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The stimulating directions of higher education internationalization in the process of integration into the European higher education and research area

Abstract

The article defines the main rationales for higher education internationalization from the perspective of the Quadruple Helix model: education- government-business-society. The paper highlights that the government sector has all four rationales for the internationalization whereas universities (mainly academic and economic ones); on the institutional level, the most preferred rationales are academic ones: international profile and status, international academic standards and research and knowledge production. The article presents the most positive impacts for higher education internationalization at the institutional level according to the results of "The EAIE Barometer: Internationalization in Europe" survey. The instruments of EU policy are the stimulating drivers for higher education internationalization in almost three-quarters of the respondents. The Erasmus+ programme was defined as the most positive impact on internationalization at respondents' HEI by the majority of respondents. At the national level, national agencies and financial support for internationalization were the most positively viewed regulations, policies and structures, while immigration and admissions regulations were defined as actual directions only in Ukraine. The article presents the priority stimulating directions of higher education internationalization in the process of integration into the European Higher Education Area: branding and competition; strategic international alliances; international dimension of the educational process; improving of the effectiveness of international project activities; implementation of academic mobility programs; attracting of foreign citizens for training. Creating an international atmosphere at the university. Currently international dimension of higher education is being increasingly promoted on the national and institutional levels in many countries. The national level has a significant influence on the international dimension of higher education through policy, funding, programs and regulatory frameworks.

Keywords

internationalization, international dimension, higher education, Quadruple Helix model, European Higher Education Area, international branding

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1 Urgency of the research and target setting

Encouraged by students, faculty and staff, universities are forced to seek the opportunities for international development, embed internationalization into the university's mission and involving in it all stakeholders. As the result there is a need in systemic institutional tools to support

internationalization by universities' leadership. The development of internationalization is motivated by various factors, including the need to expand access to advanced knowledge sources, new opportunities for partnership building and developing intercultural communication skills, as well as strengthening civil society, training people who are ready to work in a globalizing world, promoting the brand of

universities, the dissemination of ideas of peace and understanding etc.

The beneficiaries of internationalization are different participants of university community, and each of them has special motives and interests in the internationalization. Teachers and researchers are interested in opening of new opportunities for scientific investigations, professional development and personal international visibility. Students and their parents are seeking for quality education and sufficient employment. Universities' authorities are motivated by the additional funding sources, capacity building of the university and its international branding. National governments expect to obtain qualified personnel staff and straitening the country's position on the global market.

Attempts to implement any measures for internationalization stimulating in the absence of a clear understanding of the objectives of these measures and the usage of not adapted instruments for achieving these goals lead to negative result. In current conditions internationalization processes in Ukraine are limited because of the not adapted introduction of foreign models, forms and internationalization mechanisms, leading to a non-optimal result. Therefore, it is necessary to find the best way of internationalization for Ukrainian universities taking into consideration the interests of stakeholders "government-education-business-society". In order to do that in the process of integration into the European higher education and research area it is important to define the stimulating directions and instruments of higher education internationalization within the Quadruple Helix model.

2 Actual scientific researches and issues analysis

The urgency of the issue of higher education internationalization has led to a large number of scientific works in this field. The article is based on the works of J. Knight (international dimension of higher education at the institutional, national, regional and international levels) [1]; J.K. Hudzik (studies of the effectiveness of universities in the implementation of internationalization) [2]; R. Coelen (substantiation of the necessity of internationalization of higher education for developing countries) [3]; R. Chao (studies of the internationalization of higher education from the point of view of utilitarian and idealistic approaches) [4]; F. Altbach and H. de Wit (research on the evolution of the development of internationalization of higher education) [5] and other researchers of the International Higher Education Center at the Boston College (analysis of the national strategies of internationalization and factors influencing on the effectiveness of their implementation).

3 Uninvestigated parts of general matters defining

Despite the theoretical comparing studies on the strategies and policies in the sphere of higher education internationalization in different countries there is a gap in the practical recommendations and publications devoted to the instruments for stimulating the processes in the sphere of higher education internationalization.

3.1 THE RESEARCH OBJECTIVE

The aim of the article is to define the stimulating directions of higher education internationalization's in the process of integration into the European higher education and research area.

3.2 METHODS

To achieve the articles' objective, scientific methods were used: analysis, synthesis, comparing and generalizations. For the article's purposes the data from the EAIE Barometer on internationalization of higher education policies and practices undertaken in the EHEA (2018) have been analyzed. The report is divided into five sections. Within each section, the analysis focuses on the aggregate EHEA results and compares results over time and by region, country and other subgroups of data, as appropriate. In order to define stimulating directions of higher education internationalization the paper focuses on the section "Impact of the external environment: EU and national policies".

