Согласно опросу экспертов, обобщенному в докладе «Лондонской ассоциации рынка драгоценных металлов» (LBMA), в 2014 году цена на золото будет колебаться в диапазоне от 1067 до 1379 долларов. В докладе LBMA аналитики прогнозируют укрепление курса доллара США, сворачивание политики количественного смягчения, ослабление глобального инфляционного давления, избыточное предложение золота. По их мнению, инвесторы, которые вкладывались в "золотые" ETF-фонды, будут и дальше избавляться от желтого металла. Все перечисленные выше факторы не смогут не сказаться на снижении цены на золото.

Но имеется ряд и других факторов, которые говорят в пользу повышения цены. Как сообщается в докладе LBMA, цена золота может подняться из-за высокого спроса со стороны Китая, снижения импортных пошлин в Индии, а также в перспективе из-за того, что низкие цены на желтый металл могут сдерживать золотодобычу и поставку лома. Заметим, что в Китае в 2013 г. спрос на золото вырос на 20% по сравнению с 2012 г., составив 294 тонны. По оценкам Всемирного золотого совета (World Gold Council) – организации, в которую входят крупнейшие золотодобывающие компании мира, на долю Индии и Китая приходится более половины от общего объема мирового спроса на золото. [6]

Резюмируя вышесказанное, можно предположить, что в перспективе 3-5 лет золото будет расти. Будет ли оно расти или падать в 2014 году, точно сказать нельзя, так как хотя глобально тренд по золоту направлен вверх, локально есть много возможностей попридержать рост или даже временно направить цену вниз, что очень наглядно показал 2013 год. Поэтому инвестиции в золото лучше осуществлять в виде слитков или монет, вкладываться в ОМС не стоит. И рассчитывать срок инвестиции стоит минимум на 5-10 лет.

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THE WORLD MARKET OF HIGHER EDUCATION SERVICES: CURRENT INDICATORS AND TRENDS

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The world market of higher education is often referred to as a tertiary market, which educational services include, first of all, the services of the higher education system (studying for bachelor's degree and specialties) and postgraduate education (studying for master's, postgraduate's and doctor's degree).

The aim of the present paper is to study the current trends and tendencies of the world market of higher education services and the impact of different countries in its development.

The scale of the world education market, and the role of the individual states in this market is measured by different parameters: the number of foreign students in the world and individual countries, the growth rate of the foreign students number; income from foreign citizens training, public expenditure on education; contingent of foreign students in the training country; distribution of foreign students in universities, etc.

The leading players in the world education market are the USA, the UK, Germany, France, Australia, China, Japan, Russia and Canada. The volume of the world education market is more than $ 100 billion. The international higher education accounts for half of the scope of the market, and by 2015 is projected to increase to $ 200 billion, while the number of foreign nationals who are being trained abroad, will reach 5 million [2, p. 18].

Due to the high demand for English, which has become a language of business and cultural communication for historical reasons, namely leadership of, primarily, the United States and Great Britain in the world economy for centuries, developed English-speaking countries receive high returns from training foreign citizens. These countries have attracted a huge number of students and financial resources: income from the teaching of foreigners is about $ 10 billion [1, p. 6-7].

The highest rates of growth in the number of foreign students were observed in the middle of the XX century. Since 1970 the total number of students around the world has increased by 5.7 times, reaching 164.5 million people. The region of East Asia and Oceania, accounting for one-third of the students around the world, has become the leader in the number of students. Russia's share is 5.5 % (9.4 million students). In 1970, most of the students lived in the high-income countries, now only 30% of students live there, and 42 % of the students live in countries with incomes below the average [5, p. 10].

At the present stage the world higher education market is characterized by high concentration. The undisputed leader in the number of the coming foreign students is the USA. In the 2012-2013 academic year, 764.5 thousand people were enrolled in the educational institutions of higher learning. The UK was the second with the enrollment figure 480.5 thousand people. Third place went to China, where the figure reached 292.6 thousand people. In France, Germany and Australia the number of foreign students amounted to 288.5, 252.1 and 242.4 thousand, respectively. Canada ranked the 7th in the number of foreign students there (193.6 thousand people). The next was Japan (138 thousand people) [8]. In Russia 250 thousand foreign students were enrolled in the 2012-2013 academic year [4].

