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Internationalization of higher education in Ukraine: the case of national mobility and global scale cooperation

Streszczenie: Przy użyciu nowych danych, w kontekście aktualnych tendencji, poddano analizie zjawisko umiędzynarodowienia szkolnictwa wyższego na Ukrainie pod kątem mobilności studentów i współpracy międzynarodowej, wskazując przede wszystkim na jego asymetrię. Polska, Niemcy i Rosja są priorytetowymi krajami dla ukraińskich studentów podejmujących studia wyższe za granicą (70% ukraińskich studentów uczy się w tych krajach). Polska stała się kluczową destynacją niedawno, a liczba studentów z Ukrainy gwałtownie wzrasta (ponad 33%). Największe grupy studentów zagranicznych na Ukrainie pochodzą z Azerbejdżanu, Turkmenistanu, Indii, Nigerii i Maroka (52%), podczas gdy jest tylko 8,1% studentów z krajów OECD, 2,9% z UE, 0,9% z G7 i prawie 14% z państw sąsiadujących. Gruzja zastąpiła Rosję wśród 10 głównych państw dostarczających studentów na Ukrainę. Całkowite poziomy eksportu i importu w szkolnictwie wyższym mierzone mobilnością studentów na Ukrainie są mniejsze w obu przypadkach niż 4/5%. Można również zauważyć zasadniczą dysproporcję w regionalizacji umiędzynarodowienia edukacji wyższej poprzez przyływ studentów na korzyść wschodnich i południowych części Ukrainy. Ogólny kontekst nauki języków obcych studentów międzynarodowych zmienił się ostatnio z dominacji rosyjskiego (57%) na dominację języka ukraińskiego (49%). Potwierdza się także wzrastająca tendencja do rozszerzania współpracy, w kontekście Europejskich Obszarów Szkolnictwa Wyższego i Badań, UE i państw partnerskich w obrębie programów Erasmus+ oraz Horizon 2020. Ostatnia modernizacja legislacyjna dotycząca szkolnictwa wyższego wzmacnia jego internacjonalizację na Ukrainie.

Słowa kluczowe: internacjonalizacja, szkolnictwo wyższe, mobilność studentów, współpraca UE i państw partnerskich, programy Erasmus+ i Horizon 2020, legislacja szkolnictwa wyższego, Ukraina

Introduction

For the purposes of this article the word “international” means “existing, or carried on, between different nations” (The Concise Oxford Dictionary of Current English, 1987, p. 524). Hence “internationalization” – the process and result of making “international” (The Concise Oxford Dictionary of Current English, 1987, p. 525). In general, Ukraine has a wide, developing, but not leading yet, experience in the internationalization of higher education (HE), which is characterized by some specific features, trends and issues (Koziyevs’ka, 2016; Lugovyy, 2016; Slyusarenko, 2015; Stadnyy and Slobodyan, 2016; Talanova, 2010). Since joining the Bologna process in 2005, Ukraine has followed HE internationalization as one of the main directions in the forming and development of the European Higher Education Area (EHEA)¹.

In the Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28–29th April 2009 “The Bologna Process 2020 – The European Higher Education Area in the new decade”, the priorities of higher education for the decade to come are specified. “International openness” and “mobility” are among them (The Bologna Process 2020, p. 4). European higher education institutions (HEIs) were called upon to continue the internationalization of their activities and to engage in global collaboration for sustainable development and competition on a global scale. It was stressed that mobility of students, early stage researchers and staff enhances the quality of programmes and excellence in research; it strengthens the academic and cultural internationalization of European HE. Thus, mobility facilitates internationalization. Furthermore, the Leuven/Louvain-la-Neuve Communiqué states that: “In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad” (The Bologna Process 2020, p. 4).

