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MOBILITY IN HIGHER EDUCATION: RETROSPECTIVE ANALYSIS

У статті здійснено ретроспективний аналіз наукових підходів щодо мобільності у вищій освіті, визначено пріоритетні завдання інтернаціоналізації вищої освіти, її зв'язок із програмами мобільності; проаналізовано рівні, форми та результати мобільності в різних країнах. Охарактеризовано діяльність міжнародних освітніх програм обміну.

Ключові слова: інтернаціоналізація вищої освіти, мобільність, мобільність викладацького складу, студентська мобільність, програми освітнього обміну, програми академічного обміну, національна політика.

Introduction. Joining Ukraine into European educational space requires individuals well-informed about the processes going on in the sphere of education, in particular in internationalization, and mobility in higher education in different countries. Thus, far reaching changes, now taking place in the world reveal the overwhelming importance of education and higher education.

Conceptual approaches to transforming of education in Ukraine are defined in the Order of the President of Ukraine «On urgent measures to ensure the functioning and development of education in Ukraine» (2005); the Order of MES «On approval of the Plan of Action for the quality of higher education in Ukraine and its integration into European and world educational community for the period up to 2010» (2007), «The National strategy of the development of education in Ukraine 2012-2021» (2011) and others.

Mobility and internationalization are the main aspects of the Bologna process and mobility is integral to the overall objectives. The «Mobility strategy 2020 for the European Higher Education Area» was adopted by the Ministers of European Higher Education Area countries.

Higher education is acknowledged to be a factor of development in a knowledge based society and economy. Thus, higher education must be changed radically, by becoming flexible, more diverse in its institutions, curricula and educational programmes and in mastering new information technologies.

The analysis of relevant researches. The scientific works of the Ukrainian and foreign researches on the analysis of features of educational space have played a great role in the study of analyzed phenomenon. In the articles of Ukrainian scientist A. Sbruiieva essential characteristics of the concepts of internationalisation and globalization are defined; the core priorities, essential foundations and ways of the implementation of the comprehensive EU Strategy of the higher education internationalization are characterized; the key tasks of the

development of national strategy of internationalisation of Ukrainian higher education are identified [6; 7; 8]. In the researches of Zh. Chernyakova [9], M. Klyap [2], O. Kozievska [3] the problems of internationalisation of higher education are given; A. Rzhavska researched the problems of European students' mobility [5]. The problems of academic mobility are defined by V. Andrushechenko [1].

Problems of the students' mobility are defined in the researches of R. Ruffino [14], M. Byram [12], B. Forthuber, F. Dervin [12]. The approaches to the national policies and to staff mobility in different countries are defined in the research of C. Racke [10]. Yu. Nikolayeva and M. Bogolyubova [4] characterized the activities of the programmes of academic and educational inter-changes (U. Fulbright (USA), British Chevening Awards (Great Britain)).

Aim of the Study. The aim of the article is to provide the comprehensive analysis of the basic scientific approaches concerning mobility in higher education; to characterize its levels, forms and results.

Research Methods. The following methods are used: analysis, synthesis, comparison, in order to establish and to define the levels and forms of mobility (educational mobility; staff mobility, students' mobility).

Results: the 90-es of the XX-th century became a period of radical changes in the field of education in European countries as well as in Ukraine. In Europe these changes were followed by affective processes in political, economic and social sphere. One of the main characteristics of modern higher education is its internationalisation. It takes place in the economy, culture, education and in the society as a whole. Thus internationalisation is a major condition and a means of the development of the world educational space.

Internationalisation of a higher education is a relatively new phenomenon but one that has evolved into broad range. Universities always had international dimension. Altbach identifies the university as the one institution that has always been global. But it should be noted that the international dimension of higher education has changed into the forms, dimension and approaches that we can see today [13].

The internationalisation of higher education has been influenced by the globalization of economics, societies and the increased importance of knowledge. Thus it is driven by a dynamic and constantly evolving combination of political, economic, socio-cultural and academic relations. These approaches take different forms and dimensions in the different regions and countries, and in different institutions and their programmes.

