

INTERNATIONALIZATION PROCESS

AS A WAY TO ENSURE QUALITY OF HIGHER

EDUCATION IN UKRAINE

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OVER the last couple of decades the systems of higher education (HE) worldwide have undergone the most influential transformation roughly entitled *internationalization of HE*. The starting point for this process is generally considered to be globalization with supporting factors, such as: convergence of national systems of HE, introduction of international education, formation of multi-national model of life-long learning integrated into the global educational community, etc. One might say that the process of internationalization has come as a response to integrated transformation of HE, and it is determined by an increased need to strengthen partnerships and coordinate actions at the national, regional and international levels in order to ensure the quality of HE systems around the world.

International cooperation is currently being considered as one of the main indicators of the definition of quality in the field of education and science and at the same time as one of the main tools for its maintenance and enhancement. Therefore, almost all higher education institutions (HEIs) around the world are engaged in international activities and seek to expand them. Internationalization thus has ceased to be casual or specialized, and has become a more centralized,

well-organized, and thoughtful component of institutional work [12, p. 45]. According to F. Maringe, over the years it has developed to become the focus of activities by leading HEIs of the world and regulatory authorities at the national and global levels [9]. J. Fielden identifies three motivations for HEIs to internationalize [4, p. 69]: 1) in order to develop human resources for competitive global markets – preparing students to be able to work in fields that have an international dimension, whether working overseas, for a transnational corporation or in an organization which engages with other countries or other cultures; 2) to research and contribute to the resolution of global problems (health, climate change, food supply, global security, etc.) that require international collaboration with academics, universities, businesses and governments; 3) an educative role in promoting international values – to ensure that students are “global citizens” who understand and value cultural diversity, are engaged with global issues such as poverty, health and environmental change.

Internationalization of HE has been investigated by N. Avshenyuk, N. Bidyuk, T. Desyatova, N. Zhuravskaya, I. Zadorozhna, T. Klyuchkovich, N. Lavritschenko, M. Leschenko, A. Parinova, G. Rzhavska, A. Sbravieva, J. Ainer, M. Bartell, L. K. Childress, J. L. Davies, J. Knight, M. van der Wende, W. de Winter, H. de Wit,

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D. Van Damme, J. Taylor, J. D. Toma, D. Walters & T. Adams, L. Wilson. The meaning of globalization and internationalization in HE has been analyzed by F. Maringe. N. Foskett has investigated the strategic challenges of internationalization within the context of global markets, national challenges and local strategies. J. Taylor has studied the management of internationalization in HE. Eva Egron-Polak has viewed the process of internationalization as a gateway to a new inclusive global HE space, while Berndt Waechter has looked at this process within the context of student mobility. The future of this process in Asia-Pacific region has been outlined by A. Ruby. All the works mentioned above have presented different approaches to this process, outlined its history, impact on world affairs and other facets of human development and endeavor. However, the practical rationales of its implementation in Ukrainian higher education with the aim to ensure its quality have not yet been sufficiently investigated.

The purpose of the present article is to investigate different aspects of the process of internationalization as a reaction to global transformation processes and a means for Ukrainian HE system to ensure its integrated qualitative transformation according to European and world HE standards, to offer an additional point of view on the epistemology of internationalization, as well as on practical reasons for the introduction of this process into the system of Ukrainian HE with ensuring its quality according to world and European standards.

The methodological and theoretical basis of the research is the scientific works on international education, quality and management in HE, growth of entrepreneurial education and the associated managerialism in HE, national and institutional strategies for incorporation of international education into existing curricula. The validity of the obtained results is confirmed using various generally accepted and specific methods: theoretical generalization, abstraction, dialectical analysis, comparison and systematization, system approach.

It is generally acknowledged that the key factor for the emergence of the process of internationalization has been globalization that entails the opening up and coming together of business, trade and economic activities between nations, necessitating the need for greater homogenization of fundamental political, ideological, cultural and social aspects of life across different countries of the world. Such processes have been taking place for a long time, but have been accelerated and intensified in the past decades because of developments in technology, computers and the Internet. The impact these changes are having on universities is profound and, within universities, the key strategic responses to globalization have come to be known as internationalization. It is generally understood to mean the integration of an international or intercultural dimension into the tripartite mission of teaching, research and service functions of HE [1 – 3; 6; 7; 11, 13].

Table 1 provides a summary of definitions and perspectives of internationalization by some of the most influential writers in this field.

