INTERNATIONAL STUDENT’S ACADEMIC MOBILITY: CASE STUDY OF UKRAINE KARAZIN NATIONAL UNIVERSITY

Abstract  Internationalization, globalization, and student academic mobility are on the rise and the shores of the world are drawing closer in the realm of higher education. It provides them with educational models that can effectively respond to current issues and challenges of globalization. International academic collaboration plays an important role in creating models and preparing educational systems to succeed in foreign environment. Academic mobility refers to the movement of students across different educational institutions, either within their own country or internationally, with the aim of enhancing their academic knowledge, skills, and experiences. This phenomenon has gained significant attention and importance in recent years due to its potential to shape students’ personal and professional development in a rapidly globalizing world. Implementing academic mobility include the need for proper pre-departure orientation and support services, sufficient academic recognition and credit transfer mechanisms, and comprehensive health and safety provisions. Furthermore, it’s crucial to ensure the diversity and inclusivity of mobility opportunities, addressing any potential biases towards certain disciplines, regions, or demographic groups.

This paper aims to explore the case study of Karazin University of Ukraine focusing on international students’ academic mobility. Research will provide insights into internationalization of higher education in Ukraine, with focus on policies, strategies, and key trends. Studying the international academic mobility of students provide insights into the factors influencing their decision-making process and motivations of students choosing to study abroad.

In this research will be applied a qualitative approach, utilizing interviews and document analysis to gather data from students, administrators of international student’s department.

The researcher made 10 interviews with international students taking part in academic mobility at Karazin University and 10 domestic students who were involved in academic mobility programs in other countries. Also 2 Heads of International Department Affairs were interviewed. This sampling will help to provide in-depth and detailed information about international students’ academic
mobility. Purposive sampling has been carried out to select the participants, which most qualitative researchers use to recruit participants who can provide in-depth and detailed information about the phenomenon under investigation.

The findings and analysis of the study highlight several factors that influence international students' decision-making process in choosing Karazin University for academic mobility. These factors include the university's reputation and ranking, availability of scholarships and funding opportunities, quality of education and academic programs, and cultural and social environment factors.

One significant factor that emerged was the reputation and ranking of Karazin University. The university's long-established history and strong reputation in academic circles played a crucial role in attracting international students. Its consistently high rankings in various international university rankings also contributed to its appeal as a destination for academic mobility. Another important factor was the availability of scholarships and funding opportunities for international students. Many students cited financial support as a crucial factor in their decision-making process, and Karazin University's offering of scholarships and funding options made it an attractive choice for those seeking financial assistance.

Furthermore, the study identifies institutional support and resources provided by Karazin University to enhance international students' academic mobility experience. This includes international student services and support, academic advising and mentorship programs, language support and learning opportunities, and student organizations and clubs. The study also addresses the challenges faced by international students during their academic mobility at Karazin University, such as language barriers, cultural adjustment, academic mobility under circumstances of COVID-19, and academic mobility under circumstances of war.

To address these challenges and improve the international students' academic mobility experience, Karazin University has implemented various strategies. These include developing international partnerships and collaborations to enhance global engagement, internationalizing the curriculum to cater to diverse student needs, providing financial assistance and scholarships to support international students economically, and promoting cultural exchange and integration among the international student community.

This research can be helpful for learners, students, policymakers, and institutional stakeholders, to provide better services and better strategies for international students’ academic mobility at Karazin University.

**Keywords:** Internationalization, Globalization, Higher Education, Academic Mobility, Challenges

**Background.** Education is considered the cornerstone of modern global culture, emphasizing the significance of individuals as autonomous and innovative beings who continuously evolve throughout their lives. The human element plays a
crucial role in the social, cultural, and economic progress of society. In education approved and develop democratic values that are manifested in the individualization of learning, the creation of various forms of education, including adult. The primary objective of contemporary education is to establish a framework that enables individuals to acquire and enhance knowledge, foster personal growth, and achieve self-fulfillment through lifelong learning. By addressing the challenges posed by the present and future, the education system strives to embrace innovation and adaptability, experts from different countries use the terms «continuing», "future", "permanent", "continuous", "life" education. As the identity remains and constantly evolving, its efforts should be focused on innovatively creating solutions for new and unconventional challenges, particularly those of a professional nature. Thus, human development in continuing education requires, above all, movement, and hence mobility. The urgency of the issue stems from two factors. Firstly, there is the rapid diversification of higher education, which is leading to the widespread pursuit of shared objectives. Secondly, there is the growing popularity of this trend, further emphasizing the need for immediate attention. The current stage of development of educational systems is characterized by a significant influence of globalization and internationalization of higher education, creation of common information space. On the one hand, the joint European space leads to the development of students and teaching staff mobility, on the other hand, academic mobility is a necessary condition of common education space formation. Considering these trends, the strategic goal of the state policy in the educational sphere is to develop academic mobility of students, which directly increases a person’s chances for professional fulfillment, but also increases the quality of labor resources of the national economy.

