

EXPORT OF EDUCATIONAL SERVICES FROM A BORDER REGION

Current strategic development goal of Russian education is to increase its competitiveness through integration into the international educational and scientific community. The article considers a set of issues related to the study of tendencies and prospects of development of cross-border cooperation between Russia and Kazakhstan in the sphere of education. A research methodology is based on the use of analytic method of data collection and proceeding, system and functional approaches, economic and statistical methods, which allow identifying the characteristics of cross-border cooperation in the field of education exports at the regional level. Besides analyzing the status of cross-border cooperation between Russia and Kazakhstan in the sphere of education, we performed a research on foreign citizens who study in Russian universities. Therefore we revealed the main fields of cooperation between the Orenburg region and Kazakhstan in the sphere of education and personnel's training in the context of the region's leading universities: network interaction, export of educational and research services, international academic exchanges, training programs. Particularly, we focused on the indicators of Kazakhstan students' training such as changes in the students' number, the most popular education programs, and sources of funding. We have concluded that a concept of development of education exports is to be created to grow as part of cross-border cooperation. These findings can be used for developing comprehensive measures and introducing new approaches to the use of universities' potential and resources in the border region and Kazakhstan for achieving maximum results in all areas of cooperation.

Keywords: export, education, training of specialists, academic exchange, research, cross-border cooperation, university, region, international student, conceptual foundation

Introduction

In the modern globalized world boundaries between nations do not act as insurmountable obstacles for developing cooperation in different fields. It is obvious that relations between countries and their policy towards the neighbor states located close to them and towards the rest of the world have a specific character. Nevertheless, despite some real challenges and dynamic geopolitical environment, there is a tendency for border areas continuous development in different parts of the world. First of all, this tendency exists due to the ability of various forms of territorial cooperation to compensate the periphery of the regions, to reduce the dependence on natural resources, to change the status and specialization of border regions. Cross-border partnership with certain countries is an important cooperation activity of Russia, specifically in the field of the territories' social and economic development. But the efficiency of cross-border cooperation depends not only on financial factors, but cultural and institutional differences of countries, the development level of their social sector and economics, the intensity of cross-border traffic. A support from countries and communities on both sides of a border is requested for making this cooperation successful and regulated.

Cross-border and trans-regional cooperation between Russia and Kazakhstan is an essential factor of the bilateral relation of the two states, in particular, in the sphere of academic and research collaboration. 76 out of 85 subjects of the Russian Federation have close ties with partners in Kazakhstan. Active partners in Russia are the Republic of Tatarstan, Sverdlovsk, Chelyabinsk and Orenburg oblasts. Trans-regional and cross-border cooperation is an essential component of state-to-state relations between Russia and Kazakhstan. The statistics on the agreements signed between the subjects of the Russian Federation and partners in Kazakhstan demonstrate that cooperation between Russia and Kazakhstan dominates in border regions. Moreover, as many researchers note, education is a high developing area of the two countries' collaboration. At present, 34 Kazakhstan universities cooperate with 89 Russian universities, 27 of which are located in border regions. They have signed 324 inter-university collaboration agreements in the sphere of higher education and science. Most of the universities located in Russia—Kazakhstan border zone have contractual agreements with their partners in border regions. One of the strategic goals of Russia—Kazakhstan academic cooperation is to create a common education space to provide a high quality training of specialists.

Nowadays the strategic priorities for institutions of higher education are strengthening their position in the market of educational services and increasing the number of international students.

The most perspective international activities that bring profit to a university and assist to pursue its development strategy are to offer a degree programs in Russian for international students, to develop joint academic courses, to apply for international research and academic grants. The implementation of the aforementioned activities promote a university's competitiveness in both Russian and foreign markets of educational services.

“Export of educational services is not just a chance for universities to earn money but it is a leading factor for developing interpersonal communication, widening cultural contacts, attracting to a national economy the most talented people who can stay in it” – said Dmitry Medvedev at the presidium meeting of the Presidential Council for Strategic Development and Priority Projects. In May, 2017 a priority project “Development of export potential of Russian system of education” was approved. It envisaged a triple increase of day-time international students' number, from 220,000 in 2017 to 710,000 in 2025. To carry out the project the consortium of 39 Russian universities was organized, including Moscow State University, MGIMO, Higher School of Economics, GITIS, RUDN. One of the main tasks of the consortium was to develop norms and regulations for admission and training of international students, recognition of foreign education, introduction of a unified training standard for foreign citizens and promotion of a common model of Russian education abroad.

