

The accessibility of academic study for foreign students.

Is the economic viability or national necessary?

(A brief look at the State of Israel)

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ABSTRACT – *During of these years we see that many public organizations going through changes in economic and perceptual. Among the organizations, we can also discern education and academic organizations. All required processes, efficiency, and profitable economic evidence about the expenditures of the organization. Many countries have found a way of bringing foreign students, a source of economic income turns the wheels of academia, and contributes significantly to the country's existing academic space. Is this global step, like in United States and Australia; are viability and necessary for all the countries? What is the contribution of the foreign student and what benefits it produces? In which level or step are Israel in the economic picture?*

Keywords- foreign student, Higher education, academic mobility, globalization.

1. Introduction

The Classes of study at universities tend to almost every corner of the globe, preserving traditions, degrees and methods of academic instruction. All this, in the belief that the academic world is worried about preserving better than preserves the relevance of content - paradigms and different disciplines [6]. Therefore, that surprising and revolutionary process began at 1999 in Bologna. Brave the course of 40 European countries have chosen, without urged them, just as they wished, to reach by 2010 a new harmonization [8]. Solid academic structure on the one hand but on the other hand pluralistic, including its academic system. The proposed plan was a desire to pass similar to - "common market", on the economic level, the creation of a common circuit pact signed with the academic arena as well [10]. The idea of the program are that united Europe should be free movement of students, curriculum and faculty from country to country [1]. Until about four decades ago in most countries in Central and Eastern Europe as well as Israel did not exist at all BA, but directly studied a master degree (MA) Academic first was practiced in Israel was five years [7]. Recall, the first degree at the Technion institute in Israel as given the title of "certified" [5]. The last academic structure was the case in Germany, and which was adopted at the Technion (Institute of Technology senior Israel), the Hebrew University.

2. Mobility of students

One of the main issues in implementing the Bologna reforms is academic mobility of students. Thus was born the concept of "foreign students". The intention, millions of students, and expect growth in demand over the next decade [14]. They choose to study outside their home country, which affiliated with a national - cultural - educational and occupational. Motivation of students with them, and their choices are the base of the idea of democracy in that country and the culture it belongs to the student [13]. Of course, the arrival to the host country will considered "foreigners". Many countries, both in Europe and the world, **understand the benefits of bringing foreign students into the country and expanding the accessibility of academic institutions to the students coming out of the country** [4]. Of course, the process requires greater preparation and infrastructure of regulated procedures, matching programs and solutions of immigration and stay permits. We can find countries such as Australia, the US and Japan promoting programs to increase access to academic for foreign students [3]. These countries built mechanisms that arranged to accommodate students, creating an organizational platform for the absorption, Entrance soft into the culture, and new codes and success academically and professionally. Recently, even failed states set up funds to support foreign students, with the understanding that their contribution to the sphere of academic emerging renewable. Organization of Erasmus World [13] supports dozens of programs to fund studies, accessibility of students to countries, support staff and replacing delegations. it should be noted that Australia is the leader in the percentage of foreign students her, out of the total students enrolled, is the highest at this time [2]. Among the European countries, we find Germany, Britain, Spain, part of the eastern European countries and the **United States** that make a huge effort to realize this potential.

3. What are the motives for "bringing" foreign students?

If we take Europe as example, we have witnessed far-reaching changes taking place in the academic sphere as a whole [12]. Changes experienced by universities in Europe there are a number of factors:

1. The political will of EU mobile population in Europe and make Europe more homogeneous (that aspiration yielded the Erasmus program and the program homogenizing the structure titles - Circles uniform titles).

2. The university's ambition to raise the academic level by a significant expansion of the pool of candidates for studies. In some European countries, which fear from reduction in loan population, such as Germany, they crossing to the English language and encourages immigration into Germany's educated population, the state is interested in it.
3. **Another major is the economic reason** - funding problems. Many systems of higher education in the world are now operating in a swirl of pressures emanating from different sources. Institutions open discussions about financing methods, budget structure, the structures and principles of the academic world. Today, all countries in the world, expect universities will provide accountability and transparency act against the government and society. In addition, revealing an entrepreneurial spirit in search of different funding sources, to teach a larger number of students with diverse backgrounds and capabilities will integrate information and communication technologies news.

