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### ***Development of the internationalization “abroad” in Polish and Ukrainian higher education***

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#### **ABSTRACT**

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*Development of the internationalization “abroad” in polish and ukrainian higher education*

**RESEARCH OBJECTIVE:** The scientific goal of the paper is to present the issue of the development of internationalization “abroad” in Polish and Ukrainian higher education.

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**THE RESEARCH PROBLEM AND METHODS:** The leading research method is a comparative method, specifically the method of international comparison. The authors focus on the national and institutional level of the comparison of the development of internationalization “abroad” in Polish and Ukrainian higher education systems. In addition to the comparative method, the authors apply the method of secondary research (desk research), the method of description and analysis and critique of the scientific literature.

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**THE PROCESS OF ARGUMENTATION:** The process of reasoning in the article is conducted in the following stages. First, the definition of internalization in higher education is given with respect to Polish and Ukrainian approach. Next, the stages in the development of internationalization “abroad” in Polish and Ukrainian higher education are featured. Afterwards, the development process of internationalization is presented against the background of processes occurring in the European higher education area. The paper ends with conclusions.

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**RESEARCH RESULTS:** The conclusions drawn in the paper allow for verifying the thesis that in both countries, Poland and Ukraine, the diversity of activities within internationalization “abroad” occurs. Among these activities mobility

of students and academic teachers remain the most visible in Poland as well as in Ukraine. However, the development of internationalization “abroad” in relation to the mobility of projects, programmes and providers seems to be more advanced in Poland.

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**CONCLUSIONS, INNOVATIONS AND RECOMMENDATIONS:** The debate over the internationalization and mobility in higher education is the challenge for both Polish and Ukrainian higher education institutions. It is important to discuss different concepts, points of contention, practical solutions, as well as the difficulties and hopes related to the phenomena of internationalization and mobility in the field of higher education.

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→ **KEY WORDS: INTERNATIONALIZATION, HIGHER EDUCATION, POLAND, UKRAINE**

## **STRESZCZENIE**

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*Rozwój umiędzynarodowienia (w kontekście wyjazdów zagranicznych) w polskim i ukraińskim szkolnictwie wyższym*

**CEL NAUKOWY:** Celem artykułu jest przedstawienie zagadnienia rozwoju umiędzynarodowienia (w kontekście wyjazdów zagranicznych) na polskich i ukraińskich uniwersytetach.

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**PROBLEM I METODY BADAWCZE:** Podstawową metodą badawczą jest metoda porównawcza, a dokładnie metoda porównań międzynarodowych. Autorki skupiają się na porównaniu rozwoju umiędzynarodowienia (w kontekście wyjazdów zagranicznych) polskich i ukraińskich systemów edukacji w aspekcie narodowym i międzynarodowym. Oprócz metody porównawczej, autorki zastosowały również metodę badań wtórnych (analizę treści), metodę opisu oraz krytyczny przegląd literatury przedmiotu.

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**PROCES WYWODU:** Artykuł podzielony jest na następujące części: najpierw zdefiniowano definicje umiędzynarodowienia w szkolnictwie wyższym w Polsce i na Ukrainie. Następnie opisano fazy rozwoju umiędzynarodowienia (w kontekście wyjazdów zagranicznych) w polskim i ukraińskim szkolnictwie wyższym. W następnej części opisano proces umiędzynarodowienia w szerszym kontekście szkolnictwa wyższego w Europie, a cały artykuł wieńczy część zawierająca wnioski.

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**WYNIKI ANALIZY NAUKOWEJ:** Badanie pozwoliło na wyciągnięcie wniosków pozwalających na weryfikację tezy o istnieniu zróżnicowanych form aktywności wchodzących w zakres umiędzynarodowienia (w kontekście wyjazdów zagranicznych) zarówno w Polsce jak i na Ukrainie. Wśród tych aktywności najbardziej

rozpowszechnione w obu krajach są mobilność studentów i kadry akademickiej. Jednakże, w odniesieniu do takich form jak mobilność projektów, programów i dostawców usług, rozwój umiędzynarodowienia (w kontekście wyjazdów zagranicznych) wydaje się być bardziej zaawansowany w Polsce.

