ПОРІВНЯЛЬНА ПЕДАГОГІКА

ПІДХОДИ ДО ІНТЕРНАЦІОНАЛІЗАЦІЇ ВИЩОЇ ОСВІТИ В ЄВРОПІ ТА ЇХ НАСЛІДКИ ДЛЯ СТРАТЕГІЧНОГО УПРАВЛІННЯ

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У статті представлено основні підходи до інтернаціоналізації вищої освіти. Визначено ключові позиції розвитку освіти в Європі та інших країнах світу, описано особливості моделі міжнародної освіти, яка дозволяє реалізовувати різні інноваційні освітні технології, а також перспективи для стратегічного менеджменту. Подано рекомендації до інтернаціоналізації вищої освіти у всіх структурних підрозділах.

Ключові слова: *інтернаціоналізація вищої освіти, стратегічний менеджмент, Європейська комісія, пошук та освіта, студентська та викладацька мобільність, моделі інтернаціоналізації, стратегічне партнерство.*

ПОДХОДЫ К ИНТЕРНАЦИОНАЛИЗАЦИИ ВЫСШЕГО ОБРАЗОВАНИЯ В ЕВРОПЕ И ИХ ПОСЛЕДСТВИЯ ДЛЯ СТРАТЕГИЧЕСКОГО УПРАВЛЕНИЯ

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Представлены основные тенденции и формы интернационализации высшего образования. Определены ключевые позиции для развития образования в Европе и других странах. Показаны особенности модели международного образования, которая позволяет реализовывать различные инновационные образовательные технологии, а также перспективы для стратегического менеджмента. Поданы рекомендации по интернационализации высшего образования во всех структурах.

Ключевые слова: *интернационализация высшего образования, стратегический менеджмент, Европейская комиссия, поиск и образование, студенческая и преподавательская мобильность, модели интернационализации, стратегическое партнерство.*

APPROACHES TO INTERNATIONALISATION OF HIGHER EDUCATION IN EUROPE AND THEIR IMPLICATIONS FOR STRATEGIC MANAGEMENT

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With in a framework of theory, practice, organization and execution, this paper will address:fundamental causes of university internationalization; key measures of success in internationalization; fundamental actions necessary for effective internationalization; strategic planning and internationalization;foundational international knowledge, skills, and attitudes for all students and

Faculty;the intersection of internationalization and multiculturalism;models for internationalizing the curriculum; models of institutional organization; challenges and opportunities surrounding study abroad programs; principles of local, national and international collaboration, partnership and expansion.Key developments for Europe and the rest of the world are identified in the study; recommendationson the internationalisation of higher education for allpolicy levels are given.

Key words: *internationalisation of higher education, strategic management, European Commission, research and education, studentand teacher mobility, models of internationalisation, strategegic partnership.*

Internationalization of Higher Education provides an overview of the main global and European trends and related strategies at European, national and institutional level, as well as the underlying gist of what internationalization is and should be aiming for. The overall objective of this study was to scrutinize internationalization strategies in higher education, with a particular focus on Europe. Internationalization of higher education (IoHE) is a relatively new phenomenon but, as a concept, it is one that is both broad and varied. The European programmes for research and education, in particular the ERASMUS programme have been the motor for a broader and more strategic approach to internationalization in higher education in Europe and have been an

example for institutions, nations and regions in other parts of the world.

The internationalization of higher education has been influenced by the globalization of our economies and societies and the increased importance of knowledge. It is driven by a dynamic and constantly evolving combination of political, economic, socio-cultural and academic rationales. These motives take different forms and dimensions in the different regions and countries, and in institutions and their programmes. There is no one model that fits all.

The globalisation of higher education brings together learners and teachers from different systems, creating a heterogeneous and diverse environment. Yet many higher education institutions typically expect foreign students to adapt to their new higher education environments [3].

A study of the internationalisation of higher education must take into account a broad range of diverse factors. It has to identify and analyse the global, regional, national and institutional commonalities and differences in the development of internationalisation if it is to understand, influence and support the process of internationalisation in higher education. However, common goals and objectives can also be observed, such as the in creased importance of reputation (of ten symbolized by rankings), visibility and competitiveness; the competition for talented students and scholars; short-term and/or long-term economic gains; demographic considerations; and the focus on employability and social engagement.