¹ EACEA – Education, Audiovisual and Culture Executive Agency http://eacea.ec.europa.eu/index_en.php (30.01.2017); EU Project National Erasmus+ Office – Ukraine. <http://erasmusplus.org.ua/en/> (29.01.2017); National Tempus / Erasmus+ Office in Ukraine <https://www.tempus.org.ua/en/tempus.html> (30.01.2017); Programme HERE and their mission: Contributing to higher education reform, HERE 2016 Annual Conference. <http://supporthere.org/barcelona2016/page/programme-9> (21.01.2017).

The Statement of the Fourth Bologna Policy Forum – Yerevan, 14–15th May 2015, underlines “the importance of continuing cooperation between higher education institutions” and “the commitment to support exchange of students and staff and joint projects to strengthen the capacity of higher education institutions in EHEA and in partner countries to contribute to democratic developments based on high quality education and research” (Statement of the Fourth Bologna Policy Forum Yerevan, 2015).

The 2016 Annual Conference of Higher Education Reform Experts (HERE) and their mission: “Contributing to higher education reform”, Barcelona, Spain, 12–13th December 2016, confirms “internationalization” as one of five central dimensions, in which the HE reform can and should advance or evolve (Programme HERE and their mission: Contributing to higher education reform, 2016).

The data used in the article come from the State Statistics Service of Ukraine (Statistical Bulletin, 2015/16; Statistical Bulletin, 2016/17), the Ukraine State Center for International Education (actual statistical and analytical data concerning educational services for foreigners in Ukraine, 2017), CEDOS (Stadnyy and Slobodyan, 2016), National Erasmus+ Office in Ukraine, OECD (Education at a Glance 2015, 2016), some publications (Koziyevs’ka, 2016; Lugovyy, 2016). The term “international students” is interpreted mostly as “foreign students” according to the OECD glossary and concerns tertiary education – ISCED (International Standard Classification of Education, 2011).

Presenting the main material

I. Academic mobility as a key means of internationalization

The recent (2016) Ukrainian HE system includes 287 universities, academies, and institutes (former higher education institutions of the III & IV accreditation levels), which involves 1.4 million bachelor, master (Specialist – last entry in 2016), and doctoral students. Because regular data for international Ph.D. students are lacking and part of these students comprise only 2% of the total number of students in Ukraine, they have been excluded, as a rule, from further consideration (Statistical Bulletin, 2016/17; Lugovyy, 2016).

In Figure 1, some general trends in the internationalization of Ukrainian HE by means of students’ mobility are presented.

Figure 1. The number and share of international students in Ukraine (in 2014–2016 without the occupied Crimea and Sevastopol and parts of the Antiterrorist Operation (ATO) zone in Donetsk and Lugansk oblasts)

Source: Statistical Bulletin 2016/17; Lugovyy, 2016, pp. 100–119.

Figure 1 illustrates that the level of students' incoming mobility in Ukraine (near 4%) is smaller than the EHEA 2020 plan (20%) as well as the OECD average 2013 (9%) and 2014 (6%) (Education at a Glance 2015, 2016).

Table 1 demonstrates the share distribution of incoming students' mobility according to the groups of countries of origin.

Table 1. International student share by groups of countries of origin in Ukraine^a in 2015 and 2016

N	Years	Groups of countries				
		Top-10	OECD (31/33 ^b)	EU (26/27 ^c)	G7	Neighbours (10)
1	2015	73.5	6.9	2.1	0.8	10.6
2	2016	69.8	8.1	2.9	0.9	13.8

Note: ^a Without occupied Crimea and Sevastopol, and parts of Donetsk & Lugansk oblasts, which are under Antiterrorist Operation. ^b The number of participating OECD countries in 2015 and 2016 respectively. ^c The number of participating EU countries in 2015 and 2016 respectively.

Source: Statistical Bulletin 2015/16; 2016/17

Table 1 shows the minor, but increasing, part of international students in Ukraine from OECD, EU, G7 and neighbouring countries. The main (77%)

part of students from OECD countries come from Turkey (1427), Israel (1079), and Poland (718) (Statistical Bulletin 2016/17).

The comparison of top 10 countries that supply most students to Ukraine in 2015 and 2016 is presented in Table 2.

