

ГЛОБАЛІЗАЦІЙНІ ТА ІНТЕГРАЦІЙНІ ПРОЦЕСИ

GLOBALIZATION AND INTEGRATION PROCESSES

УДК 338.49:378.4]:355.4.01(477-651.2:470-651.1)"2022/..."

DOI: <https://doi.org/10.31651/2076-5843-2023-1-2-4-13>

SHCHERBACHENKO Viktoriia

Candidate of Econ. Sciences, Associate Professor,
Sumy State University, Sumy, Ukraine

ORCID: <https://orcid.org/0000-0002-4570-3389>

v.shcherbachenko@macro.sumdu.edu.ua

KRMELA Jan

PhD, Professor,
University of Pardubice, Czech Republic

ORCID: <https://orcid.org/0000-0001-9767-9870>

jan2.krmela@post.cz

ARTYUKHOV Artem

Candidate of Technical Sciences,
Sumy State University, Sumy, Ukraine

ORCID: <https://orcid.org/0000-0003-1112-6891>

artyukhov@pohnp.sumdu.edu.ua

KRMELOVA Vladimira

PhD, Associated Professor, Alexander Dubček
University of Trenčín, Slovakia

E-mail: vladimira.krmelova@tnuni.sk

ORCID: <https://orcid.org/0000-0002-3822-3416>

TESLYK Anastasiia

Student of the Department of Intern. Economic
Relations, Sumy State University, Sumy, Ukraine

ORCID: <https://orcid.org/0000-0002-6332-1528>

a.teslyk@student.sumdu.edu.ua

ARTYUKHOVA Nadiia

Candidate of Technical Sciences,
Sumy State University, Sumy, Ukraine

ORCID: <https://orcid.org/0000-0002-2408-5737>

n.artyukhova@biem.sumdu.edu.ua

PROSPECTS OF MECHANISMS OF INTERNATIONAL EXCHANGE IN HIGHER EDUCATION DURING THE WAR¹

The purpose of this article is to outline the possibilities of academic mobility and assess the prospects for the development of international exchange mechanisms in higher education during martial law. To achieve the goal, a number of scientific publications were developed, which were devoted to the internationalization of higher education by strengthening the role of mobility, the features of the development of offline and online academic exchanges taking into account modern conditions. Attention is paid to the variety of available academic mobility programs: exchanges, internships, and grants, and their differences are extensively characterized.

Keywords: war, international exchanges, internationalization, academic mobility, higher education, internship, grant programs.

Introduction. Martial law makes adjustments in all spheres of the social life of the country, not bypassing the processes of higher education institutions. Thus, the previous idea about the significance of intercultural mobility of students and scientists on a global and local scale is changing. The expected exchange of experiences, knowledge, and narratives only increases its value component during armed aggression, helping the affected country to maintain its level of education and visibility in academic and public circles. The threat to the security of academic participants and the possibility of the cessation of continuous training causes the outflow of intellectual capital permanently or with a return after a certain period of time with the investment of acquired skills abroad in the development of the affected country. Along with the visible advantages of the development of international relations, the obstacles caused by military actions and political restrictions are becoming noticeable, which make amendments to the prospects for the functioning of sustainable mechanisms of exchange in higher education.

¹ The research was carried out with funds from the budget of the Ministry of Education and Science of Ukraine, provided for the research topic "Modeling educational transformations in wartime to preserve the intellectual capital and innovative potential of Ukraine" (No. 0123U100114). The educational outcomes in this publication were created with the support of the EU Erasmus+ program within the framework of projects ERASMUS-JMO-2021-HEI-TCH-RSCH-101048055 «AICE - With Academic integrity to EU values: step by step to common Europe» and ERASMUS-JMO-2022-HEI-TCH-RSCH-101085198 «OSEE - Open Science and Education in Europe: success stories for Ukrainian academia».

Literature review. The search for connections between international activity and the development of higher education and the outline of the prospects for the mobility of intellectual capital led to numerous studies in domestic and foreign scientific circles, designed to provide an analysis of the prospects of intercultural exchange, its advantages and disadvantages. Therefore, the internationalization of higher education was considered from the point of view of essence, main models, and mechanisms by Anisimova O. [1]. The relationship between the Second World War and the establishment of the Fulbright Program was studied by Lebovic S., emphasizing the contribution of the basic ideas of the program to American globalism and the development of science [2].

Meanwhile, in their work, researchers Zabiaka I. and Kovalchuk O. studied the experience of universities in the EU countries regarding the internationalization of the educational process and the identification of its rational ideas to adapt them to the peculiarities of the Ukrainian higher professional school [3]. The scientist Teichler U. [4] approached the study of the essence of academic exchanges, in particular, considered mobility as a tool for overcoming hatred and mistrust between countries, which promotes mutual understanding and readiness for cooperation. The opportunities for the development of intercultural academic mobility after the identification of obstacles to its implementation were substantiated in the work of Agnė Juškevičienė A., Samašonok K., Rakšnys A.V., Žirnelė L., and Gegužienė V. [5]. Instead, researchers Shen W., Xu X., and Wang, X. in their work [6] outlined the role of the mechanism of exchange programs in national, regional, and global knowledge systems, emphasizing the connection between them and the worldwide production, transfer, and circulation of scientific experience.

