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## **ENSURING THE EDUCATIONAL ACTIVITIES EFFICIENCY IN THE CONTEXT OF INTERNATIONALIZATION: EUROPEAN HIGHER EDUCATION AREA COUNTRIES**

The goal of the study is the analysis of national documents on the topic of the study, the main actors who shape the policy of internationalization at the national levels and the identification of the mechanisms used to ensure the efficiency of educational activities in universities in the context of internationalization in countries that are leaders in the number of international students. To achieve the above goal, several methods have been used, including an internet search, analysis, systematization of evident information.

It was found that Ministries of education provide the regulatory framework for higher education and cooperate with other national ministries and organizations to develop international opportunities for higher education. Policies and programs to promote incoming/outgoing student mobility aimed at «degree mobility» or «credit mobility» include: grants and scholarships; simplification of visa policy; preferential admission; «Study in» marketing campaigns. The main goals of national organizations are: to maintain the visibility of higher education on the international market of educational services; attract international students to study in the country; promote language learning; join forces to solve global problems. The impact of national internationalization policies on the efficiency of educational activities is largely measured by the following quantitative indicators: number of foreign students, number of educational programs in foreign languages, and number of double degree programs. Based on the results of the analysis of European internationalization strategies, recommendations have been formulated to increase the effectiveness of educational activities in the context of internationalization.

*Key words: academic mobility; internationalization strategy; international students; law on higher education; mechanisms for ensuring the efficiency of educational activities.*

### **INTRODUCTION**

A number of the UNESCO and the European Higher Education Area (EHEA) documents and researches on the development of higher education and internationalization have been developed recently. In the executive summary of the report from the international commission on the futures of education «Reimagining our futures together: A new social contract for education» the international dimension of education has been emphasized as «it connects us with the whole world and to each other, exposes us to new possibilities, and strengthens our capacities for dialogue and action» (UNESCO, 2021, p. 1).

Over the past decades, the number of higher education institutions that have internationalization strategies has increased. At the same time, a number of international students is constantly increasing. These trends led to the adoption of the Global Convention on the Recognition of Qualifications concerning Higher Education (Global Convention, 2019) to make recognition, mobility and inter-university cooperation a reality for millions, including

distance learners and refugees. At the same time, distance learning and other forms of cross-border higher education contribute to the growth of virtual academic mobility.

At the Third World Conference on Higher Education, the principles shaping future education were presented: inclusion, equity, and pluralism; academic freedom and participation of all stakeholders; inquiry, critical thinking, and creativity; integrity and ethics; commitment to sustainability and social responsibility; excellence through cooperation rather than competition (UNESCO, 2022).

In the fifth global survey of the International Association of Universities (IAU), the replies from 907 HEIs from 126 countries were analyzed (Marinoni, 2019, p. 23–26). The survey was conducted from March 1 to October 31, 2018. For the first time, the most expected benefit of internationalization at the global level (apart from North America) is «Enhanced international cooperation and capacity building». At the same time, «Improved quality of teaching and learning» remains a very important benefit of internationalization in all regions of the world (except North America). The most important benefit, according to respondents from North America, is «Increased international awareness of/deeper engagement with global issues by students».

Thus, the policy of higher education internationalization is aimed at cooperation and partnership, and not only between European systems of higher education, but also at the global level. Improving the quality of teaching and learning and increased international awareness remain a very important benefit of internationalization in almost all regions of the world.

On June 23, 2022, Ukraine was granted the status of a candidate for membership in the European Union (EU). The candidate status opens up opportunities to receive financial assistance for the transformation of society, the legal system and the economy on the way to EU membership, and the European integration reform of the higher education system will continue. That is why it is important to study European experience and identify how efficiency of educational activities is ensured in the context of internationalization.

Thus, **the goal of the study** is the analysis of national documents on the topic of the study, the main actors who shape the policy of internationalization at the national levels and the identification of the mechanisms used to ensure the efficiency of educational activities in universities in the context of internationalization in countries that are leaders in the number of international students.

