

# Transboundary Integrator of Postgraduate Education of Formal and Informal Type

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**Abstract**—Digital and other labor market transformations determine the vectors of new trends in the technologies of intellectual integration of international postgraduate education. The authors offer a discussion on the management of post-graduate education "without borders." The authors compare postgraduate education for academic systems and open non-formal systems. International intellectual integration is an element of system integration and all forms of education in individual countries and world regions. The authors invite to the discussion about the relationship between formal, non-formal and informal (according to the UNESCO classification) technologies in postgraduate education. A new trend of intellectual integration in the international development of postgraduate education is a cross-border integrated educational service and the application of the "Chain-integrator" technique. The authors reveal effective steps of intellectual integration for the strategies of international development of postgraduate education for adults and in the administration of international educational projects for advanced training. The authors analyze the use of educational benchmarking, voluntary certification, and also provide examples of international informative projects that have been implemented and gained recognition of the pedagogical community of the world at universities of academic and open informal type.

**Keywords**—*intellectual integration, informal approach*

## I. INTRODUCTION

For the first time we talked about intellectual integration as a technological trend of international postgraduate education at a scientific conference «MULTIDIMENSIONALITA - východisko rozvoja súčasnej špeciálnej pedagogiky» at Comenius University in Bratislava in 2015 [1]. Together with colleagues from Slovakia, Slovenia, the Czech Republic, Hungary and Russia in the field of special education, we discussed the project of a transboundary integrated educational service "Chain-Integrator". The substance of this project was in international unity and the development of individual elements of a comprehensive, multi-level and multi-component system of special education in the world regions. This was our first experience in presenting a scientific report on intellectual integration technology in the field of lifelong adult education. Our report in 2015 was a success. Later, in 2016-2019, we continued to describe intellectual integration as a technology and offered university

colleagues a discussion on the implementation of international education strategies. The discussion is aimed at the application of this technology of intellectual integration in academic universities and educational organizations of the open informal type [2, 3].

## II. INTELLECTUAL INTEGRATION INSTITUTES AND THEIR TECHNOLOGICAL MISSION

In an innovative economy, the development of the global postgraduate education system has acquired particular importance [4]. The world system includes professional development of specialists, professional training in narrow specialization and retraining of graduates. The world system is focused on meeting the professional standards of the quality of specialists and the development of their competencies in the profession, prevents the growth of unemployment, promotes effective employment of the population. We are often asked by colleagues: what is intellectual integration? Today, many specialists in the field of postgraduate education perceive this scientific concept as a global trend in the international systems of postgraduate continuing education performing a transcultural mission.

## III. DEFINITION OF CONTENT AND FORMS OF INTELLECTUAL INTEGRATION

International intellectual integration is an element of system integration of all forms of education. We define three directions.

The first direction is a formal postgraduate education, which is subject to strict regulations of the world's general professional educational standards. We call it vertical education. In this case, a person goes through the traditional academic educational "ladder" of acquiring knowledge, professional and academic achievements.

The second direction is non-formal or horizontal education. In some sense, we are talking about supplementary education. In this case, the person has the opportunity to gain additional knowledge in a non-formal way in the field of interest. It is important that the system of non-formal education gives a person a lot of degrees of freedom that differ from the framework of the standard.

And, finally, consider the third direction – the direction of human informal education. This education will remain

informal. However, its content is always relevant to the needs and life motivation of a person, the motivation of the actual day, because it is directed “inside” the knowledge of the world through self-knowledge, through self-achievement. A person educates himself and he chooses an effective way to assess his knowledge about the world and about himself. We gave this direction the name “the diagonal of self-knowledge”.

We tend to think that digital and other labor market transformations define the goals of all three directions in the technologies of intellectual integration of international postgraduate education [5]. First, because the intellectual component is integrated, which can act as a backbone element of continuous education in the digital age. Secondly, because the best world methods and techniques of organizing postgraduate education are integrated. And thirdly, because it is attractive for a person, based on the complexity of the application of educational standards and complete freedom of choice.

In addition, the dynamics (greek dynamikos – acting) of the development of the world system of postgraduate education depends on objective and subjective tendencies in the process of acquiring new knowledge and competences by a person. In general, the ability of the system “to be in motion”, “in action” constantly increases.

The key coordinator of the process of interactions and joint project activities of academic universities and universities of open informal type can now become institutions of intellectual integration. Most often, the institutions of intellectual integration are non-governmental organizations and carry out the mission of the bridge, promote the formal and non-formal partnership of academic structures, and the targeted interaction of intellectuals from these structures. No less important is the fact that such technological platforms (Institutes) contribute to the internationalization of systems of higher and professional postgraduate education in any global regions. Such institutions not only introduce the technology of intellectual integration, but also, together with classical universities and open universities, prepare experts for assessing the quality of management of international educational projects. The infrastructure of such institutions is provided by the activities of central international offices and local offices around the world, which operate according to the principle of an “open platform” of voluntary cooperation of universities.