Scientists Bakhmat O., Lisina L., Nikolenko L., and Buglai N. focused their attention on the peculiarities of the development of online and offline academic student exchanges taking into account modern conditions [7]. Tsyvd-Grom O. [8] emphasized the importance of regulating mobility issues in wartime. And educational analytics through the prism of the full-scale Russian invasion of Ukraine was carried out by Shevchuk I. and Shevchuk A., who focused on identifying threats to the development process of higher education and opportunities that can be used to minimize the impact of military actions [9]. The peculiarities of the higher education system, determined by joining the Bologna Process, during the war and the management of the Erasmus+ Program projects were the key issues in the work of Polyanska A. [10].

The purpose of the article is to outline the possibilities of academic mobility and assess the prospects for the development of international exchange mechanisms in higher education during martial law.

Results and discussion. International activity in higher education institutions, thanks to the expansion of the network of connections, is an important tool for the exchange of experience and knowledge, a mechanism for transferring and borrowing ideas, supporting the visibility of higher education and the country in general as an active community.

Internationalization of the educational process has become a bright trend in the globalized world, ensuring the need for constant interaction with foreign representatives for competitive development through numerous exchange programs, scholarships, and internships. International activity is especially important for countries suffering from military aggression, overcoming the consequences of which in educational activities requires the accumulation of effective teaching methods and a modern knowledge base, which can be provided by exchanging experience with foreign students and researchers.

The most common types of international exchanges are available in most countries and include credit mobility for bachelor's and master's programs, internships, scholarships, and research grants. In addition, there are short-term exchange programs designed to spread certain knowledge through training for a period of one to three weeks through a combination of cultural diversity. Short-term and long-term volunteering opportunities are also offered, which can be combined with university educational activities, providing additional skills and communication benefits.

A feature of a country in a state of war is the attraction of a flow of aid from other states and institutions, aimed at supporting the livelihood of citizens inside the country and beyond by allocating additional funding to ensure a larger number of quotas for participants from the affected region.

Mechanisms of international exchange in the academic plane can become factors in mitigating the impact of military actions on higher education, helping to avoid forced interruption of the educational process. Other interrelated effects of war include:

- the destruction of educational infrastructure;
- financing difficulties due to economic instability;
- the outflow of students abroad for temporary or permanent studies;
- demographic loss of the academic personnel base;
- causing physical and psychological injuries;
- changing the content of education;
- loss or partial reduction of scientific research.

Based on the experience of the Russian-Ukrainian war, it is possible to determine the main tasks of the development of higher education in the post-war period, including:

- the creation of a program for post-war restoration of damaged and destroyed infrastructure, premises, material, and technical bases;
- restoration of personnel potential and involvement of students;
- development of a state support program;
- creation of modern institutions of postgraduate education;
- adaptation of the higher education system to European standards;
- conducting educational practice through the development of public-private partnership" [11, p. 142].

Solving some of the identified tasks facing the higher education system during the war can be accomplished with the help of academic mobility mechanisms. Therefore, there is an opportunity for the participants of the educational process to gain new knowledge in a safe and progressive environment, and in the future to implement the acquired skills in the reconstruction of the post-war economic and political system of their own country. In addition, the list of offers for international exchanges is extensive, the most important of them are presented in Tab. 1.

Table 1 – List of international exchange and grant programs

| Title | Features |
|--|--|
| Erasmus+ | A program of the European Union that supports cooperation projects, partnerships, activities and mobility in the field of education, vocational training, youth and sports. The directions of the program are: – KA1: Academic mobility (HEIs from partner countries can partner with universities from Europe to organize mobility projects for students, teachers and administrative staff). – KA2: Cooperation for innovation (development of innovation and exchange of successful practices in the field of higher education, as well as for cooperation between member countries and partner countries of the Erasmus+ program). |
| British Council | United Kingdom International Organization for Cultural Relations and Educational Opportunities. |
| EURASIA Programme | Programs of international cooperation in the field of education, which is organized by Diku - the Norwegian Agency for International Cooperation and Improving the Quality of Higher Education. Institutions of higher education from a number of countries in Eastern Europe and Central Asia can take part in this program. Within its framework, higher education institutions from Eurasian countries work in partnership with the Higher Education Institutions of Norway, namely: – create joint educational programs and training courses; – carry out an exchange of students, postgraduates, and teachers; – conduct joint seminars, workshops, and other academic events. |
| "Jean Monet" direction of the EU Erasmus+ program" | The goals of the "Jean Monet" direction are: – activation of European integration discourse; – promoting the excellence of European integration studies; – involvement of higher education institutions in the study of European integration processes. |

