

Internationalization of Higher Education in the Context of Migration

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Abstract

One of the characteristics of external migration in the context of globalization is international migration for the purpose of education. International migration mainly affects the population of developing countries, the main motive for movement is the desire to obtain a foreign education. Migration for educational purposes has both positive and negative consequences.

Population migration in the modern world is a global process. This is the result of economic, political, social and cultural transformations. In the modern world, globalization, which covers not only developed countries but also third world countries, has brought migration to a completely new level, making it the most important component of the activities of any state.

Considering the processes of globalization and for the further development of the country, it is important to promote international mobility in the field of higher education and science, as well as the internationalization of higher education and science, which, on the one hand, is accompanied by flows of Georgian students and scientists to educational institutions in foreign countries, and on the other hand, an increase in the number of educational programs in foreign languages and foreign students in Georgia.

The aim of this study is to discuss the issues related to global migration, internationalization of higher education in the process of migration, analyze existing problems and propose solutions.

Key words: global migration, international mechanisms, higher education, internationalization.

Introduction

Relevance of the study

Migration is the process of movement of population both within the country and beyond its borders for permanent or temporary residence. The result of migration is the spread of different cultures, religious and national traditions. Global migration affects not only relations between states, but also the lives of the population as a whole. Therefore, one of the main tasks of any state is the development and implementation of an effective migration policy aimed at eliminating the negative consequences of

migration processes.

Migration of the population today is acquiring a global character and at the same time is a sign of globalization itself. Globalization itself is a process of unification of peoples and states, which leads to the erasure of borders between peoples and the creation of a unified political, economic and spiritual space. The process of globalization facilitates access of all mankind to new inventions, technologies, knowledge, removes prohibitions and restrictions for development and creativity, therefore globalization is systemic in nature, covers all spheres of society.

International migration processes for the purpose of education are carried out mainly in the direction of developed countries, since the standard of living in the leading countries of the world is significantly higher than in other countries. Migration for educational purposes has both positive and negative consequences. The prospect of people with better education obtained abroad returning to the country can be assessed positively, although often emigrants not only avoid returning to their homeland, but also look for close relatives to settle down with and try to stay in the countries where they received their education. Thus, the results of migration, as we see, are manifested in different areas and can be both positive and negative. From this point of view, one of the main tasks of countries in the era of globalization is the development of an effective migration policy that clearly regulates migration processes to ensure conflict-free and prosperous development of countries, their further economic, political, cultural development and social well-being.

Objectives of the study:

The objective of the study is to analyze the problems of Georgian reality in the direction of developing higher education programs for the internationalization of higher education in the context of global migration and to propose solutions for studying migration issues.

Advantages of Research:

A high degree of stakeholder involvement is essential to ensure the quality, visibility and, most importantly, effectiveness of any research. All this is possible with the maximum involvement of various representatives of society and the exchange of their opinions.

Limitations of the study:

As with any study, there is a danger that study participants will answer questions subjectively based on their specific needs. In addition, some of them will not be honest in their answers or the political situation will not allow them to give objective answers.

Research design and methodological foundations

In the process of the research, the historical, comparative-legal, systematization and classification methods were used. The research also actively uses the methodology of a sociological survey, taking into account the specifics of the object and subject of the research, namely: the abstract-logical research method based on research methods of analysis and synthesis, inductive and deductive analogy, and others.

The historical method is most often used in the context of assessing the internationalization of higher education. The article presents both inductive and deductive methods to arrive at specific conclusions, and the article is based on the deductive method, in which the internationalization of higher education is usually viewed in the context of global migration at the initial stage. The research analyzes the problems that arise in the process of internationalization of higher education and develops recommendations that will help the theorist or practitioner solve the above problem in a specific case.

The study refers to both quantitative and qualitative types of research. The survey method was used in the research process, which was conducted using a pre-designed questionnaire. Before participating in the study, which is based on internationally recognized standards of research ethics, participants were informed that their participation in the study was very important for the results of the study, and were also informed about voluntary participation in the study and the protection of the confidentiality of their information.