The generous donations and grants to the world's consumer and business to the universities in many prestigious institutions, such as the United States, are a unique phenomenon mainly to the United States [11]. Their governments fund most of the higher education systems in the world. The university should be in the idea of entrepreneurial business - economic influence. In Europe, it began only in the late of the nineties. All this happened when many institutions have tried to lead innovation in their management and organization of an instruction, and be very involved in cooperation programs with industry and the world of work as a whole [15].

The unprecedented increase in the number of students has created a problem with the current method of financing, traditional. In view of the allocation of funds to social affairs, many countries have tried to curb the expansion of public funding of education in general and higher education in particular. Today expect higher education institutions to do more for less, and demand do not get along [6].

As we understand, the economic factor is a key factor in decision-making regarding the construction of the array or shrinking.

4. **The budgeting academic in the world**

The attendance at state funding of higher education is different from country to country. Some federal countries, including Canada, Germany and the **United States**, as long funding of higher education institutions which comes from the "countries/ region" and not by the central

government. Some of the changes that have occurred in recent decades been at the international level, some at the national level, and others at the institutional level [8]. This openness to change and expansion is closely connect with the success and status of higher education in the western world. In **Germany** and the **United States**, most of the funding of higher education institutions and countries comes from the central government. In **Canada**, the federal government provides indirect assistance by the state education budget, research grants and financial aid for students. Even in the United States primary responsibility for higher education lies with the states [1].

The **Germany** central government is involved only in 9% of all funding institutions, and the rest are responsible countries/region:

- The regions are responsible for the management of universities.
- They allow the constitution of institutions, new plans and appointments.

Australia took place in a **reverse process**. In the last twenty years, the responsibility for the management of higher education are go back from the countries to the central government. We find that in countries that the responsibility for higher education is in the hands of the central government, which has a different level of involvement and differences between public institutions and private institutions [2].

The Institutions in **Japan** are very largely dependent on the government. Most of the government's budget for higher education directed to the national universities, although most students are actually in a private institutions. Despite the properties available to the universities that belong to the state, until recently, all university employees were consider the state employees [10]

As part of reforms in **Japan**, in 2004, universities were merged under the National University Corporation, and management and budget management powers, most of which continued to arrive from the state, were transferred to the Corporation. However, employees of the universities ceased to be civil servants. Since the nineties, the Japanese government lowered herself gradually exclusivity the burden of the budget of the institutions, and in the past 15 years, tuition has doubled.

The most higher education institutions in the **UK** are public, but in the nineties the state began to pull her hands subsidizing institutions, which declined by 25%. Council funding of higher education (HEFCE) is responsible for the distribution of funds to -129 universities, and another 147 colleges and many institutions is the main source of funding. In the 2004-2005 school year, the council distributed over six billion pounds allocated to it by the Ministry of Education. After the establishment of a committee for quality control, institutions with 77% of

the budget allocate to universities by the quality of research output. **The state of Norway** has a public and private institution, and most of their funding comes from the government. 96.7% of the expenditure on higher education is a public expense. The government budgets are set passed as part of the annual budget [4].

5. A brief look at the State of Israel.

The Israel's higher education system known with her qualities since years and has a good name in the world. However, its current structure has no chance of survival over the years because it relies mostly on public funding, some donations, and every student that pays his tuition. The funding should subsidize the funding of research and study finance system. The study area is part of the national scientific infrastructure and therefore, and should be financially sponsored by the government. In the case of education systems in the world situation today is completely different [9].

The beginning of the process in Israel

Israel began a discussion about diversifying sources of financing. They copying the allocation to finance the higher education of the public sector to the private sector. They reflects the convergence towards a mixed financing system and public intervention changes in higher education [5].