Table 1

Conceptualizations of internationalization in HE

| View of Internationalization | Definition / Perspective | Source |
|-------------------------------------|--|-----------------|
| Integration of the international | ... internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education. | J. Knight, 2004 |

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| dimension | The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society. | de Wit, 2015 |
| Enhancing the quality of HE | ... increasing focus on international education raises the quality of HE in the global labor market, but equally raises issues about how to measure that, quality. | Van Damme, 2001 |
| Focus on international education | ... ranges from traditional study abroad programs, which allow students to learn about other cultures, to providing access to HE in countries where local institutions cannot meet the demand. Other activities stress upgrading the international perspectives and skills of students, enhancing foreign language programs, and providing cross-cultural understanding. | Altbach and Knight, 2006 |
| Growth of enterprise, entrepreneurialism and managerialism in HE | ... internationalization as crucial for universities to retain competitiveness through university business models which underpin an entrepreneurial culture ... universities as entirely business entities. | Goddard, 2006 |

One might say that most universities operate primarily in their own national space and context, and are part of the educational system within their own country. Shaped in many ways by history and legislative / governmental acts and policies in relation to education, their key accountabilities lie within their own national

boundaries. However, it is exactly the process of internationalization that is to become their gateway to a global HE system.

Table 2 presents ten critical elements for internationalization that are generally recognized and accepted based on the research of the Hague University of Applied Sciences.

1. Rationale and policy or strategy for internationalisation

- An effective and comprehensive policy or strategy for internationalisation linked to the university's vision and values is clearly communicated.
- Is understood by academics and support staff at all levels across the institution as well as academic committee, the Governing Body and external stakeholders.

2. Governance, leadership and management

- Importance and relevance of internationalisation is recognised by the Supervisory and Executive Board and all management, and demonstrated as such across the institution
- Explicit in all key university policies and strategies, incorporated into planning processes, aligned and delivered through normal line management routes
- Key areas to include are positioning and profiling, learning and teaching, research strategies, human resources policy, assessment, subsidies (local, national and international) and facilities

3. Internationalisation of the formal curriculum for all students

- University-wide strategy is translated to internationalized curricula and learning outcomes across the institution – global perspectives and intercultural communication
- Content, pedagogy, assessment processes and graduate outcomes
- Varied international mobility opportunities support the internationalised curriculum e.g. academic study abroad, work placement, group study tours, international volunteering and service learning, demonstrably linked to the desired internationalized learning outcomes and curricula
- Intercultural learning opportunities in multicultural classrooms, within the local community and during internships in multicultural workplaces
- Build international reputation in the field of applied research.

4. International campus culture and informal curriculum for all students

- An international and multicultural campus culture is evident, well established within the international region of The Hague, including student union clubs, societies and informal gatherings
- Forms the basis of the informal curriculum for all students
- International aspects of university life are celebrated regularly through events, displays and activities which support internationalisation at home
- Students are trained to make full use of the international campus culture to deepen their intercultural competencies

5. Student diversity

- Vibrant diverse international and multicultural student community as active participants in (off) campus life.
- Students valued for the way in which they enrich the classroom and campus culture.

6. Guidance and support for students outside the classroom

- Effective systems and services provide support to support internationalisation, including language and intercultural competence development
- Promoting and encouraging internationalisation for all students
- Language, cross cultural capability, academic support, relevant advisory and counselling services

10. Monitoring, reflection, evaluation and review

- Body or individual with overarching responsibility for internationalisation incorporated within management structures
- Report regularly on progress
- Benchmarking of performance
- Continuous enhancement of internationalisation activities and strategy through feedback, reflection and evaluation processes
- Revisions to policy and practice

9. Resources follow strategy

- Resource allocation and the engagement of management to ensure that the commitment to integrated internationalisation can be delivered
- Travel and human resources policies support international activities, education and research
- Dedicate support to build and maintain combined partnerships (triple helix)
- Consistent internal and external communication of positioning and strategy

8. Meaningful, broad and deep international partnerships

- Well-maintained and fully utilized (inter)national network of partnerships with universities (applied and research), alumni, industry, research institutes, (local) government, non-governmental organisations and public service organisations.
- Be the leading university in Triple helix (partnerships of universities, industry and government), both in practice and in research, to create innovation and build on global citizenship.

7. Staff development, recognition and reward

- Wide ranging staff development and recruiting programme to support internationalisation, including language and intercultural competence development
- Identification of need along with recognition and reward for engaging in any aspect of the international dimension of university life offered systematically through performance review or appraisal



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For Ukraine the requirements of globalization and European integration for a long time remained rather vague. This fact has influenced the processes of internationalization of HE that has never been viewed as a priority of the state educational policy. Within the implementation of *Joint Declaration of the European Ministers of Education* (the Bologna Declaration) provisions formal aspects related to the introduction of the system of credits and two-level training in Ukrainian HE prevailed. However, while in European countries such implementation considered to be an instrument for ensuring large-scale student mobility, there has been no significant increase in academic mobility in Ukraine over the last decade. The requirements of globalization and eurointegration did not integrate properly into the national strategy for the development of Ukrainian HE. Although in the Law "On Higher Education" (2014) international integration of Ukrainian HE is one of the main principles state educational policy is based upon, the notions of *international cooperation, international integration, internationalization* have not been mentioned among the basic terms, and in the Law itself there is no mentioning of the term *internationalization* [8].