The study involved 158 respondents, including 24.1% employed in the public sector, 32.9% employed in the private sector, and 43% students. The results were distributed by gender as follows: 39.9% women and 60.1% men. By age, the majority of respondents are 32-47 years old.

To conduct the study, the individuals participating in the study were offered 8 (eight) questions with possible answers, where they also had the right to freely express their opinion.

Literature review

The article uses the works of the team of authors E. Alaverdovi, T. Darchia, N. Otkhozoria, N. Latsabidze, the work "Migration processes in the modern world: problems and prospects". The collection presents the theme "Migration processes in the modern world", implemented within the framework of the project. This problem is one of the most important challenges of the era of globalization, including political, legal, social, economic, cultural, religious, demographic and other problems. In the study, the authors outline the attitude of the EU and the US to migration processes, including the admission of refugees. The immigration strategy and tactics of the Georgian government are presented. The article

examines in detail the extremely interesting and topical issues of the growth of migration processes in the modern world. Voluntary migration, based mainly on economic considerations with the aim of settling elsewhere, is also discussed, and is encouraged by technological developments, labour market diversity and even a desire for change. There is also an interesting discussion of the implications of the significant increase in the number of internally displaced persons as a result of recent events in the Middle East, which have left the European Union facing particular challenges, both in terms of the refugee crisis and in terms of international security.

The research also used reports from international organizations, including: International Organization for Migration (IOM), World Migration Report 2020. The World Migration Report 2020, the tenth in the world migration report series, has been produced to contribute to increased understanding of migration throughout the world. This new edition presents key data and information on migration as well as thematic chapters on highly topical migration issues. As well as International Organization for Migration (IOM), “World Migration Report 2022”. The World Migration Report 2022, the eleventh in the world migration report series, has been produced to contribute to increased understanding of migration and mobility throughout the world. This new edition presents key data and information on migration as well as thematic chapters on highly topical migration issues.

During the work on the document, the document of Georgia's migration strategy for 2021-2030 was selected, which was developed based on an analysis of the strategy of previous years. During the implementation of the strategy, both at the local, regional and global levels, new challenges have emerged following the changes in the migration sector and related changes, so the goal of the migration strategy for 2021-2030 is to adapt to the new reality and continue to address contemporary issues. Given the existing experience and the long-term nature of the strategy, its objectives are more general. Instead, specific actions at the activity level are defined in action plans. This, on the one hand, eliminates duplication of actions when performing tasks, and on the other hand, easily relates these actions to the corresponding tasks and ensures a strong, logical relationship. This is facilitated by the existence of sectoral strategies of agencies in the field of migration and/or related to this field, their smooth operation and connection with the sectoral strategy. This, in turn, broadens the scope of action and, by focusing on the implementation mechanism (annual action plan), ensures flexibility and greater efficiency in the implementation process. Accordingly, such a strategy forms the country's long-term vision of the main directions in the field of migration, and at the same time places greater demands on the implementation process, its mechanism and the agencies involved.

The article also uses other works by the author, including Botchorishvili, Nino, 2021, International regional and universal treaty bodies for the protection of human rights and their significance, International scientific journal “Legal Herald” and Botchorishvili, Nino. 2023. Global Migration, Discrimination, and the Internationalization of Higher Education, [Handbook of Research on the Regulation of the Modern Global Migration and Economic Crisis](#).

A number of international documents were also analyzed, including the The European Convention on Human Rights (ECHR), the International Covenant on Civil and Political Rights adopted under the auspices of the UN, and the Convention on the Elimination of All Forms of Racial Discrimination. International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, adopted by the UN General Assembly in 1990.

Main part

International migration has increased significantly in the world in recent decades.¹ Given globalization and its increased mobility opportunities, people are given more opportunities to study and work in different countries around the world. It should be noted that the majority of international migrants migrate for employment, education and family reunification². The labour market as well as the education sector became global and people were given the opportunity to choose between temporary and permanent migration for better employment and study conditions. Georgia has not remained aloof from these global migration processes. In the case of Georgia, the main reason for legal migration (both emigration and immigration) is labor migration³.