The first experience of such a platform was the III Institute for intellectual integrations (original title - III Institut für intellektuelle Integration) in Central Europe. The international office of this institute is located in Vienna in Austria. The Institute has become a geographical and intellectual center of postgraduate education in formal and non-formal education strategies, strives to become an intellectual international platform for integrating leading principles on the implementation of quality assurance systems, career enhancement, ranking of the intellectual potential of universities. The basic principle of cooperation

with universities of the classical formal and open informal type is the technological principle of “increasing resources” or the principle of combining with complexity. The main competence of the III Institut für intellektuelle Integration is the presence of a priority segment of overseas internships in the system of continuing education for various specialists and students. The results of the activities of the III Institute are able to resist the primitive principle of “resources for investment”. We note an important aspect that the activities of such organizations are not related to the receipt of commercial profits and the career political goals of its leaders. It is based only on the need to apply the experience of the eastern and western regions in strategies for ensuring the quality of international education [6].

#### IV. EDUCATION DEVELOPMENT PROGRAMS

So, intellectual integration is the next step in the system integration of postgraduate education. The main competence is to have our own expertise and educational development programs in the formal, non-formal and informal vector, that is, in all areas of the formation of the intellectual potential of an individual, company, educational organization. Through the implementation of an integrated service, the institutes of intellectual integrations build a “Chain – integrator” of scientific, methodological and organizational principles for the functioning of the necessary intellectual system. The “Chain-integrator” is capable of turn-key management and educational activities. The “Chain-integrator” offers a range of services for creating an intelligent environment using educational technologies, including research and experimental research activities, consulting and developing solutions in the field of postgraduate education. An equally important aspect is the implementation of the developed solutions, taking into account the characteristics and wishes of customers from academic universities and universities of the open informal type. The “Chain-integrator” in the system of activity of the institutes of intellectual integration is capable of implementing complex solutions, individual orders, forms of public and scientific diplomacy in the structures of universities. The “Chain-integrator” of the institute of intellectual integration works on its own and connects the projects of partner universities and partner companies, customer companies, and an adult education program throughout life. Through the “Chain-integrator”, project networks are developed and, most importantly, an environment of human intellectual self-realization is provided. A person is aware of this educational environment as a platform for development, as a social elevator, as a life chance for intellectual and personal change.

The application of the “Chain-integrator” technique makes it possible to consider team projects as project centers for the intellectual integration of postgraduate adult education in the field of innovation in education management. The strategy of such project centers is benchmarking as a tool for quality and a tool for building up the intellectual potential of universities and university

infrastructure. The most in demand are advanced training programs for university academic staff in benchmarking format in the following areas: digital transformation of the labor market, digital technologies of sustainable urbanism, quality assurance of university education, etc. Expanding access to all levels of education, promoting informal education is a priority when choosing programs. The basic principle of intellectual integration in the international development of postgraduate education is the principle of transboundary integrated service.

#### V. TRANSBOUNDARY INTEGRATOR AND ITS CAPABILITIES

In world practice, this is called system integration design and top management of educational activities. We call this complex “transboundary integrator”. It includes scientific, methodical, organizational principles for the functioning of general postgraduate education and the experience of world regions in the implementation of special technologies to promote intellectual development.

Then we can talk about five effective steps of intellectual integration of the complex.

Step 1. Formation of international politics and general philosophy of postgraduate education throughout the world. International forms of public scientific diplomacy. We recommend that specialists speak in most cases not about the difference in the systems in which they work, but to look for similarities in the systems and rely on the common available forms of cooperation.

Step 2. Creation of transboundary teams of research specialists and practitioners to integrate their technologies and teaching methods to adults. Do not follow the rule of promoting “your method or technique”, but follow the rule of promoting the quality of educational work, indicators of the dynamics of postgraduate study programs.

Step 3. International voluntary certification for general indicators. We propose to minimize the indicators of the professional skills of experts in the event of their voluntary desire to certify their qualifications as a member of a transboundary team. Only proceed from one rule - the usefulness of an expert’s activity for a certain category of specialists, the high effect of training and assistance in finding informal ways of development.

Step 4. Regular independent monitoring of the results of postgraduate education in the regions of the world and the creation of a technology bank. In many territories, such monitoring is carried out, but it is local. We offer transboundary monitoring with the mutual consent of the participating countries.

Step 5. Creating an international network of operational assistance to young professionals. The thesis “Education without Borders” should be transferred to the field of postgraduate education. But in this step there are more questions than answers. How exactly to implement it, to finance and specify the sequence of actions?

#### VI. SUMMARY

Digital and other labor market transformations determine the directions of new trends in the technologies of intellectual integration of international postgraduate education. Postgraduate education can be managed in the “postgraduate education without borders” project system. International intellectual integration is an element of system integration of all the forms of education in individual countries and world regions. Postgraduate education directions – formal education in the framework of standards, non-formal education in the framework of additional professional education and informal education “in depth”, self-development and self-improvement. The new trend of intellectual integration in the international development of postgraduate education is a transboundary integrated educational service and the application of the “Chain-integrator” methodology in the system of a transboundary integrator. The use of educational benchmarking, voluntary certification implemented by the institutions of intellectual integration and received recognition of the pedagogical community of the world in universities of formal academic type and / or open non-formal type.

#### VII. CONCLUSION AND CALL FOR DISCUSSION

We understand the entire discussion and ambiguity of the idea that was set forth in the article. Our thoughts and suggestions are more general systemic than elemental in nature, and, of course, require scholars and practitioners of postgraduate education to join forces and continue the discussion.

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