

REICE

Revista Electrónica de Investigación en Ciencias Económicas
Abriendo Camino al Conocimiento

Facultad de Ciencias Económicas, UNAN-Managua

Vol. 8, No. 16, Julio – Diciembre 2020

REICE ISSN: 2308-782X

<http://revistacienciaseconomicas.unan.edu.ni/index.php/REICE>

revistacienciaseconomicas@gmail.com

REICE
214

Development of Methods for Assessing the Effectiveness of International
Education Projects in Universities

Desarrollo de métodos para evaluar la efectividad de los proyectos de educación
internacional en las universidades

Fecha recepción: junio 14 del 2020

Fecha aceptación: septiembre 12 del 2020

Yuliya S. Lebedinskaya

Associate Professor, Associate Professor of the Department of Economics and
Management, Vladivostok State University of Economics

Email: Yuliya.Lebedinskaya@vvsu.ru

ORCID: <https://orcid.org/0000-0003-2475-6614>

Galina V. Petruk

Associate Professor, Associate Professor Of The Department Of Economics And
Management, Director Of Scientific Research Department, Vladivostok State University
Of Economics And Service

Email: galina.petruk@vvsu.ru

ORCID: <https://orcid.org/>

[DOI 10.5377/reice.v8i16.10689](https://doi.org/10.5377/reice.v8i16.10689)



Derechos de autor 2020 REICE: Revista Electrónica de Investigación en Ciencias Económicas. Esta obra
está bajo licencia internacional [Creative Commons Reconocimiento-NoComercial-CompartirIgual
4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/). Copyright (c) Revista Electrónica de Investigación en Ciencias Económicas de la Unan- Managua

Abstract.

One of the important elements of the university's international strategy is the instrumentarium of assessment. the article offers the author's methods to assess the effectiveness of international projects, which comprehends three groups of indicators: competitiveness, resourcing and learning outcomes. the suggested methods will be useful not only to the university direction, but also to government bodies which will be able to differentially approach universities in assessing international activities. the author's assessment method enables to comprehensively solve problems of increasing the effectiveness of international education projects in universities.

REICE | 215

KEYWORDS: effectiveness, international education projects, methods, assessment, international activity, education, learning services, university

Resumen.

Uno de los elementos importantes de la estrategia internacional de la universidad es el instrumental de evaluación. el artículo ofrece los métodos del autor para evaluar la efectividad de los proyectos internacionales, que comprende tres grupos de indicadores: competitividad, recursos y resultados de aprendizaje. los métodos sugeridos serán útiles no solo para la dirección de la universidad, sino también para los organismos gubernamentales que podrán abordar de manera diferencial a las universidades para evaluar las actividades internacionales. el método de evaluación del autor permite resolver de manera integral los problemas de aumentar la efectividad de los proyectos de educación internacional en las universidades.

palabras clave: efectividad, proyectos de educación internacional, métodos, evaluación, actividad internacional, educación, servicios de aprendizaje, universidad

Introduction

Various groups of special interest in the system of education concentrate their attention on the international activities of universities. Much consideration is given to assessing the effectiveness of international activities. In Russia, the main methodics instrumentarium for assessing the international activities of universities is self-examination. Over the past reporting year, each university should make out a self-examination report that illustrates international performance indicators.

For a qualitative assessment of the effectiveness of international education projects in the activities of universities, it is proposed to develop its methodology, based on the analysis of university activities, though the example of China by Galina V. Petruk, Yuliya S. Lebedinskaya, Nelly A. Klescheva, Aleksandr A. Korostelev in the scientific investigation *Internationalization of Higher Education of China as the Factor of University Competitiveness Increase* (Petruk, 2018), and the developed methodics tools for improving the competitiveness of international universities by Yuliya S. Lebedinskaya, Galina V. Petruk in the article *Methodological Tool Development to Improve Competitiveness of University International Activities* (Lebedinskaya & Petruk, 2019).