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**WNIOSKI, INNOWACJE, REKOMENDACJE:** Umiędzynarodowienie i mobilność w obszarze szkolnictwa wyższego są wyzwaniem dla uniwersytetów w Polsce i na Ukrainie. Aby odpowiedzieć na to wyzwanie, wskazana jest dyskusja obejmująca swoim zasięgiem różne koncepcje, punkty sporne, praktyczne rozwiązania, trudności i nadzieje związane ze zjawiskiem umiędzynarodowienia i mobilności w obszarze szkolnictwa wyższego.

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→ **SŁOWA KLUCZOWE: UMIĘDZYNARODOWIENIE, EDUKACJA  
UNIWERSYTECKA, POLSKA, UKRAINA**

## Introduction

The goal of the paper is to present the issue of the development of internationalization “abroad” in Polish and Ukrainian higher education. The conducted by the authors research attempted to present stages in the development process of internationalization “abroad” in these countries on the background of the processes occurring in the European Higher Education Area (EHEA). The choice of the two countries to conduct research – Poland and Ukraine – can justify the fact that both countries belong to the EHEA and lie in close proximity, which favors increased mobility of students (students from Ukraine in Poland constitute the largest group of students).

The development of internationalization “abroad” in Poland and Ukraine might be presented in relation to the items identified by J. Knight, which are mobility of people, projects, programmes and providers.

The leading research method is a comparative method, specifically the method of international comparison. The comparative method consists of objects of comparison, features of these objects allowing for comparison, purpose of comparison method and result of the comparison. The authors focus on the national and institutional level comparison of the development of internationalization “abroad” in Polish and Ukrainian higher education systems. In addition to the comparative method, the authors applied the method of secondary research (desk research), the method of description and analysis and critique of the scientific literature. By using the source materials and indicated numerical data, it is possible to verify the thesis.

The thesis verified in the paper is that in both countries, Poland and Ukraine, the diversity of activities in frame of internationalization “abroad” occur. These activities are movement of people, delivery of programs, mobility of providers and international projects. Among these activities mobility of students and academic teachers remain the most visible in Poland as well as in Ukraine. The development of internationalization “abroad” in the area of mobility of people is a rapid process in both countries, however in relation to mobility of projects, programmes and providers the undertaken activities are not on an advanced level. The development of internationalization “abroad” in relation to mobility of projects, programmes and providers seems to be more advanced in Poland.

It seems to be important to focus on the problem of the development of internationalization in Polish and Ukrainian higher education, as the internationalization of higher education is a process in rapid evolution induced by the globalization.

## 1. Definition of internalization in higher education – Polish and Ukrainian approach

In Poland, internationalization is understood mainly as

short-term student mobility from the European Union into Poland and international recruitment for full-cycle studies from non-EU countries. Internationalization is sometimes seen as international partnerships or joint projects. It is almost never perceived as the application of an international perspective to taught subjects and research or intercultural communication on campus through processes of internationalisation at home (Egroun-Polak, Howard, Hunter & de Wit, 2015, p. 147).

Also B. Siwińska notes that in Polish higher education system not all forms of internationalization are present, neither on the national nor institutional levels as well as that the activities undertaken in the scheme of internationalization are not on an advanced level. She proposed simple and transparent classification of the forms of internationalization in Poland (Siwińska, 2014):

- support for outgoing mobility;
- support for incoming mobility (attracting foreign students);
- mobility of the programs and institutions;
- development of the culture of internationalization at the HEI (Internationalization at home);
- building internationalization strategy at the state level.

The definition of internationalization in the sphere of Ukrainian higher education was given by A. Semchenko. The author considers internationalization as the process of consequent and system-based implementation of the international component into teaching, scientific research and practical activity of the university. However internationalization of the university is not a goal in itself, it represents some means of providing and improving the quality of teaching (Семченко, 2012). According to the authors' opinion the proposed approach enables one to judge about the level of the universities' internationalization. Thus the level of internationalization will be estimated not by the number of international students studying at the university or the staff working abroad (though the given indicators are very important), but to what extent the international activity of the university facilitates improvement of its teaching process and rise of the employment rate among the university's graduates.