Continue Table 1

| | |
|--|--|
| Horizon Europe | The framework program for scientific research and innovation of the EU, within which the goal was set: which must be achieved within its framework: – to strengthen the European scientific and technological foundation and the European Research Area, – to increase European innovative competitiveness, – to fulfill society's priorities and support the socio-economic model and values of Europe. |
| EUREKA (European Research Coord. Agency) | International European innovative scientific and technical program, created to carry out research and development competitive on the world market on a grant basis. |
| NAWA (Narod. Agen. Wymiany Akademickiej) | Polish institution created for the purpose of organizing bilateral exchanges of students and scientists between Poland and other countries. |
| Visegrad Fund | Donor organization founded by the governments of the Visegrad Group countries – the Czech Republic, Hungary, Poland and Slovakia. The purpose of the Fund is to promote regional cooperation both between the V4 countries and other regions, in particular the countries of the Western Balkans and the Eastern Partnership. |
| DAAD | The German Academic Exchange Service is an intermediary organization for foreign cultural, educational and scientific policy, as well as for the development of cooperation in the field of higher education. |
| Humboldt Foundation Awards & Fellowship | Promotes international exchanges of students and scientists. The foundation aims to develop academic cooperation between scientists from Germany and other countries. Grant programs, in which Ukrainians are invited to participate, are aimed primarily at scientists who already have a PhD degree. |
| Fulbright Program | The international program for the exchange of scientists and students, financed by the government of the United States of America, under the terms of which various types of grants are possible: – studying at universities in the USA to obtain a master's degree, – conducting research at US universities for young scientists, – conducting research at US universities and research institutions for experienced scientists and specialists, – teaching and/or conducting research in universities or research institutions of other countries for American teachers, researchers and specialists. |
| Mitacs | Canadian non-profit organization that helps students and researchers get internships at Canadian universities. |
| JSPS | The Japan Society for the Promotion of Science provides an opportunity for scientists from various countries to conduct research together with Japanese colleagues in the fields of humanities, social sciences, and natural sciences. |

*built by the author based on data [12, 13]

The above list outlines the opportunities that participants in the higher education process can get in the usual period. However, when a particular country faces armed aggression, mobility programs can allocate additional funds to more broadly involve the affected region in knowledge sharing. It is important that educational exchanges in the conditions of war have certain specific features: due to their forced nature, mobility is activated and accelerated, expanding the category of its participants [14, p. 120-121]. In the future, by participating in international exchanges, it is possible to gain important skills in various fields by attracting grants, completing internships and courses at foreign universities.

Short-term projects that contribute to the loyal perception of cultural diversity are also significant for building a network of connections. In addition, the visibility of war victims in various fields, in particular in the academic field, contributes to the improvement of mutual understanding with those who do not have similar experiences. The most vivid example of building an intercultural bridge in the context of war turmoil can be considered the Fulbright Program, which has been successfully operating since 1946 in more than 160 countries of the world. Its fundamental values are key in determining the importance of international exchange for society: it was believed that the idea of international education

made it possible not only to overcome geographical boundaries for scientists and students but also contributed to the improvement of mutual understanding and the establishment of a network of personal and professional contacts, becoming the basis for more significant mutual knowledge between by people [15].

Another illustration of the importance of mobility mechanisms in the context of peacekeeping is the attempts to stabilize intercultural interaction between the countries of the Western Balkans. It is worth noting the Regional Youth Cooperation Office (RYCO), which is an independent institution established by the six participating countries of the Western Balkans: Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia, and Serbia, with the aim of promoting a spirit of reconciliation and cooperation among the youth in the region through youth exchange programs. One of the key missions of the Office is to intensify regional cooperation between youth and youth institutions, ensuring the implementation of joint programs with an emphasis on the principles of democratic governance, sustainable economic development, education, and innovation [16, p. 35]. Thus, the program contributes to the preventive stabilization of the region and initiates a dialogue, involving the school and students in international exchanges.

In addition, the international activity of the Sumy State University (SSU), which developed the Internationalization Strategy for 2019-2025 [17] and was able to continue its implementation despite the full-scale invasion of Russia into Ukraine, speaks of the importance of academic mobility in the conditions of military upheaval and the possibilities of its mechanisms. The institution implements a systematic approach to the path of integration into the European and global scientific and educational space, in particular, through cooperation with foreign universities, associations, foundations and institutions.

One of the ways to help the international society of the Ukrainian higher education sector in 2022 was the implementation of network initiatives, which provided for the consolidated participation of various foreign institutions in the analysis of needs, the development of support mechanisms, and their further implementation. For its part, when overcoming the consequences of military actions, the main task for the structures of international activity of Sumy State University was to ensure the direct participation of the university in the most effective initiatives and projects, which involved systematic work on contacting relevant organizations, presenting the necessary analytical and presentational information, forming teams and topics for potential interaction [18, p. 6]. The university's invested efforts in obtaining available opportunities for international programs helped not to change the trend of expanding the circle of foreign partners, as evidenced by Fig. 1.

