

# Development of Innovative Technologies in Education



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**Abstract:** *The problems of interaction between international organizations and universities correlate with a set of key problems in the theory of international relations because they are associated with the phenomena of globalization, regionalism, and multiculturalism. They also relate to the prospects for the influence of universal humanitarian and technological development ideas on the policies of individual countries and consolidated groups of states. The authors claim that the successful promotion of the European Union in harmonizing the common space of higher education and the demand for the European university model in other regions of the world, including in the post-Soviet space, is ruled by the combination of its universalism and tolerance with the concept of the diversity value in higher education.*

**Keywords:** *globalization, international organizations, international relations, higher education, universities, UN, UNESCO, dialogue of cultures.*

## I. INTRODUCTION

Higher education in the modern world is a field of activity for some global and many regional institutions, including leading international organizations. The picture of the international space of higher education at the turn of the 20th – 21st centuries has undergone significant changes under the influence of new consistent factors, including the rapid growth of distance learning and network universities, the launch of the Bologna process (which expanded beyond Europe with the accession of Kazakhstan in 2010), and formation of competitive centers of international higher education in China. In the face of the growing information globalization and academic mobility, the leaders of prestigious university rankings and more modest educational institutions are becoming exporters of educational services.

In the meantime, higher education institutions often participate not only in the educational policy of their countries, but also in international programs for the education development, the influence of which is expanding significantly in the context of globalization [1], [2], [3].

The authors intend to review the recent experience of the UN and its bodies, especially UNESCO, as well as the most influential regional and transcontinental international organizations in the global promotion of the values of higher education, and assess the role of universities as leading actors in this process. The interaction of international organizations with states and nongovernmental institutions in education and culture is one of the most interesting and complex issues in scientific discussions about the motives and essence of actions of participants in international relations. Since the publication of the constructivist study by Martha Finnemore on the impact of UNESCO on the state policy for regulating the scientific activity [4], the role of international organizations in shaping global and regional development of educational systems has grown significantly, providing an additional argument in favor of an optimistic interpretation of the international cooperation phenomenon introduced by Robert Keohane, Lisa Martin, Joseph S. Nye, and others in the neoliberal school [5], [6]. Without seeking to directly participate in the political science discussions, the authors believe that a study of the interaction of international organizations and universities will allow to demonstrate "how institutions and norms affect the possibilities for overcoming dilemmas and achieving international cooperation" [7].

## II. METHODS

### A. General description

Higher education as part of the UN educational strategy is an integral part of programs for the implementation of such programs of global intellectual and professional development as the Concept of Continuing Education (1972) and the World Declaration on Education for All (1990), which consider human life as a process of continuous learning and mastering new competencies in accordance with their personal aspirations and capabilities. Ensuring the right of everyone to education is one of the most important conditions for positive global development and overcoming socioeconomic and cultural imbalances [8].

The UN considers educational institutions of all levels as instruments for the establishment and dissemination of universal values of education, based mainly on the humanistic traditions of European culture. Higher educational institutions, in particular universities, which embody the ideas of universality, diversity,

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and freedom of scientific knowledge, are most involved in globalization of education as participants in promoting the general principles of its organization and quality criteria, as well as in participating in the formation of the international space of scientific and educational information and support for academic mobility. Universities interact with each other, as well as with international and national scientific and educational organizations, and therefore remain at the center of such important aspects of the UN humanitarian policy as communication and information, participating in the creation and testing of models of education, intellectual dialogue, and self-realization of scientists and youth. It is notable that the modernization of higher education in China is associated with the transition from industry-wide educational institutions to general universities, which are actively developing contacts with leading American, Japanese and European universities [9].

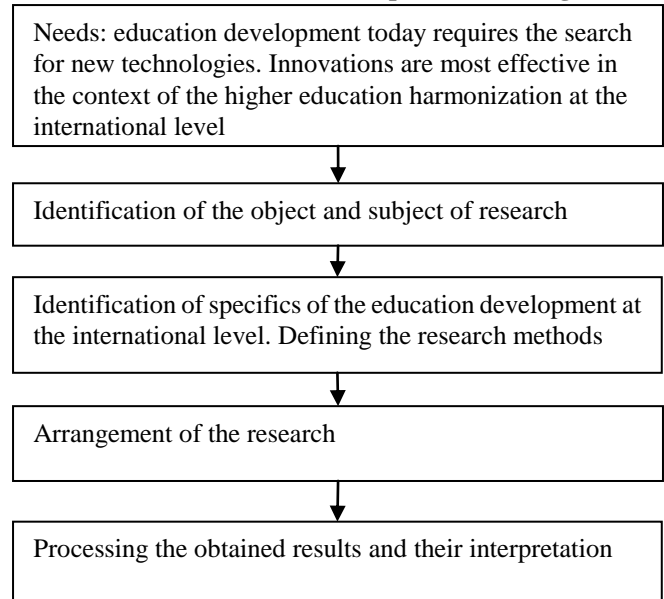
### B. Algorithm

University integration.