The above described tendencies in the development of Russia – Kazakhstan cross-border academic cooperation have no study insight into the export of Russian educational services in the mentioned territories.

Literature review

In the modern context, the development of cross-border economy aims at the competitive growth of a region, also by means of the educational system's development. The analysis of scientific papers presents no integrated approach to the study of Russian educational services exports in a border region.

M. Yu. Shinkovsky and M.B. Petrov in their studies describe transboundariness as a factor for a region's competitiveness. The effective usage of a region's competitive strengths and the potentials of cross-border cooperation are both important functions of authorities in border regions of the Russian Federation and factors that provide access to international markets of goods and services, including the market of educational services [1, 2].

According to I.O. Kuchits, most of the countries are interested in transforming a border from a barrier to a space for communication by creating contact institutes. Thus transmissibility of borders plays a key role in the modern world as it enables a country to join international economic and humanitarian cooperation, and thus stimulates its development [3].

L.B. Vardomskiy recognizes that cross-border cooperation has a long history and traditions. As the time passes, it might become more institutionalized and act as a basis for the development of cooperation and integration of new territories into it. The likelihood of territorial cooperation's success is higher in those regions and countries that are similar in terms of their institutionalization, where actors not only speak the same language, but have similar culture, political and economic environment [4].

T.V. Morozova and G.V. Kozyreva note that a modern tendency in the development of border regions shows the importance of cooperation not only in trade but in education, culture, ecology, tourism, new technologies. And cross-border cooperation programs aim at making the territory attractive for doing business, getting education and living. So in new geopolitical situation when international relations are strained, it is of high priority for Russia to find a balance between barriers and contacts at the borders to allow border regions to develop and cooperate productively [5].

An advanced view point belongs to E.A. Malyshev who pays attention to the fact that “a sustainable growth and development of economy in border regions are not principally possible without an innovative system of education that promotes a territory's potential”. In his studies he argues that higher education is important for innovative self-development of border territories [6].

Currently there is no dispute about the importance of higher education system for the competitiveness of a national economy.

A number of other researchers who study the competitiveness of Russian education in a varying degree pay attention to the competitiveness of universities at international market of educational services and to growth indicators for educational services export [7–9].

O.V. Saginova compares competitive indicators of universities and their international ratings. She selects the following indicators as the main ones:

- talented researchers, educators and students (the share of educators with scientific degrees and a number of educators who are laureates of the Nobel Prize and the Fields Medal);
- sufficient financial and physical resources, developed infrastructure of a university;
- breakthrough researchers in priority fields (a number of scientific publications per one academic staff member, a number of citations in international scientometric systems per one academic staff member);
- international image and experience in internationalization (the share of international students, the share of international educators);
- efficient cooperation with business, graduates and organizations (a university's image among employers and partnership with employers).

At the same it should be noted that some existing international university-oriented ratings while developing their strategies and development programs do not consider significant indicators for competitiveness. They miss those indicators that characterize the independence and originality of educational systems and are in keeping national interests for development [10–12].

To evaluate a university's competitiveness E. S. Simonenko suggests to use the following indicators for international cooperation: a number of collaborative agreements with foreign educational institutions, a number of joint research projects with foreign universities, a number of full-time exchange students, a number of educator's business trips, a number of international students who study at a university, a number of educators who have research or professional internships abroad or participated in international academic programs [13–15].

Researchers correlate competitiveness of a country with the competitiveness of its system of education, define the indicators for universities' comparativeness that are important for the transition to innovative economy. Indexes of education export are among the most significant [16–20].

The status of cross-border cooperation in the education sector between Russia and Kazakhstan

For many years Kazakhstan has been a leader in the number of students who study in Russian universities. According to the data of the Center for Sociological Research of the Russian Federation's Ministry of Education and Science in 2015/2016 academic year 73455 residents from Kazakhstan studied in Russia which is 4 % more than in the same period of the previous year. This number makes up about 1/3 of the total number of international students in the Russian Federation. The second place goes to the representatives from Ukraine (23217), in third place are students from China (22529 people) [21].