Ten key developments for Europe and the rest of the world are identified in the study:

Growing importance of internationalisation at all levels (broader range of activities, more strategic approaches, emerging national strategies and ambitions);

Increase in institutional strategies for internationalisation (but also risks of homogenisation, focus on quantitative results only);

Challenge of fund in gevery where;

Trend towards increased privatisation in IoHE through revenue generation;

Competitive pressures of globalisation, with increasing convergence of aspirations, if not yet actions;

Evident shift from (only) cooperation to (more)competition;

Emerging regionalisation, with Europe often seen as an example;

Numbers rising everywhere, with challenge of quantity versus quality;

9.Lack of sufficient data for comparative analysis and decision-making;

10.Emerging areas of focus are internationalisation of the curriculum, transnational education and digital learning.

The programme created common understandings and drivers for internationalisation in most countries, and this was further reinforced by the Bologna Process. [1]

Internationalisation is now becoming mainstreamed at the national and institutional level in most countries of the world, and in particular in Europe. The rhetoric speaks of more comprehensive and strategic policies for internationalisation, but in reality there is still a long way to go in most cases. Even in Europe, seen around the world as abest-practice case for internationalisation, there is still much to be done, and there is an uneven degree of accomplishment across the different countries, with significant challenges in Southern and, in particular, Central and Eastern Europe.

Two surveys on internationalisation in Europe and the world, one by the International Association of Universities(IAU)and the other by the European Association for International Education, demonstrate that leaders in higher education and practitioners in international education:

− Perceive the key benefits and reasons for pursuing internationalisation as the improvement of the quality of teaching and learning and preparing students to live and work in a globalised world.

− View regional/national-level policy as a key external driver and influencer of institutional policy on internationalization.

− Note that increasing international (and especially outbound) student mobility is a key policy focus in institutional internationalisation policies.

− Report that, as well as international student mobility, international research collaboration and international strategic partner ships are given priority among the internationalisation activities undertaken by European institutions.

Inevitably, there are barriers to be overcome, linked mainly to funding and regulatory constraints but also to institutional issues of language proficiency and the nature of academic engagement and reward. Equally, there are enablers such as technology, stronger (and more equal) collaboration, a greater focus on qualitative outcomes, the fostering of public-private initiatives and greater alignment between education and research has well as between different levels of education.

Most national strategies, including in Europe, are still predominantly focused on mobility, short-term and/or long-term economic gains, recruitment and/or training of talented students and scholars, and international reputation and visibility. This implies that far greater efforts are still needed to incorporate these approaches into

more comprehensive strategies, in which internationalisation of the curriculum and learning outcomes, as a means to enhance the quality of education and research, receive more attention. The inclusion of 'internationalisation at home' as a third pillar in the internationalisation strategy of the European Commission, European Higher Education in the World, as well as in several national strategies, is a good starting point, but it will require more concrete actions at the European, national and, in particular, the institutional level for it to become reality. [2]

Some additional conclusions in relation to that scenario can be made:

− There is increased competition from emerging economies and developing countries, but also opportunities for more collaboration as they become stronger actors in the field of higher education.

− There is a shift from recruitment of international students for short-term economic gain to recruitment of talented international students and scholars, in particular in the STEM fields, to meet the needs of academia and industry, which areca used by demographic trends, insufficient local student participation in these fields, and increased demand for innovation in the knowledge economy.

− Funding of higher education, tuition fees and scholarship schemes are diverse and result in different strategies, but also generate a range of obstacles for mobility and cooperation. Greater transparency and the removal of these and other obstacles are needed to increase opportunities for mobility and cooperation.

− Joint degrees are recognised as important for the future of internationalisation of higher education in Europe and beyond, though many barriers still need to be overcome and it must be acknowledged that such degrees have to be built on mutual trust and cooperation, which require time to develop in order to guarantee sustainability.

− There is increased recognition of the need for more higher education and industry collaboration in the context of mobility of students and staff, building on the increased attention to work placements in Erasmus+Policy Department B: Structural and Cohesion Policies.

− Greater recognition is being given to the important role of academic and administrative staff in the further development of IoHE. Academics, whose contribution over the past 25 years has been reduced in the increased centralization of European programme administration, are now understood to play a crucial role in the internationalisation of education and research and need to be given additional support.