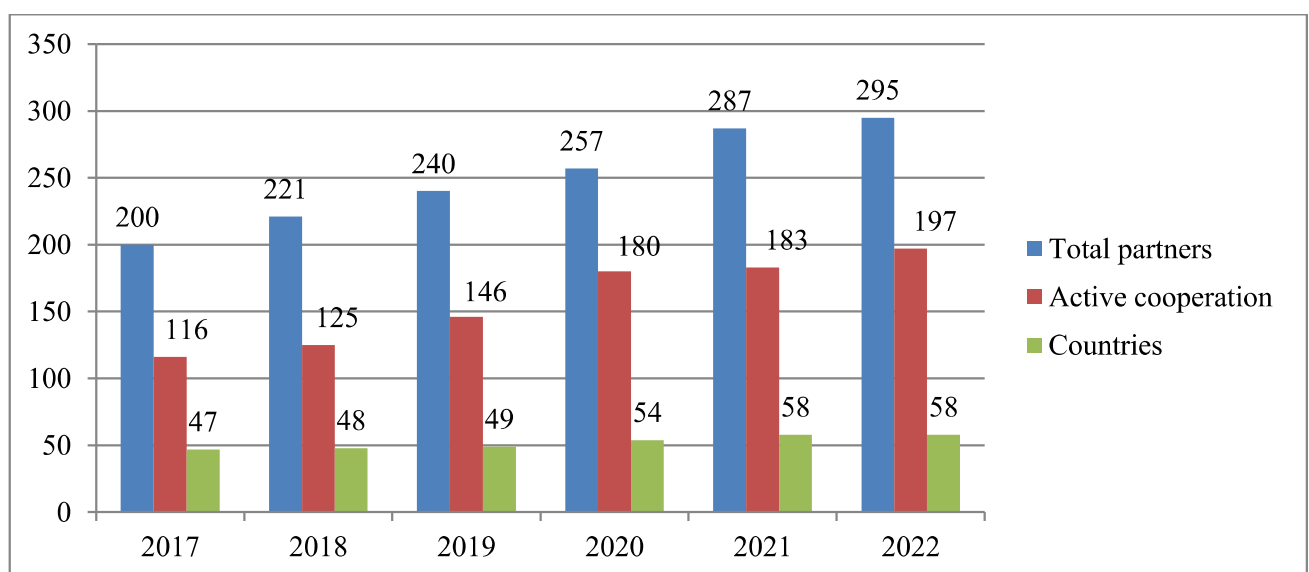


Figure 1 – Dynamics of expansion of foreign partners of Sumy State University

*built by the author based on data [18, p. 3]

It is worth emphasizing that participation in international grant projects also contributes to the improvement of the material and technical base - therefore, in 2022, computers, technical equipment, and materials were brought to Sumy State University as part of the implementation of scientific projects for UAH 9.58 million, which significantly more than in 2021 - UAH 1.99 million. In addition, in the year of the full-scale Russian-Ukrainian war, the largest number of university-wide grants was achieved for all the years of the university's activity [18, p. 11-12].

According to the topics of projects implemented by Sumy State University in 2022, it is possible to say about the prospects of international programs as tools for implementing world experience into the experience of a warring country, since they were aimed at:

- implementation of European values in educational activities;
- modernization of educational programs by European standards;
- improving the quality of educational activities and the level of academic integrity;
- implementation of restorative technologies in biomedicine;
- the strategy of building green campuses;
- protection of the financial system from cyber threats;
- implementation of EU mechanisms;
- countering modern challenges and threats;
- bioenergy innovations in waste management;
- promoting the sustainable development of education through the language of the brand;
- a study of EU migration policy and modern realities of migration, primarily related to the military invasion of Ukraine [18, c.12].

Adopting the practices of the organization of education during the period of upheaval caused by the COVID-19 pandemic becomes noticeable during the adjustment of the process of higher education in the conditions of war. Therefore, the example of Sumy State University shows an increase in the percentage of students who participated in virtual international academic mobility, which is illustrated in Fig. 2.