## METHODOLOGY

To achieve the above goal, several methods have been used, including an internet search, analysis, systematization of evident information. Recent documents and researches on the development of higher education and internationalization have been searched and analysed to reveal the principles shaping future education and internationalisation. The statistical data of the Institute of International Education (Project Atlas) outlined the countries leading in number of international students. Mechanisms for ensuring the educational activities efficiency in universities in the context of internationalization have been identified due to the analysis of national laws on higher education and stakeholders' activity participating in internationalization. The main goals of national organizations have been revealed due to the analysis of information provided on their sites. Having summarised the evident information recommendations have been suggested how to ensure the educational activities efficiency in universities in the context of internationalization.

## RESEARCH RESULTS

**Mechanisms for ensuring the educational activities efficiency in universities in the context of internationalization.** Determining the impact of internationalization policy on ensuring the efficiency of educational activities is a serious challenge. When studying the national policy of higher education internationalization, attention should be paid not only to the quantitative indicators of internationalization, but also to the impact of internationalization on all stakeholders. At the same time, the efficiency of internationalization depends on funding, approaches to policy implementation, interaction and alignment between different stakeholders. However, clarity, commitment, flexibility and the involvement of a wide range of stakeholders are key ingredients for policy effectiveness. At the same time, all relevant stakeholders should commit to regular and effective cooperation to advance the smart internationalization agenda.

The study «The shape of global higher education: national policies framework for international engagement» (Ilieva et al., 2016) analyzed national policies on international higher education in 26 countries. National documents and strategies were evaluated on the basis of an index consisting of 37 quality indicators.

*In section 1* Openness of higher education systems and support for the international mobility of students, researchers, academic programmes and university research there are the following indicators: 1.1 Presence of international education strategy: (i) national internationalization higher education (IHE) strategy; (ii) a dedicated body tasked with promotion of IHE; (iii) an overseas presence; (iv) bilateral and multilateral agreements over the past five years; and (v) data collection and monitoring of internationalisation 1.2 Student mobility: (i) student visa policies; (ii) student visa procedures for international students; (iii) living and post-study work environment for international students; and (iv) tuition fees for international students. 1.3 Academic mobility and research collaboration: (i) streamlined academic visas; (ii) visa procedures for academics; (iii) the living and working environment for academics; and (iv) the inclusion of international research in national research assessment for the purpose of funding. 1.4 Programme and institutional mobility (i) scope for foreign education institutions to set up teaching and research entities; (ii) provision of crossborder programmes; (iii) clarity and application of regulations for foreign institutions; and (iv) scope for domestic HEIs to set up independent teaching and research entities overseas.

*In section 2* Quality assurance of higher education provision (domestic and overseas) and recognition of international qualifications' there are the following indicators: 2.1 Quality assurance of international students: (i) entry and selection criteria for international students; (ii) code of practice for teaching and assessing international students; and (iii) policies and guidelines for engaging with recruitment agents. 2.2 Quality assurance of programme and provider mobility: (i) monitoring of foreign institutions; (ii) monitoring of domestic institutions overseas; (iii) enforcement action; and (iv) collaboration with regional and international quality assurance agencies. 2.3 Recognition of international qualifications: (i) foreign degree recognition; (ii) recognition of TNE qualifications; (iii) communication with the labour market; and (iv) collaboration with regional and international recognition agencies

*In section 3* Equitable access and sustainable development policies there are the following indicators: 3.1 Funding of inbound and outbound student mobility: (i) outbound scholarships and student loans for study abroad; and (ii) inbound scholarships or loans for international students. 3.2 Funding of inbound and outbound academic mobility and international research collaborations (i) outbound academic programmes; (ii) inbound academic programmes; and (iii) funding of international research collaboration. 3.3 Sustainable development policies: (i) anti-displacement policies; (ii) anti brain drain policies;

(iii) aid to developing countries and regions; and (iv) foreign language and intercultural competence policies.

The criteria of these three categories contribute equally to the overall index. The policies of Germany and Great Britain score «very high» in sections 1 and 2 and «high» in section 3.