− Notwithstanding the accomplishment made in the Bologna Process for further transparency, there are still substantial differences in higher education systems, procedures and funding in Europe between countries, which influence the way internationalisation evolves in these countries and how cooperation can be increased.

− There are also still substantial imbalances in credit and degree mobility, as well as staff mobility, between different countries in Europe. This is particularly the case for Central and Eastern Europe, where there is both mobility imbalance and declining higher education enrolments. This requires attention from the national governments in these countries but also at the European level, as it could lead to an in creased divide in higher education in the region.

− Europe is still playing catch-up in the digital revolution, but it is well-placed to be in the vanguard of new thinking on how the digital revolution can improve both quality and access to higher education. It is thus necessary to give increased attention to digital and blended learning as instruments to complement the internationalization of higher education[1].

Set out below are recommendations on the internationalisation of higher education for all policy levels:

Address the challenges of credit and degree mobility imbalances and institutional cooperation, stemming from substantial differences in higher education systems, procedures and funding.

Recognise the growing popularity of work placements and build options to combine them with language and cultural skills training and study abroad.

Support the important role of academic and administrative staff in the fur the development of IoHE.

Foster greater higher education and industry collaboration in the context of mobility of students and staff.

Pay more attention to the importance of 'Internationalisation at home', integrating international and intercultural learning outcomes into the curriculum for all students.

Remove the barriers that impede the development of joint degrees.

Develop innovative models of digital and blended learning as an instrument to complement IoHE.

Align IoHE with internationalisation at other levels of education (primary, secondary, vocational and adult education).

Stimulate bilingual and multilingual learning at the primary and secondary education level as a basis for a language policy based on diversity.

Remove barriers between internationalisation of research and education, at all levels, for greater synergy and opportunity.

In this process, however, it is essential to focus on partnerships and collaboration that recognise and respect the differences in contexts, needs, goals, partner interests and prevailing economic and cultural conditions. Europe can only be an example fit is willing to acknowledge that it can also learn from elsewhere; it offers an important

model but not the only one for the modernisation of higher education.

Aligning international activities with institutional strategy [4]:

Student mobility is often the first step towards internationalising an institution. Not all institutions are equally equipped and ready to reap the potential benefits of student mobility. The key questions faced by the institutions and countries are multi-fold, including:

Where shall institutions start?

Why should internationalisation be integrated into institutions?

How will internationalisation improve the learning environment?

What are the benefits for the specific purposes of each institution and also for the higher education system?

The characteristics of international activities (e.g. joint programmes) and features (e.g. having a cosmopolitan campus) need to be well-aligned with the international strategy of the institution overall and backed by a solid business model.

The added value of student mobility and how it fulfils the institution's strategic goals should particularly be explored:

To what extent does the presence of international students advance the academic mission of the institution?

To what extent does outward student mobility generate benefits for those students who have studied abroad?

Some institutions are finding it difficult to institute an international strategy for the entire institution, sometimes due to lack of public funds. An iterative approach consisting of establishing internationalisation in certain programmes or departments, before scaling up and envisaging a wider strategy can be a better approach than a piecemeal approach that targets individual outstanding students or hiring famous faculty to raise global visibility. Institutions should identify institutions with comparable missions with which to establish partnerships and collaboration that would advance their students more collaboratively.

Institutions in low-income countries and less open to internationalisation should be provided with road maps, sets of best practices, and a step-by-step approach to start the internationalisation process. Networks might be a helpful support in this respect.

Institutions can manage internationalisation more effectively across four main areas:

− understanding the environment
− developing a strategic approach
− optimising implementation
− monitoring and evaluating

In each of these areas, there are a number of different measures that institutions can consider to enhance their internationalisation experience, as set out below. Of course, there is no single recipe for internationalisation and each institution will need to choose its own best way forward [2].

Summing up, we can say that the future of IoHE in Europe looks potentially bright, but its further positive development and impact will only take place if the various stakeholders and participants maintain an open dialogue about rationales, benefits, means, opportunities and obstacles in this ongoing process of change.

We cannot ignore the fact that IoHE is also being challenged by increasingly profound social, economic and cultural issues, such as the financial crisis, unfavourable demographic trends, immigration and ethnic and religioustensions. While these challenges represent a threat, they also raise our awareness of the importance of IoHE in developing a meaningful response.

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