The legal status of migrants, asylum seekers and stateless persons, external migrants (whose outflow from the country creates the problem of “brain drain”) is also very relevant for Georgia, since for a country with a population of 4 million people, which, according to the UN, will face an acute demographic problem in 20 years and which may face not only demographic but also serious security-related problems, the study and analysis of migration processes on a global scale, as well as the exchange of international experience and best practices to find alternative solutions to the problem, is of particular importance⁴.

¹ Migration Data Portal https://migrationdataportal.org/data?i=stock_abs_&t=2019

² World Migration Report 2020. Chapter 2 - Migration and Migrants: A Global Overview. IOM. https://publications.iom.int/system/files/pdf/wmr_2020_en_ch_2.pdf

³ "Migration Profile of Georgia in 2019", Government Commission on Migration Issues http://migration.commission.ge/files/mp19_web3.pdf

⁴ The article uses the works of the team of authors E. Alaverdovi, T. Darchia, N. Otkhozoria, N. Latsabidze, the work “Migration processes in the modern world: problems and prospects”. The collection presents the theme “Migration processes in the modern

The reasons for migration can be push and pull factors. These factors are the main driving forces of migration. The first “push factor” forces or induces a person to migrate and leave his homeland, and the second “pull factor” or attraction factor attracts and fascinates a person to his country. The “Push and Pull” factors are the trigger factor that makes or motivates a person to leave his or her home country and move to another country. Types of factors indicated may include: poor health care; unemployment; fewer opportunities; living conditions; political pressure; fear of torture and cruel treatment. The “pull” factor is so enchanting to a person that he is willing to move to a certain country. For example, employment opportunities; better living conditions; fun; Education⁵.

According to 54.8% of respondents who took part in the study, global migration has a positive impact on the internationalization of higher education, 29.7% believe that global migration has a negative impact on the internationalization of higher education, and 16.5% do not have an answer to this question.

Some of the respondents believe that during mobility, carried out in the context of the internationalization of higher education or during participation in exchange programs, students establish contacts with citizens of foreign countries, share experiences with each other and plan to deepen the relationships in the future. It is also a good opportunity to improve language skills.

50.6% of respondents said they did not use international exchange programs, 39.2% said they did not use international exchange programs, and 12% did not find an answer to the question. Some of the respondents said that they have not yet, but in the future they intend to take advantage of international exchange programs, as they believe that all this: 1. can create more areas of activity for them. 2. Innovation in foreign education will provide an opportunity to have a multifaceted vision of your country. 3. Practice It is always important to really see and understand the problem of the person that you may be interested in. Some interlocutors emphasized his/her participation in such an international exchange program as Erasmus+ Capacity Building⁶.

The study showed that higher education institutions operating in Georgia actively participate in the EU programs (Erasmus+; Erasmus Mundus Joint Master Degree, Erasmus+ Capacity Building) and scholarship programs of the International Education Center of the Ministry of Education.

On December 30, 2020, the Government of Georgia approved the Migration Strategy of Georgia for

world”, implemented within the framework of the project.
<https://drive.google.com/file/d/1nU7QuFbZkMsmLSjutuJ7F24TSM7YknCh/view?usp=sharing>

⁵ right there

⁶ On Approval of the Migration Strategy of Georgia for 2021-2030, Resolution of the Government of Georgia No. 810, December 30, 2020. <https://matsne.gov.ge/ka/document/view/5074437?publication=0>

2021-2030⁶. In which it is mentioned that the development of the migration management system in Georgia was given a significant impetus by the acceleration of the process of rapprochement with the European Union⁷. During the specified period, migration strategies for 2013-2015 and 2016-2020 were developed in order to create, improve and increase the efficiency of the management system⁸. Also, since 2010, a corporate governance body has been operating – the Government Commission on Migration Issues. The Migration Strategy for 2016-2020 takes into account the experience gained from the implementation of previous strategies and the new reality created by the Association Agreement and the Visa Liberalisation Action Plan of 2015. During the implementation of the strategy, at both local, regional and global levels, new challenges have emerged as a result of changes in the migration environment and related developments. This is why the goal of the migration strategy for 2021-2030 is to adapt to the new reality and continue to address modern challenges.