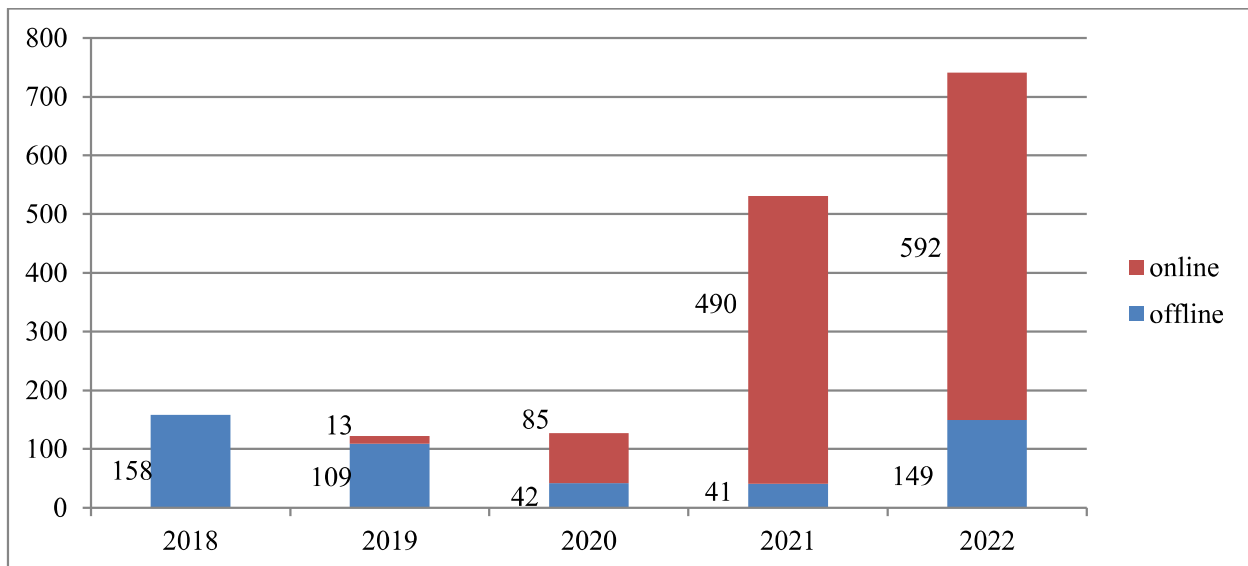


Figure 2 – The number of participating students from Sumy State University in the international academic mobility programs in individuals

*built by the author based on data [18, p.16]

The use of the provided opportunities together with the awareness of the participants of the educational process about them determine short-term and long-term prospects, which consist in the consequences of the exchange of experience and skills. Thus, an internship or study at a foreign university can become an intermediate stage in the scientific life of students or university employees, which will allow them to develop, keeping up with global trends, until they safely return to their country.

However, the outflow of intellectual capital for permanent residence can also be viewed positively in the context of the visibility of researchers as coming from a certain country, which will need loyal coverage to fight the information wars that currently accompany real ones. In addition, taking into account the peculiarities of the largest mobility programs, it is also important to emphasize the possibility of the inflow of foreign representatives through exchange programs in teaching and learning. Also, an important aspect of exchanges is close cooperation between universities, which consists in particular in the adoption and transfer of teaching methods during cooperation. In addition, cooperation between universities promotes information and technological progress and increases academic integrity.

It is important to note that international academic mobility contributes to increasing the competitiveness of future specialists both on the domestic and foreign labor markets and, at the same time, significantly affects the improvement of the quality indicators of education and science in the country, which brings national educational systems closer to the requirements of international education standards, increasing the general level of education of the population [7, p. 151]. In addition, the problem of reducing the number of researchers during martial law may also find a partial solution in the participation of domestic scientists in the grant programs of the European Union, America, and Asia. It is also worth paying attention to the importance of higher education institutions' loyalty to student mobility, exchange programs for educators, and scholarship programs for research and projects - this has the potential to become a fundamental idea for establishing a system of persuading education seekers to stay in the country despite the difficult situation, laying the groundwork in advance.

Conclusion. To summarise, it is necessary to outline the variety of international mobility programs and their important role in ensuring continuous learning and sharing of experience, knowledge, and skills. Especially significant for countries suffering from the consequences of the war is the opportunity to compensate for educational losses by attracting grant and scholarship offers and strengthening the role of domestic researchers in the world scientific community. Awareness of the beneficial interaction of the environment of higher education with the mechanisms of intercultural mobility will make it possible to use favorable conditions to reduce the impact of armed aggression on the educational process. An example of this was the Sumy State University, which managed to maintain the developed Strategy of Transnationalization during the beginning of the full-scale Russian-Ukrainian war, meanwhile increasing some mobility indicators compared to previous years. In general, international exchange mechanisms have a significant impact on the long-term development path of higher education institutions, developing a network of academic connections, mobilizing the best global practices of teaching and scientific achievements, and increasing the competitiveness of mobility program participants in the national and global labor market. This is especially important for universities located in the territory where military actions are taking place, due to the constant redirection of scarce resources to more priority areas, causing underfunding of educational institutions, as a result of which numerous exchange, grant, and internship programs may be partially minimized.