So, three sections are identified in which national governments can create favourable conditions for internationalization and establishing cooperation for higher education institutions: 1. Openness of the education system to internationalization and provision of a favourable environment for international mobility of students, researchers, academic programs and university research. 2. Regulatory and legal support that promotes the international mobility of students, providers of education and academic programs (ensuring the quality of higher education (domestic and foreign) and recognition of international qualifications). 3. A policy of equal access and sustainable development using existing infrastructure and funding to promote academic mobility and international research cooperation.

In the study «Internationalizing Higher Education Worldwide: National Policies and Programs» (Helms et al., 2015), the authors identify three main global trends in the internationalization of higher education: the continuing central role of national government entities in the political context; crucial role of other influencers in the shaping and implementation of internationalization policy; the ongoing primacy of mobility as an essential building block for internationalization policies. According to the authors, policies and programs themselves fall into five broad categories: 1. Student mobility; 2. Scholar mobility and research collaboration; 3. Cross-border education; 4. Internationalization at home; 5. Comprehensive internationalization strategies.

The model of the mechanism for ensuring the efficiency of educational activities at the university is presented in the monograph «Mechanisms for evaluating quality of higher education under the conditions of European integration» (Vorobiova et al., 2020). The authors propose the following target indicators of the university's international activity: affiliation of the higher education institution to the leading international university rankings; educational programs taught in English; educational programs with joint or double degrees; foreign full-time higher education students; foreign students of full-time higher education from the Organization for Economic Cooperation and Development countries; the share of scientific and pedagogical workers-foreigners; the amount of funds (including the cost of equipment) received by the Higher Education Institutions for international projects; international mobility of students of higher education; international mobility of scientific and pedagogical workers; scientific publications of scientific and pedagogical workers published in foreign scientific publications; scientific publications of scientific and pedagogical workers with foreign co-authors, which are published in domestic scientific publications.

In the section «Policy and mechanisms for ensuring the efficiency of educational activity in universities in the context of internationalization» the conceptual and terminological apparatus of the study is presented and the theoretical foundations of policy and mechanisms for ensuring educational activity in universities in the context of internationalization are defined (Bazeliuk et al., 2021).

Oxford Student's Dictionary of Current English provides the following explanation of the word «policy»: 1) plan of action, statement of aims and ideals, e.g. one made by a government, political party, business company, etc.; 2) wise sensible conduct, art of government (Hornby, 1984).

Efficiency and Effectiveness – outputs an individual or organisation achieves relative to the inputs lodged (efficiency); the extent to which the desired purpose has been

accomplished (effectiveness). Therefore, it is often said that efficiency is about doing the things right while effectiveness is about doing the right things (Glossary, 2021).

So, in this study efficiency is about doing the things right by stakeholders interested in higher education efficiency.

Five European countries were chosen for studying policies and mechanisms for ensuring the efficiency of educational activities in universities in the context of internationalization, namely: Great Britain, Germany, Poland, France, and Sweden. These countries are members of the EU (except Great Britain), the Council of Europe, the Organization for Economic Co-operation and Development (OECD) and UNESCO. They are also members of the EHEA. Sweden is also a member of the Nordic Council.

In 2020, 5.6 million international students studied abroad. Among European countries, top host destinations of international students are: Great Britain (10%), France (6%), Germany (5%) (Project Atlas Infographics, 2020).

Five leading places of origin of international students by host country are: *Great Britain* (2022): China (129,045), USA (30,650), India (27,915), Germany (18,405), France (18,230) (Project Atlas United-Kingdom, 2022); *France* (2022): Morocco (41,729), Algeria (31,196), China (28,436), Italy (14,692) Tunisia (13,025) (Project Atlas France, 2022); *Germany* (2022): China (39,871), India (20,562), Syria (13,032), Austria (11,495), Russia (10,439) (Project Atlas Germany, 2022); *Poland* (2022): Ukraine (40,698), Belarus (7,460), India (3,748), Czech Republic (1,627), Norway (1,489) (Project Atlas Poland, 2022); *Sweden* (2022): Germany (3,588), Finland (2,591), China (2,529), India (2,179), France (1,929) (Project Atlas Sweden, 2022); *Ukraine* (2020): India (18,095), Morocco (8,832), Turkmenistan (5,322), Azerbaijan (4,628), Nigeria (4,227) (Inozemni studenty v Ukraini).