The global scientific and educational space develops in several main areas:

- cooperation with foreign universities under bilateral agreements;
- participation in the activities of international corporations of universities;
- participation in international programs for the development of education and academic mobility, and support for the UN educational initiatives;
- education of foreign students, including the export of educational services in the network format;
- implementation of research projects by the faculties, doctoral students and graduate students in cooperation with foreign universities and academic centers;
- holding international scientific and methodological conferences;
- publication of research results and information on scientific and educational activities in the global languages: English, Spanish, Russian, and French;
- organization and support of meetings of graduates, festivals of culture and other public initiatives contributing to the expansion of the university corporation's interaction with the international scientific and educational community.

### C. Flow chart of the research is presented in Figure 1.



## III. RESULTS

### A. UNESCO activities in the technology of education development

The activities of UNESCO, the main UN organization in charge of education and culture, include the collection and analytical studies of information on various education systems and models existing in the world, as well as development and promotion of international programs and regulations in the field of educational reform and development. Specific activities to solve these problems are carried out by several subsidiaries established in various regions of the world, such as the UNESCO Institute for Life Learning in Hamburg, the European Center for Higher Education in Bucharest, the Institute for Information Technologies in Education in Moscow, the International Institute for Higher Education in Caracas, etc. In combination with the system of UNESCO Chairs, they form a global network for promoting the UN educational policy. At the same time, this network is a fundamental structure for the international interaction between universities and academic organizations.

One of the priority areas for UNESCO is to support education in human rights, environmental protection and other UN core values. These tasks in the system of higher education are solved through the dissemination of scientific and reference information (books, manuals, electronic databases) and the activities of UNESCO institutes and departments that open at universities worldwide. The network of UNESCO Chairs partially covers regions where the promotion of European values is especially important for the integration of national educational systems and specific educational institutions into the global system of intellectual and humanitarian communications: in Africa, Latin America, Central Asia, etc. At the same time, a system of general interaction between UNESCO and universities is being formed at the level of faculties and Chairs, national academic and professional corporations,

as well as individual author participation of teachers, students, and graduate students in the activities of UNESCO Chairs and other UN institutions. For example, UNESCO publishes the World Directory of Human Rights Research and Training Institutions [10], which promotes the establishment of a global network of educational and research institutions operating in the field of promotion and protection of human rights [11, p. 22]. Janusz Symonidis, Director of the UNESCO Division of Human Rights, Democracy and Peace, emphasized that the publication of the Manual on Human Rights in English, Spanish, and Russian by the UNESCO specialists in the late 1990s "will encourage universities and professional and vocational training institutions to introduce curricula and innovative teaching aids on peace, human rights and democracy" [11, p. 22].

A significant step forward in expanding cooperation between universities in leading and developing countries has been made since UNESCO launched UNITWIN in 1989. The rather successful implementation of this program was ensured through the use of several mechanisms at the same time: scientific and information exchanges, such as conferences and seminars, internships for teachers and students, establishment of network universities with double diplomas, and allocation of subsidy scholarships from UNESCO and private and corporate charitable foundations participating in implementation of the UN educational strategy.

At the moment, there are about 800 UNESCO Chairs and UNITWIN networks involved in the development of higher education systems in 126 countries, including more than 50 UNESCO Chairs in Russia. Many universities that used to be on the periphery of the global educational dialogue now gain access to advanced international concepts and practices of intellectual development through the system of UNESCO Chairs. For example, the UNESCO international Chair "Education in a multinational and multiconfessional society" was opened at the Bashkir State University in Ufa (Russia, the Republic of Bashkortostan) in 2003. International educational projects "Ufa – Berlin:

Education for Sustainable Development" and "Ufa – Paris: Education for Sustainable Development" were set up later with the participation of this Chair.

The strategy of international cooperation of the Bashkir State University is determined by the implementation of quality standards and the organization of the educational process in accordance with the Bologna Process, supporting and promoting the best traditions of Soviet higher education and expanding ties with the world of Eurasian universities and countries of the East. The diversity of ethnic groups, cultures and religions that peacefully coexist and develop in Bashkortostan allows students from various regions of the world to easily adapt to the university community, live and study in an atmosphere of peace and tolerance.

The activities of UNESCO institutions encourage teachers and students to explore topical issues of global development, intensify their participation in international scientific projects, obtaining additional qualifications in foreign languages, etc. As such, harmonious multi-aspect interaction between international organizations (UN and UNESCO) and educational institutions, universities and academic corporations is achieved. At the same time, this dimension of the global educational dialogue has great prospects for further development, including in a network format that allows developing contacts between UNESCO Chairs and

communities of associates with similar centers in other universities of a country or group of countries.