The attractiveness of Russian universities among Kazakhstan high school students is explained by the quality of education, the language identity, geographical factor, as well as peculiarities of mentality. Many students from this country intend to get an education in accordance with Russian standards, and then stay in Russia with the prospect of further employment. According to Kazakhstan experts, a diploma of a Russian university significantly increases the possibility of decent employment, including in the home-country.

For the residents of Kazakhstan who study in Russia very favorable conditions have been created. The absence of a Russian high school certificate does not formally prevent the admission of Kazakhstan students to Russian universities. To apply for the admission Kazakhstan residents compete on the basis of the Unified State Exam results. The exam can be taken in any consular office of the Russian Federation or at a university in Russia.

On general ground, Kazakhstan residents are eligible to enroll in budget-financed programs at any state university in Russia. In addition, since 2003, because of a bilateral intergovernmental agreement, applicants from the Republic of Kazakhstan are provided with grant support for studying in Russian universities within the quota established each year by the Russian Federation Ministry of Education and Science. Since 2010 about 150 state-funded places have been reserved for the Kazakhstan residents [22].

The results of the all-Russian study of 2000 foreign citizens who came to study at Russian universities, conducted by the Center for Sociological Research, show the variety of information sources about the opportunities for studying in Russia. Specifically in the countries of the Commonwealth of

Independent States (CIS), including Kazakhstan, an important role in informing citizens about the study options in Russia is played by those who previously studied in Russian universities (34 % of respondents' answers). The second place in the list of sources goes to the National Ministry of Education of the state – 29.8 %. Parents and relatives, including those who work in the system of education act as the source of information for 17 % of international students from the CIS countries. 6.4 % of foreign citizens indicated the website of a university as the information source. Media play a relatively small role in informing about the education in Russia (about 4.3 %). Other sources include: companies and organizations that sent applicants to study; lyceums and high schools, where the respondents studied; advertising brochures¹.

The analysis of the answers given by the residents of the CIS countries about the main reasons for choosing to study in Russia shows that more than half of the respondents (51.1 %) indicated the high quality of education in Russia as their motive. A third of foreign citizens who took part in the study said that they wanted to study particularly in Russia (31.9 %). On the third and fourth place among the motives for studying are the opportunity to get an education for free and a higher competition for admission to universities in the home-country. The other reasons are the absence of a desired specialty (program) in universities of the home-country and an offer to study in Russia from the National Ministry of Education².

The hypothesis of the study is that the development and implementation of specific programs and joint projects aimed at the intensification and effective interaction of universities in the border regions of Russia and Kazakhstan will contribute to the growth of export of Russian education.

The main areas of cooperation in the education sector and staff training between the Orenburg region and Kazakhstan

It is worth noting that the Orenburg region is traditionally one of the four regions that lead in mutual trade with Kazakhstan. Cross-border neighbors of the region are large industrial and agricultural regions of the Republic of Kazakhstan: Aktobe, West Kazakhstan and Kostanay, which are closely linked with the Orenburg region. These connections are manifested in the establishment of strong trade, production, economic, investment contacts and in having common engineering infrastructure [23–25].

Contacts in education between Orenburg oblast and the border territories of Kazakhstan are the most stable and intensive sectors of cooperation. At present, the cooperation between the region and the Republic of Kazakhstan pursues the following goals:

- to develop a strategic partnership and networking cooperation with leading universities, research centers and organizations of Kazakhstan;
- to promote export of educational and research services;
- to invite international scientists and specialists with working experience in leading universities, research and training centers to participate in joint activities;
- to develop international academic exchanges and train international students, postgraduates, doctoral students;
- to implement upgrading programs for Kazakhstan researchers and educators;
- to organize and hold international forums, conferences, scientific schools, researches and other forms of cooperation with international partners.

Training of Kazakhstan residents in the Orenburg region is one of the most high-priority, well-developed and popular fields of cooperation today.