Thus a number of university organisations and groups have chosen internationalisation as a focus for their work, particularly in the past seven to nine years. This is, for the most part, due to the high emphasis placed on international cooperation within the focus on more general globalization and in particular on academic mobility and international research cooperation among

universities in Europe, North America and Asia. With programmes such as ERASMUS in the mid-1980s, the European Union has been a leader in mobilizing interest and attention on student mobility.

Since 1990-s there appeared publications, concerning internationalizing of higher education. Thus in terms of mobility of academic staff, special attention has been given to students' and staff's motivations to going abroad.

The free movement of persons across the boundaries of Member States was fundamental to the concept of the European Community [11].

In November 1971 the Conference of Ministers of Education unanimously supported the need to encourage the mobility of teachers, students and research staff within the Community [11].

Now the definition «mobility» is used to describe many different ideas: «Geographical mobility», «Occupational mobility», «Academic mobility», «Mobility in vocational training», «Mobility for volunteers» [14]. But «educational mobility» is more specifically long-term individual mobility for upper-secondary school in Europe [14].

The development of mobility programmes takes its beginning in the mid of 1990-s with the Socrates Programme.

The first phase of the Socrates Programme was launched by the European Commission in 1995 in order to contribute to the development of quality education and training to an open European area for education.

The education programme comprised three areas of action: higher education, school education and adult education.

The second phase of Socrates (2000-2006) introduced two new features: the promotion to lifelong learning and the development of Europe of knowledge.

It is noted that the role of education in the spreading of cultural values and in furthering the process of European integration is very important. The humanist study tradition puts the individuals, their interpersonal and social relations and the relations with their environment into the center of their studies and educational objectives [12].

It is noted that the role of education in the spreading of cultural values and in furthering the process of European integration is indisputable. The humanist study tradition Socrates puts the individuals, their interpersonal and social relations and the relations with their environment into the center of their studies and educational objectives [12].

It is stressed that Socrates covers all types of learning (formal and informal) and all levels of education. Thus the programme is relevant to all members involved in education: teachers, education staff, administrative and management staff, pupils, students and decision-makers.

Thus the aims of the current Socrates programme are: to strengthen the European dimension of education at all levels; to improve knowledge of

European languages; to promote cooperation and mobility in the field of education; to encourage the use of new technologies in education; to promote equal opportunities in all sectors of education.

Reflecting the responses received, C. Racke distinguishes between national, bilateral and regional (governmental) programmes to foster staff mobility in higher education and characterized their specificity.

National programmes are organized at national level and one single country is responsible for funding and coordinating the programme. For example, in the case of Belgium, the higher education systems of the French Community, the German-speaking Community and the Flemish Community are treated separately and «national programmes» or «national policies» refer to the level of Communities. The same goes for the United Kingdom, with England, Wales, Northern Ireland and Scotland being treated as distinct higher education systems.

Bilateral programmes are based on intergovernmental cooperation between two countries, which both contribute to funding and organizing the common programme.

Regional programmes involve more than two countries from one European region. They can also involve bilateral exchanges but those exchanges then take place in a broader framework of cooperation among a larger group of countries [14].

It is specially noted that despite the support for staff mobility less than half of the countries include into their national policies explicitly seek to promote staff mobility.

Only three countries have adopted national policies in combination with quantitative targets: Lithuania, Slovenia and Finland.

According to this research another eleven countries have national policies to achieve specific goals related to staff mobility in higher education, without setting quantitative targets. Staff mobility is to be seen as an element of human resources development and as a way to improve the quality of higher education and research at national higher education institutions. National policies are designed to encourage staff of national higher education institutions to spend some time abroad (and to return to the home country afterwards) and/or to facilitate the recruitment of highly qualified foreign lecturers and researchers [14].

For example, in 2008 the German Government adopted a «Strategy for the Internationalisation of Science and Research», which emphasizes the need to strengthen the international mobility of German scientists and researchers and underlines Germany's aims to attract excellent researchers from all over the world.

We may determine that in several higher education systems, promoting internationalisation and increasing academic staff mobility are acknowledged as important goals but they are not connected with concrete national policies on staff mobility in higher education.