Materials and methods

Self-examination of Russian universities is carried out on the basis of an approved order of the Ministry of Education and Science of Russia of June 14, 2013 N 462 “On Approval of the Procedure for Self-Examination by an Educational Organization” in order to ensure accessibility and transparency of information about the activities of an educational organization (Order of the Ministry of Education and Science of Russia dated June 14, 2013). The process of self-examination suggests assessing universities on the basis of calculation and analysis of the performance indicators of an educational organization subject to self-examination, approved by order of the Russian Ministry of Education and Science of December 10, 2013 N 1324 “On Approval of Performance Indicators of an

Educational Organization Subject to Self-Examination” (Order of the Russian Ministry of Education and Science dated December 10, 2013).

Every year, educational establishments of higher education prepare a report on self-examination which reflects indicators of international activity, focusing on general quantitative indicators of international activity, which does not allow us to draw a reasonable conclusion about the effectiveness of international activity.

In addition, university can independently arrive at indicators to determine the effectiveness of international activities. This practice is widespread in Western Europe. For example, in Germany, to assess the level of internationalization, an assessment tool that comprises 186 indicators combined into several groups has been developed (Biryukova & Krasilnikova, N2014):

Group 1- students and graduating students;

Group 2 - university lecturers;

Group 3 - international cooperation, international research projects;

Group 4 - education programs;

Group 5 - young university teachers (research teaching fellows);

Group 6 - professors (researchers);

Group 7 - university departments that are in charge of international activities;

Group 8 - resources.

Recently, various ratings have been used as an instrument of international activity of universities which highlight the criteria for educational activity (Dubovitska et al., 2013):

In Russia, in addition to foreign ratings, national ratings are also used to evaluate international activities. One of these ratings is the one compiled by the *Interfax* agency.

International activity according to the rating of *Interfax* is assessed by the following criteria:

- foreign citizens within the student body at university (the criterion weight is 25%);
- international cooperation of the university (the criterion weight is 20%);
- global university communications (the criterion weight is 20%);

- research cooperation of university with foreign universities and research organizations (the criterion weight is 20%);

- education programs (courses) in foreign languages (the criterion weight is 15%).

In general, the existing assessment methods make it possible to assess the international activities of universities from various angles. REICE | 218

However, among the existing tools, the tools for studying the effectiveness of international education projects are ill-conceived.

Considering the immaturity of the provisions concerning the evaluation of international education projects, it seems appropriate to supplement the existing tools with the methodology for assessing international educational projects.

As the experience of China shows, effective assessment tools can improve the university competitiveness.

The developed methods should comply with the following requirements:

- accessibility and objectivity of data for assessment;

- simplicity of calculation and use of assessment results;

- feasibility of studying the effectiveness of international activities, both of all universities in the region, and individual universities;

- comparability of indicators with global measures.

An essential component of the methodology for assessing the international university activities is the choice of indicators.

International education projects implemented by universities are characterized by purposefulness, time and resources restriction, and effectiveness. The authors suggest assessing the effectiveness of international education projects according to the three groups of indicators presented in Fig. 1.

Results and Analysis

The primary purpose of the implementation of international education projects is to increase the competitiveness of an institution of higher education which translates into increasing the potential of university, in the possibility of attracting additional resources. The total amount of funds received is being investigated in the currently used methodology for assessing the effectiveness of higher school. This does not allow for a justified conclusion about the competitive ability of university. A more informative indicator is the indicator of income per student.

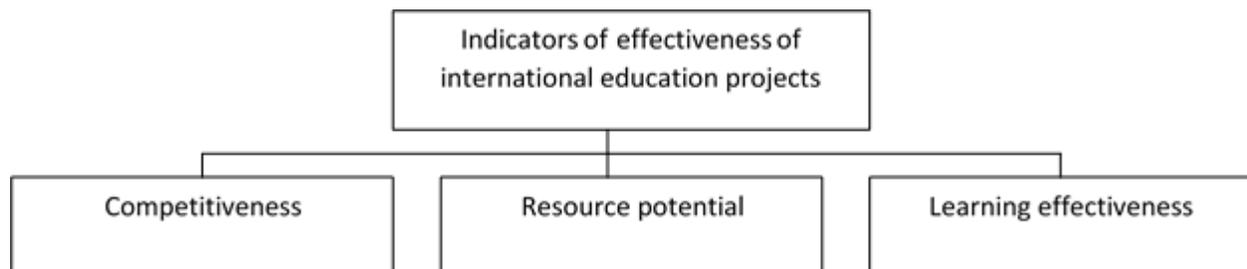


Fig. 1. Effectiveness Indicators of International Education Projects

The income received by universities from international activities does not always defray the expenses for education of foreign citizens, therefore, in addition to income indicators, it is necessary to evaluate the costs for education of foreign students. A comparison of the income and expenses derived allows for the determination of the effectiveness of the international activities of universities and the identification of the reserves for the university's competitive growth.