Universities worldwide place great emphasis on international student mobility (ISM) as increasing numbers of students choose to study abroad. Students’ decisions to study abroad are shaped by an ever-changing kaleidoscope of motives and expectations; at the same time, student mobility and mobility in general are often triggered by serendipitous events. ISM is a dynamic element of migration and mobility with a growing student population prone to changes due to a variety of forces. The increased mobility of students has been enabled by several factors. First, at the macro-scale there are economic and cultural globalization and the internationalization of universities (IoU), which include: more affordable travel; the information technology (IT) revolution and the wider use of information communications technology (ICT); spread of the English language through media and throughout academia, science and popular culture; the rise in the number of high school graduates and the rise of the middle class in developing economies; and nation-states’ neoliberal agendas in the context of knowledge based economies (KBEs). There is also the support of student and academic mobility by the European Union (EU), through the Erasmus exchange programs, comparability of higher education qualification, the awards of the European Credit Transfer and
Accumulation System and/or the Diploma Supplement (ECTS/DS) and the Bologna Process (Bologna) initiated by 29 European countries with European Commission being one of the signatory parts. Second, the factors on the meso-scale point to institutional initiatives, such as the IoU, the recruitment strategies of some universities and the adoption of English language curricula in countries where English is not the first language. Third, at the individual (micro) level there are causal factors influencing ISM, consisting of a variety of motivations and expectations regarding study abroad which are often influenced by the demographics of students, socioeconomic status, personal relationships, the cost, and length of degrees and/or by the geographical location of the host countries and education institutions. These influences characterize the ‘push and pull’ factors of student mobility. Academic mobility is a requirement of the present in the market for the provision of educational services in the field of higher education and provides for the powerful integration of Ukraine into the common European educational space. The data of the analytical center “CEDOS” shows that the number of Ukrainians that were studying in foreign universities in the 2014-2015 academic years amounted to 59.6. The dynamics of growth from 2009 to 2015 was 129.0%. If you compare the last two years, the increase is 13.3 thousand people (29.0%). Also 2/3 of this increase was made up of Ukrainians, who has been studied at Polish universities. They showed the most rapid growth – from 15.0 to 22.8 thousand people, that is 50.0% of all foreign students in Poland.

Talking about case study, Karazin University, it is one of the leading institutions in the country with a strong emphasis on internationalization. Recognizing the importance of global engagement and cultural exchange, the university has actively pursued collaborations and partnerships with educational institutions around the world. Karazin University Erasmus+ program, which promotes international cooperation in education. Students and faculty members can take part in academic mobility through this program. In 2020, Karazin University were involved in various scientific projects funded by the European Union’s Horizon. These collaborations provide opportunities for researchers to work together on interdisciplinary projects, access cutting-edge technologies, and enhance their research capabilities.

On the 21st of June 2022, V. N. Karazin Kharkiv National University (Ukraine) and the University of York (United Kingdom) signed the Memorandum of Understanding. This is an important step on the way of collaboration of the universities which started in the framework of the "Twinning Initiative" program. This program, initiated by the Cormack Consultancy Group with an active participation of the "Universities UK" Association and involvement of the Ministry of Education and Science of Ukraine, was launched in response to the threats that Russia’s invasion poses to higher education in Ukraine. The "Twinning Initiative" aims at establishing partnerships between the universities of Ukraine, Great Britain,
and the European Union in search of the optimal ways of supporting HEIs, creating their long-term alliances. Education plays an important role in people’s life around the world. To receive an education is one of the main goals in everybody’s life. Many countries are doing everything to improve and raise the levels of their higher education systems to attract people just to study in their countries.

