RESEARCH ARTICLE

Impact of emerging global educational trends on overseas education programs for aspiring students in South East Asia and South Asia: A decadal analysis

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Abstract

The present paper investigates the influence that current trends in international education have on students from Southeast Asia and South Asia interested in participating in educational programs in other countries throughout the next ten years. The research examines historical data on Thai students studying overseas, compares education systems, and investigates scholarship chances. It uses a qualitative methodology, including literature reviews, case studies, and interviews with important players. The study proposes methods for boosting outward and inbound foreign education in Thailand, presents a strategy for execution over ten years, and estimates prospective consequences. The findings reveal that while international education brings substantial benefits for students from these locations, it also poses problems relating to the acquisition of visas, the transition to a new culture, and the restrictions on financial resources. In its conclusion, the research offers suggestions for students, educational institutions, and politicians on how to make the most of the advantages of international education while also tackling the issues it presents.

Keywords: International education, Southeast Asia, Overseas Study, Education Trends, Scholarships, Student Mobility, Higher Education.

Introduction

Over the next ten years, the current trend of international education will emerge as the most significant development. This is reflected in the fact that there is a growing number of international schools and colleges located all over the world. On the other hand, several institutions in Thailand are cutting down on the number of faculty members they employ. In recent years, some South and Southeast Asian students have shown an interest in participating in summer courses and study abroad programs. There

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are several obstacles that these prospective students must overcome, including difficulties in acquiring visas, challenges in processing academic applications, difficulties in comprehending the language, difficulties in adjusting to the culture, and difficulties in obtaining bank loans.4. International students have access to a wide variety of international scholarships, including the Asian scholarships offered by Singapore, the Fulbright scholarships provided by the United States, the Chevening scholarships offered by the United Kingdom, the DAAD scholarships supplied by Germany, the Campus France scholarships offered by France, the Nuffic Neso scholarships provided by the Netherlands, and many more. (Ortiz, A., Chang, L., & Fang, Y. 2015). Considering all of this, it is indispensable to comprehend and evaluate the pattern of international education in Southeast and South Asia over the next ten years.

More than half of the 235.3 million students in 2020 were enrolled in postsecondary institutions across 75 different countries, according to sources like the United Nations Educational, Social, and Cultural Organization [UNESCO] Citation2021; World Bank, Citation2021 and Citation2018. Nearly the same number of nations have established self-reproducing scientific systems. These systems serve as regional information repositories. In particular academic fields, they produce local PhDs (National Science Board

[NSB], Citation2020). Developed in the United States by the early 1900s (Kerr, Citation 1963), popularized by Wilhelm von Humboldt in Germany in the early 1800s, and dispersed around the world, the research university model has made it easier to collaborate, which is crucial for international higher education.

Nevertheless, not everyone has benefited from this spread. Higher education, primarily when defined as "tertiary education," is more significant and more varied than research institutes. It is estimated that around one-fifth of the student body attends Humboldtian institutions that are readily identifiable as having an active teaching and research nexus as their foundation.

Research Question

- Which patterns and trends are now prevalent in international education for students from Southeast Asia and South Asia, with a particular emphasis on students from Thailand?
- What are the differences and similarities between Thailand's educational systems, scholarship possibilities, and other famous study-abroad destinations?
- When seeking an education abroad, what are the most significant obstacles that Southeast Asian and South Asian students encounter, and how might these hurdles be overcome?
- To promote international education programs that are outbound (from Thailand to abroad) and inbound (from overseas to Thailand), what tactics may be employed to bring about these outcomes?
- Over the next ten years, how may adopting these policies affect the competitive environment of foreign education in Thailand?
- What are the possible long-term impacts of shifting demographics (for example, a decrease in the number of young people in various Southeast Asian nations) on the patterns of international education in the region?

Review of Literature

"A Trend Analysis of the Challenges of International Students Over 21 Years" International students must adjust if they are to succeed after leaving their home nations to pursue their educational objectives in another. However, they could find it difficult to adapt to and learn a new culture. This study explores the difficulties faced by international students in their host nations and examines current publishing trends. Web of Science, Springer, PubMed, Wiley Online, EBSCO Host, Taylor & Francis, and Scopus were searched for peer-reviewed publications published between 2002 and 2022 in order to gather the data. A total of 175 articles passed the screening phase and underwent further content analytic evaluation. The results showed that the United States, the United Kingdom, Australia, and Canada, the top four nations for foreign students, had the majority of publications

about the difficulties faced by these students. Language problems were the main factor in both categories, with academic hurdles accounting for 82.3% of all challenges and sociocultural ones for 82.9%. The majority of publications also examined multiple obstacles. There has been no change or development in the difficulties encountered by international students over the last 21 years. Hence, more research is required on psychological and economic issues. After examining these issues and other tendencies identified in the papers, future study options are recommended (Omotoyosi Oduwaye, Askin Kiraz, and Yasemi n Sorakin, November 26, 2023).