Insufficient attention to the issues of internationalization in Ukrainian HE system has turned into slow proceeding of the process, which is evident, if to have close look at the following data:

- the number of students taking part in mobility programs rates from 5,000 to 10,000 persons per year, which is 0,5 – 1,0% of the total amount of students of HEIs with the III – IV levels of accreditation (full-time study) and total amount of students of HEIs with the I – II levels of accreditation (full-time study). At the same time there is practically no participation of Ukrainian teachers and professors in mobility programs [10, p. 130–143].

- The percentage of involvement of

researchers and university teachers in international cooperation is quite low – proportion of those who have studied or worked abroad is small and number of holders of foreign academic degrees is negligible. Ukraine continues to be the country mainly exporting staff with higher scientific qualifications abroad [14, p. 88].

- Professorial staff of Ukrainian HEIs is insufficiently represented on the world scholar arena.

- HEIs of Ukraine are practically not represented, or they have low institutional ranking, in the leading international HE rating systems.

- Low activity of national HEIs in establishing partnerships with HEIs and research institutions abroad. As the result, the issue of cooperation of Ukrainian HEIs with foreign leading HEIs has a non-systematic character.

Today, just as well as 25 years ago, internationalization is not perceived as an urgent need that might foster the development of Ukrainian HE. The present article is aimed to give an answer to the question “why internationalize?” in a realistic and sufficiently pragmatic way. The idea of becoming competitive on the world educational market is extremely ambitious for Ukrainian HE – following many researchers in the field it is perceived as a long-term challenge. At the same time the task of improving quality of Ukrainian HE in accordance with world and European standards through the elaboration and implementation of new international educational programs and integration of international elements and educational standards looks more realistic and urgent. As the result, the article supports the following view on the problem – Ukrainian HE system should integrate global and regional dimensions into its national context with the aim to harmonize national, global, regional

requirements and conditions. To fulfill this task the following practical justifications have been outlined:

1. *Political justification* is connected with the need to acquire, preserve and strengthen the independence and sovereignty of the nation / state and their role in the international arena. For HEIs political stimulus finds its manifestation in the idea to strengthen autonomy of state and enhance its status on the international arena. This dimension might as well be implemented through internationalization, international cooperation and partnership.

2. *Economic justification* relates to the benefits that internationalization might bring to Ukrainian state economy and HEIs. It becomes of particular importance in the context of the development of *knowledge economy* and strengthening of the need to diversify the sources of financing for Ukrainian HEIs. This process is putting forward such objectives for Ukrainian HEIs: export of educational and research services, enrollment of foreign students. In this context the process of internationalization promotes possibility to receive grants for teachers, students, and HEIs themselves through joint granting schemes and development of strategic partnerships.

3. *Academic justification* provides possibility to enhance the quality of Ukrainian HE by means of internationalization, which might be achieved by: internationalization of educational programs and courses; stimulation and organizational support for foreign internships of teachers, students, researchers; organization and participation of teachers, students and researchers in international scientific conferences; stimulation and organizational support of scientific publications in international journals and their representation in international science-computer databases; organizational support for carrying out joint scientific researches and educational and research projects with foreign researchers;

development of international partnership between HEIs and between scientific communities; creation of international educational alliances. These activities can serve as a pragmatic goal for increasing international competitiveness of Ukrainian HEIs and their international reputation.

4. *Cultural justification* is related to the expansion of opportunities for intercultural dialogue, cultural cooperation and partnership, education in the spirit of peace, formation of tolerance, etc. Here the study of a foreign language, first of all, English as a language of international communication and academic cooperation, becomes of great importance. But equally important is the ability to best position the traditions, culture and language of their own country. Social justification is related to the fact that students and researchers while in the international environment become less provincial, more open to the perception of the other, more tolerant and able to find understanding that can contribute to the improvement of social climate both in society and in the world.

Taking as the basis for the research the works by J. Knight, to these four justifications the fifth – *nationally relevant* one – has been added. It means human resource development, strategic alliances for Ukrainian HEIs, state building and socio-cultural development, mutual understanding among different nations; at the institutional level – international branding and profiling, raising the quality of Ukrainian education in line with international revenue-generating standards, developing strategic alliances and knowledge production [7, p. 25].