In recent years, because of the increasing role of higher education, China’s economy has developed very fast, and its social progresses are known throughout the world. In 1978 China has adopted the Open Reform Policy. So, after that time China has started to internationalize its higher education with more strength. Therefore, China signed agreement on mutual recognition of academic degrees with Ukraine in 1998. Since that time Chinese culture and language started to be attracted in learning Chinese language and culture. At some Ukrainian schools’ pupils started to learn Chinese language as a second language. Later, all around Ukraine number of universities were growing, which signed agreement with China for exchanging student. There is already more than a decade of student mobility in Ukraine, but it is still in the under-developed state, which is caused by certain economic difficulties, language barriers and a variety of bureaucratic obstacles. However, over the past few years, the government must pay much more attention to international student mobility, considering it as one of the instruments of European integration of Ukraine. Higher educational institutions try to step up their activities in the field of academic exchanges, making the necessary organizational and information conditions. Nowadays China and Ukraine have developed exchange programs of students and teachers between their universities. It brings new advantages for the higher education development of the two countries.

1. Introduction

The emergence of the information society or knowledge society has had a radical impact on higher education. Information-driven changes in social relations in Europe and across the globe have also affected Ukrainian higher education. Knowledge is becoming the core resource of economic development. Since the training and re-training of personnel requires more time and resources, the knowledge economy also influences market relations in education. Owing to such changes, various social institutions, organizations, and enterprises increasingly assume educational functions. Informal, non-traditional approaches to education counterbalance drawbacks and contradictions of traditional education.

Gradually, socio-economic demand forces for education emanating from individuals replace the State demand for trainees. Likewise, a transition is taking place from one-off or periodical education to continuous education and perpetual retraining. The attitude towards adult education has undergone radical changes.

Information and innovation are two key pillars of globalization, both of which require a high level of knowledge. The information industries, which are rapidly expanding on an international scale, generate goods and services based on
knowledge. The flow of capital in today’s global markets relies heavily on information, communication, and knowledge. Due to its portability, knowledge is easily spread across borders, facilitating the process of globalization. There are two types of effects that arise from globalization. The initial effect is the heightened need for education, particularly at the university level. As a result, this places greater strain on the entire education system to provide higher quality schooling. Paradoxically, this can lead to unintended negative consequences in terms of fairness and equality. In societies that are democratic or in the process of transitioning to democracy, a crucial question arises: is it possible to achieve high-quality education for all while maintaining a democracy that prioritizes the needs and rights of individuals? This question becomes even more complex in societies that are plagued by long-standing ethnic conflicts and have weak governing institutions.

Other effect is that globalization leads to various reactions, with ethnic-religious nationalism/regionalism becoming increasingly prominent. This reaction has significant implications for the dissemination of knowledge, as it often opposes globalism/internationalism and individualism. In certain instances, such as religious-based nationalism, it challenges Western interpretations of globalized knowledge with religious fundamentalism. In other cases, it contrasts globalized knowledge with localized concepts of knowledge and identity.

2. Problem statement

In the current era of globalization and the knowledge-based economy, higher education has become a central area of focus for substantial policy reform. One policy priority that has emerged in these reforms is the development of academic mobility of students. International academic mobility refers to movement of students between universities of different countries. This form of mobility is an important policy strategy to promote the internationalization of higher education, the exchange of scientific and pedagogical knowledge, along with the harmonization of national higher education systems in the global educational arena, is of utmost importance. The key idea of this discussion revolves around the recognition and subsequent advancement of the notion of the “mobility turns”, leading to a shift in perspectives regarding space and time within modern society. This shift entails significant alterations to the long-standing principles governing social interactions.

The concept of internationalization can vary in interpretation among individuals. The significance of the global aspect of higher education over the past couple of decades has resulted in the term “internationalization” being widely used to encompass all aspects related to worldwide, intercultural, global, or international matters. However, there is a growing concern that this term is gradually losing its essence and purpose.