Table 2. The number and total share of international students from top 10 countries of origin in Ukraine in 2015 and 2016

N	Years	Azerbaijan	Turkmenistan	India	Nigeria	Morocco	Jordan	Uzbekistan	Turkey	Iraq	Russia	Georgia	Total
1	2015 <i>thousands (%)</i>	9.7	10.0	4.8	3.3	2.3	2.1	2.0	1.5	2.1	1.5	-	39.2 (74%)
2	2016 <i>thousands (%)</i>	8.8	6.3	5.9	3.0	2.9	2.1	2.0	1.4	1.3	-	2.6	36.3 (70%)

Source: Statistical Bulletin 2015/16; 2016/17

Table 2 demonstrates the rather stable distribution of main countries supplying international students, except aggressive Russia exchanged for friendly Georgia.

Simultaneously, the main part of international students in Ukraine comes from national educational systems of not high or unknown quality. According to PISA (Programme for International Student Assessment) 2015, Georgia, Jordan, and Turkey (6106 students or 11.7%), which among 10 top-countries supplied most international students to Ukraine in 2016, have respectively 405, 399, and 424 summative average score in Science, Reading, Mathematics. (The same indicator for 70 PISA countries is 463, and OECD countries – 493). Azerbaijan, Turkmenistan, India, Nigeria, Morocco, Uzbekistan, and Iraq (30224 students or 58.1%) as well as Ukraine did not participate in PISA 2015 at all (PISA, 2015).

Table 3 reveals the continental asymmetry for incoming and outgoing international students in Ukraine.

Table 3. Continental student mobility in Ukraine in 2015 and 2016

N	Share of incoming/ outgoing students	Europe	Asia	Africa	North America	South America	Oceania	Total
1	Incoming (2015): <i>share, %</i>	29.7 ^a	48.9	20.0	0.6	0.7	~ 0.0	100.0

2	Incoming (2016): <i>share, %</i>	32.3 ^b	43.8	22.4	0.6	0.8	~ 0.0	100.0
3	Outgoing (2015): <i>share, %</i>	92.8 ^c	~ 0.0	~ 0.0	6.9	~ 0.0	0.2	100.0
4	Incoming/ Outgoing (2015)	0.29	> 750	>300	0.08	> 11	0.01	0.89

Note: ^a Including 18.2% from Azerbaijan (*which does not participate in PISA 2015*).

^b Including 17.0% from Azerbaijan. ^c Including 38.3% to Poland (*504 in Science, Reading, Mathematics PISA 2015*).

Source: Statistical Bulletin 2015/16, 2016/17; Stadnyy and Slobodyan, 2016.

As it can be seen in Table 3, for incoming students it is Asia which dominates, then Europe and Africa. However, Europe and Africa increased and Asia decreased their presence in Ukraine noticeably last year. For outgoing students Europe absolutely dominates and is followed by North America. Azerbaijan is leading for incoming, Poland – for outgoing students (Statistical Bulletin, 2016/17; Stadnyy and Slobodyan, 2016).

Table 4 representing outgoing/incoming trends in three most frequent hosting countries for Ukrainian students – Poland, Germany and Russia.

Table 4. The number and share of Ukrainian students in Poland, Germany, and Russia and students from these countries in Ukraine in 2009–2016

N	Countries (PISA 2015 average score ^a)	Years						2015/ 2009
		2009	2011	2013	2014	2015	2016	
I. Ukrainian students in Poland, Germany, Russia, <i>thousands (% students abroad)</i>								
1	Poland (504)	2.8	4.9	9.6	15.0	22.8 (38.3)	30.0	8.1 ^b
2	Germany (508)	8.6	8.8	9.0	9.2	9.4 (15.7)		1.1
3	Russia (492)	4.2	4.9	4.7	6.0	9.4 (15.7)		2.2
II. Students from Poland, Germany, Russia in Ukraine, <i>thousands (% international students)</i>								
4	Poland (504)			0.9	0.7	0.7 (1.3)	0.7 (1.4)	
5	Germany (508)			0.06	0.06	0.06 (0.1)	0.8 (0.1)	
6	Russia (492)	3.9	3.0	2.9	1.8	1.5 (2.8)	1.1 (2.1)	0.38 ^b

Note: ^a PISA 2015 summative average score in Science, Reading, Mathematics;

^b 2016/2009 the Polish growth is 10.6, Russian decrease is 0.28.