"Research on international and global higher education: Six different perspectives." In an increasingly interconnected and interdependent world, the international and global component of higher education is expanding despite geopolitical tensions and wars. A wide range of research and academic interests are related to global and international affairs. They are all different in their perspectives, methods, and worries; they are all curious about and seek to understand specific circumstances and are frequently interested in changing existing rules and procedures. Research on international student mobility, postcolonial studies of universities, global studies of universities, comparative studies of universities, and studies of universities and international development are some ways to summarise these schools of thought. The perspective of thinking through the world (tianxia), which is important in Chinese history but has not gotten much attention in English-language literature, is included in this special edition of the Oxford Review of Education. The Special Issue has six works, each starting with one of these threads. We first compare and contrast the six articles' methods on geospatially, ethics, and power relations. It also provides suggestions for future study and scholarship on global and international higher education and coverage of how each perspective perceives the others. Simon Marginson, July 28, 2022.

"Online Education: Worldwide Status, Challenges, Trends, and Implications" Online education has been steadily expanding throughout the world due to many factors, including the growing need for workers with ongoing education to keep up with the dynamic digital economy, the convergence of new technology, and the extensive use of the Internet. The widespread use of online education is predicted to occur by 2025. This editorial outlines factors at the national level that impact the quantity and quality of online education. Industry (business), federal, state, and local governments; laws at the federal level; information and communication technology (ICT) capacity; the spread of Internet and mobile technologies; and the income and digital divide are all examples of such factors. Organizations on a global scale may rely on our advice about online education. Shailendra Palvia, Prag e et Aeron, Pa rul Gupta,

D iptiranjan Mahap atra, Ra tri Parida, Rebe cca Rosner &S umita Sindhi, November 26 2018

"International development higher education: Looking from the past, looking to the future" global advancement In the constantly evolving field of higher education research, higher education holds a special place. This study explores international development research in higher education from an analytical, methodological, thematic, and disciplinary eclecticism perspective. The foundation of higher education's global expansion is the notion that human effort, directed toward education may have a good influence on the globe. This essay proposes a novel approach to valuing the development-promoting effects of higher education. The relevance of universities to national modernization and the development of human capital is the main topic of the literature now in publication (Maia Chankseliani, Ma y 23 2022?).

Conversely, anti-essentialist perspectives provide a variety of ways in which higher education might facilitate the realization of human rights and the pursuit of personal liberties. Any thorough analysis of universities' contributions to development would include all viewpoints on this critical but empirically tricky connection, including essentialist, anti-essentialist, and post-foundationalist schools of thought. Academics and practitioners might benefit from seeing development as "global" instead of "international," the research suggests, so they may be more open to examining variations between countries and less limited by national borders. Anthony Welch's "Governance Issues in South East Asian Higher Education: Finance, devolution and Transparency in the Global Era" Focuses on Southeast Asian countries, including Indonesia, Malaysia, the Philippines, Thailand, and Vietnam; this article uses Castells' four primary functions of universities to discuss some essential challenges related to the management of higher education in the region. None of the five nations can afford to admit all its applicants to public universities. However, they all place a high value on universities and want to expand access to higher education. Consequently, private universities are growing alarmingly, putting more strain on already-strapped sectoral governance systems. As a result of global trends, domestic regulatory requirements have become more intricate. The key challenges confronting Southeast Asian higher education institutions include financial concerns, lack of transparency, and decentralization.

Importance of Overseas Education for Southeast and South Asian Students

Students from Southeast Asia and South Asia can get a quality education, gain international experience, and develop vital skills that are becoming more desired in the global job market by participating in an abroad education program. Higher education in a foreign country improves one's academic credentials. It encourages the interchange of cultural ideas and the development of one's personality. As economies in these areas continue to expand, there is anticipated to be an increase in the need for competent individuals with experience working in international settings. As a result, students interested in pursuing an education abroad will find this choice appealing.

Overview of Current International Education Trends

Increasing mobility of students

Student mobility beyond national borders is one of the most significant breakthroughs in international education. The United Nations Educational, Scientific, and Cultural Organisation (UNESCO) reports that the number of students wishing to study abroad has risen exponentially. Numerous factors drive this trend, including the desire for a top-notch education, the pursuit of specialist degrees, and the opportunity to see other cultures (Fry, G. W. 2018). Among the most significant groups participating in this worldwide movement are South and Southeast Asian students. The most common destinations for these students are countries like Australia, the United States of America, and the United Kingdom.