References (in language original)

1. Anisimova. O. Internationalization of higher education: models and framework. *Educational Analytics of Ukraine*. 2019. No. 3. P. 97–110. URL: <https://doi.org/10.32987/2617-8532-2019-3-97-110> (date of access: 17.03.2023).
2. Lebovic S. From war junk to educational exchange: the World War II origins of the Fulbright Program and the Foundations of American Cultural Globalism, 1945-1950. *Diplomatic History*. 2013. Vol. 37, no. 2. P. 280–312. URL: <https://doi.org/10.1093/dh/dht002> (date of access: 17.03.2023).
3. Забіяка І., Ковальчук О. Інтернаціоналізація вищої професійної освіти в Європі. *Наукові інновації та передові технології*. 2023. № 7(21). URL: [https://doi.org/10.52058/2786-5274-2023-7\(21\)-362-371](https://doi.org/10.52058/2786-5274-2023-7(21)-362-371) (дата звернення: 17.03.2023).
4. Teichler U. Academic mobility and migration: what we know and what we do not know. *European Review*. 2015. Vol. 23, S1. P. S6–S37. URL: <https://doi.org/10.1017/s1062798714000787> (date of access: 02.03.2023).
5. Juškevičienė, A.; Samašonok, K.; Rakšnys, A. V.; Žirnelė, L.; Gegužienė, V. Development trends and challenges of students' academic mobility in higher education. *Entrepreneurship and*

Sustainability Issues. 2022. Vol. 9, no. 4. P. 304–319. URL: [https://doi.org/10.9770/jesi.2022.9.4\(16\)](https://doi.org/10.9770/jesi.2022.9.4(16)) (date of access: 02.03.2023).

6. Shen W., Xu X., Wang X. Reconceptualising international academic mobility in the global knowledge system: towards a new research agenda. *Higher Education*. 2022. URL: <https://doi.org/10.1007/s10734-022-00931-8> (date of access: 02.03.2023).

7. Bakhmat, O. , Lisina , L. , Udovenko, I. , Nikolenko, L. , & Buhlai, N. . Development of online and offline academic mobility of students in modern conditions. *Revista Eduweb*. 2022. Vol. 16, no. 3. P. 146–159. URL: <https://doi.org/10.46502/issn.1856-7576/2022.16.03.11> (date of access: 02.03.2023).

8. Цвид-Гром О. Міжнародна академічна мобільність в умовах війни. Актуальні питання інтернаціоналізації вищої освіти в Україні: лінгвістичний, правовий та психолого-педагогічний аспекти: матеріали IV Міжнародної науково-практичної он-лайн-конференції – Біла Церква: БНАУ., 2023. URL: <http://rep.btsau.edu.ua/handle/BNAU/8651> (дата звернення: 17.03.2023).

9. Шевчук І., Шевчук А. Освітня аналітика через призму війни: виклики та можливості для вищої школи України. *Економіка та суспільство*. 2022. № 39. URL: <https://doi.org/10.32782/2524-0072/2022-39-80> (дата звернення: 17.03.2023).

10. Полянська А. С. Особливості управління проектом «Міжнародна академічна мобільність» Програми Erasmus+ в умовах війни. *Економіка, управління та адміністрування*. 2023. № 1(103). S. 56–63. URL: [https://doi.org/10.26642/ema-2023-1\(103\)-56-63](https://doi.org/10.26642/ema-2023-1(103)-56-63) (дата звернення: 02.03.2023).

11. Жила Г. Вища світа в умовах війни: виклики, проблеми, перспективи для студентів та науковців. *Молодь і ринок*. 2023. № 2/210. S. 141–145. URL: <https://doi.org/10.24919/2308-4634.2023.274694> (дата звернення: 02.03.2023).

12. Міжнародні програми, конкурси, гарантії - Дніпропетровський державний університет внутрішніх справ. Дніпропетровський державний університет внутрішніх справ. URL: <https://dduvs.in.ua/mizhnarodna-diyalnist/ms/mpkg/> (дата звернення: 21.03.2023).

13. Програма Canada's Mitacs Globalink Research Internship: інформ. Mitacs Україна. URL: <https://www.mitacsua.org/about-program/> (дата звернення: 21.03.2023).

14. Radionova N., Shvydun L. Educational mobility in extremes life situations. *Visnyk of the Lviv University*. 2022. No. 44. P. 116–122. URL: <https://doi.org/10.30970/pp.2022.44.13> (date of access: 03.03.2023).

15. Історія Програми імені Фулбрайта - Фулбрайт Україна. Фулбрайт Україна. URL: <https://fulbright.org.ua/uk/program-history/> (дата звернення: 21.03.2023) [In Ukrainian].

16. Popović, M., Gligorović, A. Youth Mobility in the Western Balkans the Present Challenges and Future Perspectives: Bosnia and Herzegovina, Montenegro, Kosovo, Serbia, the former Yugoslav Republic of Macedonia. *Balkan Regional platform for youth participation and dialogue*, 2016. P. 33–47.

17. Стратегія інтернаціоналізації Сумського державного університету на 2019-2025 роки. Реєстр основної нормативної бази СумДУ – Сумський державний університет. URL: <http://surl.li/jspkx> (дата звернення: 02.03.2023).

18. Звіт за 2022 рік за напрямом роботи Міжнародної діяльності університету. СумДУ – Сумський державний університет. URL: https://sumdu.edu.ua/images/content/general/public-info/report/report-2022_international.pdf?ver=1 (дата звернення: 02.03.2023).