The strategy emphasizes increasing the number of educational programs in foreign languages in higher education institutions of Georgia and expanding the formats of bilateral cooperation with foreign universities. It should be noted that when developing educational programs in foreign languages in higher education institutions of Georgia, special attention is paid to studying the socio-economic situation and living conditions of foreign students in Georgia. As the aforementioned studies show, the interest of foreign students in studying at Georgian universities is growing. International students make a significant contribution to both the country's economy⁹ and the development of universities. The tuition fees they pay allow Georgian universities to make significant investments in infrastructure and technology, as well as develop new educational programs.

When asked during the survey whether the interest of foreign students in studying at Georgian universities is growing, 34.8% of respondents believe that it is growing, since there are various foreign programs in Georgia. According to 36.1%, it is partly due to the fact that most programs are offered only in English. According to 16.5%, there is no growth because getting an education in Georgia is not attractive to them. And for 12.7%, I do not have an answer to the question.

⁷ "European Neighbourhood Policy" – 2003; "Eastern Partnership Initiative" and "Mobility Partnership" – 2009; Agreements on the Facilitation of Visa Application Procedures and "Readmission" – 2010; "Visa Dialogue" - 2012; "Visa Liberalization Action Plan" - 2013-2015; "Association Agreement" - 2014; Visa-free regime and implementation of long-term objectives of the VLAP - 2017 and beyond.

⁸ Government Commission on Migration Issues http://migration.commission.ge/index.php?article_id=216&clang=0

⁹ According to ISET research, international students pay the most: \$28 million for tuition and \$16.7 million for rent. The total annual financial expenditure of international students in Georgia reaches 195 million GEL. "Migration Profile in Brief – International Students in Georgia", Government Commission on Migration Issues. 2017 http://migration.commission.ge/files/migraciis_profil_i_a5_geo.pdf

Some of the respondents believe that it is partly increasing because, unfortunately, it is mainly Indians who come to study in medical programs. A small number of them come from Azerbaijan to study, but it is a pity that they do not come to get an education, these are mainly students who are involved in their country, who avoid going to the army, and for this it is all the same thing in which program they enroll. Students come to Georgia mainly from these two countries, if we do not count Nigerians and Pakistanis. In other words, it turns out that getting an education in Georgia is not a priority for European youth.

In the direction of internationalization of higher education and science, it is worth mentioning as an example the Kutaisi International University, whose goal is to become an international center of education, science and technology in the region, as a result of which Georgia will take a leading place in the international educational and scientific arena¹⁰. The mentioned international research infrastructure will play an important role in attracting outstanding foreign researchers to Georgia. In order to promote research mobility or scientific internships abroad, Shota Rustaveli National Science Foundation of Georgia (SRNSFG) conducts joint grant competitions with various foreign research institutes.

In response to the question posed in the survey about the necessary conditions for increasing the implementation of research in Georgia, 63.9% of respondents believed that it was necessary to reduce administrative difficulties in the research and innovation system. According to 44.3%, it is necessary to simplify the procedures for conducting research. According to 37.3%, it is important to centrally account for grants for research and innovation. According to 44.3%, it is necessary to develop international business scholarship schemes. And according to 42.4%, foreign formal and informal education should be recognized without hindrance.