As of September 1, 2017, 2803 people from near and far abroad countries study in higher educational institutions of the Orenburg region that equals 8.7 % of the total number of students enrolled in all training programs.

Moreover, the analyzed period from 2000 to 2016 demonstrates a positive dynamics as only in the last 3 years the number of international students doubled (Table 1). The analysis of the body of international students shows that most of them are Kazakhstan residents who make up 81 % of the total number of international students, or 96 % of the total number of students from the CIS countries. So, while in 2000 the number of international students from Kazakhstan counted 386 people, in 2016 2271 people pursued all levels of degree programs in the universities of Orenburg oblast. International

¹ International mobility of students as an indicator for success of the system of education. The Bulletin on the state of Russian education. 2015. № 4 (June). 19 p.

² Ibid.

students from Kazakhstan usually study in the region's leading universities, among which Orenburg State University is the most popular one (1032 people). The second in the list is Orenburg State Medical University (737 people), the third place goes to Orenburg State Agrarian University (146 people), and the fourth place is occupied by Orenburg State Pedagogical University (128 people).

The analysis of the international students body in the Orenburg region shows that the most popular fields of education for international students are Construction and Architecture, Electric Power Industry, Economics and Management, Engineering, Medical care and Humanities [26].

Table 1

Dynamics of international students' number enrolled in Orenburg region, 2000–2016

№	Indicator	The number of international students enrolled in Orenburg region by years							
		2000	2005	2010	2012	2013	2014	2015	2016
1.	The total number of students enrolled in Bachelor's, Specialist's and Master's degree programs, people	35751	35457	34744	35278	36898	32852	32434	32103
2.	The total number of international students enrolled in Bachelor's, Specialist's and Master's degree programs, people	497	441	485	732	1076	1377	1846	2803
2.1	The number of international students enrolled in Bachelor's, Specialist's and Master's degree programs (non-CIS countries), people	39	17	15	4	117	199	349	448
2.2	The number of international students enrolled in Bachelor's, Specialist's and Master's degree programs (CIS countries), people	458	424	470	728	959	1178	1497	2355
3.	The share of international students enrolled in Bachelor's, Specialist's and Master's degree programs in the total number, %	1,4	1,2	1,4	2,1	2,9	4,2	5,7	8,7
4.	The number of international students from Kazakhstan enrolled in Bachelor's, Specialist's and Master's degree programs, people	386	401	400	629	787	1175	1187	2271
5.	The share of international students from Kazakhstan enrolled in Bachelor's, Specialist's and Master's degree programs in the total number, %	78	91	83	86	73	85	64	81

Leading universities of Orenburg oblast are actively developing cooperation with Kazakhstan partners in the fields of science and education.

In the context of international cooperation, Orenburg State Pedagogical University (OSPU) carries out joint researches with 7 international organizations from Kazakhstan such as L. N. Gumilyov Eurasian National University, Al-Farabi Kazakh National University, the rehabilitation center "Akbobek", Mangystau State Historical and Cultural Reserve, etc.³

Since 2011, OSPU has been training students on additional educational programs for professional development as part of cooperation agreements with Almaty Academy of Economics and Statistics. In February, 2017, the academic mobility program "Interpretation and translation studies" was launched with West Kazakhstan Innovative-Technological University. Currently, 140 international students study at the university, 128 (91 %) of which are Kazakhstan residents. As part of implementation of the project "Dynamic designer" international students from Kazakhstan are offered an additional

³ Self-examination report of Orenburg State Pedagogical University 2016 [Electronic resource]. URL: http://ospu.ru/resources/articles/sveden/Othet_o_samoobs_l_2016.pdf/ (date of access: 10.04.2018).

professional training program “Legal regulations and norms for educational migration in the Russian Federation”.