3.3 THE STATEMENT OF BASIC MATERIALS

The internationalization of institutional activities as a trend, which characterizes the modern world and associates with the expansion and intersection of the functions of various factors of world politics, is visible on the example of universities. Internationalization makes possible for universities to go beyond education and join the international political, social, economic and cultural processes worldwide.

In this article, we consider internationalization as an integrated tool within Quadruple Helix model to strengthen the influence of the university in the country and abroad through the development of strategic partnerships, the expansion of the academic community (education chain), the mobilization of national intellectual resources, the expansion of funding sources (government chain), the development of graduates' competencies in accordance with the challenges of society (community chain) and the global labor market and the requirements of employers (business chain).

There are several reasons for higher education institutions to increase international cooperation and international elements of education and research. Internationalization increases the quality of research through, for example, the opportunity to collaborate with other researchers, which can enrich and contribute to the field of research. The exchange of experiences and knowledge generated through international cooperation contributes to improving the quality of education. When the content of education is put into a greater context, students are given the prerequisites to make international comparisons and reflect upon them. The labour market and society in general are increasingly experiencing the influence of globalisation and internationalisation. Consequently, intercultural and international perspectives are important to preparing all students for the labour market and society of today and the future [6].

According to J. Hudzik, the drivers of internationalization are political and social and the benefits arising from building cross-cultural understanding and mutual benefits of development motivates the institutions to stimulate the internationalization; the motivations and drivers incorporate recognition that the core missions of higher education is increasingly conducted across borders, and that higher education institutions function in a global market place; a view that beneficiaries of higher education (students, community and employers) are in a global environment and the over-arching needs of knowledge societies and economies are expanding to become part of a global market place [7].

J. Hudzik also highlights that in the process of internationalization of higher education, the leading role belongs to the university and the effectiveness of internationalization depends on its place in the strategic planning and management. The researcher defines the instruments of the university's activity in the process of internationalization development: inclusion of all stakeholders of university activity in the process of internationalization; orientation of institutional culture to the international activity; positioning internationalization as one of the priorities of university development during the strategic planning and decision making; taking into account managerial practices and strategies [8].

It is important to note that the main stakeholders (education, government, business, society) impact on the internationalization rationale for higher educational establishments. Every higher educational institution decides how to be engaged in international activities. Most of the universities plan it strategically. J. Knight explains that the internationalization justification for each universities depends on missions, students, teachers, geographic location, funding sources,

level of resources, orientation to local, national and international interests [9].

In order to understand why all higher education institution aspiring to internationalization it is extremely important to explore the background of internationalization and its aspects. The justification can be described as motivation to integrate the international dimension in higher education. J. Knight defined political, economic, financial, social-cultural and academic rationales for higher education internationalization: economic - based on economic growth and competitiveness, labor market and financial incentives for institutions and governments; political - foreign policy, national security, technical assistance, peace and mutual understanding, national and regional identity; socio-cultural - national cultural identity, intercultural understanding, development of citizenship, social development; academic - the international aspect of scientific research and teaching, expansion of the academic horizons, capacity building, profile and status, quality improvement and international academic standards [10].

In order to define the stimulating directions of higher education internationalization it is important to understand the forces influencing internationalization at the institutional level. The data of the survey "EAIE Barometer: Internationalization in Europe" [11] were analyzed in a part of the impact of EU, national and regional policies on internationalization at the HEIs.

The studied results show that the EU-level policies are the main drivers of the internationalization at the respondents' HEIs (73%), the national level was positively impacted on 51% of the respondents. The regional policies were defined as not significant influencer on the internationalization process (Figure 1).

The instruments of EU level had a highly positive impact on internationalisation. Of the EU programmes, Erasmus+ was noted as having the most positive effect on internationalisation at respondents' HEIs, with 96% of respondents reporting this. This indicates that the Erasmus+ programme is seen as strength instrument to support internationalisation both within and beyond the EU member states. Some differences can be noted in the impact of EU policies across the types of HEIs. For example, respondents working at private for-profit HEIs were more likely to answer that EU policies had no impact on their internationalization (8%). Respondents from small HEIs were marginally more positive about the impact of EU policies (76%). The evaluation of the impact of EU policies varied between respondents holding different positions: the head of the international office was most positive about the impact of EU-level policies (80%). The respondents

from Latvia, Lithuania and Portugal were the most positive about the impact of EU policies on their HEIs' internationalisation efforts (90%). It is interesting to note that the lowest number of respondents mentioned a positive impact of EU policies is in Western Europe (64%) [11].