According to the data of the only state electronic database on education (October 1, 2021), the distribution of applicants by level of higher education is as follows: 3,631 persons obtain the «Junior Bachelor» degree, «Bachelor» – 718,633 persons, «Specialist» – 2,750 persons, «Master» – 303,336 people, a total of 1,028,350 (Richnyi zvit, 2021).

Table 1

### Total higher education and international students

Countries	Total international students				Total higher education
	2019	2020	% international students as percentage of total higher education (2020)	2022	2022
United Kingdom	524,250	551,495	22.3%	633,910	2,117,955
France	343,400	358,000	13.4%	364,756	2,420,244
Germany	282,002	302,157	11.7%	324,729	2,619,416
Poland	72,743	78,259	6.4%	84,689	1,133,
Sweden	37,888	38,334	10.7%	33,298	330,876
Ukraine	80,6470	76,548	0.7%		1,028,350 (2021)

Compiled by the author based on statistical data Institute of International Education Project Atlas (2022).

Each of the studied countries has organizations that actively support the internationalization of higher education and position the system of higher education in the international market of educational services.

The British Council is involved in cultural relations, creating international opportunities for citizens of Great Britain and other countries, as well as building trust between them around the world. The British Council administers government scholarship and exchange programmes, coordinates education fairs to attract international students to the UK, conducts research and administers UK academic examinations around the world (British Council).

UK Council for International Student Affairs (UKCISA) is a national advisory body of Great Britain that serves the interests of international students and those who work with them. UKCISA aims to: increase support for international education and raise awareness of its values and benefits; reduce obstacles and barriers to greater student mobility; promote best practice, professional development and the highest quality of institutional support for international students across the education sector. In August 2020, the document «Delivering a world-class international student experience: how Government can create the conditions for success» was published. The document outlines 15 key steps the UK government and the international education sector must take to make the UK the most attractive place in the world for international students, under three key headings: positioning the UK as an attractive place to study; providing students with a world-class experience; staying connected throughout life and offering a springboard for the future (UK Council for International Student Affairs, 2020–21).

CampusFrance, supported by the French Ministries of Foreign and European Affairs and Higher Education and Research, promotes French higher education programs worldwide, offering international students a path to success through study in France after high school. CampusFrance works in partnership with all French higher education institutions, paying particular attention to those institutions that have joined the agency as members (CampusFrance).

The German Academic Exchange Service (German: Deutscher Akademischer Austauschdienst, DAAD) receives funding from various ministries of the German government. DAAD provides scholarships for inbound and outbound mobility, and assists developing countries in establishing effective universities. At the beginning of 2020, the DAAD adopted a new «Strategy 2025»: it focuses on three strategic areas of activity: 1. «Recognizing and supporting potential worldwide»; 2. «Strengthening the strategic academic network»; 3. «Providing expertise for international relations». In addition to these three strategic areas of activity, the DAAD Strategy 2025 also defines eight key themes: «Diversity and equal opportunities», «Innovation and transfer», «Freedom of science», «Global issues», «International professionals», «For science and business» and «Digital Transformation». Within Erasmus+, the DAAD also acts as a national agency on behalf of the BMBWF and is responsible for the implementation of Erasmus+ programs in the higher education sector. This mobility program supports, in particular, the international mobility of students (study courses and internships) (DAAD).

The German Rectors' Conference (HRK) is an association of public and government-recognized universities in Germany. One of HRK's tasks is to develop guidelines for the promotion of high-quality higher education and scientific research, to support scientists at all career levels, and international university exchange, innovation and transfer, as well as models of good university governance (German Rectors' Conference).

The main goal of the Swedish Institute is to establish mutual relations with other countries of the world. Areas of focus include culture, society, research, higher education, business, innovation, democracy and global development. The Swedish Institute manages a

number of government-funded exchange programs and provides scholarships and institutional grants to promote mobility and institutional cooperation (Swedish Institute).