The list of the main partners for Orenburg State Agrarian University (OSAU) numbers 11 educational organizations of Kazakhstan such as A. Baitursynov Kostanay State University, K.I. Satpaev Kazakh National Technical University, K. Zhubanov Aktobe Regional State University, Zhangir Khan West Kazakhstan Agrarian Technical University, Al-Farabi Kazakh National University, etc. As part of the academic mobility for teaching staff, the university’s faculty representatives annually go to the Kazakhstan universities in the status of “Visiting professor” for delivering lectures, conducting classes and attending international scientific conferences. One of the most effective areas of cooperation between OSAU and the Republic of Kazakhstan is participation in the specialized exhibitions where the university presents its educational programs and innovative technologies in the global arena and takes an active part in programs and projects together with educational and research institutions of Kazakhstan⁴. The most popular faculties for international students, more than 80 % of which are students from Kazakhstan, are the Faculty of Economics, the engineering faculties, the Faculty of Veterinary Medicine, as well as the Faculty of Biotechnology and Environmental Management.

OSAU as well as other universities in the region, together with universities from Kazakhstan actively implements such form of cooperation as international internships. In 2016/2017 academic year 91 Master’s degree students from Kazakhstan universities had internships in the OSAU Institute of On-line and Additional Professional Education. The most popular programs included “Agrotechnologies”, “Veterinary and sanitary examination and innovative methods for food safety control”, “Basics of diagnosis, prevention and control of infectious, non-communicable and invasive diseases”.

Orenburg State Medical University (OrSMU) cooperates closely with M. Ospanov West Kazakhstan State Medical University, Karaganda State Medical University, Scientific Research Institute of Traumatology and Orthopedics of the Republic of Kazakhstan. As part of the agreements between them, the OrSMU professors annually take part in the training activities of these universities, give lectures and classes⁵.

As part of cooperation agreement with M. Ospanova West Kazakhstan State Medical University, OrSMU trains Master’s degree students in the program “Conducting a research: principles, methods, practice” and offers scientific internships in relevant professional topics. The total number of foreign citizens from near and far abroad countries at OrSMU in 2017 amounted to 1174 people, including 737 Kazakhstan residents (63 %).

Training activities of Orenburg State University for the Kazakhstan residents

At present, Orenburg State University (OSU) offers more than 100 educational programs and plays a crucial role in the training of highly qualified personnel for the region. It also makes a significant contribution to the training and upgrading of personnel from foreign countries, primarily for the Republic of Kazakhstan.

Today 15 leading Kazakhstan universities act as OSU partners: L.N. Gumilyov Eurasian National University, Korkyt Ata Kyzylorda State University, M. Utemisov West Kazakhstan State University, K. Zhubanov Aktobe Regional State University, etc.

Over the past five years the number of foreign citizens who study at OSU has increased significantly. Since 2012/2013 academic year their number has increased almost twice and ran up to 1123 people in 2016/2017. The student body is made up of citizens from 17 countries, with more than 90 % of Kazakh students (1032 residents). Out of these, 568 people study full-time and 464 students are enrolled into part-time and distance learning (Figure 1).

Most students from the Republic of Kazakhstan (Table 2) pursue Bachelor’s and Specialist’s degree programs. Their share in the total number of students in 2017/2018 academic year was 88.5 %.

The most popular programs are Transport Processes Technology, Construction, Electrical and Power Engineering, Information Systems and Technologies, Technosphere Safety, Economics, Management, Tourism, Jurisprudence, Linguistics, Applied Geology, Professional Psychology.

⁴ Self-examination report of Orenburg State Agrarian University 2016 [Electronic resource]. URL: http://orensau.ru/images/stories/docs/sveden/document/otchet_o_samoobsledovanii_2016_20170417.pdf (date of access: 15.04.2018).

⁵ Self-examination report of Orenburg State Medical University 2016. URL: http://www.orgma.ru/sveden/document/Othet_o_samoobsledovanii_2016.pdf (date of access: 17.04.2018).

