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PUBLIC ADMINISTRATION OF THE INTERNATIONALIZATION OF HIGHER EDUCATION IN UKRAINE IN TERMS OF FOREIGN STUDENTS TRAINING

Ukraine is actively integrating into European and world educational processes and is faced with the need to correctly administer national system of education and science. The best way to improve the quality in the field is to change national law and regulations to meet foreign standards. But very often there emerge the necessity to adapt the field standards to the foreign students' level, which is insufficient. The article deals with the problems emerging while providing the internationalization of higher education generally and concerning foreign students training as well as with tasks for the system of public administration of the process.

Key words: *internationalization of higher education, public administration, foreign students training, foreign students' adaptation, export potential of higher education.*

The problem solving in general and its connection with important scientific or practical tasks. The XXI century society is characterized by a rapidly changing competitive, multicultural and global context. Economic growth and social progress are increasingly dependent on the production, distribution and use of knowledge, the availability of competitive skilled human capital and education, information and communication technologies. The impact on higher education (hereafter – HE) is enormous, so countries need new policies and approaches to strengthen their bargaining power and make a strong global impact to improve the global educational context. The economic and geopolitical races of the age are caused by competitive educational systems, and competitiveness in a knowledge society demands the highest quality education. To be relevant, actual educational strategies acquire such skills as flexibility, creativity, autonomy, innovation, ability to respond quickly to changes, adaptability and teamwork; include the standards of competitive international education, adapted to the requirements of globalization, the national, regional and subregional nature of country's development.

One of the basic and fundamental functions of the HE should be the promotion of global consciousness among graduate students, awareness of intercultural diversification and dialogue among nations as well as respect for pluralism and diversity. All these aspects together pledge the solidarity and peaceful coexistence of nations and genuine global citizenship. Strategies for internationalization are an important tool for achieving a new educational vision and competitive international HE market in order to solve global problems, promote sustainable human development and multicultural society. Focusing on export-oriented HE is one of the educational strategies that can enhance the cognitive skills required by new context. Indeed, when students leave their own cultural environment for studying abroad or following curricula with content that highlights the international and global aspects of human and social interaction, they have the opportunity to develop adaptability, flexibility, autonomy, expansion of the cultural and intellectual horizons, increase intercultural tolerance and interpersonal communication.

Nevertheless, for the formation and development of the above-mentioned attributes of modern state, society and the HE system, internationalization of higher edu-

cation (hereafter – IHE) must be effectuated through a comprehensive concept going beyond the traditional notion of international cooperation and physical mobility of individuals. The concept of complexity means that strategies must be transversal, integrate the international dimension into all institutional policies and programs, and contain strategic themes for learning and research (macro level); international research funding, fundraising, transnational education and tuition fees as enablers of IHE (medium level); focus on the multilingual and multicultural students to enhance university's global profile (micro level). The internationalization policy should strive to improve the quality and relevance of HE and to support the necessary changes in the education system allowing to adapt to a new global reality. In addition, it is important to understand the different scales of internationalization strategies: affecting people, such as mobility; and affecting the system itself, such as the internationalization of the curriculum and research.

Analysis of the latest research and publications, which initiated the solution of the problem, the author is based on. IHE is analyzed and reflected in numerous scientific works and publications, mainly of foreign authors, reports on the results of researches, monitoring and statistics of international organizations that are directly or indirectly involved in this process. However, the area still demonstrates a lack of empirical data on the results of research conducted in Ukraine.

A very important IHE research was conducted by the World Bank, its final report contains general sections on trends in IHE, as well as case studies per countries [9].

The book "Internationalization and Trade in Higher Education: Opportunities and Challenges", compiled by the Center for the Study of Education and Innovation of the Organization for Economic Cooperation and Development provides a thorough study of all aspects of internationalization. It offers a comprehensive overview of transnational education, its development and current state, with an emphasis on the widespread trend of commercialization of HE. Separately, there have been exam-

ined the practice of implementing IHE by region (North America, Europe, Asia-Pacific region) and the issues of students' mobility, migration, brain drain [14].

H. De Wit [10] announced the fundamental thesis that IHE should be regarded not as a result, but as a means of achieving higher quality education for society. J. Hudzik [13] determined the factors of the success of IHE. R. Cullen [8] investigated the impact of IHE on the national economy and the training of future professionals for professional activities.