## B. Educational strategies of regional international organizations

Despite the wide development and, in many cases, successful activities of the UN bodies reflecting the globalization of higher education, a significant influence of regional ethnocultural specifics on the educational policies of individual countries and communities is clearly visible in this field [12]. However, the vast majority of states and peoples in the modern world "fully comprehend the fundamental role educational institutions have, not only in transmitting skills needed in the global economy, but in reintegrating individuals into new communities built around" [13].

The first stage in the formation of a global constructive interaction in science and education vital for the development of post-industrial societies of the 21st century is to establish principles of harmonization and unification of educational systems within large regions that have a common historical and cultural matrix.

The European Union is the undisputed leader in the formation of a single space of higher education and the promotion of this educational concept in the global space. Classical universities initiated the harmonization of European higher education systems by signing the Magna Charta Universitarum in 1988. At the same time, documents of the Council of Europe on the development of higher education declare respect for the diversity of educational systems in the European Region as the greatest value and cultural heritage of all mankind. The 1997 Lisbon Recognition Convention proclaims aspirations of its participants to provide equal opportunities for access to this source of diversity through the mutual recognition of qualifications while maintaining the principle of autonomy of educational institutions [14].

After the USSR had collapsed, several agreements were concluded on the mutual recognition of records of higher education between post-Soviet states. At the same time, cooperation of universities in Eastern Europe and the former Soviet republics with international educational organizations: UNESCO and centers for the development of higher education in the European Union, actively developed. The TEMPUS (Trans-European Mobility Program for University Studies) and Erasmus Mundus programs aimed at supporting academic and student exchanges, implementing joint research and teaching programs promoting the integration of post-Soviet higher education into the European scientific and educational space were actively introduced at universities in Russia and several other post-Soviet states during the 1990s. Russia acceded to the main documents regulating international cooperation in higher education in the European region in late 1990s: the European Convention on the Academic Recognition of University Qualifications dated December 14, 1959; the European Convention on the General Equivalence of Periods of University Study dated November 6, 1990; the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region dated April 11, 1997; the 1999 Bologna Declaration, etc.

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The promotion of educational reforms in Central Asia as part of the UNESCO and EU strategies was slower and yielded results in the late 2000s, mainly in Kazakhstan and Uzbekistan [15]. The most favorable climate for the activities of UNESCO Chairs has been established in these countries. For example, there are six UNESCO Chairs in Kazakhstan and eight in Uzbekistan, while higher education institutions of Turkmenistan are actually closed for participation in educational initiatives of the UN and the EU.

Network university projects were developed in the SCO and CIS formats in the 2000s, reflecting the desire of member states to strengthen scientific and educational ties within their consolidated groups. In particular, the SCO University is a platform for the development of inter-university relations in regional and environmental studies, energy, IT technology, and nanotechnology [16]. ASEAN operates the ASEAN University Network, the main task of which is to assist young people from Southeast Asian countries in graduating abroad. ASEAN Universities seek to expand cooperation with the states of their and neighboring regions: China, Japan, the Republic of Korea, the US, Canada, and the EU.

Localization of approaches to education within regional international systems was reflected in a series of conventions on the mutual recognition of training courses, higher education diplomas and degrees, concluded in the 1970s and 1980s by groups of states:

countries of Latin America and the Caribbean (1974), Arab and European states of the Mediterranean basin (1976), Arab countries (1978), African countries (1981), and Asia and the Pacific (1983).

It must be noted that there are additional vectors of academic and student mobility within the regional and large national educational systems, which can have different effects on the globalization of higher education. They are often determined by historical ties between states that developed back in the colonial era, maintaining a significant impact on the choice of young people to study abroad. For example, Indian students traditionally aim to study at universities in the UK and the US (due to knowledge of English), while French universities are preferable for French-speaking youth from Algeria or Tunisia. The European training and research centers often contact with developing countries in a similar way.

These processes undoubtedly contribute to the expansion of the space of humanistic values and high standards of higher education. Sometimes, academic mobility localizes within certain religious preferences – for example, universities of Azerbaijan, Tajikistan and other post-Soviet states actively develop contacts with traditional Islamic universities in the countries of the Arab world.

A contradictory factor in the development of inter-university cooperation is a significant imbalance in the economic and technological level of countries within individual regions or consolidated groups of countries (Africa, Latin America, and ASEAN states). Universities in more developed countries that invest heavily in education take a full advantage of the global scientific and educational dialogue, due to their technological and organizational capabilities [17, p. 21]. Accordingly, the vector of their international interests is often directed to other regions (the US, Europe) more than inside of their community. This circumstance contributes to the globalization of higher education within the leading international group but leaves weaker universities in technological and personnel terms that

do not have sufficient resources to reach a new qualitative level on the sidelines. Financial and advisory aid from UNESCO, the World Bank, and other international organizations, addressed to both states and universities directly, is crucial in such a situation.