Source: Statistical Bulletin 2015/16, 2016/17; Stadnyy and Slobodyan, 2016.

As Table 4 confirms strong disproportion of outgoing/incoming students in Ukraine for three indicated countries: Poland – 34, Germany – 159, Russia – 6 times as many in 2015 with high progression of Poland. According to the evaluation of Ukrainian students' numbers abroad in 2016 (68 thousands or

almost 5%) (Stadnyy and Slobodyan, 2016), 44% of them have Poland as the destination. That is why Table 5 shows the comparison between Ukrainian and Polish students' mobility in regard to OECD and non-OECD countries in 2013 (last available data).

Table 5. The comparison of Ukrainian and Polish international^a students in regard to OECD and non-OECD countries (2013)

N	OECD-34 / non-OECD countries (PISA 2015 average score ^b)	Ukraine		Poland	
		Number, thousands	Share, %	Number, thousands	Share, %
1	OECD-34 & non-OECD	45.2	100.0	23.7	100.0
2	OECD-34 (493 OECD-35)	28.6	63.2	23.2	97.7
3	non-OECD	16.6	36.8	0.6	2.3
4	<i>Top-10 OECD:</i>	25.1	55.5	20.0	84.3
	Poland (504)	9.5	21.0		
	Germany (508)	5.4	12.0	5.8	24.3
	Italy (485)	1.9	4.2	1.4	5.9
	Czech Republic (491)	1.9	4.1		
	USA (492)	1.4	3.2	1.5	6.4
	Hungary (475)	1.3	2.8		
	France (496)	1.1	2.5	1.8	7.7
	Austria (496)	1.0	2.2	1.2	4.9
	United Kingdom (500)	0.9	2.0	5.2	22.0
	Spain (492)	0.7	1.5	0.6	2.4
	Denmark (504)			1.1	4.6
	Netherlands (508)			0.9	4.0
	Switzerland (506)			0.5	2.1

Note: ^a International/foreign students. ^b PISA 2015 summative average score in Science, Reading and Mathematics.

Source: Education at a Glance, 2015

As Table 5 shows, the larger part of Ukrainian outgoing students (63%) chooses OECD countries, mostly Poland and Germany (altogether 33%). Polish students are almost totally oriented towards OECD countries (98%), first Germany and the United Kingdom (46%). The aforementioned summative average PISA 2015 score for top 10 OECD countries in the case of Ukraine (494) is slightly lower than for Poland (499), but in both samples not lower than the OECD average (493) (PISA, 2015).

Tables 6 and 7 prove that there is a strong regional disproportion in the concentration of international students in Ukraine, mostly due to the language context. The Russian language, which some groups of international

students prefer, is more spread in the Southern and Eastern regions than in the Central and, especially, Western ones.

Table 6. The share (%) of international students in Ukraine and in the eleven biggest international students' regions in 2015 and 2016 and regional distribution of top 10 HEIs by number of international students in 2016

N	Years, HEIs (2016)	Ukraine ^a	Parts of Ukraine ^a with eleven biggest international students' regions (oblasts & Kyiv city)				
			Western (Ivano-Frankivsk, Lviv, Ternopil oblasts)	Central (Vinnytsa, Dnipro, Poltava oblasts, Kyiv city)	Southern (Odesa, Zaporizhzhia oblasts)	Eastern (Kharkiv, Sumy oblasts)	Total
1	2015	3.9	3.0	3.0	4.8	10.3	4.6
2	2016	3.8	2.8	3.5	4.6	8.9	4.5
3	HEIs	10 ^b	1	2	2	4	9 ^c

Note: ^a Without the occupied Crimea and Sevastopol, and Donetsk & Lugansk oblasts, which are partly under ATO. ^b Among them 7 HEIs have medical and pharmacy profiles, 2 – economy and administration, and 1 – comprehensive V.N. Karasin Kharkiv National University, which takes the leading position. ^c 1 HEI – Interregional Academy of Personnel Management.

