

coming from entrepreneurial and industrial backgrounds. Therefore, when viewed by subject breakdown, the largest single field of study turns out to be business and management—with engineering and related sciences following close behind. The third predominant field of study is medical and health-related sciences, the fourth being informatics. Quite surprisingly, over 7,000 Saudi students were enrolled in humanities subjects in 2012 2013, another 3,644 in the social sciences, and 1,496 in the arts. However, a deplorably low number undertook teacher training (a mere 1,899), which would be a contributing factor to why the overall quality of teaching in the Saudi state educational system is slow to improve. On the other hand, though low, enrollments in environmental protection studies, agriculture, forestry, fish farming, productivity and manufacturing industries studies, science education, and press and media studies, indicate important steps in the right direction for the Kingdom.

The most noteworthy aspect of Saudi university students' outward mobility has been the custodian of the Two Holy Mosques Scholarship Program.

BREAKDOWN BY ACADEMIC LEVEL

Within higher education, Saudi students abroad are clustered for the most part at the bachelor's degree level (60 percent). Some 24 percent are studying for their master's degrees, and another 5 percent toward their doctorate. Of the total number of scholarship recipients, the government sponsors a substantial proportion (8 percent) for fellowships and other advanced professional training. The remaining take up studies for associate degrees, intermediate and higher diplomas, and other training programs.

IMPLICATIONS OF OUTWARD STUDENT MOBILITY

The social and cultural impact of this massive student movement outward is quite clearly evident to any resident of the Kingdom. Briefly, the country has changed and is changing rapidly as a result of this internationalization of higher education. It has seen a sharp increase in entrepreneurship, new ideas, and new institutions of all sorts, as Saudi students return to their home country. Workforce localization is slowly taking place and Saudi citizens are on track to gradually replace the expatriate professional labor force. However, much depends on the continuation of the

scholarship program in the years to come. With the passing of King Abdullah and the merger of the ministries of education and higher education by King Salman, it remains to be seen whether the program will continue in its current form, or be subsumed into new priorities and ultimately new realities for the Kingdom of Saudi Arabia. ■

Past, Present, and Future of Higher Education Internationalization in Russia

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Modern research works in the field of the Russian higher education development and internationalization are full of contradictions. According to the Organisation for Economic Co-operation and Development, Russia takes second place in the world in the absolute number of higher education students and is one of four top countries (along with the United States of America, India, and China) hosting more than 40 percent of the worldwide higher education student body. But providing a comprehensive evaluation of processes taking place in the Russian higher education system, particularly of the internationalization of Russian higher education, is difficult due to a lack of adequate resources and a manifest disagreement between ambitions and facilities of the Russian higher education system and the actual level of its higher education internationalization and competitiveness.

In the 20th century, Russian higher education (or Soviet higher education during the period of the Soviet Union) was considered to be one of the strongest academic structures in the world. Now Russia's leading universities are not even listed in the top 100 of the world's best universities, although some universities have maintained recognition of excellence in some specific fields of study, such as physics and mathematics. To understand the nature of changes taking place in Russian higher education in the context of general globalization and higher education internationalization, we should take a look at the genesis and the history of the internationalization of higher education in Russia.

FIRST INTERNATIONALIZATION INITIATIVES

Higher education internationalization in Russia covers the last 70 years, starting from the period following World War II. Between 1950 and 1960, as a result of the movement toward independence in various countries around the world, countries with developed economies contributed to the training of professionals for former colonies—by means of academic mobility, teaching international students, and developing specific educational programs. This was the case in the East as well as in the West. The most significant example in the Soviet Union was the establishment of the Peoples' Friendship University in 1960 dedicated to the education of students from all over the world. Taking into account the geopolitical context of that time, mostly students of socialist countries from Asia, Latin America, and Africa studied in the Soviet Union. Only 3.2 percent of all international students in the Soviet Union came from North America and Europe.

Worldwide recognition of scientific and academic achievements of Soviet universities and academies of sciences allowed the Soviet Union to remain extremely competitive internationally.

INCREASING INTERNATIONALIZATION DURING THE SOVIET UNION ERA

During the following period, from 1960 to 1991, such phenomena as international scientific competition, systematic academic exchanges, a rush for a supply of talented scientists, and wide recognition of international scientific cooperation became key factors of scientific development—not only for academic and scientific institutes such as universities and academies of sciences, but also for countries and economies. International projects in the fields of space, nuclear research, medicine, and other fundamental research areas can be mentioned as examples. Worldwide recognition of scientific and academic achievements of Soviet universities and academies of sciences allowed the Soviet Union to remain extremely competitive internationally.