References

1. Anisimova. O. (2019). Internationalization of higher education: models and framework. *Educational Analytics of Ukraine*. 3. 97–110. Retrieved from: <https://doi.org/10.32987/2617-8532-2019-3-97-110> (date of access: 17.03.2023).

2. Lebovic S. (2013). From war junk to educational exchange: the World War II origins of the Fulbright Program and the Foundations of American Cultural Globalism, 1945-1950. *Diplomatic History*. 37(2). 280–312. Retrieved from: <https://doi.org/10.1093/dh/dht002> (date of access: 17.03.2023).

3. Zabiia I., Kovalchuk O. (2023). Internatsionalizatsiia vyshchoi profesiinoi osvity v yevropi. *Naukovi innovatsii ta peredovi tekhnologii*. 7(21). Retrieved from: [https://doi.org/10.52058/2786-5274-2023-7\(21\)-362-371](https://doi.org/10.52058/2786-5274-2023-7(21)-362-371) (date of access: 17.03.2023) [In Ukrainian].
4. Teichler U. (2015). Academic mobility and migration: what we know and what we do not know. *European Review*. 23, S1. S6–S37. Retrieved from: <https://doi.org/10.1017/s1062798714000787> (date of access: 02.03.2023).
5. Juškevičienė, A.; Samašonok, K.; Rakšnys, A. V.; Žirnelė, L.; Gegužienė, V. (2022). Development trends and challenges of students' academic mobility in higher education. *Entrepreneurship and Sustainability Issues* 9 (4). 304–319. Retrieved from: [https://doi.org/10.9770/jesi.2022.9.4\(16\)](https://doi.org/10.9770/jesi.2022.9.4(16)) (date of access: 02.03.2023).
6. Shen W., Xu X., Wang X. (2022). Reconceptualising international academic mobility in the global knowledge system: towards a new research agenda. *Higher Education*. Retrieved from: <https://doi.org/10.1007/s10734-022-00931-8> (date of access: 02.03.2023).
7. Bakhmat O., Lisina L., Udovenko I., Nikolenko L., & Buhlai N. (2022). Development of online and offline academic mobility of students in modern conditions. *Revista Eduweb*. Vol. 16, no. 3. P. 146–159. Retrieved from: <https://doi.org/10.46502/issn.1856-7576/2022.16.03.11> (date of access: 02.03.2023).
8. Tsyvd-Hrom O. (2023). Mizhnarodna akademichna mobilnist v umovakh viiny. Aktualni pytannia internatsionalizatsii vyshchoi osvity v Ukraini: lnhvistychnyi, pravovyi ta psykholohopedahohichnyi aspekty: materialy IV Mizhnarodnoi naukovopraktychnoi onlain-konferentsii – *Bila Tserkva: BNAU*. Retrieved from: <http://rep.btsau.edu.ua/handle/BNAU/8651> (date of access: 17.03.2023) [In Ukrainian].
9. Shevchuk I., Shevchuk A. (2022). Osvitnia analityka kriz pryzmu viiny: vyklyky ta mozhlyvosti dlia vyshchoi shkoly Ukrainy. *Ekonomika ta suspilstvo*. 39. Retrieved from: <https://doi.org/10.32782/2524-0072/2022-39-80> (date of access: 17.03.2023) [In Ukrainian].
10. Polianska A. S. (2023). Osoblyvosti upravlinnia proiekto «Mizhnarodna akademichna mobilnist» Prohramy Erasmus+ v umovakh viiny. *Ekonomika, upravlinnia ta administruvannia*. 1(103). 56–63. Retrieved from: [https://doi.org/10.26642/ema-2023-1\(103\)-56-63](https://doi.org/10.26642/ema-2023-1(103)-56-63) (date of access: 02.03.2023) [In Ukrainian].
11. Zhyla H. (2023). Vyshcha svita v umovakh viiny: vyklyky, problemy, perspektyvy dlia studentiv ta naukovtsiv. *Molod i rynek*. 2/210. 141–145. Retrieved from: <https://doi.org/10.24919/2308-4634.2023.274694> (date of access: 02.03.2023) [In Ukrainian].
12. Mizhnarodni prohramy, konkursy, hranty - Dnipropetrovskiyi derzhavnyi universytet vnutrishnikh sprav. Dnipropetrovskiyi derzhavnyi universytet vnutrishnikh sprav. Retrieved from: <https://dduvs.in.ua/mizhnarodna-diyalnist/ms/mpkg/> (date of access: 21.03.2023) [In Ukrainian].
13. Prohrama Canada's Mitacs Globalink Research Internship: informatsiia. Mitacs Ukraine. Retrieved from: <https://www.mitacsua.org/about-program/> (date of access: 21.03.2023) [In Ukrainian].
14. Radionova N., Shvydun L. (2022). Educational mobility in extremes life situations. *Visnyk of the Lviv University*. 44. 116–122. Retrieved from: <https://doi.org/10.30970/pp.2022.44.13> (date of access: 03.03.2023).
15. Istoriia Prohramy imeni Fulbraita - Fulbright Ukraine. Fulbright Ukraine. Retrieved from: <https://fulbright.org.ua/uk/program-history/> (date of access: 21.03.2023) [In Ukrainian].
16. Popović, M., Gligorović, A. (2016). Youth Mobility in the Western Balkans the Present Challenges and Future Perspectives: Bosnia and Herzegovina, Montenegro, Kosovo, Serbia, the former Yugoslav Republic of Macedonia. *Balkan Regional platform for youth participation and dialogue*, 33–47.
17. Stratehii internatsionalizatsii Sumskoho derzhavnogo universytetu na 2019-2025 roky. Reiestr osnovnoi normativnoi bazy SumDU – Sumskiyi derzhavnyi universytet. Retrieved from: <http://surl.li/jspkx> (date of access: 02.03.2023) [In Ukrainian].
18. Zvit za 2022 rik za napriamom roboty Mizhnarodna diialnist universytetu. Sumy State University. Retrieved from: https://sumdu.edu.ua/images/content/general/public-info/report/report-2022_international.pdf?ver=1 (date of access: 02.03.2023) [In Ukrainian].