The Ministry of Science and Higher Education of Poland initiated the creation of the National Agency for Academic Exchange (NAWA) in October 2017. NAWA works on the internationalization of Polish science by supporting and stimulating international research cooperation and academic exchange. The agency aims to strengthen scientific excellence, internationalize Polish universities and research institutions, and promote Poland, its language and culture, in order to create an image of a country that offers interesting educational and research opportunities. These goals are realized thanks to programs for scientists, students, higher education institutions: Walczak Program, NAWA Chair Program, Ulam Program (NAWA).

The main goals of national organizations are: to maintain the visibility of higher education on the international market of educational services; attract international students to study in the country; promote language learning; join forces to solve global problems.

Great Britain offers world-class education and is widely represented on the international market of educational services. The Higher Education and Research Act 2017 introduced a number of fundamental changes affecting providers of higher education and research. The most resonant reform in the Law is the creation of the Office for Students (OfS) and the non-departmental state body Research and Innovation (UKRI) instead of the Higher Education Funding Council for England (HEFCE). The OfS's main focus is on teaching, and UKRI brings together seven disciplinary research councils, responsible for supporting research and knowledge sharing in higher education in England (Act 2017).

Launched in 2021, the Graduate route will allow eligible students to stay in the UK to work or look for work for 2 years (3 years if studying at PhD level) after completing their degree in the UK. A Graduate visa allows staying in the UK for at least 2 years after successfully completing a course in the UK.

The International Education Strategy plans to increase the export value of English education to £35 billion a year by 2030, and to increase the number of international higher education students studying in the UK to 600,000. In line with these tasks, a head of international education has been appointed «to increase the number of international students in the UK, open up international opportunities, develop strong international partnerships in new and established markets and help tackle challenges and barriers» (International Education Strategy).

The GREAT campaign has been raising the UK's profile on the world stage since it was launched in 2011. Over the past decade, this campaign has been working in 145 countries, promoting innovation and collaboration. The GREAT campaign is the UK Government's most ambitious international marketing campaign to date, creating jobs and growing the country by showcasing the best of the United Kingdom of Great Britain and Northern Ireland to the world (GREAT Campaign).

The Newton Fund builds research and innovation partnerships with countries in Africa, Asia and Latin America to support economic development and social well-being, address global challenges and develop talent and careers. It does this through: Equal partnership with middle-income countries; Multidisciplinary research based on agreed national strategies; Talent and career development with potential development (Newton Fund).

According to the Law of 22 July 2013, higher education institutions of France must develop the mobility of students and researchers, promoting periods of study or activity abroad. Studying in a foreign language is allowed if it is stipulated by an agreement with a foreign or international institution. The law provides for the creation of a strategic research agenda. Developed and periodically reviewed under the coordination of the minister responsible for research, it sets out the priorities of the national research strategy. An

independent administrative body, the High Council for the Evaluation of Research and Higher Education, was created. It is responsible for the evaluation of institutions, research units and training (Law of 22 July 2013).

Higher education students have several types of programs that allow them to spend part of their studies abroad: Fulbright Scholarship Franco-American program, Entente Cordiale (Franco-British program). France actively participates in 2 major European initiatives aimed at increasing student mobility in Europe: the Erasmus program and the Comenius Assistant program. Several types of grants are available for students to finance their studies abroad: scholarships Erasmus, Erasmus Mundus, Ministry of Foreign Affairs, Ministry for National Education. The Ministry for Foreign Affairs also provides scholarships within the framework of separate programs. Three scholarship programs aimed at attracting the best foreign students: «Eiffel» Excellence Scholarship (1999), «Major» Excellence (2000); French Government scholarships: these are granted for studies, internships or language trips to France. There are several categories of scholarships for: studies; employment; scientific research (France, Student Mobility).