Support programs for higher education play a significant role in the strategic programs of international organizations of developing countries, despite the fact that the issues of combating illiteracy and creating systems of primary vocational training remain the most relevant for many of them. The increase in the number of young people graduating abroad and the establishment of national universities are an important part of the social stabilization for the countries of the African Union, mitigating the conflict on ethnic and religious grounds. The desire to use the education system more actively as a pillar for a broader political dialogue based on the principles of the UN Charter, the Universal Declaration of Human Rights, and the African Charter on Human and Peoples' Rights is reflected in representative international forums. For example, the African Initiative on Education for Peace and Development Through Interreligious and Intercultural Dialogue was approved at the Conference of Heads of State and Religious Leaders of Africa in Cotonou (Benin) in July 2015, supported by the African Union, UNESCO, and the Economic Community of West African States (ECOWAS).

The topic of higher education is voiced at the African Union – European Union (AU-EU) Summits. The Fifth AU-EU Summit in Abidjan, Cote d'Ivoire, held on November 29 – 30, 2017, focused on investing in the future of African youth, including the establishment of vocational training and education systems on the African continent and increasing the mobility of students and young professionals through the revitalization of ERASMUS and other academic exchange programs between Europe and Africa [18]. Some moves in this direction are expected from the European Fund for Sustainable Development under the new EU External Investment Plan. However, the instability of many African states restrains potential investors, which slows down the achievement of one of the main goals that the EU sets in its plans to support the development of educational systems in Africa – their inclusion in the orbit of the modern global information networks [19]. The Education Division of the Department of Human Resources, Science and Technology (HRST) of African Union Commission held a seminar in Addis Ababa, Ethiopia, on December 13, 2018, where the opening of the Pan-African Accreditation Agency was discussed for harmonization and development of educational systems on the African continent. The Commissioner for HRST, H.E. Prof. Sarah Anyang Agbor, emphasized the role of universities, which should become "more relevant and responsive to society, producing skills for critical thinking, innovation, employability and entrepreneurship" and reflect the Pan-Africanism values in its curriculum [20].

It can be argued that international interaction in higher education is also part of the trans-regionalism phenomenon, since academic ties between the structures of a network university or other research and educational centers are a "dialogue window" between consolidated groups of states or a regional organization and a specific country [21, p. 9].

At the same time, the conditions for the cultural, political and economic influence of one state on a particular region or group of countries arise – inter alia, through educational institutions. The mechanisms of such influence are financial investments in education, internships and exchanges of teachers, the creation of training centers abroad that promote cultural values, languages, and educational models, such as the Spanish Cervantes Institutes and Chinese Confucius Institutes. In particular, the revitalization of China's foreign policy is reflected in investment projects of Chinese businesses in Africa, including education and academic exchanges.

There is an obvious increase in competition in the global education market at the moment: leading European and US universities are invariably centers of attraction for young people and scientists all over the world, but high global and regional rankings of exporters of educational services in China, South Korea, and Argentina contribute to the establishment of new vectors of global mobility in the system of higher education. At the same time, the interaction between European and leading Asian higher education systems – for example, through the EU – SCO dimension – could promote the exchange of knowledge and the expansion of not only inter-university cooperation range, but also the general development of mutual understanding and economic ties [22].

#### IV. CONCLUSION

To date, the leading international organizations have accumulated significant experience in supporting and developing higher education at the regional and transcontinental levels. As the processes of economic, informational, and technological globalization expand, the dialogue develops between international organizations with individual states, groups of countries and nongovernmental communities on the harmonization and coordination of higher education systems. There are both significant successes and unsolved problems on this path, the presence of which should become an incentive for the search for the most efficient forms of interaction between international state and public institutions in education and culture. The need for a substantial increase in the material resources allocated for the development of higher education in socially disadvantaged countries and regions, as well as ideological and religious restrictions on the programs and daily life of higher education, which take place in some countries of Asia, Africa, and the Arab world, restrain the globalization of education. However, the tolerance and universalism of the modern approaches to higher education promoted under the auspices of the UN allow regional international organizations and educational systems to move towards maximizing the free academic and student mobility.

The establishment of a pan-European model of higher education became a standard for many countries and individual educational institutions beyond Europe. At the same time, the success factors of this project were not only its novelty and focus on the needs of the post-industrial information society of the future, but also the inextricable link with the unique historical traditions of universities, which had allowed to turn an international university corporation into the foundation of global education development programs.

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