not received.

New models. Along with the existing models, while pre-university education or Foundation provided by a foreign university itself, gradually appeared practice of "delegation" of this functions to individual schools, training centers or colleges abroad, using the franchise model or affiliate channels.

The said issue in the most countries is governed exclusively by agreements between entities — suppliers of educational services. Ensuring the same quality of education — is the responsibility of the supplier of educational services. For example, Australian universities are self-accredited institutions responsible for managing the quality of their programs (including their own pre-university training) regardless of whom the program are read.

In some cases, such activities are strictly regulated and controlled by public bodies of supplying country. An example is the Canadian province of British Columbia, which is as part of its Global Education Program not only developed requirements for schools that operate abroad on

agreed programs and actually allow the student to enter the Canadian higher education institutions without the Foundation, but also annually publishes the operating manual. This Manual clearly describes all the rules and procedures for educational institutions from pre-stage to solving the financial issues.

Ukrainian practice. Annually, foreign citizens come from the Middle East, Africa and Asia to study in Ukrainian universities. All of them were born and raised in different societies with their customs, traditions, law, philosophy, religion different from the European. So getting into the Ukrainian environment, they have problems not only verbal but also psychological. The process of socio-cultural adaptation requires a combination of training and educational activities both in the preparatory phase of training, and throughout the period of stay of foreign students in Ukraine [8, p. 111].

According to the Ukrainian State Centre of International Education, Ministry of Education and Science of Ukraine as of 1 January 2016 in Ukraine studied 63 906 foreigners, most of them before entering the Ukrainian higher educational institution completed pre-university training [9].

Almost all Ukrainian universities that enroll students from near and far abroad ensure their right to education by a multistage system of higher education that begins with training at the Preparatory Department for foreign citizens. The said unit of Ukrainian higher education institutions provides pre-university training of foreign students in four areas: engineering, medical, economic and humanitarian.

During this training student of the preparatory department study Ukrainian or Russian language and repeat the basic course in physics, mathematics, biology, chemistry, history, science and other subjects, depending on future specialty. After the completion the preparatory department students receive a certificate of the state standard, which allows them to enter any higher educational institution in Ukraine.

Preparatory Department is a part of Ukrainian higher educational institutions and operates at university or college, and educational services are provided by the university or institution in Ukraine.

Usually, the preparatory department is the financially independent unit of local universities and individually form the cost of training for foreigners later approved by the Academic Council of the university and put in place by the order of the rector.

Tuition fee for the preparatory department in Ukraine varies from 800 to 2000 dollars depending on the university level, and the cost of the accommodation and related travel expenses raise the total cost for the preparatory department up to 4000-5000 US dollars. These costs, security factors, as well as a number of other unfavorable conditions force prospective international students to seek higher education in countries where it is cheaper and safer.

Nowadays a lot of foreign higher educational institutions operate abroad through international branch campuses [10, p. 14]. The term international branch campus is used here as an offshore entity of a higher education institution operated by the institution or through a joint venture in which the institution is a partner (some countries require foreign providers to partner with a local organization) in the name of the foreign institution [11, p. 3].

The author believes that Ukrainian higher education institutions should review their policy on pre-university training and make it cross-border and move to the country of residence of the consumer (like pre-university international branch campus). This can be achieved by implementing educational projects such as "preparatory office" abroad with a foreign partner, by establishing a foreign affiliates preparatory office, through franchising arrangements [12, p. 2], through work with partner secondary schools or even through distance education. Already, the National Technical University of Ukraine "Kyiv Polytechnic Institute" has the experience in the implementation of cross-border pre-university education [13]. Currently, joint project has started with the Nigerian educational partner to introduce and implement educational project type "preparatory office" in that country, and the opportunity to transfer the preparatory department to consumer countries included in the commercial offer of the university [14].

CONCLUSION

The analysis of foreign sources and their comparison with Ukrainian realities was made. Author underlined the need for the gradual development of adaptation mechanisms for the use by the Ukrainian universities available foreign achievements in export of educational services abroad. It should be noted that these adaptive mechanisms may be well applied to all levels of higher education, starting with the pre-university training of foreign students.

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