The results of the survey show that more than half of respondents' HEIs (51%) considered national policies to have a positive impact on their internationalisation. National governments commonly undertake a wide range of instruments to regulate and enhance internationalisation. The respondents were most positive about the impact of national agencies (63%), financial support for internationalisation activities (56%) and the

national research infrastructure (50%). Immigration regulations were seen as having the most negative impact on internationalisation efforts at respondents' HEIs (38%), followed by admissions regulations (18%) (Figure 2).

The analysis of the results by country shows that considerably higher proportions of respondents from HEIs in Denmark (66%) and the UK (45%) defined a negative impact of the national-level policies on the internationalisation efforts of their HEIs. According to the current anti-immigration legislation in these countries, this result is reasonable. Respondents from Kazakhstan (83%) and Norway (79%) were the most positive about the impact of their national policies. National

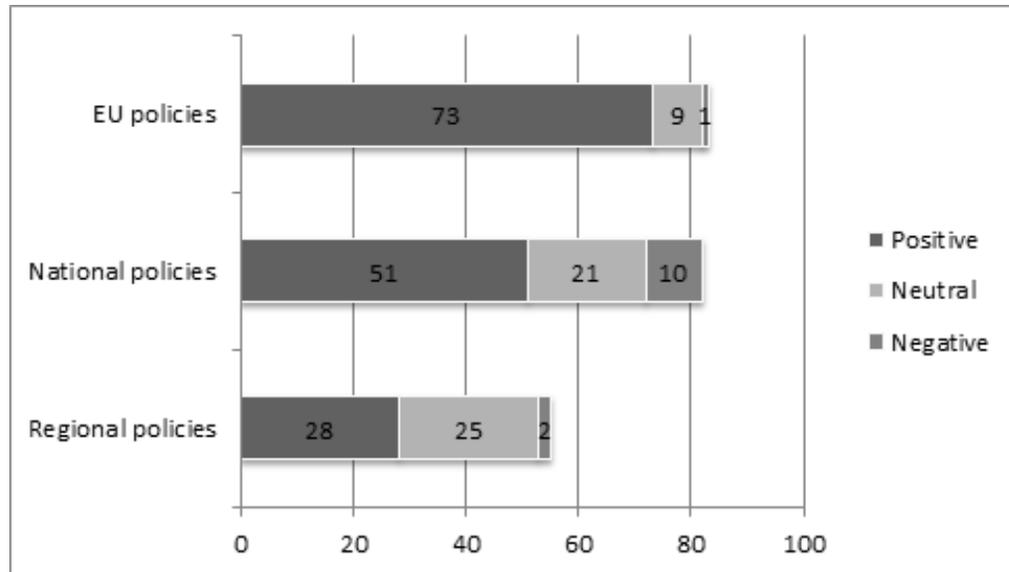


Figure 1 Impact of policy levels on internationalization at respondents' HEIs (according to the EAIE Barometer: Internationalisation in Europe, 2018)
Source: [11]

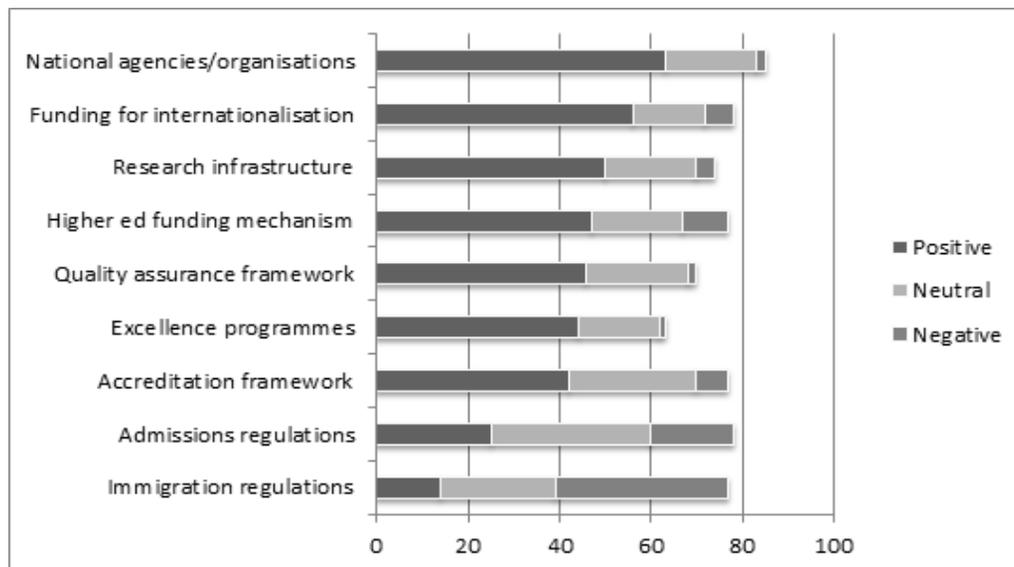


Figure 2 Impact of national policies on internationalisation at respondents' HEIs (according to the EAIE Barometer: Internationalisation in Europe, 2018)