Source: Statistical Bulletin 2015/16, 2016/17

As it may be seen from Table 6, the level of students' contingent internationalization increases from Western and Central to Southern and especially Eastern parts of Ukraine.

Table 7. The share (%) of international students in four higher education institutions of Ukraine, ranking by the World University Rankings 2016–2017

N	Rating / international students share	Parts (oblasts, Kyiv city) of Ukraine, universities			
		Western (Lviv oblast)	Central (Kyiv city)		Eastern (Kharkiv oblast)
		Lviv Polytechnic National University	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"	Taras Shevchenko National University of Kiev	V.N. Karazin Kharkiv National University
1	Rating	801+	801+	801+	801+
2	International students, %	1	2	3	25

Source: The World University Rankings. www.timeshighereducation.co.uk/ (8.01.2017).

Tables 8 and 9 show the essential change in the language learning land-

scape for international students in Ukraine, partly due to the Russian aggression.

Table 8. Language learning landscape for international students in Ukraine in the academic years 2014/15 and 2015/16

N	Language of study	Share of international students by academic years,%	
		2014/15	2015/16
1	Ukrainian	16.5	49.3
2	Russian	57.3	31.8
3	English	26.1	18.9

Note: Partially changed proportions of the learning environment due to the decrease of territories under Ukrainian control due to the Russian aggression.

Source: Aktual'ni statystychno-analitychni pokaznyky nadannya osvitynih posluh in-ozemtsyam [Actual statistical and analytical data of educational services for foreigners in Ukraine]. <http://intered.com.ua/Актуальні-статистично-аналітичні-показники> (14.01.2017) [in Ukrainian].

Table 9. The multilinguistic environment for international students in 72 HEIs providing studies in English by regions (parts) of Ukraine in 2016

N	Languages	Ukraine ^a	Parts of Ukraine ^a with eleven biggest international students' regions (oblasts & Kyiv city)				
			Western (Ivano-Frankivsk, Lviv, Ternopil oblasts)	Central (Vinnytsa, Dnipropetrovsk, Poltava oblasts, Kyiv city)	Southern (Odesa, Zaporizhzhia oblasts)	Eastern (Kharkiv, Sumy oblasts)	Total
1	En	1	–	1	–	–	1
2	En + Ua	14	6	1	–	–	7
3	En + Ru	6	–	1	2	2	5
4	En + Ua + Ru	51	5	23	3	11	42
5	En + Ua/Ru	72	11	26	5	13	55

Source: *Ukrainian State Center for International Education*. <http://intered.com.ua/en> (8.01.2017).

II. EU supported cooperation activity for HE internationalization

The programmes in HE funded by the European Union and aimed at mobility and university cooperation have contributed significantly to the internationalization of Ukrainian HEIs. Since 1993 about 400 projects have been implemented within Tempus, Erasmus Mundus, Jean Monnet and with new Erasmus+ actions. From Erasmus to Erasmus+, there is a 30 years' story. It

has opened the opportunities to learn international experience and closely collaborate with universities from Europe and its partner countries. This has helped students from Ukrainian universities to obtain competencies necessary in the global market and to practice their intercultural communication skills to be ready to work at transnational organizations and use all available opportunities. The university staff has improved their teaching and learning methodologies, modernized their expertise based on the best practices of their European partners and made their classes more internationalized. The EU-funded programmes have allowed universities to build their human and infrastructural capital to become strong and equal partners. Several structures have been established and equipped for university – business cooperation, knowledge, transfer of innovations and technology, new international offices. Their staff has been trained in necessary competencies for international cooperation (EACEA – Education, Audiovisual and Culture Executive Agency, 2017; EU Project National Erasmus+ Office – Ukraine, 2017; National Tempus / Erasmus+ Office in Ukraine, 2017).