Therefore, the indicators characterizing the impact of international activities on improving competitiveness of university embrace:

- 1) university's income share gained from international activities by scope of activity (educational, scientific);
- 2) income gained by university from international activities per one foreign student (from the CIS countries, except the CIS countries);
- 3) cost of training per one foreign student at university (from the CIS countries, except the CIS countries);

4) income gained by university from budgetary sources for training foreigners per one foreign student at university (from the CIS countries, except the CIS countries);

5) income gained by university from foreign companies and individuals for training foreigners per one foreign student at university (from the CIS countries, except the CIS countries).

The next group of indicators includes the indicators characterizing university potential resource. Resource restrictions are an important feature of international educational projects (Dudareva, 2009).

Hence, in order to carry out international educational activities, university must have material, personnel and educational potential. In order to be competitive in the international market of educational services, university must develop its material and technical base, raise the level of staff proficiency, and improve the quality of education.

The resource potential of university used in international activities can be characterized through the following indicators:

- 1) the degree of depreciation of the housing stock of university;
- 2) the average cost of living per student in a university dormitory;
- 3) the proportion of foreigners living in the hostel to foreign student ratio;
- 4) the proportion of academic, research and teaching staff with a degree;
- 5) the proportion of research and teaching staff at university who have taken an academic degree in a foreign country;
- 6) the proportion of university education programs implemented in a foreign language;
- 7) the proportion of education programs of globally accredited universities.

An important component of the university's international activity is the preparation of students who are able to adapt to the rapidly changing environment of the global economy. The purpose of education is students' building knowledge, skills and competencies at university, allowing them to be competitive in the labor market. The experience of many countries, including China, shows that education at a well-known university is not a

guarantee of success in the labor market. In China, there has recently been a marked trend of home-coming of citizens who have studied abroad due to failure to find work (Mashkina, 2016). Therefore, in order to be competitive in the long run prospect, university must pay attention to the effectiveness of university studies, which can be measured through:

- 1) the proportion of foreign students who were employed within one year after graduation;
- 2) the proportion of foreign students in the total number of graduates who were employed within one year after graduation in a foreign country;
- 3) the proportion of foreign students in the total number of graduates who were employed within one year after graduation in Russia.

The proposed author's methodology allows government bodies to make informed decisions to expand the international activities of universities. Currently, international activity is one of the areas of assessing the effectiveness of universities.

The obtained indicators allow for a comprehensive assessment of the effectiveness of international educational projects and their impact on improving university competitiveness.

The proposed methodology for assessing the effectiveness of international education projects is presented in Fig. 2.

Mai Preparatory stage	Determination and formulation of the task to assess effectiveness of international education projects
	The choice of item subject of evaluation
	Necessary information gathering
	The choice of evaluation method (spatial, dynamic).
	Calculation of effectiveness indicators of international education projects

	Comparison of calculated indicators with standard, with indicators of other universities, average for the region, country, world.
	Determination of the impact of international education projects on university competitiveness
Concluding stage	Identification of the causes of the negative impact of international education projects on university competitiveness
	Development of measures to improve the effectiveness of international activities.
	Implementation of the proposed measures at university

Fig. 2. Methods for Assessing the Effectiveness of International Education Projects at University

To fulfill the established indicators, universities must interest international students in studying there. At the same time, the university's resource feasibility, the expansion of its resource base, and the impact of international activities on the quality of education are not evaluated.

If the university does not have the appropriate material, personnel and educational base, then it is difficult to get foreign students. As a result, this affects the quality of educational services and the university competitiveness on the whole.

Conclusions

We see that e-provisioning, the broad business volume it provides for relationships between businesses, saving time, the ability to work with less stock, the ability to work with less staff, and the ease with which electronic catalogues provide business relationships, as well as some problems.