Thus, the system of HE in Ukraine can be redefined within the context of the internationalization process by means of the following: deepening, expanding and diversifying contacts with national, regional and global partners; better training of students as national and global citizens and productive

members of society; expansion of students' access to educational programs and international mobility schemes; expanding the opportunities for faculty members and researchers to participate in international research activities, in international academic networks, to conduct research on burning international issues, and to use the experience and perspectives of scientists from many parts of the world; increasing institutional efficiency through the enrichment of international experience and partnership; improving of institutional policy, management, service functions through the exchange of experience across national borders; promoting the development of Ukraine at the expense of new financial revenues and multiplication of human, intellectual and innovative capital; contributing to global development and ensuring joint responsibility for it.

Overall, the system of Ukrainian HE can be redefined within the context of the internationalization process within the distinct sets of activities (based on the five practical rationales for internationalization outlined above): *international student recruitment; student and staff mobility programmes; collaborative teaching programmes (joint degrees), overseas campuses and distance learning programmes; collaborative research and enterprise programmes; and curriculum reform programmes*. Internationalization for Ukrainian HE system is of significant importance because of the following – people of today live and work in an increasingly interconnected globalized world as professionals, citizens and biological beings, they face a range of situations – challenges and opportunities – that require domestic HE systems and institutions to deliver something more apart from traditional education issues. In case internationalization process becomes more integrated into Ukrainian HE, the outcomes might be: appreciation and leverage of a

multitude of international perspectives; ability to operate appropriately and effectively in an array of contexts, to make sense of world complexity. Thus, internationalization is not a goal itself. It means investment (of money and staff) which in the long run might improve some of the core tasks of Ukrainian HEIs – teaching, research, social engagement, quality.

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Мигович І. В. Процес інтернаціоналізації як засіб забезпечення якості вищої освіти в Україні

Стаття присвячена дослідженню процесу інтернаціоналізації у вищій освіті. Інтернаціоналізацію розглянуто як реакцію на глобальні процеси трансформації, а також як можливість для української системи вищої освіти забезпечити власну квалітативну інтеграцію відповідно до європейських та світових тенденцій. Спираючись на дослідження теорії інтернаціоналізації вищої освіти, міжнародної освіти – рекрутингу та мобільності персоналу, питань якості і

управління у вищій освіті, викладено низку практичних обґрунтувань доцільності інтернаціоналізації української системи вищої освіти. На основі окреслених обґрунтувань представлено імовірні результати процесу інтернаціоналізації української вищої школи, такі як, до прикладу, поява міжнародної перспективи в українських досліджень; завдяки цьому набуття українськими дослідниками та представниками професорсько-викладацького складу вміння працювати ефективно в міжнародному та глобальному контекстах; усвідомлення представниками української вищої школи світового розмаїття тощо.

Ключові слова: процес інтернаціоналізації, вища освіта, українська система вищої освіти, якість вищої освіти.

Мигович І. В. Процесс интернационализации как способ обеспечения качества высшего образования в Украине

Статья посвящена исследованию процесса интернационализации в высшем образовании. Интернационализацию рассмотрено как реакцию на глобальные процессы трансформации, а также как возможность для украинской системы высшего образования обеспечить собственную квалітативную интеграцию в соответствии с европейскими и мировыми тенденциями. Опираясь на исследования теории интернационализации высшего образования, международного образования – рекрутинга и мобильности персонала, вопросов качества и управления в высшем образовании, изложен ряд практических обоснований целесообразности интернационализации украинской системы высшего образования. На основе определенных обоснований представлены возможные

результаты процесса интернационализации украинской высшей школы, такие как, к примеру, появление международной перспективы в украинских исследованиях; благодаря этому приобретение украинскими исследователями и представителями профессорско-преподавательского состава умения работать эффективно в международном и глобальном контекстах; осознание представителями украинской высшей школы мирового разнообразия и т.д.

Ключевые слова: процесс интернационализации, высшее образование, украинская система высшего образования, качество высшего образования.

Myhovich I. V. Internationalization Process as a Way to Ensure Quality of Higher Education in Ukraine

The article is devoted to the investigation of the process of internationalization within the context of higher education. Internationalization is viewed as a reaction to the global transformation processes, as well as a possibility for Ukrainian higher education system to ensure its integrated transformation according to European and world trends. Based on the research on the theory of internationalization, international education, overseas recruitment and staff mobility, issues of quality and management in higher education a number of practical rationales for internationalization of higher education applicable within the context of Ukrainian higher education system have been outlined. On the basis of the rationales, educational outcomes of internationalization in Ukrainian higher education have been substantiated, such as, for

example, appreciation and leverage of a multitude of international perspectives for Ukrainian researchers; as a result of this acquiring by Ukrainian scholars and academia the ability to operate appropriately and effectively in an array of contexts; making sense by representatives of Ukrainian higher education of world complexity, etc.

Keywords: the process of internationalization, higher education, Ukrainian system of higher education, quality of higher education

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