agencies were seen by respondents in Austria (89%) and Slovenia (86%) as having a positive impact on their HEIs' internationalisation efforts. Respondents from Norway (82%) and Lithuania (79%) viewed the effect of national financial support for internationalisation activities. The respondents from Swiss HEIs (74%) were most positive about the effect of their research infrastructure. Immigration and admissions regulations negatively viewed by only Ukrainian (10%) respondents [11].

The position of the national governmental bodies as conductors of the state policy in the field of education is similar with the position of universities and the international educational community. Obtaining of the international recognition has become the main priority for Ukrainian higher education due to the entry of Ukrainian universities into the international ratings and the development of scientific research and educational programs. A formalized result of this approach was the emergence of indicators of the international activities of the university (in conjunction with other indicators of the effectiveness of higher education institutions). These include the number of foreign students, international educational programs, including teaching in foreign languages and double degree programs, the number of foreign teaching staff, the number of teaching staff and students participating in academic mobility programs and other indicators.

We define priority stimulating directions of higher educational internationalization in the process of integration into the European Higher Education Area:

- 1) Branding and competition. With the globalization of the economy and the internationalization of higher education, international ranking systems are becoming an important tool for evaluating university activities. Ratings determine the status and competitiveness of higher education at the regional, national and international levels, transform universities and modernize the processes of promoting knowledge and technology.
- 2) Strategic international alliances. The network model is considered as the most promising for sustainable development and strengthening the international status of the university. The basis of this type of interaction is the association of organizations for the implementation of common goals and objectives, which increases the effectiveness of partnerships, structures activities in specific strategic areas, contributes to strengthening the brand, expanding spheres of influence and, as a result, increasing the international reputation of each partner institution.
- 3) International dimension of the educational process. To implement the European approach to ensuring the quality of education, it is necessary to create a technological basis for full-fledged entry into the European educational community through the harmonization of educational programs.
- 4) Improving of the effectiveness of international project activities. Participation in international projects is an effective tool to ensure the quality of educational services and processes of administration of the university as a regional center for innovation development. It stimulates the improvement of the potential and competitiveness of the university based on academic traditions and cultural heritage using innovative technologies and world best practices. The project activities of the university are aimed at achieving the goals of creating an institutional partnership, ensuring the quality of educational services, international accrediting of curricula, developing a qualifications framework for lifelong learning and improving the university management system.
- 5) Implementation of academic mobility programs. In recent years, the concept of academic mobility has emerged, not only as a form of internationalization of a university, but also as an indicator of international activity. In Ukrainian universities, there has been a steady trend towards increasing in the flow of students and teachers going abroad under the programs of the European Commission.
- 6) Attracting of foreign citizens for training. Under the current conditions the competition of educational institutions with the right to admit foreign citizens is growing, and therefore it is advisable to develop a concept for the development of the export of educational services. This concept should take into account available resources and predict steps for the development of this area taking into account modern marketing educational technologies, including the formation of information and advertising package in foreign languages, the creation of flexible modular pre-university training programs and short-term courses.
- 7) Creating an international atmosphere at the university in order to expand exports of educational services. The main principles of the social and cultural policy of a modern university are the cultivation of a corporate culture, civic activism, dedication, respect for

human values and commitment to them. Creating an international atmosphere at the university is designed to serve the development of intercultural competences, the expansion of opportunities for professional and cultural growth, as well as the formation of a tolerant educational ecosystem.

There is a clear need to upgrade and internationalize universities across Ukraine. At present, there is uncertainty as to whether this is the responsibility of the government or the institutions – there is lack of clarity about the extent of university autonomy in decisions about medium of instruction, recruiting international students, curriculum development, materials design and contact hours. There is a need to recognize the value of English in academic institutions and research, and to include the

promoting of the teaching and learning of English as part of a national strategy [12].

4 Conclusions

Internationalization is a possibility to obtain additional funding from external international sources. Internationalization processes contribute to the development of the university, increasing its competitiveness in the domestic and foreign market of educational services and scientific research. Awareness of these facts occurred at the university management level and internationalization turned from a fashionable trend into effective tool for the development of educational institutions. One of the possible directions for further research is a comparative study of the stimulating instruments for the internationalization of higher education in Ukraine.

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