The use of new technologies requires that personnel trained in this technology be employed and that managers with the knowledge and skills to compete with businesses operating in the same field, provide strategic resources, and integrate processes.

E-business, e-provision before starting work on the most appropriate system and technology to use the channel of experts, investment time and conditions and the necessary personnel provision, in-service training application programs, software, hardware and tools to be used and costs should be investigated, as a result of the evaluation of the data obtained investment is necessary or business positive-negative effects of the problems

Managers will be able to make more effective and efficient investments by collaborating with institutions such as universities, e-business consulting companies and professional chambers to provide more information on these issues and to benefit from the experience gained from previous practices, to minimize the risks that may arise.

As a result of our study, we tried to define the perspectives of the managers of the enterprises that implement e-business in Northern Cyprus and Turkey for the problems related to E - provision practices in the electronic environment with Turkey, where it performs the Northern Cyprus trade in large part, and made proposals for solutions.

The fact that North Cyprus is a small island country, the political problems between North and South Cyprus are not resolved, the product range of goods and services is not competitive in large markets, e-enterprises also operate internally and mainly for Turkey, while trade for Europe, the Middle East and other countries remains at very low levels.

Moreover, the fact that Turkey is one of the twenty largest economies in the world and that Northern Cyprus is one of the smallest economies in the world does not reveal any differences in the big and small economies regarding e-provision problems. We believe that this result will provide a source for research into these and similar issues.

While a literature review was conducted, similar studies were investigated in this regard. The study, titled 'Moving Procurement Systems to the internet, the Adoption and Use E-Procurement Technology Models', published by Antonio Davilaa, Mahendra Gupta and Richard Palmer in the European Management Journal's February 2003 Volume 21, issue 1, concluded that training, appropriate security and financial support are required to lead

companies to implement e-procurement practices. In a paper published by Ronald Batenburg in the Journal of Purchasing and Supply Management on September 12, 2007, Elsevier indexte also investigated the effects of different cultural characteristics on e-procurement practices among European countries. The study conducted in 7 European countries concluded that cultural differences have an impact on e-procurement practices. Kishor Vaidya, A. Kishor Vaidya, E-procedure implementation Success in the Public Sector, in 2006, published in the International Puplic procedure conference.S. The study by Sajeev and Guy Callender investigated the factors affecting the success of e-procurement practice in the public sector. Similarities and differences between E-procurement projects and IT projects have been discussed. There are no academic papers published in Northern Cyprus and Turkey on E-procurement.

References

- Biryukova, N.A., & Krasilnikova, N.V. (2014). Evaluation of the Internationalization of Higher Education: European Experience. *Bulletin of Mari State University*, 2(14), 138–142.
- Dubovitska, L., Shvartzova, K., & Varkholova, T. (2013). Internationalization of Higher Education as Part of the Bologna Process. *Scientific Dialogue*, 2(14), 8–21.
- Dudareva, N. A. (2009). Internatsionalizatsiia rossiiskoi sistemy vysshego obrazovaniia: eksport obrazovatel'nykh uslug:(po materialam Vserossiiskogo soveshchaniia prorektorov po mezhdunarodnoi deiatel'nosti)[Internationalization of the Russian system of the higher education: export of educational services (based on the materials of the All-Russian meeting of vice rectors for international activity)].
- Lebedinskaya, Y. S., & Petruk, G. V. (2019). Methodological tool development to improve competitiveness of university international activities. *Amazonia Investiga*, 8(22), 261-268.

Mashkina, O. A. (2016). Vocational Education in China: Economic Needs and Social Expectations. *Bulletin of Moscow University. Pedagogical Education Series*, 2, 38–53.

Order of the Ministry of Education and Science of Russia dated June 14, 2013 N 462 “On Approval of the Procedure for Self-Examination by an Educational Organization” - [Electronic Resource] – Access Mode: <https://minjust.consultant.ru/documents/6631> REICE | 225

Order of the Russian Ministry of Education and Science dated December 10, 2013 N 1324 “On Approval of Performance Indicators of an Educational Organization Subject to Self-Examination” - [Electronic Resource] – Access Mode: <https://base.garant.ru/70581476/>

Petruk, G. V. (2018). Internationalization of higher education of China as the factor of university competitiveness increase. *Revista San Gregorio*, (25), 179-185.