Another characteristic feature of the modern world education market is the growing competition. Over the past 20 years, the balance of powers has significantly changed. From the point of view of regional dimension, 68 % of international students choose the countries of North America and Western Europe to get higher education in.

Expansion of the range of areas of international students leads to the change in the proportion of mobile students in some traditionally popular destination countries. For example, despite the increase in the absolute number of mobile students coming to the USA with 475.2 million people in 2000 to 764.5 million people in 2013, the USA share in the number of mobile students in the world decreased from 24.1 % to 20 %). It happens because of the emergence of the new competitors on the global education market and the tightening of visa requirements when entering the country. Besides the USA, the decline in the share of mobile students is observed in the UK, Germany and Canada. In contrast, France, Australia, Russia, Japan, Italy, Spain are not only remaining popular among international students, but also show an increase in their share. For example, since 2000 the proportion of mobile students traveling to study in Australia has increased from 5.4 % to 7.6 %. The Russian Federation also showed an increase in market share from 2.1 % to 4.0 % [5, p.11]. In general, according to UNESCO, over the last 25 years the level of mobility of students has increased by 300 % [3].

One more important indicator for the analysis of the global education market is the indicator of clean mobility or net flow of mobile students (net flow ratio), which is measured as a percentage of the number of mobile students in the country with the deduction of the number of domestic students studying abroad to the total number of students of higher educational establishments. If the number of domestic students leaving the country exceeds the number of mobile students coming into the country, the net mobility has a "minus" sign. The countries with large net negative index of mobility include, for example, Djibouti (- 52 %), Cyprus (- 47 %), Liechtenstein (- 44 %), while the countries with the largest positive indicator of clean mobility are, for example, Australia (20 %), Austria (15 %), the UK (14 %), New Zealand (13 %). In Russia the net mobility is positive, but fairly low, it equals to only 1%. By net inflows of mobile students the leading country today is the United States (607.3 million people), and China is the world leader in the mobile net outflow of students (449.1 thousand people). The net mobility in these countries is quite low: 3.2 % and 1.5 %, respectively, as the total number of students enrolled in higher education establishments in these countries is high. Russia is the leader in mobile net inflow of students among the countries of Central and Eastern Europe (89.8 million people). The main countries of mobile students' origin, i.e. countries importing the higher education services, are China, India, South Korea, Germany, the USA, Malaysia, France, Turkey, Russia and Japan. These 10 countries account to 36 % of mobile students worldwide [7].

Since the beginning of the XXI century there are two main trends in terms of the direction of flow of the mobile students. Firstly, the proportion of mobile students who continue their education in their native region increases. For example, in East Asia and Oceania 42.5 % of mobile students today choose their home region to get higher education, in Central and Eastern Europe this index is 35 %, in Latin America – 23%, in Africa – 22.5 %, in Central Asia – 21.4 %, in Arab countries – 19.5 %. The highest rate was observed in North America and Western Europe – 87 %. Only in South and West Asia, almost all mobile students (98.5 %) prefer to receive higher education in other regions.

Secondly, international students have a widening range of countries where they can get a higher education, which can be proved by the growth of dispersion index in the various countries of the world. Dispersion index indicates the degree of "dispersion" of international students from a particular country among a wide group of countries receiving or, on the contrary, their concentration in a few countries. The lower the value of the index, the greater the concentration of international students from that country in a few countries of reception, and vice versa, the greater dispersion index, the more students are "scattered" among a large number of host countries. At the same time, some of the students are an exception to the general trend as they traditionally choose a limited number of countries to get higher education. For example, 88 % of Algerian students prefer studying in France, and 84 % of the students of Ireland – in the UK. Russia also remains a country of preference for students of Kazakhstan, Belarus, Armenia, Tajikistan, Azerbaijan, from 50 to 77 % of mobile students of these countries choose the Russian Federation to study in [7].

Despite the large increase in the absolute number of mobile students, the rate of outbound mobility (outbound mobility ratio) – the ratio of the number of students leaving the country to study abroad to a total number of students in a particular country or region – in the world has changed little (from 1.9 to 2% since 1999). It means that on average only two students out of hundred worldwide leave their country to get higher education abroad. In this case, the lowest outbound mobility among regions, which equals to 1 % belongs to Latin America, and the highest, 5.8 % – to Central Asia. There is a rather high outbound mobility in Africa (4.9 %), in the Arab States (3 %), in East Asia and Oceania, as well as in Central and Eastern Europe (1.8 %), in North America and Western Europe as well as in South and West Asia (1.5 %). In the USA this figure is 0.3 %, which means that only 1 out of 300 students leaves the country to study abroad. In Russia the outbound mobility is low (0.5 %).

Such indicator as a field of study also allows tracing the trends in the world education market. In the USA during the 2006-2007 academic year, more than 103 thousand students studied business, management, marketing, and other related areas of data fields, approximately 89 thousand students – engineering sciences, about 52 thousand students – physics, and other sciences.

One more indicator of the country's role in the world higher education market is the number of national schools, which educate foreigners. Because of differences in the capacity of different countries it is more convenient for the comparison to study the proportion of national universities, which educate foreign nationals. Belgium has the highest share – 100% – as foreign students study in all the universities of the country. In the U.S. the share of higher education institutions exceeds 95 %. In European countries such as Britain, France and Germany the figure is 90 – 95 %. In Russia foreign citizens are trained in more than half of the higher education institutions [1, p. 15].

Reasoning from the concentration of the top universities in different countries and the share of foreign citizen students there, one can speak about the existence of international educational centers today. International education centre is a country or group of countries in which along with the national universities the world's best universities are concentrated, the best qualified teachers work, an appropriate educational infrastructure to take a large number of foreign students is set up. International educational centers are characterized by a high level of educational services in different academic fields. These global educational centers are, first of all, the United States and the United Kingdom. Nowadays we are witnessing the formation of a new global education center in China. Singapore is trying to form a competitive global education center on its territory. By 2014, the country plans to attract 150,000 foreign students. Now there are 15 foreign universities in the USA, Canada, Australia, and China. Teaching is carried out in 4 languages.

One of the main trends of the global education market is globalization, which is the main force changing the world today. Globalization process has covered all the national education systems. Higher education is undergoing a major transformation under the direct and indirect impact of the global trends. Increased competition in various areas is an essential factor of globalization and it characterizes the modern development of the world market of higher education. There is a growing competition between the classical universities that belong to the state, and the alternative institutions of higher education such as virtual, corporate education associations, which are in the hands of private capital. The competition for students between institutions within the country and across countries is also increasing.

The globalization of the higher education market has been made possible thanks to the liberalization of the market of education, which significantly enhances the interdependency.

Over the past 15 years new leaders appeared in the on the world educational arena. Australia has made a major breakthrough. According to some forecasts, the demand for Australian higher education will reach 280.848 by 2025, which is almost 2 times higher than in 2005 (163.346 people). Before 2010, the annual rate of growth in demand for Australian higher education amounted to 4.25 %. Already by 2020, the demand will exceed supply and by 2025 will amount to the unmet needs of 22.692 people [6].

The expansion of the scope and impact of international organizations, seeking to rule the world, as well as the need to solve the most pressing global issues at the supranational level can also be regarded as the important development trends of the world market of educational services. The management of the global educational processes is carried out by such international institutions as the United Nations, UNESCO, the “Big Eight”, World Bank, etc.

Regional integration is another process that occurs in the field of the higher international education. A striking example of this is Asia, which is being a major area of supplying consumers of educational services in the global market, actively competes with traditional leaders. Only in this region about six regional organizations promoting intra-regional cooperation in the field of education were founded. These include the association of higher education institutions in South-East Asia, the Asian and Pacific Centre for Development and Innovation in Education, South-East Asian Regional Centre for Higher Education and Development, the Association of Universities of Asia and the Pacific. These organizations are involved in the promotion of the university mobility in Asia Pacific region and in the Indian Ocean region.

The important trends of the world market are also the internationalization of education and the harmonization of national systems of higher education. Thus, the Sorbonne Declaration (1998) calls for the unification of education and the creation of a single European educational space. The Bologna Declaration, signed a year later, has the objective of the competitiveness of European education improving and the mobility of students within Europe increasing.

The world market of educational services experiences a change in the institutional structure of higher education. The permanent growth of the number of international students suggests that the demand for international education services is increasing and will adhere to the up-trend. The growing demand, on the one hand, and the growing competition and a number of other phenomena mentioned above, on the other, suggest further diversification of the higher education. Striving of the world education market subjects to extract revenues and strengthen the educational market of higher learning will continue to encourage the introduction of new programs, the invention of new forms and models of learning and the emergence of new institutions.

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