According to 51.3% of respondents, it is necessary to maintain a register of research scientists entering Georgia from abroad and leaving Georgia for the purpose of research activities. According to 29.7%, there should not be a register of research scientists entering Georgia from abroad and leaving Georgia for research activities abroad. And for 19% I do not have an answer to the question. 46.8% of respondents believe that an information system (database) with indicators supporting internationalization should be created, which would facilitate international mobility for research and study. 28.5% believe that an information system (database) with indicators supporting internationalization should not be created, which would facilitate international mobility for research and study. And 24.7% do not have an answer to this question. Some of those surveyed believe that those who know the language and understand this system a little will figure it out, and those who do not know the language, the work is useless. Some

¹⁰ Kutaisi International University <https://kiu.edu.ge/geo/about-us>

believe there should be mechanisms to make it easier for students from Georgia to continue their education abroad. And some of them believe that all this should really exist, because from this point of view, international mobility for the purpose of research and study will be simplified and at the same time become understandable.

The study found that to increase research implementation in Georgia, it is necessary to reduce administrative burdens in the research and innovation system and simplify relevant procedures. Currently, there is no centralized registration of scientific, research and innovation grants, nor is there a register of scientists and researchers entering Georgia from abroad and leaving Georgia for the purpose of research activities. Therefore, it is necessary to create an information system (database) with indicators that promote internationalization. Meanwhile, international business scholarship schemes should be developed for young scientists, which means attracting promising foreign scientists to Georgian companies and medium-term secondment of Georgian young scientists to foreign industrial companies for scientific and research purposes.

In the context of internationalization of education, one of the key issues is the recognition of foreign formal and informal education. In recent years, the legal framework has been adjusted in this direction and mechanisms for recognizing both formal and informal education have been introduced. An electronic system for recognizing non-formal education has been created and a guide to obtaining the right to recognize non-formal education has been developed¹¹.

According to 46.2% of respondents, it is important to have higher education programs for a comprehensive study of migration issues. According to 30.4%, it is important not to have higher education programs for the full study of migration issues. And 23.4% do not have an answer to this question. According to some respondents, we live in an era when migration is an irreversible process, so the more information on the issue of interest, the greater the likelihood of making the right, balanced and thoughtful decisions.

According to 47.1% of respondents, it is important to offer students training courses related to migration in accredited programs operating in higher education institutions. According to 29.9%, it is not important to offer migration-related courses to students in accredited programs at higher education institutions, while 22.9% do not have an answer to this question.

¹¹ Bochorishvili, Nino. 2023. Global Migration, Discrimination, and the Internationalization of Higher Education, [Handbook of Research on the Regulation of the Modern Global Migration and Economic Crisis](https://www.igi-global.com/chapter/global-migration-discrimination-and-the-internationalization-of-higher-education/318768). <https://www.igi-global.com/chapter/global-migration-discrimination-and-the-internationalization-of-higher-education/318768>

Some respondents believed that the courses would provide students with some knowledge about migration. In the opinion of the part, it is entirely appropriate to offer students a course of study related to the topic of migration, since they think that this will increase one or two intellectual fields of the student as a promising person and challenge his/her vision directly on the importance of using the exchange program.

The study found that in the context of internationalization of higher education, it is important to have higher education programs for the comprehensive study of migration issues, as well as higher education programs where the topic of migration will be offered to students in the form of a course. In Georgia, the framework of updated national qualifications and the classifier of specialties were approved by the order of the Minister of Education, Science, Culture and Sports of Georgia dated April 10, 2019, No. 69/N¹². The National Qualifications Framework takes into account the requirements of the European Qualifications Framework (EQF LLL) and the Qualifications Framework for the European Higher Education Area (QF-EHEA). The document brings together all the qualifications available in Georgia and reflects the learning outcomes at different levels of general, vocational and higher education. The National Qualifications Framework sets out the knowledge, skills and responsibilities that a person must have in order to obtain a document certifying completion of the relevant level.

The classifier of specialties in the field of "Social Sciences" provides for the possibility of mastering a master's program in migration studies at a higher educational institution. Despite this opportunity, only one higher education institution in Georgia implements a master's program - Ivane Javakhishvili Tbilisi State University, which in 2014-2018 was able to implement a master's program in migration management within the framework of the joint master's educational program of the Georgian Institute of Public Affairs, and the program was funded by a Tempus grant. In 2019, Ivane Javakhishvili Tbilisi State University independently managed to implement the Master's program "Migration Management" within the updated qualification framework. By the decision of the Accreditation Council of Educational Programs dated May 14, 2019, the Master's program "Migration Management" of Ivane Javakhishvili Tbilisi State University received accreditation¹³.