The works of P. Scott, M. Fullan, G. Harmon were used to study the export/import-oriented strategy of HE. They have studied a range of issues related to IHE, in particular: the impact of demographic factors on the students' population; aspects of HE transition to mass market; international scale problems of HE accessibility and quality; the issue of transatlantic cooperation in HE [15; 11; 12].

National studies also highlight various moments of IHE. A. Sbrueva [3] disclosed the concept "internationalization of higher education", its target priorities, the content of the principles and mechanisms of the implementation of a comprehensive European strategy for IHE, and identified the priority tasks of developing the National Strategy for the IHE in Ukraine. M. Debich [2] conducted a systematic study of the IHE, as well as an overview of the national strategies of internationalization all over the world. T. Boholib, N. Verkhoglyadova, P. Kulikov, S. Nikolayenko also considered main problems emerging in the foreign systems of HE, mainly in the context of the formation of the united European educational area, participation in the Bologna Process. Despite such impressive workouts Ukrainian scientists left out of the attention the issues of the formation of export-oriented and import-oriented regions in the sphere of IHE, evaluation of the participating countries' potential, formulation of the strategic IHE course for Ukrainian universities and these issues still need to be revealed.

D. Arseniev, A. Zinkovsky, M. Ivanov, O. Kravtsov, N. Titkov devoted their work to the study of adaptation of foreign students in a new for them socio-cultural environ-

ment and mechanisms for ensuring adaptation conditions by the recipient state [4].

The emphasis of previously unsolved parts of the general problem, which the article is dedicated to. Ukrainian HE is constantly faced to the challenges and globalizing transformations of so-called society of knowledge, among which universal internationalization is considered to be a key strategy. At the same time, it solves still actual problems related to access, integrity, quality and relevance. This new context contributes to increasing external demand for national higher education and forcing state institutions to review their mission, tasks and responsibilities and develop innovative approaches to enhance the ability to respond constructively to the IHE requirements. The article is dedicated to the national IHE strategy from the point of view of its export-oriented potential and the basic requirements for proper state governance of its provision. In our opinion, only overall strategies can stimulate changes and transformations in the system. That is why the successful educational reforms in Ukraine and attractive international rankings depend on the soonest adoption of the "Strategy of Internationalization of Higher Education" as the system-forming comprehensive paradigm of the country's development, which will affect state policy in the educational, economic, political, social and cultural spheres.

Formulating the goals of the article (statement of the task). The goal of the article is to comprehend the process of IHE in Ukraine from the point of view of significant quantitative and qualitative growth of foreign students in Ukrainian universities and following changes in the system of public administration.

Presentation of the main research material with the justification of the received scientific results. While analyzing a large number of foreign and domestic publications, it has become obvious that the IHE is still insufficiently regulated in Ukraine today, and thus is often carried out "by chance" challenging the public administration.

Usually, the state and dynamics of the universities development and the general qual-

ity of HE use many different, often contradictory, assessments. For example, in the analytical note of the National Institute for Strategic Studies for the President of Ukraine "Global Trends and Problems of Educational Development: Implications for Ukraine" [1] it is noted, "in recent years, they have published a number of ratings of Ukrainian HE in comparison with other countries giving references to various foreign institutions according to which Ukraine occupied places from the 70th to the 25th at the same period". Of course, the methods of estimating separate countries and their ranking in different studies may vary, but so different final results cause doubts.

In our opinion, the only real objective indicator of the HE quality is the external demand for it. Since 1991 Ukraine has also been following the trends and requirements of the world educational area and actively invites and encourages foreign citizens to study at Ukrainian universities. According to the Ministry of Education and Science of Ukraine data, the number of foreign students in Ukraine for 2008–2014 has increased from 42 to 69 thousand people, and the amount of funds the state budget received from payment for their training increased proportionally to more than UAH 500 mln. Since 2014 the number of foreign students has unfortunately decreased because of the military aggression to Ukraine.