Digital Transformation in Education

Students' access to learning materials and engagement with educational content have been completely transformed due to the rise of digital technology in the educational system. The availability of education has increased to an unprecedented degree because of the proliferation of online learning platforms, virtual classrooms, and digital collaboration tools. This tendency has intensified due to the COVID-19 epidemic, which compelled educational institutions to adjust to an environment that supports remote learning. Morosini, (M. C., CORTE, M. D., & Guilherme, A. A. 2017). Digital education provides students from Southeast Asia and South Asia with new chances to seek international certifications without needing physical migration, decreasing their financial and logistical constraints.

Focus on Global Competencies

The global employment market is becoming more competitive. As a result, there is a greater focus on students improving their international capabilities. Employers are looking for applicants with technical skills and qualities such as the ability to communicate across cultural boundaries, flexibility, and the capacity to solve problems (Altbach, P. G. 2013). It is becoming more common for international education programs to be created to cultivate these abilities, which will prepare students for success in a variety of job situations. Those students from Southeast and South Asia pursuing their education in a foreign country are better positioned to gain these abilities, increasing their employability in a globalized market.

Changes in Immigration Policies

How immigration rules are altered in different nations has a significant influence on the patterns that are seen in international education. Some countries are changing their visa policies to encourage the enrollment of overseas students, acknowledging the beneficial effects that these students have on the economy and society. For example, nations like Australia and Canada have passed laws that facilitate international students' employment once they graduate from their respective colleges. Altbach, P. (G., & Knight, J. 2007). These alterations make the climate more favorable for students from Southeast Asia and South Asia in general, which encourages them to pursue education in other nations with the possibility of acquiring job experience in the countries in which they are studying.

Impact of International Education Trends on Southeast Asian Students Opportunities for Higher Education

Southeast Asian students interested in pursuing higher education may now choose from a broad range of possibilities thanks to the increasing mobility of students. Many countries, like the United States of America, the United Kingdom, and Australia, provide financial help through scholarships to international students and various educational options (Bakhouya, D. 2017). Furthermore, joint degree programs and intellectual exchange are promoted by regional partnerships like the ASEAN University Network, which expands the range of educational alternatives accessible to local students.

Challenges Faced by Students

When seeking an education in another country, Southeast Asian students confront some obstacles despite the available possibilities. Several factors might impede their capacity to fully benefit from overseas education experiences, including financial limits, cultural changes, and language obstacles (Pan, S. Y. 2013). Furthermore, the COVID-19 epidemic has added additional uncertainties, such as limits on travel and health concerns, which may affect the choices students make about traveling overseas to pursue their education.

Case Studies of Successful Programs

Some excellent programs have arisen in Southeast Asia, an example of the good influence worldwide education trends have had. For example, the University of Malaya in Malaysia has formed connections with many of the most prestigious institutions all over the globe. These collaborations have enabled the university to facilitate student exchange programs and joint research efforts (Quy, N. T. K. 2010). Similarly, the Singapore Management University has established a robust presence on the world stage, drawing students from various backgrounds and cultivating an atmosphere conducive to global learning.

Advantages of Internationalization in India

The continuous internationalization of education in India presents some opportunities for the country. A few of the benefits are going to be described further down. A comprehensive and varied higher education system may be found in India, just like in the United States. With 10 million students pursuing their education in around 16,000 institutions, it is the third largest world behind the United States and China. This extensive higher education infrastructure is in place to meet all of the nation's requirements (Pereira, J. D. 2016). Formal programs or training are available in practically all fields required for growth. These fields range from ancient philosophy to the most recent advancements in computer technology. The kinds of classes that are provided are similar to those that are readily accessible in other countries. While it is possible that the overall quality and soundness of the system may not be the finest, there is no shortage of institutions that are of high quality. A significant number of educational establishments in India, such as the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs), as well as a few other universities that have a worldwide brand value, are distinguished by their premium status. The fact that more and more kids from families of non-resident Indians (NRIs) are applying for admission to the most prestigious educational institutions in India indicates that the level of education inside these schools is comparable. In addition, the expense of schooling in India is not very high. Education is transmitted in India via a medium of teaching, which is one of the country's benefits. English is the language used as the medium of instruction in most higher education institutions.

Many Indian educational institutions, such as the Centre for English and Foreign Languages in Hyderabad, have established campuses outside India. Indian citizens can teach and do research tasks at any level anywhere in the globe if they have a strong command of the English language throughout their whole school career. Additionally, India is home to postsecondary institutions that are not universities and provide specialized education to meet the varied requirements of the country's population. Institutions such as NIIT and Aptech are among the various private and corporate establishments (Welch, A. 2007). The success of these institutions may be attributed to their role as suppliers of additional educational services. Additionally, seats are significantly available at higher learning institutions in India. Even while there is much rivalry to get into the best colleges, this does not indicate that only a certain number of spots are available for admission. Since introducing national commercial providers in the education sector, India has had more "seats" than people willing to accept them. Every year, there are a large number of "vacancies" in the capacity of those looking for work in engineering