In Table 10, the distribution of Tempus projects by the eight most active regions (7 and more projects per region – six oblasts, Kyiv city and Kyiv oblast, Crimea and Sevastopol, each other region had 1–3 projects) in Ukraine in 1993–2013 is shown.

Table 10. The higher education institutions (HEIs), number and share of Tempus projects in the eight most project-active regions in 1993–2013 in Ukraine

N	HEIs/ Projects (number, share)	Ukraine ^a	Parts of Ukraine ^a with the eight most project-active regions (oblasts & Kyiv, Crimea & Sevastopol) ^b				
			Western (Lviv oblast)	Central (Dniprovsk, Kyiv oblasts and Kyiv city)	Southern (Zaporizhzhia, Odesa oblasts, Crimea & Sevastopol)	Eastern (Kharkiv, Donetsk oblasts)	Total
1	HEIs %	334 100.0	8 2.4	36 10.8	27 8.1	24 7.2	95 28.4
2	Projects ^b %	624 100.0	39 6.3	174 27.9	123 19.7	139 22.3	475 76.1
3	Projects/ HEIs	1.9	4.9	4.8	4.6	5.8	5.0

Note: ^a Occupied Crimea & Sevastopol, and Donetsk & Lugansk oblasts partly under antiterrorist operation since 2014; ^b Number of factual projects fewer than 624, and 475, because one project could be performed in some regions by several HEIs.

Source: Own research.

Table 10 demonstrates that the Eastern part of Ukraine (as in the case of incoming students' mobility) overcomes others by the intensity of Tempus projects' activity. The National Technical University "Kharkiv Polytechnic Institute" takes the leading position (27 projects), then Taras Shevchenko National University of Kyiv (22) and National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" (22), M. E. Zhukovsky National Aerospace University "Kharkiv Aviation Institute" (19), V. I. Vernadsky Tavrida National University (Crimea) (19), and Odessa National Polytechnic University (16). Both the universities of engineering and technical profile as well as classical universities have been active in Tempus projects.

Within Erasmus+ Programme (for Education, Training, Youth and Sport) in the period of 2014–2020, the majority of opportunities in HE are open for the mobility projects based on interinstitutional cooperation and capacity building. Students of all HE stages and the staff, including university teachers and administrative personnel, can benefit from mobility actions – students from credit mobility for short-term study from 3 to 12 months and university teachers from teaching, in-service training, retraining, job shadowing from 5 days to 2 months. In total, 33 countries from Europe have provided support for staff and students exchange and two calls for proposals provided 375 projects with the opportunities for 4524 mobilities concerning the cooperation with Ukrainian universities (Erasmus+ Programme Guide, 2017).

National Erasmus+ Agency of Poland provided the highest number of about 320 bilateral scholarships for students and staff with Ukraine. The most active partnerships are with Lviv Polytechnic National University, Ivan Franko Lviv National University, Taras Shevchenko National University of Kyiv, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" and Lodz University of Technology. Among 94 projects, 22 cooperation projects with 28 Polish partners were funded within Tempus IV stage (2009–2013) and 5 projects within 16 funded through Erasmus+ Capacity Building Actions. Such projects build partnerships with different countries of Europe – programme countries (33) and its neighboring countries – partner countries (about 150) (EACEA – Education, Audiovisual and Culture Executive Agency, 2017).

The first results of Erasmus+ demonstrate that Ukrainian universities continue to be actively involved. In particular, 20 Capacity Building in HE Structural Tempus/Erasmus+ projects were performed in 2014–2016 in Ukraine. Poland participates in 7 of them, for example, in the project "Promoting internationalization of research through establishment of cycle 3 QA system

in line with the European agenda”. These projects are incorporated into eight thematic clusters, including the “Internationalization, mobility” cluster.