Nowadays it is notably observed a quantitative increase of students from the former USSR countries, in particular from the Central Asian countries. The most significant increase is observed for the students from Azerbaijan (5 times increase), Turkmenistan (more than 3 times increase), Uzbekistan (3 times increase); there is also an increase in students from Kyrgyzstan, Tajikistan, and Kazakhstan [5]. At the same time, the number of students from the countries of the Middle East decreased significantly, primarily due to the security issues, an unstable political situation and military actions in Eastern Ukraine, and that undoubtedly is a loss for Ukraine's traditional markets of educational services. A small percentage of students from developed European and other countries is caused by the same factors and insufficient quotations of do-

mestic universities in international rankings, which determines the HE quality, as well as the poor level of implementation of educational programs in foreign languages.

This trend has a controversial assessment from the point of view of public administration. On the one hand, it is a positive moment because of the financial benefit, but at the same time, it poses potential threat to the development of Ukrainian educational system, since the contingent of foreign students of significantly lower "quality" has increased, which does not allow strengthening of the requirements and to the quality of education for foreigners.

In addition, in Ukraine there are no mechanisms to ensure the full cycle of adaptation conditions for foreign students. The scientists and researchers of the foreign students' adaptation (D. Arseniev, A. Zinkovsky, M. Ivanov, O. Kravtsov, N. Titkov) most often distinguish three groups of adaptive problems: academic, connected with the educational process; individual, connected with personal features; and socio-cultural, related to the conditions of the new social environment [4]. It is to mention that the individual and socio-cultural ones need immediate revision and normalization, since they cause the most significant psychological problems for foreigners. Difficulties related to the integration into a new environment, unusual everyday conditions, the need to adapt to new norms and traditions of behavior and interaction with others; frequent manifestations of ethno-cultural stereotypes and prejudices, in particular in the form of home nationalism and racism in educational regions; various and complex situations of the socio-cultural, educational and everyday character give rise to social and psychological difficulties and lead to the impossibility of implementing personally relevant motives; maladaptive reactions accompanied by deterioration of well-being, increased anxiety, severe alienation, intra-personal and interpersonal conflicts and, consequently, decreased success, loss of interest and meaning of educational activity [4, p. 202–203].

Adaptation of foreign students in terms of their everyday life and leisure needs special attention and control from the state bod-

ies, in order to prevent the growth of crime and subsequent stereotyped distorted perception of foreigners, based on the current geography of origin. To help it numerous cultural centers and associations are created, which have become not only cultural centers of ethnic minorities, but also active participants of the political processes in Ukraine.

The state administration of the process of IHE in Ukraine should take into account all its advantages and risk-forming potential to construct a rational model of the international experience adaptation under our state realities as well as to direct the main efforts to develop the infrastructure of attracting the best foreign scholars which will provide further transformation of HE in Ukraine into an elitist one and will create a positive image of the state in the world.

Regarding the public administration of export-oriented educational potential of Ukraine, there is also a number of organizational and legal issues of the arrival, stay and general control and support during the period of studies at the universities of Ukraine. In order to invite foreign students to study, in addition to the English language training program a HE institution must provide an appropriate infrastructure for study and leisure. Unfortunately, there exist problems with that. The quality of teaching in English is often unsatisfactory, educational courses are not exclusive enough to be competitive in the modern international educational area. In addition, there is a lack of proper normative basis in Ukraine to implement dual diploma programs, and there often occur complications with the recognition of Ukrainian diplomas abroad. The bureaucratic scarcity of the bodies responsible for attracting, issuing visas and permitting documents for entry and study in Ukraine are the reason for the dropout of a significant number of those wishing to obtain HE here. Often problems arise just at the stage of obtaining a visa, and then – while obtaining a temporary residence permit in the State Migration Service of Ukraine. It makes to address to the mediators' services, which requires considerably more expenses.

As for the economic components of HE in Ukraine, activating and increas-

ing the number of foreign contingent are moving ahead slowly and hard. Firstly, due to the high level of corruption, extortion and illegal additional payments for various types of services in domestic higher education institutions in relations with foreign students. Secondly, according to the current legislation, foreign citizens have the right to enroll only on the first year, despite the fact that some of them have already completed Baccalaureate degrees in home country's universities. At the same time at large international universities, the practice of enrolling on the third year of Bachelor's degree is widespread and depends on the period of previous education. Third, foreign students do not have the right to be hired while studying in Ukraine, it cut the chances to obtain additional official income. Often this problem leads to the search for illegal ways of enrichment, and, consequently, the growing criminal statistics involving foreign students. Such state irregularities lead not only to a decrease of foreign contingents in the HE institutions of Ukraine, but also to significant economic losses and a deterioration of the state image on the world educational market.

