

Project current trends and prospects of the development of the internationalization of higher education

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Abstract

The article discusses the direction of transformations carried out in higher education systems of developed countries in the context of the internationalization of education. The internationalization of education is considered as one of the factors for ensuring international educational cooperation taking place in the context of growing competition in the global education market. The features of the internationalization of education at the present stage are considered. The analysis of foreign experience, as well as factors that students take into account when they choose a place of study (language of instruction, quality of programs, tuition fees, immigration policy) is given. The regional features of international academic mobility are revealed.

Keywords:

Higher education
Educational services

Internationalization
Academic mobility

1 Introduction

In the XXI century in the conditions of modern global world, the internationalization of education is one of the factors for ensuring of international educational cooperation, the driving force of which is the promotion of national interests of interacting parties and increasing competition in the global education market [1, 2]. The British Council released a report illuminating 10 trends in global higher education that impact the future of internationalization [3]. While the report is written from a UK perspective, the findings can be applied widely. The internationalization has been developed more intensively in the field of education in the activities of universities lately, due to which they prevail in the international market of educational services by running competitive practices [4].

The internationalization of education extends to almost all aspects of educational activity. It applies to educational programs and standards, certification systems and quality control of training, educational management and training technologies. In a generalized form, the internationalization of education refers to all types and forms of activity carried out by individual countries and their higher educational institutions, which provide for international cooperation at the level of educational systems, educational organizations or individuals. Leading developed countries consider the provision and expansion of internationalization as one of the most important areas of their educational policy, the development and implementation of which takes into account primarily national interests, as well as the needs and real possibilities of their own educational system [1].

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2 Analysis of recent research and publications

The internationalization of higher education is a multi-aspect concept. It is implemented in the context of structural, substantive, procedural modernization of the educational process through updating curriculums and programs, introducing of innovative training and educational technologies, intensifying of scientific-and-research activities, academic mobility of various forms of cooperation, etc. [5]. The authors [6] have examined in detail the priority areas of the international activity of a modern university in the context of internationalization of education.

U. Teichler [7] identified five main areas of research that exist in world science and determine the main aspects of internationalization as a process, which largely determines the development of international relations, namely: 1) measurement of knowledge or research related to border crossing (transfer of knowledge, international education and science, cross-border communication and discourse); 2) confirmation and recognition of learning outcomes and scientific activities; 3) problems of international uniformity and diversity of the structural elements of higher education (for example, admission systems for studies, study programs, academic degrees, professional rights that are provided by academic degrees, types of educational institutions in the system of higher education, higher-education teaching personnel, funding issues); 4) policy of participants in the educational process (national and international strategies of higher educational institutions and ministries); 5) international education management in general (role of the national government, national and international professional associations, international organizations, global markets and peculiarly management methods).

The study of the rules and regulations of Ukraine indicates that the Law of Ukraine "On higher education" does not contain the concept of internationalization of higher education, but the principles of "international integration and integration of the higher education system of Ukraine in European Higher Education Area" are among the principles, on which the state policy in this field is based [8]. At the same time, the Law stipulates that one of the main tasks of higher educational institution is "establishing of international relations and conducting of international activities in the field of education, science, sports, arts and culture". It is also worth mentioning that the Law encourages the development of international cooperation in universities to some extent by taking into account the level of integration into the world educational-and-scientific space while granting the status of research to university. The state policy and main directions of international cooperation in the field of higher education form the framework for implementation of various forms of internationalization. It should also be mentioned that internationalization and international cooperation as a strategic direction for education development were not reflected in the National Strategy for the Development of Education for the period until 2021 [9]. At the same time, according to the draft of the Strategy for the reform of higher education in Ukraine until 2020, one of the directions of reforms is integration into the world educational and scientific space, the purpose of which is the "real entry of national higher education system into the world educational and scientific space through its internationalization" [10]. In this direction, one of the proposed steps is the development and implementation of a comprehensive internationalization strategy by higher educational institutions as a strategic development direction. The decision on the development of higher education in the direction of internationalization is caused by the problems of lack of internationalization strategy and lack of resources for its implementation.