The main goal of the educational program is to make Georgia attractive to tourists and investors against the backdrop of sustainable economic development and powerful infrastructural changes. This helps to

¹² National Qualifications Framework <https://eqe.ge/ka/page/parent/787/erovnuli-kvalifikatsiebis-charcho>

¹³ Decision of the Council for Accreditation of Educational Programs dated May 14, 2019. <https://eqe.ge/media/11541/N11514.05.2019.pdf>

attract more capital to the country and raise the standard of living. All this is an indicator of the expected increase in the flow of migrants and the emergence of new challenges for the country. In order for Georgia to be prepared for new challenges, it is necessary to prepare qualified, competitive personnel and integrate them into the relevant agencies. The creation of a master's program in migration management and the training of young specialists within its framework corresponds to this goal. In addition, the aim of the Master's program in Migration is to take a comprehensive approach to the study of migration and analyze the problem, taking into account socio-economic, political, legal and other aspects, which will contribute to the socio-economic development of the country. This is why the Master's programme includes interdisciplinary areas (international law, human rights, intercultural relations, intercultural relations, conflict management, gender studies, etc.).

It is also important to note that most of the undergraduate programs in international relations at authorized higher education institutions in Georgia include a course related to migration. In the area of international law, only a portion of the undergraduate and graduate programs provide courses to prepare students for international migration. In particular, the bachelor's degree program in international law at the Saint Andrew The First-Called Georgian University (SANGU) includes a course on contemporary international migration. The aim of the course is to introduce students to modern migration processes. The essence of international migration and its impact on world politics. Also provide knowledge about the rules of migration policy and modern trends in international migration.

The Bachelor's degree program in International Law at the Georgian Technical University includes a course entitled "Modern Trends of Islam in Europe". The aim of this course is to provide students with knowledge about contemporary Islamic trends in the countries of the European Union and their consequences. To teach students the place and role of Islam in socio-political life, the perception of Islam in European society and the problem of Islamophobia. To develop the student's ability to analyze the policies of European states towards Muslims and to study the concept of multiculturalism and its implementation.

In order for Georgia to be ready to meet new challenges, it is necessary to prepare qualified competitive personnel and integrate them into relevant departments, which will be greatly facilitated by higher education programs in the country, as well as training courses that will teach Georgian and foreign students in detail about issues related to migration, which together will significantly increase the internationalization of higher education, the number of foreign students in our country, and will also contribute to the socio-economic development of the country.

The legal act regulating labor migration in Georgia – the Law of Georgia “On Labor Migration” was adopted by the Parliament of Georgia on April 1, 2015¹⁴. which defines the issues, relationships and subjects related to the sphere of labor migration, the bodies implementing state administration in the sphere of labor migration, their rights and obligations, and also establishes the principles and mechanisms for implementing state administration in the sphere of labor migration.

The Migration Strategy of Georgia for 2021-2030, approved by the Government of Georgia, also contributes to the regulation of migration issues in Georgia at the governmental level¹⁵.

Only nine international treaties adopted under the auspices of the UN create a treaty body, namely:

1. The Human Rights Committee, which Georgia joined in 1994.
2. Committee on the Elimination of Discrimination against Women, 1981 CEDAW. Georgia joined in 1994. The additional protocol has been in force since 2002.
3. Committee on the Elimination of Racial Discrimination. 1969, Georgia joined to CERD in 1999. Admissibility of individual applications since 2005.
4. Committee on Social, Economic and Cultural Rights.
5. Committee on the Rights of the Child, 1991 CRC.
6. Committee Against Torture. 1988. CAT. Georgia joined in 2005.
7. Committee on the Rights of Persons with Disabilities. 1908, CRP. Georgia joined in 2014. Georgia is not party to the Additional Protocol.
8. Committee on the Rights of Migrant Workers and Members of Their Families, 1985, CMW. Georgia is not a party.
9. Committee on the Human Rights of Internally Displaced Persons. Georgia is not a party¹⁶.