France's strategy to promote staff mobility in higher education is largely based on the country's participation in EU programs as part of its European commitments to the Bologna process. There are several programs supported by the Department for Higher Education and for Research: Hubert Curien partnerships, Hermès program, Diderot Scholarships, CAPES-COFECUB Agreement (Co-ordination for Training Higher-Level Staff – French Committee for Evaluating University Co-operation with Brazil), USP-COFECUB Agreement (Universidade de São Paulo – French Committee for Evaluating University Co-operation with Brazil); Zhang Heng program. The Franco-Argentine Bernardo Houssay program provides mobility funding for postdoctoral fellows (up to a maximum of 10 years after the defence of the thesis) in the context of joint research projects. Partner University Fund (PUF): Established in 2007 to promote long-term academic partnerships between the US and France: student mobility and joint degrees, joint thesis supervision, visiting lecturers, joint publications, etc. Public authorities have set ambitious targets for international student mobility: by 2024, half of the age group must spend at least six months before their 25th birthday in another European country, i.e. around 400,000 students a year in France. 500,000 foreign students should study in France by 2027.

In Germany, responsibility for the education system is divided between the Federation and the Länder. The scope of the federal government's authority in the field of education is defined in the Basic Law. Study abroad grants are also available under the Federal Training Assistance Act. Students can receive aid under the Basic Law on study aid for a full course of study in an EU member state. In addition, financial aid is available for study in Europe and beyond. In addition to these funding opportunities at the national level, some countries have programs to support international student mobility. There are three main financial organizations that support foreign researchers in Germany: German Research Foundation (DFG), DAAD, Alexander von Humboldt Foundation. The purpose of the Franco-German University (DFH) is to strengthen cooperation between Germany and France in the field of higher education and research. It supports the creation of joint integrated training courses and provides grants to participants (Germany, Mobility in higher education).

Transnational education (TNE) in Germany is based on an equal partnership between German and foreign institutions. Traditionally, the host institution abroad provides the infrastructure, but also participates in the creation of the educational program. The most common forms of TNE are German language courses offered abroad; however, there are German universities (which receive funding through the DAAD) and affiliated campuses. Examples of some of these initiatives include German University in Cairo, German-Jordanian



University, German University of Technology in Oman, Turkish-German University in Istanbul, German-Vietnamese University in Ho Chi Minh City.

After the political transformation (the fall of the communist regime) in 1989, Poland's education system underwent profound changes in almost all aspects, including structure, organization, management and the core curriculum.

The Law of July 20, 2018, Law on Higher Education and Science (2018) regulates key aspects of the higher education system. Regarding quality assurance, it establishes a general framework for the activities of the Polish Accreditation Committee (hereinafter referred to as PAC) and measures for program evaluation, comprehensive evaluation and evaluation of the quality of education in doctoral schools (Poland, Quality assurance).

In Poland, there is no separate strategy for internationalization or mobility in pre-school and school education or higher education, as well as national mobility guidelines. However, mobility and internationalization are included in the priority areas of «The Integrated Skills Strategy 2030», adopted by the Government in January 2019 (general part of the Strategy) and December 2020 (detailed part) (Poland, Mobility and internationalisation).

The internationalization of higher education and scientific research is also included in the goals of the government's «Strategy for Responsible Development 2020» (with a perspective of 2030), adopted in 2016. The strategy is aimed at creating conditions for promoting the internationalization of higher education, innovation and commercialization of research, and promoting the employment of international scientists from scientific achievements in higher education institutions and encouraging students from non-EU countries to study in Poland.

Poland has many programs for mobility. The «Poland My First Choice» program is co-financed by the EU and the national budget. Candidates from EU member states, Iceland, Liechtenstein, Norway and Switzerland, Canada, Australia, New Zealand, Chile, Uruguay, Israel, Republic of Korea, Japan and Singapore, China can apply (Poland, Mobility in higher education).

Central European Exchange Program for University Studies (CEEPUS) offers students and teachers short-term scholarships for mobility within the framework of inter-institutional cooperation. Participating countries: Albania, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Hungary, Kosovo, North Macedonia, Moldova, Montenegro, Romania, Serbia, Slovakia and Slovenia.

The International Vishegrad Fund is financed by the governments of the Czech Republic, Slovakia, Poland and Hungary (V4 countries). The foundation is also supported by the governments of other countries, including Canada, Germany, South Korea, the Netherlands, Sweden, Switzerland and the United States. Scholarships are available to students from V4 countries, Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Georgia, Kosovo, North Macedonia, Moldova, Montenegro, Russia, Serbia and Ukraine.