Against this background it is worth to present the most commonly accepted definition of internationalization in higher education in the international publications, which is the one proposed by J. Knight, whereby it is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels” (Knight, 2008, p. 21). The activities in the scheme of internationalization should be undertaken in order to “enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (Egron-Polak et al., 2015, p. 29).

J. Knight notes that that are two key components in the internationalization. One is internationalization “abroad,” understood as all forms of education across borders: mobility of people, projects, programmes and providers. The second one is internationalization “at home,” which is more curriculum-orientated and focuses on activities that develop international or global understanding and intercultural skills (Knight, 2008, pp. 22-24). Among these activities international mobility remains the most visible.

In J. Knight's opinion internationalization “abroad” includes a diversity of activities such as the following (Knight, 2008):

- movement of people (movement of students in different programs and movement of academic teachers for purposes of teaching and research);
- delivery of programs (models of delivery include franchising, double/joint degree);
- mobility of providers (the institution/provider moves to have a physical or virtual presence in the receiving country, examples are: branch campuses and franchise models);

- international projects (these projects might include joint curriculum development, research, benchmarking, technical assistance, e-learning platforms, professional development, and other capacity building initiatives).

## 2. Development of internationalization “abroad” in Polish higher education

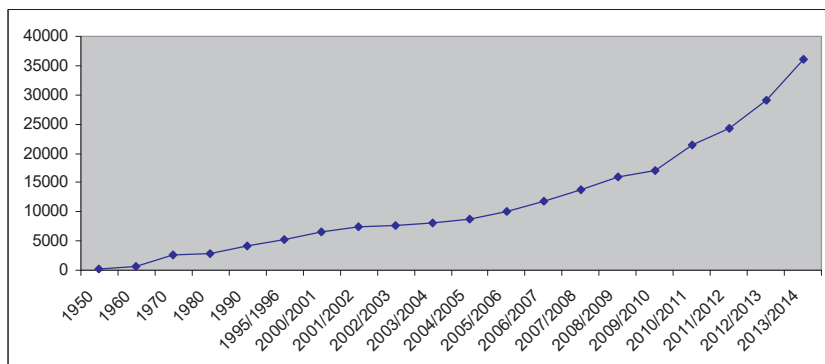
The development of internationalization “abroad” in Poland is to be presented in relation to above diversity of activities identified by J. Knight, which are movement of people, delivery of programs, mobility of providers and international projects. Among these activities mobility of students and academic teachers remain the most visible in Poland.

The phenomenon of internationalization in Poland is not new. The first Polish university – Jagiellonian University, founded in the year 1364 by the Polish king Casimir the Great – from the very beginning of its creation was a internationally-oriented university. During the 15th century, the Jagiellonian University flourished. It attracted learners from all of Europe: Ruthenians, Lithuanians, Hungarians, Germans, Czechs, the Swiss, the English, the Dutch, the French, the Spanish, Italians, and even Tartars. In those times, every year, some 200 new students enrolled (“History of the Jagiellonian University”, 2016).

The degree of internationalization of Polish universities at present was affected by the facts that after the 2nd World War higher education system in Poland was ruined and a large amount of the intellectual potential of the country was destroyed, as well as by the negative effects of 50 years of communism. In the post-war period Polish system of higher education was closed, and the mobility of teaching staff and students was admissible within the communist countries.

After World War 2nd, Poland responded to the United Nations appeal for assistance to developing countries in the education area and in the year 1950 there were 183 foreign students in Polish universities. The number of foreign students grew from year to year and in 1960 there were 740 students from abroad. In the next decade (1971-1980), the number of foreign students has increased to nearly 3 000. In the year 1990, the number of foreign students was 4 259 (Chilczuk, 2001). The upward trend persisted till the last decade of the last century, ie. 1991-2000 and the number of foreign students is growing rapidly also in the recent years, what is shown on Figure 1.

Figure 1. Foreign students in Poland in the years 1950-2013/2014.



Source: Own elaboration based on (“Higher Education Institutions”, 2014, p. 58) and (Chilczuk, 2001).