Under the capacity building in HE actions, out of 91 submitted applications concerning cooperation with Ukrainian universities, 10 projects were selected in 2015, involving 40 different HEIs from Ukraine. Under the 2016 call, 130 applications which involved organizations from Ukraine were submitted. This year, 4 applications have been submitted for projects coordinated by Ukraine. As a result, 6 projects coordinated by universities from programme countries are selected for partnership with other universities from programme and partner countries and 46 Ukrainian organizations (EU Project National Erasmus+ Office – Ukraine, 2017).

These 2–3 year projects, which receive between EUR 0.5 million and EUR 1.5 million, aim at Modernizing Curricula, Enhancing Quality Assurance, University Governance Reform, Internationalization or University-Enterprise Cooperation, based on a bottom-up approach by HEIs according to their and national Strategy Documents (Erasmus+ Programme Guide, 2017).

The interest in this action is huge on the part of Ukrainian higher education institutions due to their systematic approach to capacity building for further reforming in line with the Law of Ukraine “On Higher Education” and the EU – Ukraine Association Agreement implementation (Law of Ukraine “On Higher Education”, 2017).

National Erasmus+ Office in Ukraine (former National Tempus Office in Ukraine) and HERE team activities are funded within the framework of Erasmus+ Programme that assists in promoting Erasmus+ Programme and provides expert support to implement reforms in HE (Law of Ukraine “On Higher Education”, 2017).

In 2015 Ukraine became an associated country in Horizon 2020 Framework Programme for Research and Innovation (R&I) – the biggest EU R&I programme ever with nearly € 80 billion of funding available over 7 years (2014 to 2020). It gives new opportunities for integration into European Research Area, that is very close to EHEA. Ukraine actively participates in Horizon 2020 Marie Skłodowska-Curie actions (MSCA), supporting research training, networking and career development. So far, Ukrainian HEIs and research institutions have participated in 14 MSCA projects aiming at the exchange of research and innovation staff members and mobility of post-doctoral researchers. 74 MSCA scholarships have been granted to Ukrainian researchers at various stages of their careers, 26 of them being enrolled in

Ph.D. programmes (Horizon 2020, 2017). Eventually, this is important for the development of research based HE as a trend of EHEA.

III. Legislation and information support for HE internationalization in Ukraine

The new Law of Ukraine “On Higher Education” (2014) is in the line with the Bologna process, is compatible with the ISCED (2011) and comprises the following key provisions which are important for HE internationalization:

- implementation of cyclic (level-based) structure of HE (Junior Bachelor as short cycle, – Bachelor – Master – Ph.D.) and the so called 4th or postdoctoral cycle – Doctor of Science;
- ensuring compatibility of HE levels (Junior Bachelor – Bachelor – Master – Ph.D. – Doctor of Science) and qualification levels of National Qualification Framework (5 – 6 – 7 – 8 – 9) (The National Qualifications Framework, 2011);
- implementation of ECTS (determination of curriculum scope in terms of ECTS credits) and Diploma Supplement as an (integral part of HE documents);
- establishment of National Agency for HE Quality Assurance (NQAA);
- support of academic mobility, providing the maintenance of job/study place, scholarship/salary in mobility periods.

Implementing this Law with the support of EU programmes, based on the experience of European universities, the universities of Ukraine have been developing new and updating current curricula, introducing new professional courses in foreign languages into the educational process, enhancing teachers skills of teaching in foreign languages, participating in programmes of bilateral and multilateral international and inter-institutional exchanges of students, graduate students, doctoral and postdoctoral candidates, educators, academics and researchers; conducting joint research; organizing international conferences, symposiums, congresses and other events; performing joint publishing activity; engaging pedagogical, academic and research staff of foreign HEIs to participate in appropriate work in Ukrainian ones; sending persons enrolled at HEIs in Ukraine to study on foreign ones; promoting academic mobility of academics, researchers and learners, etc. – i.e. internationalizing.

Such cooperation projects contributed to the implementation of EU – Ukraine Association Agreement, ratified in 2015, in particular to reform and modernize HE, to promote convergence of HE via Bologna process tools,

enhancement of quality and relevance of HE, expanding the opportunities for collaboration between universities, bigger mobility of students and staff, etc².