The European Economic Area Financial Mechanism is an educational program financed by Iceland, Liechtenstein and Norway and administered by the Foundation for the Development of the Education System (Poland).

The Lane Kirkland Scholarship Program is funded by the Polish-American Freedom Foundation. Scholarships for two-semester studies at higher education institutions and internships in public and private institutions in Poland are awarded to young managers and experts with higher education from the following countries: Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Ukraine and Uzbekistan. Education in Poland is aimed at developing knowledge and skills related to the development of democracy, economy and civil society. Programs for Polish students: Iwanowska Programme, Gen. Anders Programme, S. Banach Scholarship Programme.

The Ministry of Education and Research is responsible for the higher education system in Sweden. The Swedish Higher Education Authority manages the quality control of higher education and the authorization of public university degrees. It is responsible for legal supervision and performance review, analysis and statistical monitoring of higher education. The Swedish Council of Higher Education manages admissions to study programs on behalf of the Higher Education Institution. It also recognizes qualifications from abroad and promotes participation in international cooperation. The National Board of Student Aid is responsible for distributing student financial aid and repaying student loans.

The Higher Education Act, adopted by the Swedish Parliament in 1993, contains provisions on higher education and provides that universities and university colleges in their activities should promote understanding of other countries and international conditions. Internationalization is seen as an important factor in improving the quality of the Swedish education system in line with the government's policy of securing Sweden's position as a knowledge-oriented nation. Initiatives to expand the recruitment of foreign students for studies are part of the internationalization of education. Sweden has various programs to support mobility (Sweden, Mobility in higher education).

The Linnaeus-Palme Program is funded by the Swedish International Development Cooperation Agency (SIDA) to strengthen cooperation between universities in Sweden and developing countries. The Nordplus Higher Education Program is funded by the Nordic Council of Ministers. Nordplus Higher Education offers financing for higher education institutions in the Nordic and Baltic countries. The Program Minor Field Studies is funded by SIDA to provide Swedish students with the opportunity to spend at least eight weeks in a developing country to collect material for a bachelor's or postgraduate thesis and to carry out fieldwork for the benefit of the host country.

Administered by the Swedish Institute (Svenska institutet) and funded by the Ministry of Foreign Affairs, the Visby Program supports institutional cooperation and individual exchanges in higher education institutions. The program finances periods of mobility for study or internship for a maximum of 10 months in Armenia, Azerbaijan, Georgia, Moldova, Russia, Ukraine and Belarus.

The International Association for the Exchange of Students for Technical Experience (IAESTE) is managed in Sweden by Chalmers University of Technology to offer Swedish students the opportunity to study abroad for 1–18 months, mainly in the fields of technology and science.

## CONCLUSIONS

Policies aimed at encouraging student mobility are implemented by all the studied countries. There are two main types of student mobility: «degree mobility», the purpose of which is to obtain a degree, and «credit mobility», the purpose of which is to obtain credits. The policy is aimed at attracting foreign students (inbound mobility) and stimulating the external mobility of students (outbound mobility). It includes specific goals regarding the number of incoming or outgoing students, their levels, and geographic coverage. Governments recognize that international students make a financial contribution both to HEIs (through tuition fees) and to the local communities in which they live (through personal expenses). Students who study abroad gain new skills and knowledge that they apply when they return to their home countries.

Policies and programs to promote incoming student mobility aimed at «degree mobility» or «credit mobility» include: grants and scholarships; simplification of visa policy; preferential admission; «Study in» marketing campaigns.

The impact of national internationalization policies on the efficiency of educational activities is largely measured by quantitative indicators. Since many strategies are accompanied by financial investments to ensure their implementation, quantitative financial analysis is also a way to evaluate policy implementation.

Thus, the policy of internationalization of higher education is aimed at cooperation and partnership not only between European systems of higher education, but also at the global level. Improving the quality of teaching and learning remains a very important benefit of internationalization in almost all regions of the world.

Ministries of education provide the regulatory framework for higher education and cooperate with other national ministries and organizations to develop international opportunities for higher education. The main goals of national organizations are: to maintain the visibility of higher education on the international market of educational services; attract international students to study in the country; promote language learning; join forces to solve global problems.

### **PROSPECTS FOR FURTHER RESEARCH**

The status of a candidate for membership in the European Union confirms the necessity to study European policies and mechanisms for ensuring efficiency of educational activities in other EHEA countries. It is recommended to study institutional policies and mechanisms for ensuring efficiency of educational activities in leading universities of EHEA countries.

### **RECOMMENDATIONS**

*At the national level:*

1. Ratify the Global Convention on the Recognition of Qualifications concerning Higher Education (2019).
2. To develop a National strategy for the internationalization of higher education taking into account the following aspects: worldview and values (mission, vision, values, principles); organizational and resource (goals and tasks, approaches, methods of organization, means, forms, mechanisms, organizational structure / resources); regulatory (legislative regulation: recognition tools, implementation of mobility, introduction of international programs of joint / double degrees, mechanisms for ensuring the quality of higher education).

*At the level of Ministry of Education and Science:*

1. The program on the English language of professional communication, developed in 2005 by the Ministry/British Council team, must be modernized in accordance with the requirements of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment and brought to the attention of universities as a reference point for the study of English language of professional communication.
2. Create a National Network of Academic Exchanges.
3. To recognize the target indicators of the university's international activity for evaluating the effectiveness of educational activity in the context of the internationalization of higher education: affiliation of higher education institutions to the leading international university ratings; educational programs taught in English; educational programs with joint or double degrees; foreign full-time higher education students; foreign students of full-time higher education from countries that are members of the Organization for Economic Cooperation and Development; the share of scientific and pedagogical workers-foreigners; the amount of funds (including the cost of equipment) received by the Higher Education

Institutions for international projects; international mobility of students of higher education; international mobility of scientific and pedagogical workers; scientific publications of scientific and pedagogical workers published in foreign scientific publications; scientific publications of scientific and pedagogical workers with foreign co-authors published in domestic scientific publications (authors V. Lugovyi, O. Slyusarenko, Zh. Talanova).

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## ЗАБЕЗПЕЧЕННЯ ЕФЕКТИВНОСТІ ОСВІТНЬОЇ ДІЯЛЬНОСТІ В КОНТЕКСТІ ІНТЕРНАЦІОНАЛІЗАЦІЇ: КРАЇНИ ЄВРОПЕЙСЬКОГО ПРОСТОРУ ВИЩОЇ ОСВІТИ

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Метою дослідження є аналіз національних документів щодо теми дослідження, ідентифікація основних зацікавлених сторін, які формують політику інтернаціоналізації на національному рівні та визначення механізмів, які використовуються для забезпечення

ефективності освітньої діяльності в університетах у контексті інтернаціоналізації країн-лідерів за кількістю іноземних студентів. З'ясовано, що Міністерства освіти забезпечують нормативно-правову основу вищої освіти та співпрацюють з іншими національними міністерствами та організаціями для розвитку міжнародних можливостей вищої освіти. Для досягнення вищезазначеної мети було використано декілька методів, серед яких пошук в Інтернеті, аналіз, систематизація інформації. Політики та програми сприяння вхідній/вихідній студентській мобільності, спрямовані на «degree mobility» або «credit mobility», включають: гранти та стипендії; спрощення візової політики; пільговий вступ; маркетингові кампанії «Study in». Основними цілями національних організацій є: забезпечити видимість вищої освіти на міжнародному ринку освітніх послуг; залучати іноземних студентів до навчання в країні; сприяти вивченню мови; об'єднати зусилля для вирішення глобальних проблем. Вплив національної політики інтернаціоналізації на ефективність освітньої діяльності значною мірою вимірюється кількісними показниками: кількістю іноземних студентів, кількістю освітніх програм іноземними мовами та кількістю програм подвійних ступенів. За результатами аналізу європейських стратегій інтернаціоналізації сформульовано рекомендації щодо підвищення ефективності освітньої діяльності у контексті інтернаціоналізації.

*Ключові слова: академічна мобільність; закон про вищу освіту; іноземні студенти; механізми забезпечення ефективності освітньої діяльності; стратегія інтернаціоналізації.*