and technology. This is because commercial providers are expanding their operations in these areas. In institutions dedicated to the liberal arts and sciences, this issue is much more severe. Another issue that requires attention in India is the slow yearly growth rate of the demand for higher education from the general population. In the nations that make up the Asia Pacific area, it has been stable at 2 to 3% throughout the last decade, while in India, it is 5%. The primary challenge is how to sustain this growth rate if there is not a sufficient number of qualified pupils. The leading educational institutions in the United States have a variety of reasons for joining the Indian market (Mok, K. H. 2012). Many have a genuine interest in internationalization and consider India an essential destination for economic progress in the 21st century. They want to grow it into one of the world's most critical higher education marketplaces. They may use their outposts in India to entice talented students and faculty members from India to come to the United States: International Education Trends and Their Influence on Students from South Asian Countries.

Trends in Student Mobility

A growing number of students from South Asian nations are enrolling in foreign educational programs. Countries such as India, Pakistan, and Bangladesh are seeing more students moving abroad. The United States of America, Canada, and Australia continue to be attractive destinations because of the possibility of obtaining a higher-quality education and more excellent occupational opportunities (Khalid, J., Ali, A. J., Nordin, N. M., & Shah, S. F. H. 2019). The government of India has also initiated programs to encourage education abroad, such as the Study in India program, designed to entice students from other countries to enrol in educational institutions in India.

Economic and Social Implications

It is important to note that South Asian students who participate in overseas education face substantial economic and social repercussions. Studying in a foreign country often results in improved employment prospects and a more significant possibility for financial gain after graduation. Students who finish their education and then return to their home countries significantly contribute to the economy of the country in which they were born by bringing information and skills of great value (Gribble, C., & Tran, L. 2016). On the other hand, South Asian countries have difficulties due to the phenomenon known as "brain drain," which occurs when highly trained people leave their home countries in search of further chances elsewhere.

Case Studies of Successful Programs

Several educational institutions in South Asia have effectively responded to the shifts occurring in international education. Students can participate in exchange programs and

cooperative research efforts thanks to the relationships created between the Indian Institute of Technology (IIT) and the most prestigious institutions globally (Welch, A. 2016). To a similar extent, the University of Colombo in Sri Lanka has established collaborations with foreign institutions, which has resulted in the enhancement of its academic offerings and the recruitment of a student population that is very diversified.

Comparative Analysis of Southeast and South Asian Education Programs: Similarities and Differences in Trends

Significant disparities exist in the experiences of Southeast Asian and South Asian students even though comparable worldwide education trends impact both groups of students. Southeast Asian students often reap the benefits of regional alliances and partnerships that make mobility easier. However, South Asian students may face more hurdles due to financial restrictions and socio-political considerations. To add insult to injury, South Asia emphasizes STEM (science, technology, engineering, and mathematics) sectors, which reflects the region's economic goals.

Regional Collaborations and Partnerships

Regarding the educational environment, regional cooperation has a significant role in creating the educational landscape for students from Southeast and South Asia. Chou, (M. H., & Ravinet, P. 2017). Academic collaboration and exchange are encouraged among member nations by establishing programs such as the South Asian Association for Regional Collaboration (SAARC) and the Association of Southeast Asian Nations (ASEAN) University Network. The outcomes of these collaborations are enhancing the quality of education and providing students with access to a broader variety of resources and opportunities.

Future Prospects for Students

Within the framework of the current trends in international education, it seems that the prospects for students from Southeast and South Asian countries are positive. Students are expected to have expanded access to excellent education and job prospects as nations continue to alter their immigration rules and educational offers (Batra, P. 2019). However, to make the most of the advantages of studying abroad, it will be necessary to address the hurdles students experience, such as the difficulties associated with cultural adaptation and budgetary constraints.

Conclusion

The goal of this article was to look at how global trends in education have affected Southeast Asian and South Asian education programs provided outside of the region. The educational environment is being molded for students interested in pursuing higher education in

these places by increasing student mobility, the evolution of digital technologies, the focus on global competencies, and the modifications in immigration laws. While there are many options, many issues must be resolved to ensure students benefit as much as possible from studying abroad. Many stakeholders, including governments, educational institutions, and lawmakers, should take into account the following suggestions to enhance the quality of Southeast Asian and South Asian students' experiences with foreign education:

Please increase the financial aid and scholarship opportunities available to students who pursue their education overseas.

Promote regional collaborations to allow students to travel and engage in intellectual exchange.

Providing kids with the knowledge and resources they need to overcome linguistic barriers and cultural differences is critical.

In conclusion, the next ten years will significantly impact the aspirations and experiences of Southeast Asian and South Asian students due to developments in international education. By first becoming aware of students' difficulties and then finding solutions, stakeholders can help create an environment that is more hospitable and supportive of students eager to take advantage of international education opportunities.

Acknowledgment

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