At the same time, Georgia expressed its consent to 5 mechanisms for filing individual applications, namely: 1. The Human Rights Committee established by the International Covenant on Civil and Political Rights. 2. Convention on the Elimination of All Forms of Discrimination against Women – Committee on the Elimination of Discrimination against Women. 3. The Committee against Torture, established within the framework of the Convention against Torture. 4. The Committee on the Elimination of Racial Discrimination established by the Convention on Racial Discrimination. 5. The Committee on the Rights of the Child was created by the Convention on the Rights of the Child. As for

¹⁴ The Legislative Herald of Georgia <https://matsne.gov.ge/ka/document/view/2806732?publication=3>

¹⁵ On Approval of the Migration Strategy of Georgia for 2021-2030, Resolution of the Government of Georgia No. 810, December 30, 2020. <https://matsne.gov.ge/ka/document/view/5074437?publication=0>

¹⁶ UNITED NATIONS HUMAN RIGHTS office of the high commissioner <https://indicators.ohchr.org/>

the other mechanism for submitting individual complaints, the Committee on the Rights of Persons with Disabilities, established by the Convention on the Rights of Persons with Disabilities, despite the fact that the Convention was signed in 2014, the additional protocol has not yet been ratified, although we hope that it will be signed in the near future¹⁷. As for the international convention on the protection of the rights of migrant workers and members of their families, Georgia has not signed it.

According to Article 43 of the International Convention on the Protection of the Rights of Migrant Workers and Members of Their Families, migrants shall enjoy equal treatment in terms of access to educational institutions and services similar to that enjoyed by nationals of the employer State¹⁸.

Based on the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families of 1990, the UN General Assembly established the Committee on the Protection of the Rights of All Migrant Workers and Members of Their Families to monitor the rights recognized by this convention. In accordance with Article 72 of the Convention, the first election of members of the Committee on the Protection of the Rights of Migrant Workers took place on 11 December 2003, six months after the entry into force of the Convention on 1 July 2003. States Parties must submit an initial report within one year of joining the Convention and every five years thereafter. Although the said convention has 58 member states¹⁹, the committee is based on it and it describes in detail the competence, functions, mechanisms and structure of the committee. An analysis of the States Parties to the Convention makes it easy to see that among the signatories to the current Convention we do not see a single European or North American State that is a major destination country for international migration. Therefore, the committee cannot operate effectively. Moreover, Articles 76 and 77 of the Convention, the jurisdiction of which is not recognized by Member States, and therefore the Committee cannot effectively carry out the functions provided for in these articles, such as examining individual complaints or inter-State allegations of non-compliance with the Convention by other Member States.

In accordance with Article 77 of the said Convention, a Member State may recognize the competence of the Committee to receive individual complaints against States when human rights defined in the Convention are violated. It is noteworthy that the said article has not entered into force precisely

¹⁷ International regional and universal treaty bodies for the protection of human rights and their significance, International scientific journal "Legal Herald" and Botchorishvili, Nino. 2021. [HTTP://HERALDOFLAW.COM/READ-BOOK/?ID=2372](http://heraldoflaw.com/read-book/?id=2372)

¹⁸ International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families Adopted by General Assembly resolution 45/158 of 18 December 1990 <https://www.ohchr.org/sites/default/files/cmw.pdf>

¹⁹ UN Treaty Collection, International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families. https://treaties.un.org/Pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-13&chapter=4

because only five states have so far recognized the jurisdiction of the said article²⁰, and in order for it to enter into force, it must be recognized by at least ten states. Under Article 76 of the Convention, the Committee is empowered to receive and consider complaints from Member States against other Members who fail to comply with their obligations under the Convention. This article also has no legal force. Accordingly, we get a body that, instead of being unique in its competence and effectiveness, turns out to be very limited. In conclusion, it can be said that the universal organization, which is directly called upon to protect the rights of migrant workers and their family members and to act as a guarantor of these rights, does not have the means to carry out real effective measures. The main articles of the Convention that give it such powers have not yet entered into force.