It is stressed that finally, the German-speaking Community of Belgium, Ireland, Luxembourg, Hungary, the Netherlands, the United Kingdom (England, Wales and Northern Ireland) and Iceland state not to have national policy goals on staff mobility in higher education.

The next point of our analyses is to get a more detailed picture of the different types of official programmes available in different countries.

Most countries with national policies targeting staff mobility in higher education also have national mobility programmes for higher education staff.

Such programmes exist to support both inbound and outbound mobility e.g. the funding is usually provided by ministries of education, research or foreign affairs and/or by research councils/foundations. The administration of the programmes is in some cases also a task of the relevant ministries but often delegated to an agency.

The length of mobility periods ranges from a few days to two years. In most cases, members of staff receive funding to go abroad for a short period of time, usually just a few days or weeks.

The staff groups of mobility programmes are not always differentiated. Thus while there is differentiation, the two groups mentioned are teaching staff and research staff. The third group for which specific programmes exist in a substantial number of countries are doctoral candidates or early-stage researchers. Doctoral candidates might not always be employed by the university but treated as students, in this case, their mobility would not count as staff mobility [14].

Only a few countries mention also «other staff», that is non-teaching staff, administrative staff or artists. Financial support for the mobility of administrative staff seems to come almost exclusively from the Erasmus programme, though.

Mobility of researchers is often financed by national research councils or foundations, either with special mobility programmes or as part of national research programmes. In most cases, particular attention is paid to early-stage researchers (doctoral candidates and/or post-doctoral researchers).

A number of countries have national programmes to foster teacher mobility, both inbound and outbound. A special case of teacher mobility that is supported by several countries (e.g. Estonia, Greece or the Slovak Republic) is mobility for the purpose of teaching the language and/or culture of a country abroad. Some countries provide funding for inward mobility, enabling foreign higher education staff to study the language and culture of the host country (e.g. Lithuania or Portugal).

Many countries also have national programmes that address both university teachers and researchers.

In a number of countries there is the possibility to take a sabbatical or a scientific leave abroad. Academic members of staff are able to take a

remunerated leave lasting up to 12 months every five to six years. Sabbaticals tend to be focused on research; in some cases, they can also be used for the purposes of professional development or teaching at another higher education institution.

All higher education systems mentioned in the research of C. Racke have scholarship on bilateral agreements with other countries. One of such programme is Fulbright programme.

Next to bilateral programmes, many higher education systems are also involved in multilateral/regional cooperation programmes, often also based on bilateral exchanges. In contrast to national or bilateral mobility programmes, most regional programmes focus on mobility of teaching staff.

Mechanisms to reward members of staff for participating in mobility programmes are integrated in national or institutional systems of career progression. Thus in Italy, Slovenia and the Slovak Republic the decision on reward mechanisms is up to each higher education institution. In Italy rewards tend to take the form of financial benefits or a reduction of workload on other activities. In Slovenia, teachers at higher education institutions tend to be rewarded with «points in the promotion process».

A new impetus of interest to the problem of international cultural exchange refers to the mid-twentieth century. These programmes are designed not only to strengthen educational ties in the European region. The trend is that most of them assume the active involvement of countries outside the EU into the educational exchange. Ukraine is also involved in many of these programmes. Along with our country many CIS countries have become the participants in the European educational programmes, indicating serious interest of European countries to these countries as members of international educational cooperation.

Thus, along with the European student exchange programmes there are a large number of US academic programmes nowadays. The international educational activity in the United States is regarded as a priority of foreign policy and public diplomacy. This situation is largely financially supported by the government and from non-public, public sources, in particular, the Bureau of Educational and Cultural Affairs of the US State Department. There are a number of regional programmes for the Former Soviet Union countries aimed at vocational training, business training programme for young scientists [4].

The most well-known academic exchange programme, developed in the United States is W. Fulbright programme which offers support researchers from and to the USA. In 1945, after the end of World War II, US Senator William Fulbright introduced to Congress a proposal for a fundamentally different organization of the international relations. The meaning of the proposition was that students, scientists and public figures from abroad, would come to the US

to deepen mutual understanding between the American people and the peoples of other countries.