The beginning of the process in Israel

The state Israel began the debate about diversifying sources of financing. Copying allocation to finance the higher education of the public sector to the private sector reflects the convergence towards a mixed financing system and public intervention changes in higher education. In 2007, tuition for undergraduate students in public institutions in Israel was 8,588 Israeli Shekel (\$ 2,500) [5]. The public educational institutions have a uniform tuition that Israel states and private institutions, the height of the institution determines tuition. In 2006, tuition fees of 19.4% of their income to higher education institutions. In June 2000, the Minister of Education decided with the "Winograd Committee" to bring progressive download of tuition fees in higher education institutions and to examine options for further easing students. The government adopted the committee's decision to reduce the fees by 50%, but stopped after the first phase of the reduction, which decreased tuition by 25% only. One of the key discussions around the establishment of "Shochat Committee" regarding

Israel's higher education system is tuition. The ministry of economic wanted to raise tuition to 14,000 Israeli Shekel (\$ 4,120), but universities, and the student organizations, are opposed to the move because they believe it may hurt the weaker populations. Around the structure of the

fees was a fundamental dispute, some say that rather uniform and high tuition class as they are today are equally damaging, as the weaker strata finance the higher ranks, who can pay more. According to them, to solve it has to implement differential tuition fees will vary depending on the field of study and the student's financial situation. There is also propos to raise tuition, but strengthen the system of aid funds [9].

6. Who choose to get higher education in other countries?

There is a fundamental difference between the style of study abroad students from developed countries (for example, American students) compared to students in developing countries, students from developed countries most students who study abroad do so for a fixed period of one or two semesters as part of their studies at the mother [8]. It seems that the main ingredient in attracting American students to study abroad is an experiential element enrichment, but high academic standards (and recognition of foreign institutions, foreign academic institution) is a prerequisite for the realization of a component .This necessary condition for this type of track is recognition of the courses taught at the American University overseas. Due to high academic standards, university institutions in the US are expect to face difficulties in this regard (courses recognized by leading institutions abroad). After the graduation, the students usually come back to their countries and join to the community[3].

Students from developing countries

Their interest in obtaining a college degree in leading international institution Motivates foreign students from developing countries. They come generally for a full degree, and the concept of occupational and cultural integration.

The contribution of foreign students

In addition to the direct economic contribution, the development of foreign student's education system indirect contribution Positive externalities [2]:

- Increasing teaching standards will allow increasing and strengthening research
- Leaving the academic personnel within the country, - dealing with the "brain drain"
- Strengthening relationships with institutions around the world
- Increase the reputation universities in the world
- Strengthening the position of Israel in the world - foreign graduates of Israeli universities

International experience shows that the target of 20% of foreign students is achievable.

Australia and New Zealand have succeeded, thanks to stated government policy, to become in 15 years to become the leading countries in the number of foreign students of total students (20% - right to 2014).

The success of Australia and New Zealand in attracting foreign students based on three main components integrate together [2]:

- I. An excellence academic and a high proportion of international institutions that are rated higher
- II. The English language
- III. The Government policies encouraging

I believe that we can adopt policies adapted to the conditions of the Australian economy and make the institutes of higher education center for foreign students. In order to realize, the potential in the area of foreign students in Israel, requires significant investments in creating suitable infrastructure (academic, physical and regulatory) that includes a variety of programs are full in English on different subjects, learning conditions for foreigners level in the Western world (class size, etc.). It is also appropriate that the duty will be cancel in Jewish studies, and establish a modern infrastructure tailored dormitory for foreign students at international level. An important and critical is the removal of bureaucratic barriers for issuing student visas, and allowing medical insurance and student security, as Israeli companies.

7. for the summery,

The higher education services to foreign students are another area where prominent Israeli universities can grow and strengthen the economic base. Exercise program for both components is expect to increase the economic independence of universities, the get lower half of the government's direct support element, and a significant percentage increase in the volume of revenues of the institutions. Increase of these revenues will reduce the dependence on government funding of universities, funding and the help of governments, and allow extensive academic independence. There is no doubt that bringing foreign students serve different levels of cultural and economic needs both.

8. ACKNOWLEDGMENT

This paper is a part of PH.D thesis –" A demand research of Israeli higher education students for international Academic mobility ". Free international University of Moldova.

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