3 Statement of basic material and substantiation of the obtained results

The concept of internationalization of higher education is not yet sufficiently developed within the national legislative framework, which generally does not facilitate the development of these processes due to lack of understanding of essence and role of internationalization. In this regard, the paper explores the implementation of the strategy of internationalization of the Ukrainian Engineering Pedagogics Academy (UEPA), the development of which greatly depends on the international activity.

Since 2000, the Ukrainian Engineering Pedagogics Academy has been actively working in the direction of internationalization of higher educational institutions and has certain experience and positive results in the implementation of this direction. In particular:

- the UEPA concept of internationalization was developed;
- the Regulations on the procedure for enforcement of the right to academic mobility by the participants in the UEPA education process were developed;

- since 2000 the Academy has been working closely with the Center for the Improvement of Training of Foreign Citizens, where pre-university training of foreign students is carried out for further study at the Academy;
- since 2017 the UEPA has become the member of the Great Charter of Universities (Magna Charta Universitatum);
- the UEPA has 43 international agreements and memorandum of cooperation between foreign education and professional institutions and the Academy;
- it has experience and positive qualification for preparation of international grant projects;
- the Ukrainian National Monitoring Committee of the International Society for Engineering Pedagogy (IGIP) was established and actively runs on the basis of the UEPA;
- criteria and indicators of internationalization for the teachers of the Academy were developed.

The concept of Ukrainian Engineering Pedagogics Academy internationalization is the fundamental document outlining the policy of Academy towards international activity and has the following main goals: expansion of internationalization and academic mobility of students, faculty and staff; perfection of public image, reputation and attractiveness of the Academy in the international arena; dissemination of information about UEPA both in Ukraine and in the world community; increase of the effectiveness of educational and scientific-and-research work in the international market.

The Regulation on the procedure for enforcement of the right to academic mobility by the participants in the UEPA education process stipulates that the main goals of the academic mobility of participants in the educational process of the Academy are as follows:

- improvement of the quality of higher education;
- increase of the efficiency of scientific research;
- improvement of the competitiveness of the graduates of the Academy in the Ukrainian and international markets of educational services and work;
- enrichment of individual experience of the participants in the educational process in relation to other models of knowledge development and dissemination;
- involvement of the world intellectual potential into national educational process on the basis of bilateral and multilateral agreements between higher educational institutions-partners;
- establishment of internal and external integration links;
- harmonization of educational standards of higher educational institutions-partners.

The **Center for Improvement of Training of Foreign Citizens**, where pre-university training of foreign students for further study at the Academy is carried out, has been working together with the Academy since 2000. During this time, more than 390 foreign students from China, Vietnam, Iran, Turkmenistan, Turkey and other countries have graduated from the Center.

More than 540 foreign students have successfully graduated from the Academy. Students from 12 countries (Azerbaijan, Vietnam, Iran, China, Lebanon, Russia, Turkmenistan, Cameroon, Belarus, Germany, Turkey, Congo) studied at the basic specialties of the Academy and at the Center for Improving of Training of Foreign Citizens.

Currently, the **Academy has 43 international cooperation agreements** between the foreign partners from Azerbaijan, Armenia, Georgia, the Republic of Estonia, the People's Republic of China, the Kingdom of Spain, the Republic of Lithuania, the Republic of Belarus, Bulgaria, the Republic of India, Kazakhstan, Moldova, the Portuguese Republic, Poland, the Republic of Serbia, Slovenia, Slovakia, Romania, Tajikistan, the Republic of Turkey, the Federal Democratic Republic of Ethiopia, the Federative Republic of Brazil, the Federal Republic of Germany, the Czech Republic, Switzerland and the Academy.

Within the framework of these agreements, joint research and joint grant work are carried out, international forums and round tables are organized. In general, the main areas of cooperation of mutual interest and concernment are the following fields: student exchange programs; exchange programs for teachers and staff; visits with the purposes of scientific activities; cooperative and joint research projects; joint training programs/projects; joint and exchange lectures, conferences and seminars.

Cooperation under the European Union Erasmus + program is under development, only for the 2018/2019 academic year 9 international agreements and memorandums of Erasmus + have been signed with the following foreign educational institutions: DTI University (Slovakia), Technical University-Gabrovo (Bulgaria); Trakia University (Stara Zagora) (Bulgaria); Klaipeda State University of Applied Sciences (Lithuania); Kaunas University of Applied Engineering (Lithuania); University of Business and Administration in Lublin (WSPA) (Poland); Guard Polytechnic Institute (Portuguese Republic); University "Dunarea de Jos" in Galati

(Romania); Afyon Kocatepe University (Turkey); May 19 University (Samsun, Turkey). The memorandum of cooperation with Aurel Vlaicu University (Arad, Romania) is planned for this year.