An analysis of global migration shows that universal or regional international agreements developed by UN organizations that focus on protecting human rights are not enough to solve migration problems; we continue to see an increase in violence and xenophobia. That is why it is important to understand the problem and create mechanisms for the practical implementation of human rights. Such effective mechanisms can be created, implemented and realized only with the maximum participation of international organizations and states.

Research Results

The following issues were identified as a result of the research:

Some respondents believed that global migration has a positive impact on the internationalization of higher education because it helps prepare students both nationally and globally, creating individuals with greater prospects. It is also an opportunity for students to develop important skills in an international context that will benefit both themselves and their country.

Also, some of the respondents believe that the period of study at the university is attractive and interesting, since most of them at this time get a real chance to go abroad, live, study and become truly independent. Test yourself in a new and foreign environment and bring back to Georgia new knowledge, experience and unforgettable impressions and memories.

According to some respondents, the number of foreign students in Georgia has increased because they find it very comfortable to study here. The entire lecture process is conducted in English, which is convenient for them because they do not need to learn Georgian. As is known, English is considered an international language, therefore, due to teaching in this language, the arrival and education of foreign

²⁰ Ecuador, El Salvador, Mexico, Türkiye and Uruguay. https://treaties.un.org/Pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-13&chapter=4

students in Georgian universities increases. I think that in the near future the number of incoming students will increase if the education system of our country fully adapts to international standards.

Some of the respondents believed that research projects should be evaluated by foreign researchers, without any nepotism. According to the interviewee, nepotism is the main problem in the process of conducting international research.

According to some respondents, it is necessary to create a database of scientists and researchers who have left or arrived here in Georgia, since it will become clear how much research and work has been created during this period.

According to some respondents, migration is a very sensitive topic, so they believe that there should be some kind of educational program on studying migration issues, since the mechanisms that facilitate migration will become clearer, and the more students participate in these educational programs, the more opportunities there will be to gradually introduce Georgian students to the mechanisms that they like so much in foreign universities.

Conclusion/recommendation

As a result of the conducted research, the following conclusions and recommendations can be made:

In conclusion, it can be said that in the context of the internationalization of higher education, it is important to have a variety of higher education programs for a comprehensive study of migration issues, as well as higher education programs where the topic of migration will be offered to students in the form of a course.

In order for Georgia to be prepared to meet new challenges, it is necessary to prepare qualified, competitive personnel and integrate them into relevant departments, which will be greatly facilitated by higher education programs in the country, as well as training courses that will teach the Georgian language and foreign students in detail about migration-related issues. This, taken together, will significantly increase the internationalization of higher education, the number of foreign students in our country, and will also contribute to the socio-economic development of the country.

According to the International Convention on the Protection of the Rights of Migrant Workers and Members of Their Families, adopted under the auspices of the United Nations, migrants enjoy equal treatment in terms of access to educational institutions and services similar to those enjoyed by citizens of the employer state. Based on the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families of 1990, the UN General Assembly established the Committee on the Protection of the Rights of All Migrant Workers and Members of Their Families to

monitor the rights recognized by this convention. Georgia has not signed the international convention on the protection of the rights of migrant workers and members of their families. It should be noted that the UN organization, which is directly called upon to protect the rights of migrant workers and members of their families and act as a guarantor of these rights, does not have the means to take real effective measures. The main articles of the Convention, which grant it such powers, have not yet entered into force.

Finally, it can be said that universal or regional international agreements developed by UN organizations, aimed at protecting human rights, are insufficient to solve migration problems. It is important to understand the problem and create mechanisms for the practical implementation of human rights. Such effective mechanisms can be created, implemented and realized only with the maximum participation of international organizations and states.

This is why it is desirable for Georgia to begin the process of signing an international convention on the protection of the rights of migrant workers and members of their families, which, first of all, will contribute to raising public awareness on migration issues.

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