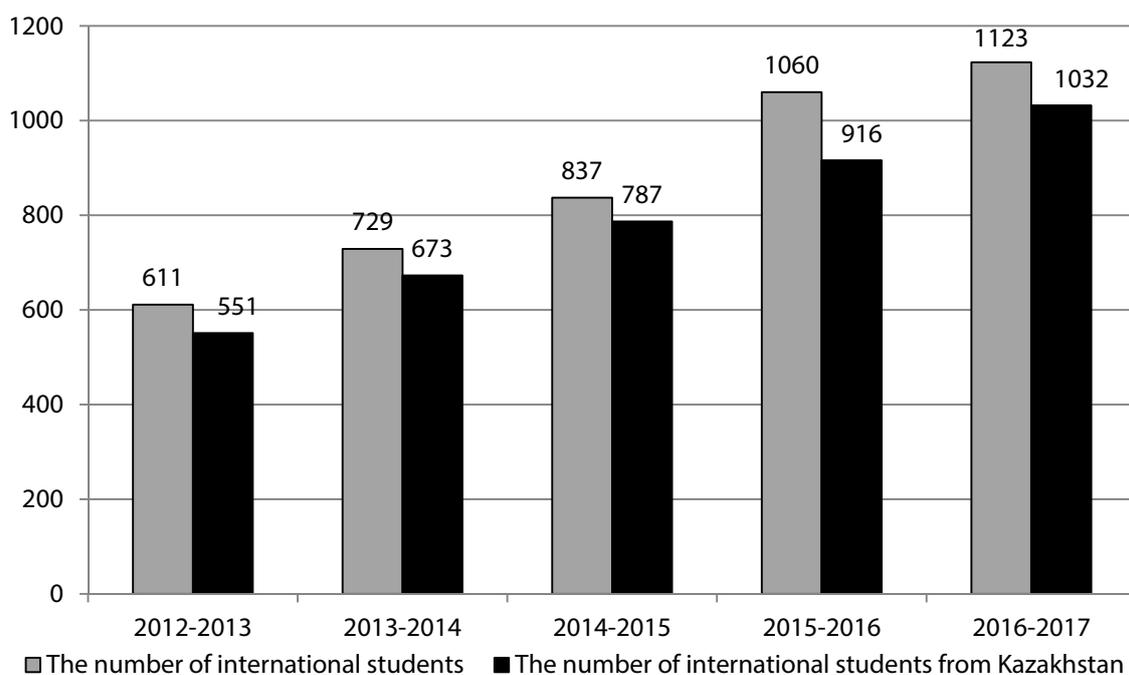


Fig. 1. Dynamics of international students' number including students from Kazakhstan, 2012–2017

Master's degree programs also become more and more popular among international students. There has been a significant increase in number of students: from 7 people in 2013/2014 academic year to 102 pupils in 2017/2018 academic year. The most popular fields of study are Electrical and Power Engineering, Production Technology and Management in Catering, Economics, Teacher Training, and Philology.

Table 2

Dynamics of Kazakhstan students enrolled in OSU, 2013–2017

Indicator	The number of Kazakhstan students enrolled in OSU by years				
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Bachelor's and Specialist's degree programs	666	768	861	941	981
Master's degree programs	7	14	40	71	102
PhD degree programs	—	5	15	18	23
Doctoral degree programs	—	—	—	2	2
TOTAL	673	787	916	1032	1108

A certain part of foreign citizens pay for their studies at the university; thus, the income from the export of educational services is one of the leading indicators of the university's economic activity. Figure 2 shows the distribution of international students (total) by the source of funding for the period from 2012 to 2017.

Table 3 demonstrates the growth in the number of international students from Kazakhstan whose studies are financed from the budget funds thanks to the intergovernmental agreement between the Russian Federation and the Republic of Kazakhstan. On average, the share of such students is about 70 %.

In the modern context such activities as the implementation of academic exchange and double diploma programs, the organization of on-the-job training in partner enterprises, the arranging of archaeological, environmental and folklore study tours can contribute to the intensification of the education export [27–29].

OSU has got a positive experience from joint activities in these fields both with European and Kazakhstan universities. For example, in March, 2017 for the first time the university had hosted Bachelor's degree students from M. Utemisov West Kazakhstan State University who had a two-week exchange training program in "Jurisprudence". With the updated collaboration agreement signed between OSU and K. Zhubanov Aktobe Regional State University on April 28, 2017 the development