Thus, as a method this programme has focused on various forms of public diplomacy, which is often more effective than political efforts. This programme was called a mutual exchange programme in the field of education and science, and has been ratified in August 1, 1946.

Now more than 140 countries participate in Fulbright programme. The program's budget is composed of US government funds (more than 100 million. per year) and funds contributed by the governments of other countries (about 30 mln. per year).

Today, the Fulbright program is the largest international exchange programme funded by the US government. The main source of financing is funds allocated by the US Information Agency to conduct research and lecturing. Participants of the programme are distributed to universities and colleges of the USA to work as teachers or teaching assistants.

The competition for the Fulbright Program is held annually and consists of three rounds. Round 1 is reviewing documents submitted by American and foreign scientists (including the research project, curriculum vitae, list of scientific papers, guidelines). Round 2 involves an interview in English to identify adaptive and communicative abilities.

Then the winners' profiles are sent to the Institute of International Education, which distributes them among American universities. Jobseeker is recommended to choose a high school beforehand. The participants are provided with travel costs, accommodation, insurance, a monthly stipend.

Officially, the name of Senator William Fulbright was entitled to the program in 1990 by the decision of the US Congress.

Thus, many US programmes are funded by the Bureau of Educational and Cultural Affairs of US and supervised by the organization IREX.

FSA program is available for students from universities of Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine and Uzbekistan. They are to be trained for one year at US universities and colleges without obtaining degree. The programme involves 20 hours of volunteer work for the benefit of the local community and professional training. The selection of candidates is carried out on a competitive basis. Specialty coverage is quite wide: The list of specialties is increased every year, and the most popular, current trends are included.

Along with the US the other countries have successful student exchange programmes. The most prestigious grant program in the UK is Chevening programme (British Chevening Awards). It operates in 150 countries. The British Council supervises the programme, and the British Foreign Office finances it. The programme was opened in 1983 and received its current name in 1994 on the personal instructions of the Minister of Foreign Affairs of Great

Britain Douglas Gerda. Chevening is the name of one of the suburbs of England, in the county of Kent, where was located the official residence of D. Gerda.

It should be stressed that Chevening programme provides an opportunity to receive a high quality education at the university of Great Britain, which is chosen by the applicant. The programme operates in three areas: Master's degree, research, communication experience in a multinational environment. The priority areas of the programme include: public administration, international relations, political science, human rights, civil, constitutional law, international law, journalism, media, sustainable development and environmental research, innovation (ecology, climate, economy, business), the economy, first of all in economic reform, energy, finance, globalization, global climate change [4].

The scholarship covers the cost of training in the UK university up to 12 months, accommodation, food and travel. Applicants must meet certain requirements: have work experience, English language proficiency and a diploma of higher education. Competitive selection takes place in 4 stages: preliminary (check the validity of the documents), competition (a special commission to study the documents), interview in English at the British Council, the final decision. Then the applicant chooses the institution. Chevening Scholarship is provided in the following areas: international relations, media, law, economics, urban planning, public administration, banking and finance. Chevening Scholarship provides the opportunity to study in the UK and get master's degree at Cambridge University. Chevening Scholarship in the field of engineering and applied sciences is a new scholarship aimed to help professionals in the field of science and technology and enabling them to gain the necessary skills in the field of business.

Conclusions. The study has found, that higher education is acknowledged to be a factor of development in a knowledge society and economy.

As the result internationalisation is recognized as a catalyst for the development of single education space.

The development of mobility takes the beginning with the Socrates Programme. The aims of Socrates are the following: to strengthen the European dimension of education at all levels: to promote cooperation and mobility in the field of education; to encourage the use of new technologies in education; to promote equal opportunities in all sectors of education; to improve knowledge of European languages.

The staff mobility is considered an important element of the internationalisation of higher education.

National policies that seek to promote staff mobility in higher education exist in less than half of the countries, and in only three countries are in combination with quantitative targets.

Most countries with national policies also have national programmes in place to foster staff mobility in higher education.

Mobility periods supported by national, regional or bilateral programmes range from a few days to several months, in some cases up to two years.

It should be stressed that the programmes of international exchange are designed to assume the active involvement of countries outside the EU into the educational exchange.