In the 2013/2014 academic year, the number of foreign students amounted to 35 983, i.e. 2.3% of all students (“Higher Education Institutions”, 2014, p. 58). The most numerous were students from Europe – 29 200 persons. The majority of them came from Ukraine and Belarus.

The Polish Ministry of Science and Higher Education does not record how many Polish students study a full-time degree programme abroad. Also no data is available concerning the numbers or destinations of students who go abroad. According to J. Giezyńska the government

lacks fundamental knowledge about why students leave and what would keep them in Poland and the opportunity to improve the system, to enhance the educational programme on offer and positively influence the Polish economy and Polish society, is lost (Egron-Polak et al., 2015, p. 154).

As an example of the activities undertaken in the scheme of “movement of people” also Erasmus incoming and outgoing student and academic staff mobility might be mentioned.

In the years 1998-2014, 155 092 Polish students benefited from the Erasmus mobility (trips to study and practice). On the other hand, in the same period of time, 68 089 foreign students came to Poland (Erasmus, 2016).

Staff mobility is relatively small, mainly due to low English proficiency among Polish academics. In the years 1998-2014 there have been over 47 thousand Polish staff departures under the Erasmus program. The number of arrivals of foreign academics was two times smaller and exceeded 23 thousand. The goal of the staff mobility is to conduct courses or to attend trainings. In the considered period the increase in incoming

and outgoing student and academic staff mobility has been noteworthy (Erasmus, 2016).

The development of internationalization “abroad” in Poland is also concerns other activities identified by J. Knight, which are delivery of programs, mobility of providers and international projects.

In the scheme of delivery of programs there are a double degree, joint degree programmes offered by the Polish universities (for example double degree in Management run by the Institute of Economics, Finance and Management at the Jagiellonian University and the ESB Business School Reutlingen).

In terms of mobility of providers establishment of branch campuses (for example in Vilnius – branch campus of the University in Białystok, in Vienna – branch campus of the Katowice School of Economics) and activity of the Polish Open University occurs. Mobility of providers also concerns digital learning, but it plays a minor role in internationalization. Only a small number of HEIs have professionally prepared programmes using digital solutions.

In the end, a number of initiatives might be mentioned in the area of international projects. The first European programmes emerged in Poland in 1990s and one of the most important of them was TEMPUS. The majority of Polish higher education institutions participated in TEMPUS, which was mainly designed to facilitate the process of transition and reform and to contribute to the reform and upgrading of partner countries’ higher education systems. The programme also aimed to strengthen civil society and promote democracy.

The expertise gained in TEMPUS projects facilitated the involvement of Polish higher education institutions to other programs such as Erasmus and the Framework Programmes for Research and Technological Development. The participation in Erasmus prepared higher education institutions to implement the Bologna Process and contributed to the awareness of the student and the academics in the sense of internationalization of higher education.

It is also worth to mention that the Higher Education Act of 1989 created the conditions for the development of internationalization and contributed to the rapid flourishing of higher education, as well as the massification of higher education. Another factor contributing to the development of the internationalization is quite large autonomy Polish higher education institutions. Special importance in this context is certainly the Polish accession to the Bologna Process. On the other hand, the social premise which is a high homogeneity of Polish society can not promote the development of internationalization.



### 3. Development of internationalization “abroad” in Ukrainian higher education

The system of higher education in Ukraine was always a very conservative part, less inclined to be changed. It was formed in the times of the Soviet Union and unfortunately it has not suffered a significant change during the period of Ukraine’s independence since 1991. As the result in the beginning of the 21<sup>st</sup> century Ukraine’s system of higher education is behind the modern educational systems not only in the question of facilities and resources, but in the question of methodological basis, there is a complete gap in the theoretical and practical training of students. All these facts enable one to speak about a low level of competitiveness of the national professional higher education.

In 2003 Ukraine declared that it was going to transform its system of higher education according to the international standards, and submitted an application for joining the Bologna Process. In 2005 Ukraine signed the Bologna declaration and took upon itself the formal obligations to start reforming the system of higher education. One of the key aspects for reforming of the national system of higher education became issues referring to the academic mobility of Ukrainian students and teaching staff. Originally the notion “academic mobility” was confused with the notion describing individual (personal) mobility. A. Antonov deeply analyses the above mentioned notions and comes to conclusion that academic mobility is only a part of the personal mobility and one should dissociate both of them. According to the scientist’s definition academic mobility is an individual educational path of the parts of the educational process that is based on their potential, professional direction and values, constant striving for self-development and professional advance (Антонов, 2015, p. 53).

The given definition underlines the fact that a range of subjective factors referring to personal motivation influence the level of academic mobility. But nevertheless one can hardly deny that this process is encouraged by the internal policy of the universities and state policy in the sphere of higher education as well. The Ukrainian scientists often face various bureaucratic obstacles, which occur due to the lack of real interest and support from the university administration, their immediate management. It must be mentioned that in Ukraine the financial part of the academic mobility process is utterly and completely assigned to the teaching staff. Under such conditions the scientists are forced to look for the financial sources of support for their training abroad independently. Due to the numerous scholarship programs in various countries of the world including not only USA or Western Europe, but the countries of Eastern Europe as

well, the scientists get an opportunity to conduct their researchers abroad and in this way to develop their scientific and professional potential. But such achievements are their own merits, not depending on the possibilities of the existing system of higher education. Thus one can hardly be surprised that the vast majority of the Ukrainian scientists looks for the opportunities to stay abroad and continue the professional development in a more favourable environment.

The Ministry of Education and Science guarantees and declares full support of the right to academic mobility for all the parts of the educational process that is based on the Resolution of the Cabinet of Ministers of Ukraine (“Про затвердження Положення”) adopted on 12 August 2015. But in real situation the possibilities for academic mobility both for students and teaching staff are limited indeed. J. Rashkevich explains a low level of the student and teaching staff mobility by the following reasons (Рашкевич, 2015):

- enough tough regulatory rules of abroad residence despite the fact that the inviting party often covers all the expenses of the invitee;
- the terms of preparation of holders of master’s and bachelor’s degree are at variance with the European standards. The Ukrainian students have to ask for a gap year at the Ukrainian university in order to complete their education abroad;
- the problems with recognition of the documents concerning the level of education and scientific degree. This problem is especially urgent when inviting foreign visiting professors to conduct scientific research or to teach in the Ukrainian universities.

Some of the above-mentioned reasons have been eliminated by the new Law on Higher Education adopted in 2014. But there are also objective and subjective reasons preventing a high level of academic mobility in Ukraine. The objective reasons connected with the lack of financial resources to take part in international conferences and scientific discussions held abroad. This fact especially concerns the researchers working in the field of human sciences. The subjective reasons include a bad command of a foreign language among the teaching staff of the universities, the lack of willingness on the part of administration to allow lecturers to spend a year or more abroad. Due to the latter many scientists have to look for a new job upon their return to Ukraine.

It is known that academic mobility is distinguished between so called “internal” and “external” or international mobility. The former refers to the process when students or teaching staff relocate to other institutions of higher education on the territory of a country. The latter includes the processes of studying or training in the higher education institutions abroad. According to the statements of L. Kolesnik (Колесник, 2015) academic

mobility in Ukraine is of a spontaneous nature. The level of the internal academic mobility remains rather low – most of the university lecturers have additional job at other higher education institutions and sometimes take part in their scientific researchers and developments. Such academic mobility means nothing more than the opportunities of getting additional earnings. The students also consider studying at another university as the possibility to get a second higher education if there is no other possibility to get “the second diploma” in their home university.

Unfortunately no official body in Ukraine can provide one with the accurate statistics on the number of Ukrainians studying abroad as well as the figures how many of them return to Ukraine. The statistics compiled in Ukraine refer only to the number of foreign students coming to the country. According to the data for the year 2013 given in (Колесник, 2015) the leading countries which receive the majority of the Ukrainian students are Poland (9620), Germany (9044), Russia (4244), Czech Republic (1782), Italy (1727), United States (1490), Spain (1329), France (1282), Austria (1249) and Canada (1017). These numbers are growing from year to year. The only exception is Russia, where the number of Ukrainian students is decreasing.

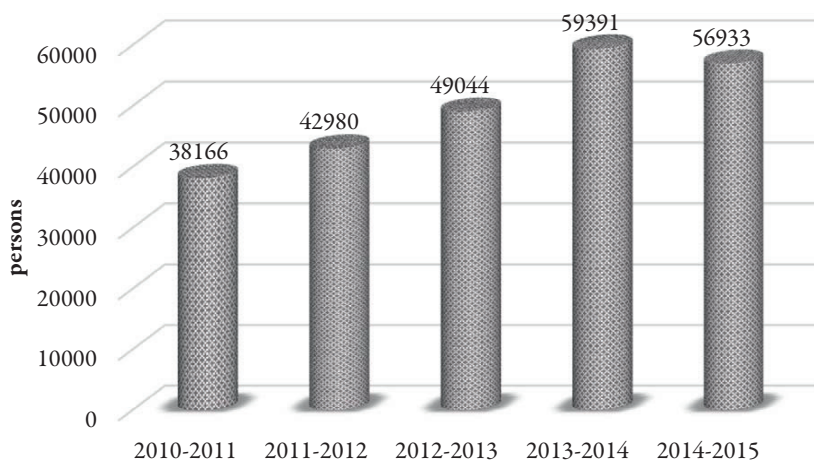
One should mention that the process of internationalization abroad is not considered as one way direction. The number of students arriving in the country to get education in the national universities can serve as an indicator of the internationalization processes occurring in the system of higher education. An interesting approach for understanding the place of Ukraine in the international export-import educational processes was suggested by A. Dyachenko (Дяченко, 2015). The author applied the method of cluster analysis on the global market of educational services. In the end it has enabled to single out 4 main clusters of countries grouped on the basis of the number of foreign students (the chosen interval was 50 000 people).

According to the results got by the author the first cluster contains such countries as United States of America, Great Britain, Australia, France and Germany. In these countries study more than 150 000 foreign students. The second cluster with the number of foreign students in interval 100 000-150 000 people includes Japan and Russia. Such countries as Canada, China, Italy, Austria, Republic of South Africa, Korea, Malaysia and Spain belong to the third cluster with interval 50 000-100 000 people. The fourth cluster with 1000-50 000 foreign students is not homogeneous. Here one can see Arab countries with Egypt, the United Arab Emirates, Lebanon, Jordan and others; Central and East Europe – Ukraine, Czech republic, Turkey, Poland, Hungary, Romania, Bulgaria and others;

Central Asia – Kirgizstan, Kazakhstan, Azerbaidzhan and others; East Asia – Singapore, New Zealand, Thailand, Fiji, Indonesia and others; Latin America – Cuba, Brazil, Grenada, Venezuela and others; North and West Europe – Switzerland, Belgium, Sweden, Netherlands, Norway, Finland, Ireland, Denmark, Portugal, Cyprus, Luxembourg; South and West Asia – Iran, Bangladesh; Africa – Angola, Ghana, Burkina Faso, Namibia, Cameroon and others (Дяченко, 2015).

It is an obvious point that the proposed approach to the analysis of the modern global market of educational services is rather simplified – it does not take into account a range of significant factors: level of social and economic development of the country, its geographical location, number of the universities and specifically those that are on top-list etc. But nevertheless such analysis shows the main world educational centres which attract students from all over the world. Ukraine holds rather a good position on this market as it seems to be. It is behind the Russian Federation, which is in the second cluster, but it is one of the leading countries in the Eastern and Central Europe in the context of attracting foreign students. This fact can be proved by the following information presented in Figure 2.

Figure 2. The dynamics of the number of foreign students in Ukraine.



Source: Own elaboration based on (“Публикация документов Государственной”).

Analysing the geography of foreign students in Ukraine one can come to some interesting conclusions (Table 1). The majority of students from

China and India are coming to Ukraine to study natural and engineering sciences, but their number is relatively small to the general number of foreign students. The largest group make students from Turkmenia. In the year 2014-2015 their number has fallen slightly, because people have fears to go to study to the country with war on its territory. A large group of students coming from this country are studying mostly in Kiev, Kharkiv and Odessa. Before the war there were large groups of students from Turkmenia in Donetsk and Lugansk.

Their motivation to study in Ukraine is rather simple to understand: first of all, the lectures are given in Russian language and for those students who left the schools in Turkmenia, where the subjects had been taught in Russian language, it is quite easy to study at the Ukrainian university. Secondly, the tuition fees in Ukraine are rather small in comparison with the Russian universities as well as the costs of living. In Ukraine there is a gap between the number of the universities and school-leavers and due to this situation almost every school-leaver from Turkmenia can become a student of any Ukrainian university.

The experts notice that the number of students from Africa has also been growing. Their reasons to choose Ukraine as the place, where they are willing to study, is rather similar to those of the Turkmenian students in the matter of tuition fees. In addition to it, they have a possibility to choose courses taught in English. Thus that they do not require deep knowledge of Russian or Ukrainian language to study at the Ukrainian university.

Table 1. *The dynamics of foreign students coming to Ukraine.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
China	4698	4341	3180	2380	1750
India	2427	2516	2627	3587	3925
Iran	1191	905	679	408	286
Jordan	2171	2108	1943	1814	1911
Moldova	954	895	885	1703	763
Morocco	871	1022	1189	1509	1978
Russia	3453	2990	2878	2930	1814
Syria	1053	1014	936	781	623
Turkey	1035	1077	1004	1186	1400
Turkmenia	4463	6861	10452	14053	13485

Source: (Публикация документов Государственной ...)

The number of students from China and India is relatively low in the total number of foreign students, there is a tendency for its further decrease. At the moment the universities are focused on Turkmenia and Africa, because their number is growing and actually they finance the existing system of higher education.

Summarising the foregoing, one can conclude that the process of internationalisation “abroad” has a specific character in Ukraine. On the one hand, Ukraine belongs to one of the world’s educational centres which offers rather attractive educational services for certain groups of foreign students. On the other hand, Ukrainian students have started choosing “education abroad” because of low level of competitiveness and therefore attractiveness of the national system of higher education.

#### 4. Development of internationalization in the European Higher Education Area

One of the core objectives of the Bologna Process, inaugurated in 1999, was to render Europe more attractive internationally, among others, through increasing the international competitiveness of the European system of higher education. The overarching aim of the Bologna Process was to create in 2010 the EHEA, based on international cooperation and academic exchange, that should be attractive not only to European students and academic staff but also to students and staff from other parts of the world.

As follow-up to the Bologna Declaration, there have taken place ministerial conferences, every two or three years. The ministers responsible for higher education, who have participated in those conferences, after each conference expressed their will through the respective Communiqués. With the London Communiqué, of 2007, ministers adopted the strategy “The European Higher Education Area in a Global Setting,” encompassing the following priorities (“European Higher Education”, 2007):

- improving information on the European Higher Education Area,
- promoting European Higher Education to enhance its world-wide attractiveness and competitiveness,
- intensifying policy dialogue,
- strengthening cooperation based on partnership and
- furthering the recognition of qualifications.

The above strategy took both competitiveness and cooperation in the international context into account, identifying guiding principles of the Bologna Process. The idea was that all actors at the European, national and institutional levels need to pursue the strategy together.

In the Leuven/Louvain-la-Neuve Communiqué, of 2009, the main working areas for the next decade were set, with emphasis on, among others, international openness and mobility. In this Communiqué, a mobility target was formulated, that in 2020, at least 20% of those graduating in the EHEA should have had a study or training period abroad.

The following anniversary ministerial conference took place in 2010 in Budapest-Vienna. With the occasion of celebrating a decade of the Bologna Process, there took place the official launching of the European Higher Education Area, which meant that, the objective set in the Bologna Declaration was accomplished. The EHEA was meant to ensure more comparable, compatible and coherent systems of higher education in Europe.

The main message of the Bucharest Ministerial Conference, which took place in 2012, was that the countries forming EHEA adopted a new European strategy to increase mobility (“Bologna beyond 2010”, 2009). Mobility is essential to ensure high quality higher education and it is also an important pillar for exchange and collaboration with other parts of the world and that is why another important document concerning internationalization – a “Mobility for Better Learning. Mobility strategy 2020 for the European Higher Education Area” was agreed. In this document the following declarations, referring to measures which shall be implemented at institutional, national or European level, were included:

1. We agree that all member countries develop and implement their own internationalisation and mobility strategies or policies with concrete aims and measurable mobility targets.
2. We reaffirm and elaborate our mobility target formulated at Leuven/Louvain-la-Neuve and lay down additional targets.
3. We strive for open higher education systems and better balanced mobility in the EHEA.
4. We encourage the member countries to strive for more and better balanced mobility of the EHEA with countries outside the EHEA.
5. We shall take measures to dismantle existing obstacles to mobility.
6. We will use quality assurance and transparency tools for promoting high quality mobility inside and outside the EHEA.
7. In the spirit of enhancing mobility, we advocate that countries pass on the flexibilities of the Bologna framework to the higher education institutions and restrict the state regulation of study courses to a minimum
8. We want to increase mobility through improved information about study programmes.
9. We will improve the communication of the individual, institutional and social benefits of periods spent abroad (“Mobility for Better Learning”, 2012).

The above mentioned Mobility strategy 2020 contains call to higher education institutions “to adopt and implement their own strategy for their

internationalisation and for the promotion of mobility in accordance with their respective profile involving the stakeholders (in particular students, early stage researchers, teachers and other staff in higher education); to pay attention to the mobility and international competence of their staff, in particular to give fair and formal recognition for competences gained abroad, to offer attractive incentives for their greater participation in internationalisation and mobility measures as well as to ensure good working conditions for mobile staff; to create mobility-friendly structures and framework conditions for mobility abroad; to develop other possibilities for mobility such as virtual mobility and enable non-mobile students to have an “international experience at home” (“Mobility for Better Learning”, 2012).

Through the Mobility Strategy, countries were encouraged to develop and implement their own internationalisation and mobility strategies. In the year 2015 countries with national strategies for internationalisation in the EHEA are currently in the minority (16 of the 48 higher education systems covered by the report (European Commission, 2015).

## 5. Conclusions

It is well known that scientists often use two main notions as synonyms – globalization and internationalization. Part of them (Понарина, 2012) states that globalization must be considered as a process of integration of the world’s cultures, a mix of traditions of various nations whereas internationalization is a creation of interacting states-communities.

In the sphere of higher education, the process of globalization is often considered as a threat to the national higher education. The reason is that the state is not the only provider of higher education anymore and this fact affects the state’s possibilities to handle the higher education system in the context of its national policy. The restriction of the state’s possibilities concerning formation of its own national policy can cause complications for more weak and poor countries whereas the most developed countries reap benefits (Запругаев, Караваева, Карелина & Салецкий, 2007).

Polish higher education institutions are making progress in internationalization. They build international partnerships and actively seek foreign students. With the change of the political system, the number of science-related international partnerships began to rise, providing an opportunity for the internationalization of research and its outcomes. For example, the Conference of Rectors of Academic Schools in Poland has recently initialled an understanding on cooperation with the German Rectors’ Conference and its Ukrainian counterpart. The number of students who study



abroad is growing every year, however it is no longer just the students who are moving. So are programmes and providers, who are delivering their academic programs internationally.

The development of internationalization "abroad" in Poland might be presented in relation to diversity of activities, which are movement of people, delivery of programs, mobility of providers and international projects. Among these activities mobility of students and academic teachers remain the most visible in Poland.

As for Ukraine and its further development of internationalization "abroad," it is obvious that the state must support it for realization of its own national interests. At the moment the system of higher education is not being reformed in accordance with the up-to-date requirements. Therefore the process of internationalization represents the process of "brain drain" and human capital wasting. Without a consistent development policy aimed at creating a modern competitive system of higher education the above mentioned tendencies will lead to a total destroy of the system of higher education in Ukraine.

The debate over the internationalization and mobility in higher education is the challenge for both Polish and Ukrainian higher education institutions. It is important to discuss different concepts, points of contention, practical solutions, as well as the difficulties and hopes related to the phenomena of the internationalization and mobility in the field of higher education.

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