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## **ACADEMIC MOBILITY VS INTERNATIONALISATION AT HOME: THE WORLD TREND AND UKRAINIAN WAY**

*Internationalisation of higher education is most often studied in scope of academic mobility and grant programs application. But the percentage of the educational process participants, who are able to participate in academic exchanges, is relatively small, so the term “internationalisation at home” has appeared in the scientific discourse. The conducted scientific research allows to better understand the mechanisms of realization of internationalisation at home, its goals, tasks and experience of leading international universities for Ukraine.*

**Key words:** internationalisation of higher education, internationalisation at home, academic mobility, multiculturalism, Ukraine.

### **The problem setting in general and its connection with important scientific or practical tasks.**

Despite all the formalities and universality of the definitions of internationalisation of higher education (IHE), repeatedly supplemented or accentuated by the epochs, they all emphasize its complex comprehensive character and cultural dimension. However, for a long time, IHE was effectuated in form of trans-boundary migration projects and scholars' trips with educational and research purposes.

The policy of the European Union establishes education and professional training as vital to the development of modern society and economy. Therefore, alongside with the harmonization of state policies in the field of economy, environmental protection, law, fiscal, monetary, social etc. a special attention was paid to the member states' education policy. Since late 1980s highly skilled human resources have been becoming a booster for national economies. Thus since 1986 the exchange of students, teachers and students has began without necessary program and institutional background. In 1987, the European Commission approved the Erasmus program aimed mainly at the promotion of interuniversity cooperation and student mobility within the EU. The first years of such cooperation revealed a number of issues to solve: common qualifications and diplomas that would be recognized by all EU member states. Later the issues of the levels of higher education, the quality assurance of education, the recognition of qualifications and periods of study at any university within the EU, the autonomy of universities, their scientific and research autonomy, etc., were set in 1999 in the

Bologna Declaration, which created a single European higher education area.

The years of monetization of higher education in the context of the globalization trend in the economy have led to focusing exclusively on the benefits of IHE and the belief that its progress can be quantified by the number of students, visiting professors, international agreements, joint educational and research programs, affiliates, etc. But while trying to measure the results of IHE in quantitative terms, its human and social values remain underestimated that leads to the leveling of its primary goal – to do all best to prepare students for life and work in a globalized world. Consequently, “Internationalisation is transformed from a process based on the values of cooperation, partnership, exchange, mutual benefit and expanding the capacity for a process that is increasingly characterized by competition, commercialization, personal gain and status improvement” [9].

Furthermore, shifting the emphasis from humanistic to rational-profitable, at the end of the twentieth century, IHE actualized a number of purely practical issues caused by the integration processes in Europe, the mobility and the sharing of the European values. Thus, in spring 1999, before the Bologna Declaration, Swedish scientist N. Bengt presented the article “Internationalization at Home: Theory and Praxis”, which actualized several issues, the main of which concerned the effectiveness of EU educational programs to promote European cultural and social values, to increase interest in studying abroad, and to create a global society in a multicultural context. In particular, it was noted that since the Erasmus program had

started more than 12 years ago not more than 10% of students annually go to study abroad, and such low mobility has got incapable to share effectively the European integration ideology and European/international values in education [6].

The commercialization of higher education, unreasonable hopes for academic mobility as the main IHE driver encouraged relevant authorities and researchers around the world to deepen all IHE aspects and to intensify the untapped mechanisms for the IHE implementation. It is obvious that in addition to cross-border cooperation to integrate universities in the international, intercultural and intellectual direction, there is a need in the institution's strategic changes to achieve the goals of teaching, research, and social responsibility of the university. That is exactly the reason that gave the impetus to an active development of the issue of "internationalization at home".

**Analysis of the latest research and publications which initiated the solution of the problem, the author is based on.** Since 1999, the theme of internationalization at home (IaH) has been broadly supported and developed in the scientific world. The greatest interest was demonstrated by the European Association for International Education (EAIE). An informal educative center – "Special Interest Group" (hereinafter – the Group) – including representatives of more than fifty universities was recognized by the Executive Committee of EAIE in August 1999, and now includes more than 120 scientists.