Some individuals perceive internationalization as a range of global activities, including academic mobility for students and teachers, international collaborations and projects, the establishment of new international academic programs and research
endeavors. On the other hand, for some, it entails providing education to other countries through various arrangements like branch campuses or franchises, utilizing both face-to-face and distance learning methods. Many consider internationalization as the integration of an international, intercultural, or global aspect into the curriculum and the teaching learning process. Additionally, there are those who view internationalization to enhance the national or global rankings of their institution or to attract the most talented international students and scholars. Traditionally, international development projects have been associated with internationalization, and more recently, the growing emphasis on trade in higher education has also been regarded as a form of internationalization. A working definition of internationalization suggest that ‘internationalization is the process of integrating international, intercultural, and global dimensions into the goals, primary functions, and delivery of higher education at the institutional and national levels’ [1].

3. Methodology

For this study on international students' academic mobility at Karazin National University, we have adopted qualitative design. This approach allows for the integration of quantitative elements, offering a comprehensive and holistic exploration of the research questions.

Given the multifaceted nature of university internalization and the intricate dynamics of academic mobility, a qualitative research design offers a means to delve deeply into the experiences, perceptions, and behaviors of individuals involved in the process. This methodology provides the opportunity to capture rich and contextually nuanced data, enabling a holistic understanding of the research topic. Qualitative research is particularly well-suited for exploring complex, context-rich phenomena, making a suitable choice for investigating the intricacies of university internalization, specifically focusing on student academic mobility.

Qualitative research is, as Saldana [2, p.3] mentions, an “umbrella term” for a wide variety of approaches to and methods for the study of natural social life. The goals of qualitative research can also vary and is depending on the study. The findings of qualitative research are mostly essential representations and can include but is not limited by the following: new understandings and insights on social and/or individual complexities, documentaries on cultural observations and/or critique of existing social order and the ignition of social justice [3].

Qualitative data, derived from interviews and document analysis, will be subjected to thematic analysis. This process involves identifying, analyzing, and reporting patterns or themes within the data, allowing for a rich and detailed exploration of participants' experiences and perspectives.

In summary, the qualitative methods research design employed in this study is tailored to provide a comprehensive understanding of international students' academic mobility at Karazin National University. By integrating qualitative approaches, we aim to offer a nuanced exploration of experiences and perceptions.
while also providing statistically supported insights for a more holistic perspective. The anticipated sample sizes for interviews have been carefully considered to ensure both depth and breadth in the study’s findings.

4. Theoretical framework

The experience of the continued discrepancy between theory and practice, between the seemingly progressive declarations of intention by anniversary orators or professional promoters of the idea of a united Europe of the mind on the one hand, and the paralyzing reality of national administrations and ever-increasing university bureaucracies on the other, has affected a «wholesome sobriety”. It is only slightly overstated to say that to the same extent to which the concept of mobility is traded at the international stock exchange of slogans.

One of the features against which academic mobility and international university co-operation must be seen is the expansion of higher education. The western industrialized nations, under pressure from present and future political and economic necessities, have promoted the expansion of tertiary education to an extent which, even without the intervention of the energy crisis, worldwide recession, and a threatening resurgence of Cold War attitudes, would have pushed them to their national limits.

In this study will be employed “push and pull” theory. International students are driven by various reasons and motivations to pursue their studies overseas. These factors, whether consciously or unconsciously, are influenced by a combination of push and pull factors related to their personal circumstances. Mazzarol and Soutar [4] state that “the global pattern of international student flows may be explained by a combination of ‘push and pull’ factors that encourage students to study overseas” [4, p. 82]. They define the “push” factors as the factors that operate within the source country, and initiate a student’s decision to undertake international study, while the “pull” factors “operate within a host country to make that country relatively attractive to international students” [4, p. 82]. They also emphasize that the decision process of studying abroad involves three distinct stages. First, the student should decide of whether to study abroad, which can be influenced by a series of “push” factors within the home country. Once the student has decided to study internationally, the next decision is the selection of host country, where “pull” factors play important roles in making one host country relatively more attractive than another. In stage three, the student should select the education institution that he wants to attend. A variety of “pull” factors make a particular institution more attractive than its competitors. The decision-making process involves evaluating the push and pull factors of both the sending and receiving countries. If the push factors of the sending country are stronger than the pull factors, it may be logical to study abroad. Conversely, if the pull factors of receiving country outweigh the push factors, it becomes an attractive option for studying abroad. Analyzing the combination of push and pull factors from both countries helps in understanding
why students choose to study abroad and how they decide on their path of movement. This “push-pull” model in this study is seen as a framework to analyze international students’ factors for studying in Ukraine. In the figure below we can see the conceptual model.