ЩЕРБАЧЕНКО Вікторія Олексіївна

кандидат економічних наук, доцент,
Сумський державний університет,
м. Суми, Україна

АРТЮХОВ Артем Євгенович

кандидат технічних наук,
Сумський державний університет,
м. Суми, Україна

ТЕСЛИК Анастасія Володимирівна

студентка кафедри міжнародних економічних
відносин, Сумський державний університет,
м. Суми, Україна

КРМЕЛА Ян

доктор філософії, професор,
Університет Пардубіце,
м. Пардубіце, Чехія

КРМЕЛОВА Владіміра

доктор філософії, доцент,
Університет А. Дубчека в Тренчині,
м. Тренчин, Словаччина

АРТЮХОВА Надія Олександрівна

кандидат технічних наук,
Сумський державний університет,
м. Суми, Україна

**ПЕРСПЕКТИВИ РОЗВИТКУ МЕХАНІЗМІВ МІЖНАРОДНОГО ОБМІНУ
У ВИЩІЙ ОСВІТІ ПІД ЧАС ВІЙНИ**

Проблема. Наслідок кожної війни полягає у порушенні звичного суспільного порядку – зокрема, це простежується у можливих труднощах у забезпеченні населення освітою, через що постають завдання зменшити вплив збройної агресії на навчальний процес. Як одне з рішень мінімізації шкоди війни для вищої освіти є сенс розглядати програми академічної мобільності, стажування та грантові програми.

Мета. Мета цієї статті полягає в окресленні можливостей академічної мобільності й оцінці перспектив розвитку механізмів міжнародного обміну у вищій освіті під час воєнного стану. Для реалізації поставленої мети було опрацьовано низку наукових публікацій, які були присвячені інтернаціоналізації вищої освіти шляхом посилення ролі мобільності, особливостям розвитку офлайн та онлайн академічних обмінів із урахуванням сучасних умов і специфіки функціонування механізмів програм мобільності у рамках збройної агресії.

Результати. У результаті аналізу було визначено значущу роль міжнародної діяльності для країн, які зіткнулися з воєнними діями. Звернуто увагу на різноманітність доступних програм академічної мобільності: обмінів, стажувань та грантів, розширено характеризуючи їхні відмінності. Визначено взаємопов'язані наслідки війни та основні завдання, що стоять перед системою вищої освіти в повоєнний період. Згадано про Програму Фулбрайта у контексті намагання реалізувати ідею подолання географічних кордонів для науковців та студентів за допомогою налагодження взаєморозуміння.

Наукова новизна. Вперше було запропоновано механізми реалізації програм академічного обміну в умовах повномасштабної російсько-української війни, а також проаналізовано тенденції розвитку академічних обмінів в Україні.

Висновки. Було зазначено про використання інструменту молодіжного обміну для стабілізації міжкультурної ситуації у регіоні Західних Балках, ініціатором чого був Регіональний офіс молодіжної співпраці (RYCO). До того ж, було визначено діяльність Сумського державного університету (СумДУ) як прикладом реалізації можливостей міжнародних програм для забезпечення достатнього рівня освіти під час воєнного стану. Було звернуто увагу на короткострокові та довгострокові перспективи, що полягають в обміні досвідом та навичками задля безперервного розвитку. Зазначено, що міжнародна академічна мобільність сприяє підвищенню конкурентоспроможності здобувачів освіти як на внутрішньому, так і на зовнішньому ринку праці та впливає на покращення якості освіти і науки в країні.

Ключові слова: війна, міжнародні обміни, інтернаціоналізація, академічна мобільність, вища освіта, стажування, грантові програми.

Одержано редакцією: 10.04.2023
Прийнято до публікації: 12.06.2023