The **Academy has prepared and received positive assessment of international grant projects**, namely:

1. Create Creative Entrepreneurs Creative Spark Higher Education Enterprise Programme від British Council (EV16047Q8P);
2. Erasmus+ Capacity Building HE 609536-EPP-1-2019-1-DE-EPPKA2-CBHE-SP New mechanisms of partnership-based governance and standardization of vocational teacher education in Ukraine/PAGOSTE;
3. IAEA Project “Numerical Simulation of Radiation Processes in Industrial Gamma-ray Units and Electron Accelerators”, No. 18685/RO;
4. SENIOR EXPERTEN SERVICE (SES)/Senior Expert Service of Germany;
5. Changes in teacher education faculties and universities in the 21st century (Czech Republic);
6. Teacher Development Summer Institute on Implementing Inclusive Teaching Practices;
7. Participation in the ACOT 2019 International Conference (Czech Republic);
8. Participation in the ICTTE 2019 International Conference (Bulgaria).

The purpose of the Ukrainian National Monitoring Committee of the International Society for Engineering Pedagogy (IGIP) is as follows:

- consistent psychological-and-pedagogical training of teachers of engineering disciplines on the basis of the Centers for Engineering Pedagogy;
- certification and application for the title of “European Educational Engineer” ING-PAED IGIP (since 2003 – “International Engineer-Teacher”) (IGIP certificate);
- entry of private individuals into the International Register of Engineers-Teachers;
- accreditation of engineering-and-pedagogical educational institutions for compliance with the European model of education.

Membership in IGIP means: continuous possibility of further education in all fields of engineering pedagogy; access to international research and experience; possibility of interaction with colleagues from Europe and overseas countries; free receipt of up-to-date information from IGIP reports; possibility of interaction with UNESCO through IGIP advisory status.

In connection with the intensification of scientific activity in the field of internationalization, **criteria and indicators of internationalization for teachers of all departments of the Academy** have been developed. Some of them are:

- number of foreign students at the department;
- number of Ukrainian students of the specialties of the department who went to study abroad;
- number of students who took part in international conferences or short-term internships;
- percentage of teachers who speak foreign language at the level;
- amount of funds attracted from international grant programs (euro);
- number of bachelor’s and master’s degree graduates from the specialties of the department who successfully passed English examination for the last year for Bachelor - B1, for Master - B2;
- list of foreign partners;
- list of courses that can be taught in English;
- list of joint publications with foreign scientists;
- list of publications in Scopus or Web of Science scientific-and-metrical bases;
- summer/winter schools (list);
- list of international conferences organized by the department;
- number of teachers giving lessons abroad in the current year;
- number of foreign teachers who were involved in training of the students of the department;
- number of teachers who participated in international conferences or short-term internships;
- list of applications for foreign funding;
- list of dual degree training courses.

4 Conclusions

Summarizing the achievements of UEPA in the direction of internationalization, we can say that in relation to the main directions of internationalization, which U. Teichler found at the Academy, the first, third and fourth directions are actively implemented. And the second and fifth ones require active development and implementation jointly with the Ministry of Education and Science of Ukraine and respective ministries of

partner countries. In this regard, promising directions of advancement of UEPA internationalization are as follows:

- Expanding of relationships with international partners and development of new partnerships.
- Close cooperation in the direction of scientific activity with existing international partners, namely: exchange of academic staff for training and research; cooperation in the framework of research projects and scientific publications; exchange of students for study and research; organization of joint seminars, conferences and other scientific events; development of joint and 2-level programs or agreements on mutual recognition of learning outcomes; organization of joint cultural activities aimed at promotion of international mutual understanding.
- Enhance academic mobility through bilateral agreements and through international funds and grant programs.
- Set up campaigns to obtain double diploma by UEPA graduates (to negotiate with existing partners and prepare relevant documents, etc.).
- Carry out work on accession of UEPA to international, regional and European associations uniting higher educational institutions and various professional associations due to fields of work of the Academy.

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