At the same time, the expansion of the international dimension in higher education continued and brought some new modes of educational export, such as joint universities, academic franchise establishment, and branch development. With the assistance of the Soviet Union, 66 universities, institutes, educational centers, and field

departments were established in more than 30 countries, providing education to more than 100,000 students following Soviet education standards, using Soviet Union teaching materials, and the support of seconded Soviet academic staff. Examples of these educational establishments are polytechnic universities in Kabul, Afghanistan (1963), Mumbai (formerly Bombay), India (1961–1966), Conakry, Guinea (1963), the Rangoon Institute of Technology, Myanmar (established in 1961 on the structural base of an existing college, according to the official history of the Rangoon Institute of Technology), as well as the Higher Technical School in Phnom Penh (Cambodia) and the Mining Engineering Institute in Annaba (Algeria). Branching was also common for Soviet universities—e.g., the Pushkin State Russian Language Institute had branches in 14 countries—educating thousands of Russian language teachers every year. After the dissolution of the Soviet Union in 1991, most branches closed and the assistance to universities in partner countries finished. Since that time, other countries—including the United States of America, France, and the United Kingdom—have replaced the Soviet Union as the key player in many regions.

EARLY RUSSIAN FEDERATION PERIOD

The third period covered the years from 1991 to 2010. During that period higher education internationalization became a reflection of the process of globalization taking place all over the world. It also resulted in the Bologna Process of creating a European Higher Education Area, which Russia entered in 2003, and the idea of higher education harmonization in Europe stimulating the same elsewhere in the world. The development of a postindustrial society and the transfer to a knowledge economy requires, among other things, reforming the higher education system. This period was crucial for Russian higher education for various reasons, given that it had to manage internal modernization issues and adapt to Bologna requirements during critical changes in the political, economic, and social contexts of Russia, and without sufficient financial support from the government.

In terms of internationalization, Russian universities were concentrated primarily on participating in joint research projects, maintaining the existing level of international cooperation, and providing opportunities of academic mobility for students and faculty. Networking and forming effective regional and global organizations and alliances replaced double-side agreements on cooperation and degree recognition. The focus on fundamental issues of higher education internationalization and on internationalization strategy appeared only by the end of the Twentieth century as this phenomenon spread globally and be

came an objective process in the modern higher education context. The third period became an opportunity to define internationalization and recognize its value for the development of the global knowledge economy, to compare and compete, to race for internationalization numbers, and to make successful (and less successful) attempts at modeling and managing the process of internationalization within a university or a national system.

RECENT INITIATIVES, CHALLENGES, AND OPPORTUNITIES

Currently, and looking to the future, Russian higher education internationalization is full of challenges, contradictions, and promising approaches and perspectives. Its principal focus is threefold: the education of talented young people, educational export, and international rankings. At the moment the main instrument for the education of talented young people is the Global Education Program, which started in 2014 and allows at least 1,500 applicants to receive sponsorship for studying at the master's or PhD level in the world's top-ranked universities. The export of educational services is carried out according to the Education Export Concept, a Russian Federation project for the period 2011–2020, and includes not only teaching non-resident students outside Russia, but also attracting more international students to study in Russian universities through more effective recruiting strategies, modernizing university infrastructure, teaching in English, developing massive open online courses, etc. Improving the Russian higher education reputation is part of the Project 5–100, a new project aimed at maximizing the competitive position of a group of leading Russian higher education institutions in the global research and education market. According to Quacquarelli Symonds, over the 2014–2015 academic year, the universities participating in Project 5–100 significantly improved their positions in international rankings in 36 subject areas, which can be considered as the basis for moving at least five Russian universities into the top-100 world universities list by 2020.

At the same time the key task that Russian higher education institutions have to fulfill nowadays is to make internationalization a fundamental basis for every significant part of their activity that requires an international approach. In other words, there should be a clear understanding of the importance of creating comprehensive internationalization processes, policies, and strategies within each university. With the main purpose of spreading the internationalization process throughout the overall system of higher education, the internationalization of the curriculum and learning outcomes should be added to the Russian higher education development strategy to engage all students, faculty members, and administrators in the process of interna-

tionalization, and provide them with suitable instruments to learn how to study, live, and work effectively in a globalized era. ■

Changing Trends in Japanese Students Studying Abroad

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The Japanese government has long valued international student mobility, viewing international students as prime players in its strategy for higher education internationalization, and positioning them at the center of many government-led initiatives. However, in recent years, following a dramatic decline in the number of Japanese students studying abroad and significant media focus on the inward-looking tendencies of Japanese youth, much government and higher education institution attention has turned toward outward mobility. Initiatives to increase the numbers of Japanese students overseas have begun in earnest, and, perhaps as a result, the past two years have shown an uptick in the number of Japanese students venturing abroad for academic study.

THE INWARD-LOOKING ISSUE

According to data compiled by the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT), the number of Japanese students studying abroad at higher education institutions hit a high of 82,945 in 2004. By 2010 the number had fallen to 58,010 and by 2011, the number of Japanese students overseas had declined further, reaching a low of 57,501. Around 2010, media reports, which proclaimed that Japanese students have a “Fear of Studying Abroad” and “hinder [the] nation’s economic growth,” became regular. These reports were bolstered by a widely reported survey conducted by the Sanno Institute of Management in 2010, which found that nearly half of the new employees at companies in Japan did not want to work overseas. Japanese students gained the reputation that they were narrow-minded and inward-looking, and not interested in overseas study.