The most well-known exchange programmes are: W. Fulbright programme (USA), FSA programme (USA), Chevening programme (British Chevening Awards) etc. All of these programmes have specifics in their activity.

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РЕЗЮМЕ

Рысина Мария, Козлов Дмитрий. Мобильность в высшем образовании: ретроспективный анализ.

В статье осуществлен ретроспективный анализ научных подходов к мобильности в высшем образовании, определены приоритетные задачи интернационализации высшего образования, его связь с организацией мобильности; проанализованы уровни, формы и результаты мобильности в разных странах. Охарактеризована деятельность международных образовательных программ обмена.

Ключевые слова: *Интернационализация высшего образования, мобильность, мобильность преподавательского состава, мобильность студентов, программы образовательного обмена, программы академического обмена, национальная политика.*

SUMMARY

Rysina Mariya, Kozlov Dmitro. Mobility in higher education: retrospective analysis.

The article is devoted to the defining and characterizing of scientific approaches concerning mobility in higher education. Priority tasks of internationalisation of higher education and its influence on the mobility processes are defined.

Research Methods. General scientific methods: analysis, synthesis, comparison in order to establish and define the levels and forms of mobility.

Aim of study. The aim of the article is to provide the comprehensive analysis of basic scientific approaches concerning mobility in higher education, to define its levels, forms and results.

The scientific works of the Ukrainian and foreign researchers on the analysis of features of educational space have played a great role in the study of analyzed phenomenon. The essential characteristics of the internationalisation of higher education are given in the works of A. Sbruieva [6; 7; 8], Zh. Chernyakova [9], M. Klyap [2]. O. Kozievskaya [3], A. Rzhenska [5].

Problems of the students' mobility are defined in the researches of R. Ruffino [14], M. Byram [12], F. Dervin [12].

The approaches to the national policies and to staff mobility in different countries are defined in the work of C. Rarke [10].

Yu. Nikolayeva and M. Bogolyubova researched the activity of the programmes of academic and educational inter-changes [4].

The 90-th of the XX-th century became a period of radical changes in the field of education in European countries as well as in Ukraine.

Internationalisation of a higher education is a relatively new phenomenon but one that has evolved to broad range. Universities always had international dimension.

Since 1990-s there appeared publications, concerning internationalization of higher education. Thus in terms of mobility of academic staff special attention has been given to students' and staff's motivations to going abroad.

In November 1971 the Conference of Ministers of Education unanimously supported the need to encourage the mobility of teachers, students and research staff within the Community [11].

The development of mobility programmes takes its beginning with the Socrates Programme.

It is mentioned that the aims of the currant Socrates programme are as follows: to strengthen the European dimension of education at all levels; to improve know ledge of European languages; to promote cooperation and mobility in the field of education; to encourage the use of new technologies in education; to promote equal opportunities in all sectors of education [12].

The deep research of mobility programmes has made Cornelia Racke. She has distinguished between national, bilateral and regional (governmental) programmes to foster staff mobility in higher education and characterized their specificity.

In the article the student exchange programmes are also analyzed. Thus Fulbright programme, which offers support researchers from and to the USA, Chevening programme (British Chevening Awards) which gives an opportunity to receive a high quality education at the University of Great Britain which is chosen by the applicant, promote to the wide development of students' and staff mobility in the European countries, including Ukraine, and in the world.

Key words: *internationalisation of higher education, mobility, staff mobility, students' mobility, programmes of education exchanges, programmes of academic changes, national policy.*

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ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ЗАСОБІВ ОЗДОРОВЛЕННЯ СТУДЕНТІВ ВИЩИХ ПЕДАГОГІЧНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

У статті йдеться про здійснений аналіз інноваційних засобів фізичного виховання, що спрямовані на формування здорового способу життя студентів і використовуються в сучасній системі вищої педагогічної освіти. Проведений аналіз стану здоров'я студентів 1 курсу Сумського державного педагогічного університету імені А. С. Макаренка за період з 2011 по 2016 рр. Охарактеризовано специфіку оздоровчих форм і методів фізичного виховання. Описана методика впровадження