![Conceptual Model](image)

**Fig.1** The conceptual model base on the theoretical framework  
Source: Self- conception (author), 2023

In our framework we aim to analyze the factors influencing the decision-making process of international students, using the push and pull theory perspective. The push factors are those that propel students to seek education abroad, while pull factors are the attributes that attract them to a particular destination. In the table below we will list push factors which represents the reasons that encourage students to pursue an education overseas, in the context of Karazin University. And pull factors encompass the attributes that attract students to a particular destination.

This diagram represents the various factors that influence international academic mobility at multiple levels and directions. The dimensional factors include economic, social, political, technological, and environmental factors that impact students' decision to pursue education abroad. The multi-level factors encompass institutional, national, and global factors that affect the overall attractiveness of a destination for international students. Lastly, the multi-directional factors consist of
push factors (issues in the home country) and pull factors (attractiveness of the destination country) that influence the decision to study abroad.

**Diagram 1: Factors affecting the international academic mobility**

Source: Self-conception (author), 2024

The study aimed to test both an outbound or “push” model and an inbound or “pull” model. The push model proposed that the movement of students was influenced by factors such as the economic prosperity of the student’s home country, the level of engagement of the developing nation in the global economy, the importance given to education by the government of the developing country, and the availability of educational opportunities within the home country. On the other hand, the pull model suggested that the attraction of students to a host country was influenced by factors such as the relative economic sizes of the student’s home country and the host country, the economic connections between the two countries, the host nation’s political interests in the home country through foreign or cultural ties, and support provided by the host nation of international students through scholarships or other forms of assistance.

**5. Factors Influencing Academic Mobility**

The significance of obtaining hands-on work experience is on the rise as a pivotal element propelling global student mobility. This applies to international students seeking a complete degree in a foreign country, as well as to those participating in shorter exchange programs. The international students have been affected by policies regulating their work opportunities on global scale in leading travel destinations like Canada, Germany, the United Kingdom, New Zealand, and
the United States. Numerous students appreciate the opportunity to acquire hands-on work experience that can assist them in securing employment either in their home country or in the country where they are studying. On the other hand, some students may be compelled by economic circumstances in their home countries to make use of work opportunities related to their studies in the host country.

Students and their families consider various factors when deciding where to pursue higher education at the individual level. The caliber of higher education establishment and their ability to admit students influences the decision-making process of individuals when choosing a university in numerous instances. Several major countries that send international students have a restricted ability to admit higher education students within their own borders. China and India have allocated resources in the past few years to enhance their higher education capabilities, the availability of seats is still not sufficient to meet demand [5,6].

6. Development of Promoting International Academic Mobility of Karazin National University of Ukraine

The Kharkiv University or Karazin University is one of the major universities in Ukraine, and is one of the oldest universities in Eastern Europe. Established in 1804 by Vasily Karazin, it is now the second oldest university in present-day Ukraine. The commencement event took place on January 29, 1805. The University played a significant role in the revitalization of Ukrainian culture and knowledge during the 19th and 20th centuries. It greatly influenced the development of Kharkiv as a prominent center for science, culture, and academic in Ukraine. Presently, the university is rightfully recognized as one of the top classical universities in Ukraine and enjoys international renown.

The history of Kharkiv National University is deeply intertwined with the intellectual, cultural, and spiritual history of Ukraine. Numerous renowned researchers, scholars, and educators have been affiliated with the university, including P. Hulak-Artemovskiy, O. Lyapunov, M. Kostomarov, O. Pohorelov, M. Beketov, V. Steklov, A. Krasnov, M. Ostrohradskyi, D. Bahaliy V. Steklov, O. Potebnya, M. Barabashov others.

Notably, Kharkiv University stands out as the sole university in Ukraine to have educated three Nobel Prize laureates, including biologist I. Mechnikov, the physicist L. Landau and the economist S. Kuznets.