Hence, it is clear that IHE poses challenges to the whole system of state regulation of educational processes. Now Ukrainian HE is able to create the world competition only through affordable pricing. In the future, public administration of the educational reforms should take a series of measures to raise the ratings of the educational services quality, the quantity of foreign students, and the geography of the agreements on cooperation between universities. First of all, it is necessary to actively and widely implement distant and IT technologies in HE, TV universities. This is a requirement of the era of IHE and the way of saving money for Ukrainian universities, since there is no need to worry about infrastructure development to ensure the proper livelihoods of students from abroad, which can significantly reduce the cost of services offered to them. Also the Ministry of Education and Science of Ukraine should monitor the key labor market needs in order to de-

velop relevant curricula and the targeted training of future specialists for the needs of specific countries. Moreover, the representative offices of the authorized body of the Ministry of Education and Science of Ukraine – the Ukrainian State Center for International Education – for vocational guidance should be opened in target countries. It will be appropriate to set up an Interdepartmental Coordination Center for solving the problems of foreign entrants and students, from assistance in obtaining visas to assistance in solving issues with the State Migration Service of Ukraine.

Conclusions from this study and prospects for further exploration in this direction.

In order to overcome the above-mentioned problems of organizational, legal nature, content and quality of education for the foreign students, as well as to strengthen Ukraine's position on the international market of educational services, the HE requires a number of measures at the State level. In particular, it is worth to:

- bring the legal status to foreign students according to best practices of developed democratic countries and to facilitate the terms of their registration in Ukraine;
- to elaborate on the basis of the National Agency for the Quality Assurance of Higher Education recommendations and implementation requirements for higher education institutions of Ukraine regarding licensing of the training of foreign citizens for accredited areas and specialties;
- within the framework of Ukraine's participation in the Bologna process to amend the Regulation of Education and Science of Ukraine on "Some issues of the organization of recruitment and training (internship) of foreigners and stateless persons" from 01.11.2013, which envisages the enrollment of foreign citizens taking into account prior educational achievements acquired in the home country;
- to provide the right of foreign students to study on a distant form.

Further exploration of the theme is supposed to identify other institutional, legal and organizational achievements and disadvantages of implementing the IHE in Ukraine, to define the principles and methods of form-

ing the model of public administration of reforming the system of HE of Ukraine taking into account international experience and needs of the globalized world.

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Костюк Т. О. Державне управління інтернаціоналізацією вищої освіти в Україні з точки зору підготовки іноземних студентів

Україна активно інтегрується в європейські та світові освітні процеси і стикається з необхідністю правильно керувати національною системою освіти та науки. Кращий спосіб покращити якість у галузі – змінити національне законодавство та регулятивні акти відповідно до міжнародних стандартів. Але дуже часто доводиться адаптувати галузеві стандарти відповідно до досить низького рівня іноземних студентів. У статті розглядаються проблеми, що виникають під час реалізації інтернаціоналізації вищої освіти загалом та навчання іноземних студентів зокрема, а також завдання, які ставляться перед системою державного управління цим процесом.

Ключові слова: інтернаціоналізація вищої освіти, державне управління, підготовка іноземних студентів, адаптація іноземних студентів, експортний потенціал вищої освіти.

Костюк Т. А. Государственное управление интернационализацией высшего образования в Украине с точки зрения обучения иностранных студентов

Украина активно интегрируется в европейские и мировые образовательные процессы и сталкивается с необходимостью правильно управлять национальной системой образования и науки. Лучший способ улучшить качество в отрасли – изменить национальное законодательство и регулятивные акты в соответствии с международными стандартами. Но очень часто приходится адаптировать отраслевые стандарты в соответствии с довольно низким уровнем иностранных студентов. В статье рассматриваются проблемы, возникающие при реализации интернационализации высшего образования в целом и обучения иностранных студентов в частности, а также задачи, которые ставятся перед системой государственного управления этим процессом.

Ключевые слова: интернационализация высшего образования, государственное управление, подготовка иностранных студентов, адаптация иностранных студентов, экспортный потенциал высшего образования.