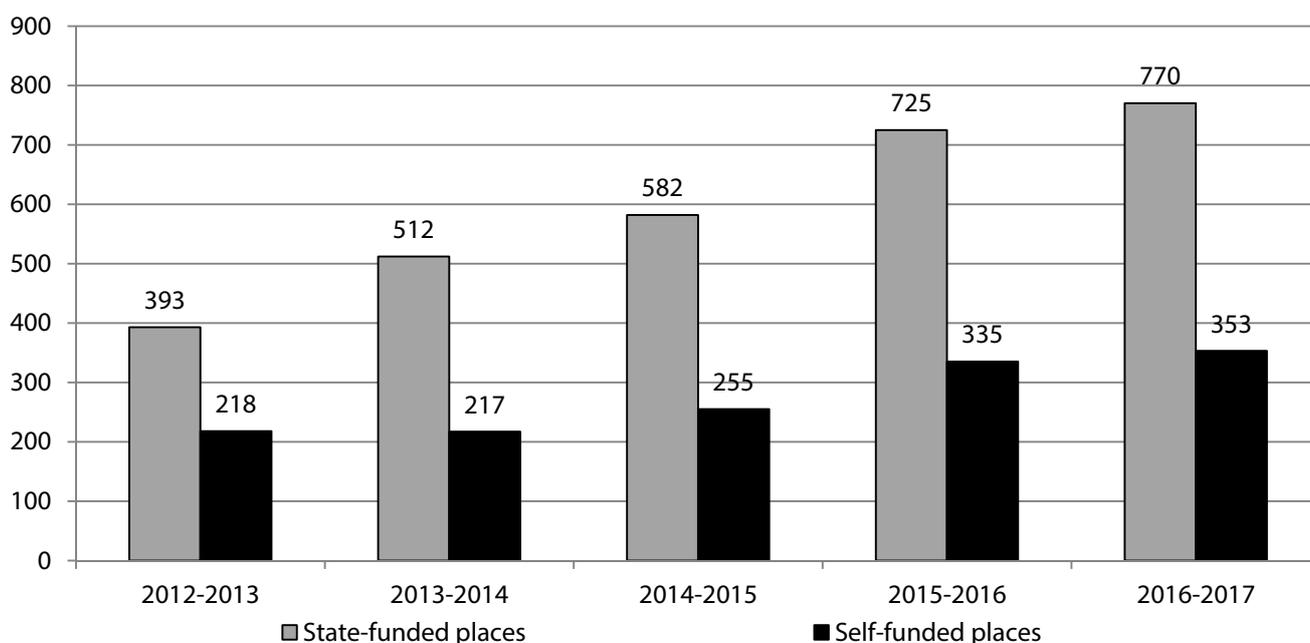


Fig. 2. Distribution of international students by source of funding, 2012–2017

Table 3

Dynamics of Kazakhstan students from enrolled in the OSU by source of funding, 2013–2017

Indicator	The number of Kazakhstan students enrolled in OSU by years				
	2013	2014	2015	2016	2017
The total number of international students from Kazakhstan enrolled in all degree programs, including:	551	673	787	916	1032
The number of international students from Kazakhstan enrolled on state-funded places (the share, %)	360 (65 %)	473 (70 %)	551 (70 %)	665 (73 %)	745 (72 %)
The number of international students from Kazakhstan enrolled on self-funded places (the share, %)	191 (35 %)	200 (30 %)	236 (30 %)	251 (27 %)	287 (28 %)

of one-semester training programs in Design, Economics and History has been started. Currently, the universities compare curricula and define learning content and environment. Annually Orenburg students have a folklore study tours to K. Zhubanov Aktobe Regional State University.

Successful adaptation of international students to living in a new community is facilitated by a number of activities such as regular meetings with the officers of the Department for Migration Issues of the Ministry of Internal Affairs of Russia in the Orenburg region and consulting about the problems of the migration legislation and medical care. The section of the OSU website “To international students” is the information source for foreign citizens about changes in the legislation. The subsystem “International student” has been developed, tested and actively used.

The research internship program for Master’s degree students on methodology of scientific research provides a positive example of interaction between Orenburg State University and higher educational institutions of Kazakhstan. In total, from 2009 to 2017, 263 Master’s degree and 7 PhD students of five Kazakhstan universities completed the program.

As for other forms of cooperation between OSU and universities of Kazakhstan, one should note the organization and conduct of upgrading courses as well as the inviting of OSU educators to teach in higher educational institutions of Kazakhstan.

A special achievement is the annual participation of the university specialists in the program “Attracting foreign specialists to universities in Kazakhstan,” funded by the government of the Republic of Kazakhstan that allows visiting professors to conduct lecture courses and seminars on a certain discipline. Every year about 15 educators of the university participate in this program. In 2016, 14 academicians from the universities of the West Kazakhstan region completed the upgrading course “Information and communication technologies in the implementation of educational programs of

Federal State Educational Standard of Higher Education” at Orenburg State University. Besides, as part of academic exchange scientists and educators from Kazakhstan conduct lectures at OSU.

Every year scientists and educators from OSU and universities of Kazakhstan meet to discuss their current research interests in the context of various conferences: the international conference “Philological readings”, the international conference “Humanitarian cooperation of Russia and Kazakhstan”, the international research conference “Kazakhstan—2050 strategy” and issues of competitiveness of national economies of CIS countries”, etc.

However, if we analyze statistics about academic mobility in Orenburg State University, there is an obvious downward trend. There are some objective reasons for it: a destabilizing geopolitical situation and the economic instability in the world, the restructuring and optimization of the education system in Russia and in foreign countries, accompanied by downsizing of the staff in educational organizations and the cutbacks to funding international activities [30].

Upon the analysis of the main areas of academic cooperation between border regions of Orenburg oblast and Kazakhstan as an example we came to the conclusion that the tasks assigned have not been fully carried out. They still require the development and implementation of joint plans and projects in international academic mobility, training programs, as well as finding new forms for cooperation in joint research.

The scientific novelty of the study is to formulate practical recommendations how to achieve Russian education exports in a border region.

Conclusion

To ensure an effective export of education it is necessary to find and develop new tools for international cooperation between the educational community of the universities from the border regions and Kazakhstan. This interaction requires appropriate conceptual foundation. The main strategic objectives of the suggested idea are as follows:

1. Increasing the recruitment of international students from Kazakhstan to study on commercial basis by marketing educational programs of Orenburg universities in the Republic of Kazakhstan, promoting educational programs via international students studying at the universities, participating in international educational exhibitions and seminars in the Republic of Kazakhstan, organizing testing of international students abroad, conducting on-line Olympiads for high school students, opening representative centers of universities in the educational institutions in Kazakhstan, holding training seminars for foreign citizens who intend to enter a university of the region.

2. Taking a set of measures to preserve the existing body of international students from Kazakhstan. Therefore, it is necessary to make up a plan of actions to use the potential of international students for developing cultural, scientific, technical and business cooperation of the border regions with the Republic of Kazakhstan.

3. Diversifying programs of international academic mobility for researchers and educators in the form of internships, upgrading and professional retraining and stipulating optimal conditions for academic mobility of academicians and students from Kazakhstan. To reach these goals, it is necessary, firstly, to develop service infrastructure to support international academic mobility, and secondly, to draw up relevant local normative documents regulating academic mobility of educators and PhD students from Kazakhstan.

4. Implementing joint educational programs and projects, including network educational programs. And thus efforts should be focused on analyzing and evaluating the demand for potential joint educational programs and on formulating rules of procedure for developing and implementing them in practice with Kazakhstan universities.

5. Developing different forms of cooperation in scientific research between leading universities in the border regions and the Republic of Kazakhstan. The intensification of the cooperation in this sector is possible through joint experimental work, grant projects and contractual work together with the mutual exchange of scientists, joint laboratories and centers, collective usage of research and technical equipment of both the universities and their partners. Joint research and introduction of new technologies into industries, mutual participation in the work of academic councils for the defense of Doctor’s and Master’s theses are also important.

The implementation of this conceptual approach will create the environment that will allow using full potential and resources of universities in border regions and the Republic of Kazakhstan to achieve

maximum results in all fields and aspects of cooperation. The results of the study can be used by the border regions of Russia when making decisions on the development of education export.

We associate the prospects for further researches with the development of an idea of a specific coordinating body, a Council of Rectors from the cross-border universities to foster the cooperation. Another prospect is to define and select methodological tools to evaluate the efficiency of joint programs and projects in the field of education, training of specialists and scientific research.

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