Throughout its history, Kharkiv University has bestowed the prestigious titles of Honorary Members and Doctors upon esteemed scholars and prominent figures from various nations. Among the notable recipients are J.W. Goethe and A. Humboldt, I. Franko and L. Tolstoy, P. Semenov-Tyanshanskiy, and many others. The first President of Ukraine, Mykhailo Hrushevskyi, was awarded the prestigious title of Honorary Doctor by Kharkiv University. This esteemed institution is closely linked to the inception of the first Ukrainian newspapers and journals, as well as the establishment of the first scientific societies.
Since its establishment, the University has successfully conferred degrees upon more than 130,000 students. The University takes pride in honoring its graduates by immortalizing their names in various ways, such as geographical names, space objects, plants, minerals, as well as laws and formulae. Notably, nearly 60 University alumni have achieved the esteemed status of academicians and corresponding members of the Ukrainian National Academy of Sciences (UNAS).

The University’s operations have transformed Kharkiv into a significant Hub for industry, science, and culture. Numerous streets in Kharkiv are dedicated to professors, researchers, and graduates of the University. Karazin University has spearheaded the comprehensive higher education system in the Kharkiv Region. Its establishments include the National Academy of Law, the National Pharmaceutical Academy, Kharkiv Medical University, Kharkiv Pedagogical University, the Kharkiv Veterinary Academy, the Kharkiv Academy of Culture, Kharkiv Economic University, and various other institutions of higher education.

On January 17, 1805 (January 29 according to the Gregorian calendar), the Decree on Opening of the Imperial University in Kharkiv was put into effect. This university was the second one in the South of the Russian Empire. It was established based on the initiative of the local community, led by Vasyl Karazin, and received support from the nobility and local authorities. Count Severin Pototski was appointed as the first supervisor of the university, with the first rector being the philologist, Ivan Ryzhski. From 1820 to 1850, the University of Kharkiv operated autonomously with the rector being elected, although all its activities were closely monitored during this time (rectors were appointed by the Minister of Education), and scientific publications and the academic process were subject to censorship. In 1863, following the implementation of a new Statute, the university gained partial autonomy. During the 19th and early 20th centuries, the University of Kharkiv consisted of four schools: the School of Physics and Mathematics, the School of History and Philology, the School of Medicine, and the School of Law. In 1839, a veterinary school was established within the university, which later became an independent institute in 1851. Additionally, the university's structure included laboratories, clinics, an astronomical observatory, a botanical garden, and a library. In 1811, the Philotechnical Society was founded, followed by the establishment of the Mathematical Society of Kharkiv, the Historical and Philological Society of Kharkiv, the Naturalists Society, as well as Societies of Physics, Chemistry, Law, and others in the latter half of the 19th century. The first periodicals in Slobozhanshchyna emerged at the university around this time, such as "Kharkovski Ezhenedelnik" (1812), "Ukrainski Vestnik" (1816-1819), "Ukrainski Zhurnal" (1824-1825), and more. The university played a significant role in shaping academic life in Slobozhanshchyna during its initial years (1805-1835). Since 1874, the university has been publishing "Scientific Notes."
V.N. Karazin Kharkiv National University, boasting a history of over 200 years, stands as a prominent Research and Educational Institution in Ukraine. In the ranking "Top-200 Ukraine" conducted by the UNESCO Chair in 2009, Kharkiv University secured the third position among all Ukrainian Higher Educational Institutions. As per Scopus, the largest abstract and citation database globally, the University holds the third spot among Ukrainian Research and Educational Institutions in terms of the number of articles published in leading international scientific publications.

The university is home to 20 Schools and 125 Departments that offer training in 61 majors. Additionally, it encompasses 3 Research Institutes (Astronomy, Biology, and Chemistry), a Central Scientific Library housing over 3.5 million books, a Botanical Garden, University History Museum, Museum of Natural History, and Museum of Archeology and Ethnography. All University Schools, the Center for International Students Training, and the Pre-Enrolment Training Center cater to 15,000 students and 500 postgraduate students. The University's teaching and research staff include 308 Doctors of Sciences and Doctors of Letters, full professors, and around 800 PhDs, associate professors, among whom are 15 academicians and corresponding members of the National Academy of Sciences of Ukraine and Sectoral Academies.