The Cabinet of Ministers of Ukraine adopted the Regulation on academic mobility (August 12th, 2015, № 579) and Regulation on placing revenues of public HEIs and research institutions on bank accounts (including international grants) (September 2nd, 2015, № 719), which allows HEIs for more flexibility to manage grants.

The National Bank of Ukraine adopted the Resolution on the exemption from the mandatory sale of currency for EU projects which have passed state registration (August 23rd, 2016, № 375).

The Ukrainian State Center for International Education, established by the Ministry of Education and Science of Ukraine in 2003, promotes education opportunities in Ukraine for foreign citizens. At the end of 2016, the Center launched a new English site www.studyinukraine.gov.ua, where foreign citizens can find full information about education in Ukraine.

Conclusions

The academic mobility and cooperation is the actual key means of internationalization of Ukrainian higher education. Outgoing/incoming asymmetry in the internationalization of HE exists. Poland, German, and Russia are priority destinations for HE abroad, Poland has become a key destination recently. The biggest groups of international students in Ukraine are from Azerbaijan, Turkmenistan, India, Nigeria, Morocco; there are notably fewer students from OECD, EU, G7, and the neighbouring countries. Georgia replaced Russia among top 10 countries supplying students to Ukraine. The total levels of exporting/importing HE by student mobility in Ukrainian are smaller than 4/5% in both cases. The education quality of the majority of incoming international students, as the PISA 2015 shows, is not high or is unknown. There is essential regional disproportion of HE internationalization as regards incoming students in favor of the Eastern and Southern parts of Ukraine. The overall language learning context for international students has

² Uhoda pro asotsiatsiyu mizh Ukrayinoyu, z odniyeyi storony, ta Yevropeys'kym Soyuzom, Yevropeys'kym spivtovarystvom z atomnoyi enerhiyi i yikhnimy derzhavamy-chlenamy, z inshoyi storony [Association Agreement between Ukraine, and the European Union, the European Atomic Energy Community and their Member States]. http://zakon2.rada.gov.ua/laws/show/984_011 (29.01.2017) [in Ukrainian].

changed from Russian to Ukrainian domination lately. An increasing trend to broaden cooperation in the context of European Higher Education and Research Areas with EU and partner countries through Erasmus+ and Horizon 2020 programmes is confirmed. The latest modernization of HE legislation facilitates internationalization of HE in Ukraine.

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Internationalization of higher education in Ukraine: the case of national mobility and global scale cooperation

Abstract: What is analysed with the use of new data, some peculiarities and trends is the internationalization of Ukrainian higher education (HE) with regard to academic mobility and cooperation. The asymmetry between the outgoing and incoming internationalization in HE is reveled. Poland, German, and Russia are priority destinations for HE abroad (70% Ukrainian students abroad study in these countries). Poland has become a key destination recently and the number of Ukrainian students there is increasing rapidly (33% and more). The biggest groups of international students in Ukraine are from Azerbaijan, Turkmenistan, India, Nigeria, Morocco (52%). At the same time, there are 8.1% of students from OECD, from the EU – 2.9%, G7 – 0.9%, and from the neighboring countries – nearly 14%. Georgia replaced Russia among the top 10 countries supplying students to Ukraine. The total levels of exporting/importing HE measured by student mobility in Ukraine are smaller than 4/5% in both cases. There is an essential regional disproportion of internationalization of HE by incoming students in favor of Eastern and Southern parts of Ukraine. The overall language learning context for international students has changed from Russian (57%) to Ukrainian (49%) domination lately. The increasing trend of broadening cooperation in the context of European Higher Education and Research Areas of the EU and partner countries through Erasmus+ and Horizon 2020 programmes is confirmed. The recent modernization of the legislation concerning HE enhances the internationalization of HE in Ukraine.

Keywords: internationalization, higher education, student mobility, cooperation of EU and partner countries, Erasmus+ and Horizon 2020 programmes, legislation of HE, Ukraine

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