The main tasks of the Group were as follows:

- to define and describe the basic concept of "internationalisation at home";
- to start and stimulate a debate for university educators on this issue, both electronically and at conferences and seminars;
- to gather ideas and good examples for the internationalisation process for non-mobile university students at all levels, including adult students in a life-long learning perspective;
- to produce a publication describing experiences and useful examples from the project [8].

The Steering Group was approved at its first meeting in February 2000. First of all, the leaders decided to prepare a documentary substantiation of its activities. First, there should be concluded a short descriptive document setting IaH categories and disclosing its main elements essence (the term of execution was the early summer 2000). Secondly, in order to widely distribute to international educators and administrators in general, to IaH researchers, it was decided to conclude a more thorough publication providing

IaH details on the basis of the preliminary descriptive document and the comments to it. The document was called "Internationalisation at Home: a Position Paper" and was presented to EAIE participants during 2000 twelfth annual conference in Leipzig [8].

In essence, this program document is the first and multifaceted program document for the IaH study and implementation, so we take it as the basis of our papers. Structurally, this is a collection of five separate scientific works providing a comprehensive understanding of both internationalisation as a whole, and its correlation with IaH.

Since its publication the paper has become a basis for a number of documents concluded under the auspices of EAIE. So, in 2015, J. Beelen prepared a study containing a retrospective analysis of the IaH for 15 years. In particular, it is noted that in late 1990s the term "IaH" predominated in the all-European scientific discourse except the United Kingdom, which, like Australia, more often referred to "internationalisation of the curriculum" and the United States talking about "campus internationalisation", although all these concepts have been broadcasted with the same goal: helping graduates to achieve global competence, as the demand for workers with intercultural and multilingual skills is increasing. Regarding the internationalisation itself, the author highlights both the components of initial mobility and curricula, which, in turn, divide into hidden, formal and informal [5].

In 2013, J. Knight called the process of IaH, initiated and institutionalized in the above manner, "a significant development in the conceptualization of the process of internationalisation" [10].

**Formulating the goals of the article** (statement of the task). The purpose of the article is to highlight the internationalisation at home as a composite element of the strategy of internationalisation of higher education, its research status in the leading countries-providers of the educational services, as well as to discover the opportunities for public administration.

**Presentation of the main research material with a full justification of the received scientific results.**

At present, the IaH concept plays an important role in changing the IHE paradigm and rethinking the main objectives of the process. It is indisputable that academic mobility offers enormous opportunities and new horizons to all its participants. Therefore the main point of the Strategy of the IHE Development is the promotion and development of academic mobility. However, the leading actors in the educational services market also recognize that "mobile" students and academics will continue to make a relatively

small percentage, while IaH is a convenient way to involve all participants of the educational process to internationalisation.

In 2013, IaH was formally included in the European Commission's educational activities, and since then this process has been at the center of scientific discourse. It is regarded as a goal-oriented integration of the international and intercultural dimension in a formal and informal part of the curriculum for all students within the internal educational space [4]. This definition emphasizes the purposeful inclusion of international and intercultural aspects in curricula. It means that the introduction of random internationalised facultative elements will not be sufficient to internationalise the plan. Regarding the "internal educational area", the sense is that they can go beyond the university and formal learning context to include other intercultural and/ or international learning tools within the local community. This may be cooperation with local cultural, ethnic or religious groups, the use of a common learning system, or other methods jointly engaging domestic and foreign students [4]. At the same time, a formal curriculum is an ordered schedule of practical activities that students must complete within the framework of a graduate program of training. The informal curriculum is a variety of auxiliary services and additional facilities and options offered by the university, which are not part of the approved formal training program, but contribute to better implementation [11].

In order to illustrate the importance and influence of the discourse on IaH, it is worth to point out that it can be gradually incorporated into national strategies in the field of higher education. For example, two IHE researches by the Netherlands Independent Nonprofit Organization Nuffic, conducted in 2014, have been proposed as a basis for the development of Dutch national IaH policy. In the Netherlands, 76% of higher education institutions have already incorporated the principles of the IaH into their educational strategy. Generally, in Europe, this proportion is somewhat lower – 56%, as indicated in the recently published statistics of the EAIE Barometer [7]. And according to the survey "TRENDS2015" conducted by the European Association of Universities, 64% of them actively implement IaH policy [12]. It will, in particular, engage faculties, administration, students (both domestic and international), international services and research units to cooperate with a view to provide a new approach to obtain linguistic and cultural experience beyond traditional language courses. It helps graduates to achieve global competence, as the key strategic goal of many universities dictated by

the epoch demands when there is a growing need for employees with intercultural and multilingual skills.

Within the framework of external assistance programs, the European Union is pursuing a number of educational activities promoting both academic mobility and the IaH [3]. The main tasks of the EU's higher education programs are to support the partner countries in reforming their higher education systems, promoting common values and deepening understanding between people and cultures, developing the European Union as the world center for capacity building and excellence in education that will contribute to Europe's welfare and economic growth and improve the quality of services and human resources in the EU through joint training and exchange of experience.

Among the programs aimed at the development of the IaH, the first was the Tempus Education Program (1990–2013, transformed into Erasmus + -Key Action 2 -Capacity building in the field of Higher Education), implemented in 4 stages and aimed at modernizing curricula, improvement of administering and governance processes in higher education, the strengthening of the links between education and society (civil society, labor market, etc.).

Jean Monnet Activities are designed to promote excellence in teaching and research in the field of European Union studies worldwide. The activities also foster the dialogue between the academic world and policy-makers, in particular with the aim of enhancing governance of EU policies. European Union studies comprise the study of Europe in its entirety with particular emphasis on the European integration process in both its internal and external aspects. The discipline also covers the role of the EU in a globalised world and in promoting an active European citizenship and dialogue between people and cultures. The program is proposed to the universities, associations of teachers and researchers of European integration, individuals cannot apply for a grant.

Ukraine is currently a powerful actor in the international educational process. Of course, the closest cooperation is with the EU institutions. However, IHE for Ukrainian universities remained an abstract process for a long time, which fully affected its perception and quality of implementation. Still, not every Ukrainian higher education institution has adopted an internal IHE Strategy. At the national level such Strategy isn't adopted as well, although the amended Law of Ukraine "On Higher Education" (2014), "international integration and integration of the Ukrainian system of higher education into the Single European Higher Education Area

(EHEA), on condition of preservation and development of the national higher education achievements and progressive traditions is one of the main principles on which the state policy in the educational sphere is based, and section XIII is devoted to international cooperation. Nevertheless the notion of “international cooperation”, “international integration” “internationalisation” is not included in the list of basic terms in Article 1, and isn’t used in the Law except the mentioned units [2].

Inadequate attention to the problems of IHE as a strategic guidance at the Public Administration level turns into a lack of the process progress. The facts are the next:

- the number of students taking part in academic mobility programs is 5000–10000 people yearly, that is 0.5-1.0% of all full-time students;

- international activity of scientific and scientific-pedagogical staff is very low, those who studied or worked abroad, have got foreign academic degrees isn’t numerous too. Ukraine has long been a country exporting scientific personnel. A high rate of foreign academic degree holders leaving the country is a significant challenge for the education, science and innovative development of Ukraine;

- Ukrainian scholars are insufficiently represented in the world educational area as researchers;

- Ukrainian universities aren’t largely represented in the leading international rankings [1; 3].

Thus, the truth is that the low level of incoming mobility, export-oriented higher education, the non-systematic nature of cooperation between higher educational institutions of Ukraine and foreign universities provoke a policy based on marketing laws promoting goods and a “consumer” oriented income growth rather than image-rating indicators of Ukrainian universities. Agreements on cooperation with foreign universities are concluded for a concrete project, the absence of long-term constructive inter-university relations often leads to mistrust to Ukrainian higher educational institutions. Statistics show that in the educational programs of the European Commission, the same actors of the Ukrainian educational space the most often take part and win. T. Shevchenko National University of Kyiv, NTU of Ukraine “I. Sikorsky Kyiv Polytechnic Institute”, Sumy State University, The Ivan Franko National University of Lviv, Borys Grinchenko Kyiv University, V. Stefanyk Precarpathian National University.

It is obvious that focusing on more active IaH development is no longer the choice of a separate university, it should become a priority of Public

Administration in the field of higher education and IHE. A necessary step is to consolidate the efforts of the Government, the Parliament, the institutions of higher education, the expert environment under the auspices of the Ministry of Education and Science of Ukraine. The acquisition of competitiveness on the world market of educational services through internationalisation relates to long-term prospects. But the emphasis on IaH, the development and implementation of new international educational programs and the integration of international elements and educational standards into them seems urgent and effective in the nearest future. An integrated combination of IHE goals and the mechanisms of achieving in Ukraine should be meaningful and enshrined as a strategic priority of a national imperative, not just a formal articulation of their provision, but one of the main tasks in the global and European integration contexts.

**Conclusions from the study and prospects for further exploration in this direction.** IHE is a multifaceted phenomenon and, besides academic mobility, offers many options to “cross the borders” and offer highly qualified educational opportunities for scholars from developing countries through IaH. Under the IaH, universities got able to gain additional financial revenues through attracting more foreign students who, in turn, got able to get acquainted with different cultures.

The IaH goal is to improve the quality of higher education, make it more international, even on conditions of low academic mobility. Some European Commission programs have been introduced in Europe, which aim to raise awareness among non-member citizens of key EU sectoral policies through educational modules and special courses.

In addition, distant education is actively developing in framework of IaH. Distant education is an effective way to deliver educational services and information when there is a problem with financing and the development of academic mobility. International Internet Learning is a great environment for the multicultural development and articulation of the main international trends of contemporary higher education.

Further exploration will provide detailed study of internationalisation of the curriculum, and campus internationalisation (campus internationalisation) as an attributive component of internationalisation at home, and make suggestions that would be useful both for the universities’ leaders and for the authorities of public administration of the field of higher education of Ukraine.

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#### **АКАДЕМІЧНА МОБІЛЬНІСТЬ АБО ІНТЕРНАЦІОНАЛІЗАЦІЯ «ВДОМА»: СВІТОВІ ТЕНДЕНЦІЇ ТА УКРАЇНСЬКИЙ ВИБІР**

*Інтернаціоналізація вищої освіти найчастіше досліджується крізь призму академічної мобільності й участі в грантових програмах. Але відсоток учасників освітнього процесу, які можуть брати участь у програмах академічних обмінів, відносно невеликий, тому в науковому обігу з'явився термін «інтернаціоналізація «вдома». Проведене наукове дослідження дає змогу краще розуміти механізми реалізації інтернаціоналізації «вдома», її цілі, завдання й досвід провідних міжнародних університетів для України.*

**Ключові слова:** інтернаціоналізація вищої освіти, інтернаціоналізація «вдома», академічна мобільність, мультикультуралізм, Україна.

#### **АКАДЕМИЧЕСКАЯ МОБИЛЬНОСТЬ ПРОТИВ ИНТЕРНАЦИОНАЛИЗАЦИИ «ДОМА»: МИРОВЫЕ ТЕНДЕНЦИИ И УКРАИНСКИЙ ВЫБОР**

*Интернационализация высшего образования чаще всего исследуется сквозь призму академической мобильности и участия в грантовых программах. Но процент участников образовательного процесса, которые могут участвовать в программах академических обменов, относительно небольшой, поэтому в научном обороте появился термин «интернационализация «дома». Проведенное научное исследование позволяет лучше понимать механизмы реализации интернационализации «дома», ее цели, задачи и опыт ведущих международных университетов для Украины.*

**Ключевые слова:** интернационализация высшего образования, интернационализация «дома», академическая мобильность, мультикультуралізм, Украина.