The University stands out for its 24 internationally recognized scientific schools and serves as the primary hub for training highly skilled personnel in the Left-Bank Ukraine region. It boasts more than 20 Expert and Senior Expert Examining Boards, where approximately 10-15 Doctorate and 60 PhD theses are defended each year. The University's scientists publish an impressive number of academic resources annually, including over 60 textbooks, 300 manuals, 60 monographs, and more than 80 issues of the University Bulletin and other journals. Additionally, they contribute to the scientific community with around 2500 scientific articles and abstracts, including over 400 articles in leading international scientific journals. The University takes pride in hosting over 150 international and national conferences on research and teaching methods every year. Furthermore, the University actively fosters versatile and fruitful collaborations with Research Institutes of the National Academy of Sciences and Sectoral Academies of Ukraine. It continuously seeks to establish and strengthen connections with sectoral research institutes and enterprises. As part of this effort, the University has established 17 branches of its departments within Research Institutes of the National Academy of Sciences of Ukraine. Moreover, in partnership with the National Academy of Sciences of Ukraine, the University has launched The School of Physics and Energy.

The University holds the distinction of being a founding member of the Eurasian Universities Association, actively participating in the International Association of Universities and the European University Association. Furthermore, it serves as a training hub for approximately 1500 international students,
postgraduate, and doctoral candidates from 50 countries worldwide. Additionally, the University collaborates with over 100 universities in research and educational partnerships, further enhancing its reputation.

The development of promoting international academic mobility at Karazin National University of Ukraine has been a significant and fruitful endeavor. This university has recognized the importance of providing its students and faculty with opportunities to engage in international exchange programs and collaborate with foreign universities, fostering the development of intercultural competence and enhancing the quality of education.

Through implementing various initiatives and partnerships, Karazin National University has successfully established itself as a prominent institution that actively promotes international academic mobility. The university has formed partnerships and signed agreements with numerous institutions worldwide, offering students and faculty members the opportunity to take part in exchange programs, collaborative research projects, and joint educational initiatives. The university has effectively developed strategic measures to support mobility programs, such as providing grants, scholarships, and financial assistance to its students and scholars wishing to study abroad or host international guests. Additionally, Karazin National University has made significant investments in developing infrastructure, such as international student centers and support services, to cater to the needs of incoming and outgoing mobility participants.

By prioritizing international cooperation, Karazin National University has created a vibrant multicultural academic environment that encourages learning from diverse perspectives and experiences. This has contributed to the enrichment of the university's curriculum, research, and overall academic culture.

Furthermore, the university has recognized the importance of promoting its programs globally and has actively participated in international education fairs and conferences. By showcasing its academic offerings and research achievements, Karazin National University has attracted talented students and researchers from around the world, boosting its international reputation and fostering academic collaboration.

The benefits of promoting international academic mobility at Karazin National University are far-reaching. The university's students have had the opportunity to immerse themselves in different academic systems, and the exchange of ideas and knowledge has greatly influenced their development as well-rounded individuals. Likewise, faculty members have gained exposure to new teaching and research methodologies, helping them enhance their professional expertise.

The success of Karazin National University's efforts in promoting international academic mobility can be seen in the growing number of international students choosing to study at the university and the recognition it has received from international rankings and accreditation bodies. This has not only brought diversity
to the campus but also contributed to the economic and cultural growth of the local community.

In conclusion, the development of promoting international academic mobility at Karazin National University of Ukraine has been a progressive and transformative process. Through strategic partnerships, financial support, and institutional initiatives, the university has successfully created an environment that fosters international collaboration, cultural exchange, and academic growth. The benefits of these efforts extend to the students, faculty, university, and the wider community, making it a testament to the importance of embracing internationalization in higher education.

7. Challenges Karazin University Facing in Promoting International Academic Mobility

Karazin University, one of the oldest and largest academic institutions in Ukraine, is facing various challenges in promoting international academic mobility. These challenges arise due to a range of factors, including political, economic, and cultural barriers. To gain a comprehensive understanding, it is important to examine these challenges in detail.

One of the challenges KNU may face are related to political instability and international relations. These factors can affect the willingness of international students and faculty to engage in academic exchanges in Ukraine. As well Ukrainian academic qualifications may not always be fully recognized or understood by institutions in other parts of the world. KNU must work to enhance the international recognition of its degrees and programs.

Economic factors pose another challenge for Karazin University in promoting international academic mobility. Ukraine’s economic situation, characterized by fluctuations, inflation, and low purchasing power, can make living and studying in the country financially burdensome for international students. Tuition fees, living expenses, and the availability of scholarships and financial aid opportunities play a crucial role in attracting international students. Limited funding options and financial support from the university can limit the number of international students willing and able to study at Karazin University.

Karazin University primarily delivers its programs in Ukrainian or Russian, which can act as a language barrier for international students who do not have proficiency in those languages. While some departments offer courses in English, the language proficiency requirement can still be a deterrent for potential international applicants. Insufficient language support and the lack of English-taught programs across all disciplines limit the university's ability to attract a diverse international student population.
Cultural Adaptation

Must provide comprehensive support services
to help students assimilate to their host countries.

**Language Barriers**

**Complexity**

Must deal with visa process, legal regulations.

**Administrative**

Linguistic diversity can hinder.

**Effective communication**

**Common Challenges**

- Simplify administrative processes and provide clear guidance to students and faculty regarding visa and immigration requirements.
- Seek external funding sources, cultivate donor relationships, and establish more scholarships and grants to alleviate financial constraints on students.
- Develop comprehensive cultural orientation programs to assist international students in adapting to the host culture and academic environment.
- Continue to establish strategic partnerships with universities and organizations worldwide, emphasizing mutual benefits and opportunities for collaboration.
- Advocate for the recognition of Ukrainian qualifications on the global stage and engage in efforts to align Ukrainian education with international standards.

Karazin University encounters several challenges in promoting international academic mobility, encompassing political, economic, cultural, and reputation-related factors. Despite these challenges, Karazin University can overcome them by addressing each factor strategically. By actively engaging in international collaborations, promoting diversity and inclusivity, and investing in research and
academic excellence, the university can create a conducive environment for international academic mobility. Implementing effective marketing strategies and strengthening networking with international partners will also contribute to enhancing the university's reputation. Additionally, providing financial support to students and faculty, through scholarships and grants, can alleviate economic constraints and encourage more individuals to participate in international mobility programs. Addressing these challenges can enable Karazin University to attract a diverse international student population and foster academic mobility on a global scale.

Conclusion and discussion

The findings of the study shed light on various factors that influence the decision-making process for international students choosing Karazin University as a destination for academic mobility. One of the key factors identified is the reputation and ranking of Karazin University. The university's strong reputation and high ranking in academics attract international students who seek quality education.

Additionally, the availability of scholarships and funding opportunities for international students is a significant factor in their decision-making process. Many international students rely on financial assistance to pursue their studies abroad, and Karazin University's provision of such opportunities makes it an attractive choice for them.

Another important factor highlighted in the findings is the quality of education and academic programs offered to international students. Karazin University is known for its diverse range of academic programs and the high standard of education provided. This ensures that international students receive a quality education and have access to a wide range of courses.

The cultural and social environment also plays a vital role in the decision-making process. Karazin University offers a welcoming and inclusive environment for international students, providing them with the opportunity to experience Ukrainian culture and interact with students from various backgrounds.

Furthermore, the study identifies institutional support and resources that enhance the academic mobility experience of international students at Karazin University. The availability of international student services and support ensures that international students have access to guidance and assistance throughout their academic journey. Academic advising and mentorship programs also contribute to the success of international students by providing guidance and support from experienced faculty members.

Language support and learning opportunities are essential for international students, especially those whose native language is not English. Karazin University offers language support programs to assist international students in improving their language skills, which is crucial for their academic success and cultural integration.

To address these challenges and further improve the academic mobility experience for international students, Karazin University has implemented various
strategies. The university focuses on developing international partnerships and collaborations, which facilitate academic exchange programs and joint research projects. This not only enriches the educational experience but also promotes cultural exchange and understanding.

Curriculum internationalization is another strategy used by Karazin University to enhance the academic mobility of international students. By offering a diverse range of courses and integrating international perspectives into the curriculum, the university ensures that international students receive a well-rounded education and are exposed to global perspectives.

Providing financial assistance and scholarships is a key strategy to attract and support international students. Karazin University offers various forms of financial aid, making education accessible to a wider range of international students.

Lastly, promoting cultural exchange and integration is a vital aspect of supporting international students' academic mobility. The university organizes cultural events, festivals, and activities that facilitate interaction and integration between international and local students.

In conclusion, the findings of the study reveal the factors influencing international students' decision to choose Karazin University for academic mobility, the institutional support, and resources available to enhance their experience, the challenges they face, and the strategies employed by the university to promote their academic mobility. These findings provide valuable insights and recommendations for both Karazin University and other institutions seeking to attract and support international students.

References: