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ACTIVATION OF INTERNATIONAL COOPERATION OF HIGHER EDUCATION INSTITUTIONS IN THE CONDITIONS OF GLOBALIZATION AND CRISIS CHALLENGES

Abstract. The article presents a comprehensive analysis of the economic essence of international cooperation in the field of higher education, conceptualized as a strategic tool for transforming the educational environment in response to contemporary global challenges. It has been established that the international engagement of higher education institutions (HEIs) serves not only as a key factor in strengthening economic ties between states but also as a catalyst for deeper integration into the global educational area. From the perspective of globalization processes, the study examines the transformation of HEI functions driven by the increasing interdependence of national education systems. The findings demonstrate that globalization facilitates the intensification of academic mobility, the development of joint educational programs and research projects, integration into international rankings, and active participation in global educational platforms. This, in turn, shapes a new model of economic interaction in which HEIs become full-fledged participants in the transformation of the international educational market. Special attention is devoted to identifying the main globalization factors influencing the international cooperation of HEIs and to analyzing methodological approaches to its assessment. The research substantiates the importance of adopting a cyclical assessment framework, which not only records the current state of international activity but also tracks emerging trends, evaluates the effectiveness of previous management decisions, and



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enables the timely adaptation of strategies to changes in the global educational environment. The phasing of the cyclical process of assessing the international activities of higher education institutions, which is consistent with the provisions of the European Standards and Recommendations for Quality Assurance in Higher Education (ESG) is proposed. A systematic and resource-oriented assessment approach is proposed, incorporating both quantitative and qualitative indicators, emphasizing the importance of resource provision for international activities, and ensuring the long-term sustainability of partnerships. The results of the study can be applied to improve internationalization strategies of Ukrainian HEIs, enhance their competitiveness, and strengthen their positions within the global education area, thus providing a foundation for informed policy-making and strategic institutional development.

Keywords: international projects in crisis conditions, international cooperation of higher education institutions, transnationalization, resource provision of international activities, innovations, scientific research

JEL Classification: O32, I23

Absztrakt. A cikk a nemzetközi együttműködés gazdasági lényegét vizsgálja a felsőoktatás területén, mint a stratégiai eszközt, amely a globális kihívásoknak megfelelően segíti az oktatási környezet átalakulását. Megállapításra kerül, hogy a felsőoktatási intézmények (FOI) nemcsak a gazdasági kapcsolatok erősítésének tényezőjeként, hanem a globális oktatási térbe történő integráció katalizátoraként is szerepelnek. A globalizációs folyamatok tükrében elemzésre kerül a FOI funkcióinak átalakulása, amelyek az oktatási rendszerek növekvő kölcsönös függősége közepette zajlanak. Kimutatásra kerül, hogy a globalizáció elősegíti az akadémiai mobilitás növekedését, a közös oktatási programok és tudományos projektek fejlődését, az integrációt a nemzetközi rangsorokba és globális oktatási platformokra. Ez új gazdasági kölcsönhatási modellt alakít ki, amelyben a FOI teljes jogú szereplőivé válnak a globális oktatási szolgáltatások piacának átalakulásában. Különös figyelem kerül az alapvető globalizációs tényezők azonosítására, amelyek hatással vannak a felsőoktatási intézmények nemzetközi együttműködésére, valamint az értékelésükhöz alkalmazott módszertani megközelítések elemzésére. Megalapozásra kerül a ciklikus megközelítés alkalmazásának célszerűsége, amely lehetővé teszi nemcsak a nemzetközi aktivitás aktuális állapotának rögzítését, hanem a tendenciák azonosítását, az alkalmazott menedzsment döntések hatékonyságának értékelését, valamint a stratégiák időben történő alkalmazkodtatását a globális oktatási környezet változásaihoz. Javasolt egy rendszerszemléletű és erőforrás-orientált megközelítés az értékeléshez, amely integrálja a kvantitatív és kvalitatív mutatókat, figyelembe veszi a nemzetközi tevékenység erőforrásait, és a hosszú távú partnerségek fenntarthatóságára összpontosít. A kutatás eredményei felhasználhatók az ukrán felsőoktatási intézmények internacionalizációs stratégiáinak fejlesztésére, versenyképességük, valamint pozícióik megerősítésére a globális oktatási térben.

Kulcsszavak: nemzetközi projektek válsághelyzetekben, felsőoktatási intézmények nemzetközi együttműködése, transznacionalizáció, nemzetközi tevékenység erőforrásai, innovációk, tudományos kutatás.

Анотація. У статті здійснено комплексний аналіз економічної сутності міжнародного співробітництва у сфері вищої освіти як стратегічного інструмента трансформації освітнього середовища відповідно до сучасних глобальних викликів. Встановлено, що міжнародне співробітництво закладів вищої освіти (ЗВО) виступає не лише чинником зміцнення економічних зв'язків між державами, а й каталізатором інтеграції у світовий освітній простір. Через призму процесів глобалізації проаналізовано трансформацію функцій ЗВО, що відбувається в умовах зростаючої взаємозалежності освітніх систем. Показано, що глобалізація сприяє активізації академічної мобільності, розвитку спільних освітніх програм та наукових проєктів, інтеграції у міжнародні рейтинги та глобальні освітні платформи. Це формує нову модель економічної взаємодії, у якій ЗВО стають повноправними учасниками



трансформації світового ринку освітніх послуг. Особливу увагу приділено ідентифікації основних глобалізаційних чинників, що впливають на міжнародне співробітництво ЗВО, а також аналізу методичних підходів до його оцінювання. Обґрунтовано доцільність застосування циклічного підходу, який дозволяє не лише фіксувати поточний стан міжнародної активності, а й виявляти тенденції, оцінювати результативність прийнятих управлінських рішень та своєчасно адаптувати стратегії до змін у глобальному освітньому середовищі. Запропоновано системний і ресурсно-орієнтований підхід до оцінювання, що передбачає інтеграцію кількісних та якісних індикаторів, врахування ресурсного забезпечення міжнародної діяльності та орієнтацію на довгострокову стійкість партнерств. Результати дослідження можуть бути використані для вдосконалення стратегій інтернаціоналізації українських ЗВО, посилення їх конкурентоспроможності та зміцнення позицій у світовому освітньому просторі.

Ключові слова: міжнародні проекти в кризових умовах, міжнародне співробітництво ЗВО, транснаціоналізація, ресурсне забезпечення міжнародної діяльності, інновації, наукові дослідження

Problem Statement. The modern era is characterized by large-scale transformations caused by the dynamic development of globalization processes. Nowadays, globalization is one of the most influential processes transforming the higher education system around the world. Its impact covers not only the content of educational programs, but also the organizational models of functioning of higher education institutions (HEIs), which are increasingly integrated into the international scientific and educational area. Against the background of growing interdependence between countries, the rapid development of digital technologies and increased academic mobility, international interaction between universities is taking on new forms and content. Intensification of international cooperation of HEIs is becoming one of the key strategic directions, which contributes to improving the quality of education, developing scientific research, as well as creating innovative educational and research alliances. Participation in joint research projects, exchange of experience between teachers and students, access to global educational resources create powerful incentives for the modernization of the educational environment. In the context of global political, economic, and pandemic problems, universities are forced to seek new formats of cooperation both at the regional and international levels. The internationalization of higher education includes not only joint educational programs, student and faculty mobility, but also the introduction of modern information and communication technologies and the creation of institutional models that enhance the competitiveness of universities in the international arena. At the same time, globalization poses a number of complex tasks for higher education institutions related to the need to adapt to new formats of partnership, find effective financing models, ensure academic integrity and high quality of educational and scientific results.

Literature review. The analysis of modern theoretical approaches and practical models of international cooperation allows us to outline the key factors that contribute to the successful adaptation of higher education institutions to changes in the global environment. The scientific interest aimed at studying international cooperation in higher education institutions is reflected in the works of such scholars as H. de Wit [1],

Caliskan O., Oldac Y. I. [2], Jiang L. [3], Dewey J. [4], Mills D. [5], Prabowo H., Bandur A. [6] Shields R., Lee J. T. [7] who emphasize the importance of academic mobility, transnational educational programs and strengthening inter-university partnerships. Certain issues of the functioning of educational institutions in the international environment are also studied in the works of Ukrainian authors, in particular, Shysholin A. [8], Melnychenko A., Pohrebniak A., Kostyunik O., Shchepina T., Derevianko D. [9], Obolenska T., Tsyrukun O. [10], Oleshko A., Rovnyagin A [11], Riabets N., Tymkiv I. [12], Lyashenko O. [13], Nychkalo N. [14], Ivanenko [15], Suchikova N., Danko Y. [16], Dovgoplova O. [17], Bobro N. [18], as well as in reports of international organizations, such as UNESCO, the European University Association (EUA), the Organization for Economic Cooperation and Development (OECD) [19-22; 24-27], etc. Certain aspects of this issue have already been considered in previous publications by the authors [28-31].

Identification of previously unresolved parts of the overall problem. Despite active research into the international activities of higher education institutions, the issue of formalizing the structural features of international cooperation as a multi-level educational, scientific and economic system remains insufficiently covered. The issue of strengthening international cooperation of higher education institutions in the context of globalization still remains insufficiently studied, which requires updating such research.

Research aim and objectives. This article examines the main directions of intensification of international cooperation of higher education institutions, with an emphasis on the Ukrainian context in modern globalization processes. The aim of the research is to improve theoretical and methodological principles and develop practical recommendations for the intensification of international cooperation of higher education institutions in the context of globalization.

Results and discussions. In the current conditions of the development of the world economy, globalization appears not only as an economic or political phenomenon, but also as a multidimensional process that permeates all spheres of social life, including higher education. Globalization trends, which are formed under the influence of technological progress, liberalization of world markets, transformation of the information sphere and intensification of international mobility, significantly change approaches to the organization of educational activities, causing an increase in the role of international cooperation between HEIs. The internationalization of higher education (IHE) is one of the key processes that determine the development of universities in the 21st century. It is generally accepted to define IHE as the process of integrating international, intercultural and global dimensions into the goals, functions and activities of higher education [1]. This concept, traditionally based on cooperation, partnership and mutual benefit, is today undergoing fundamental transformations, becoming more competitive and pragmatic [2]. In the context of the internationalization of the educational process, universities are increasingly seen as key actors in the global knowledge network, actively interacting with each other, exchanging academic experience, scientific developments and pedagogical



innovations. These transformations contribute to the creation of new forms of partnerships between universities in different countries. These include university alliances, joint specialist training programs, initiatives for issuing double diplomas, as well as projects in the field of joint scientific research. Thanks to these forms of interaction, HEIs are able not only to increase their level of competitiveness in the global educational environment, but also to adapt their own academic strategies to new conditions [8].

A bibliometric analysis conducted by Caliskan & Oldac demonstrates a rapid and significant growth in scientific publications in the field of IHE. The study, covering the period from 1929 to 2022, found that the number of publications has tripled in the last decade alone [2]. This exponential growth demonstrates not only academic interest, but also the transformation of IHE into a strategic priority for universities and national governments in the context of globalization and the demands of the knowledge economy. The analysis identified seven main research clusters: teaching and learning practices, mobility and migration, language policy, study abroad, transnational higher education, international student experiences, and macro-level policy [2]. Such diversification reflects the complexity and multifaceted nature of the phenomenon itself.

Globalization processes significantly affect the transformation of state education policy, making it necessary to focus on international qualifications frameworks, modern accreditation mechanisms and quality assurance tools that contribute to the harmonization of national systems. A prime example is the European Qualifications Framework, which ensures the comparability of learning outcomes, facilitates the mutual recognition of diplomas and creates conditions for effective resource provision for the international activities of higher education institutions. As a result, the integration of national education systems into a single academic area is strengthened, which expands the scope and forms of international interaction.

Research identifies key drivers of IHE. According to Jiang's analysis [3], these factors can be grouped into four main categories: political (internationalization is considered as a foundation for the implementation of the state's foreign policy strategies, strengthening international relations and expanding influence on the global arena); economic (the process of internationalization makes it possible to increase sources of financing for higher education institutions by attracting foreign students and expanding educational services); quality of human capital (higher education institutions contribute to the training of highly qualified personnel with international experience, expand the human resource potential and strengthen the competitiveness of the country's scientific and educational resources); cultural motives (internationalization processes contribute to the spread and popularization of national culture, while stimulating intercultural integration and mutual enrichment).

The modern approach to internationalization increasingly deviates from the primary ethical and qualitative guidelines, i.e., the development of global citizenship, improving the quality of education and expanding intercultural dialogue, in favor of commercial and competitive interests [3]. Such a paradigm shift, in particular, the

focus on financial gain and improving the status of HEIs in international rankings, can lead to an imbalance between economic goals and deep educational and cultural objectives, which requires a balanced resource management policy and effective resource provision for the international activities of HEIs.

Particular attention should be paid to the growth of academic mobility. Academic mobility is a core element of the internationalization of higher education, encompassing the movement of students, teachers and researchers. This phenomenon not only contributes to the exchange of knowledge and cultural experience, but also strengthens scientific cooperation at the institutional level [4; 7]. According to UNESCO, the number of students studying outside their country of origin has increased from 2 million in 2000 to over 6 million in 2020. Before the COVID-19 pandemic, this figure was predicted to reach 8 million by 2025 [5; 24]. This growth is accompanied by increased international scientific cooperation. This indicates a high demand for international educational services, which stimulates universities to adapt curricula, improve mechanisms for supporting international students, and ensure the proper quality of the educational process in a multicultural environment [11; 12; 30].

Among the important factors that enhance the impact of globalization on the international interaction of HEIs, digitalization should be highlighted. The driving forces of digital transformation in higher education are due to the growing demands of the modern labor market and the need to train highly qualified personnel for the digital economy. The rapid development of digital technologies significantly expands the potential of international educational exchange. Thus, virtual mobility is a set of measures that allows students and teachers to participate in international joint activities using information and communication technologies without the need to travel outside their place of residence. The COVID-19 pandemic has contributed to a significant acceleration of the development of this format, which was previously considered more of an additional option. This type of mobility is characterized by high flexibility, financial accessibility and inclusiveness, as it eliminates obstacles associated with physical limitations, lack of funds and time frames [20]. Online courses, open educational platforms (Coursera, edX, FutureLearn), digital laboratories and virtual mobility tools open up new formats of collaboration. They allow overcoming the barriers of distance and time, facilitating the inclusion of even universities with limited resources in global scientific and educational projects. However, it should be recognized that globalization brings not only new opportunities, but also problematic issues, for example, the growing commercialization of education, unequal access to digital resources, the threat of dominance of certain academic languages and models, which can displace national educational traditions. Such trends force HEIs to balance between global openness and preserving their own autonomy, identity and academic originality.

Digitalization encompasses a number of interrelated dimensions that affect all areas of higher education: teaching and curricula (integration of digital technologies into the pedagogical process, modernization of curricula to form relevant digital competencies in students); infrastructure (creation and updating of the material and



technical base, resource provision of universities with modern software, digital educational media and reliable cyber protection systems); administration and management (digitalization of business processes, implementation of data analytics systems to support management decisions, development of effective digital leadership models); research (use of digital tools and platforms to conduct scientific research, which contributes to increasing their quality, international visibility and volume of scientific results) [6].

Despite widespread recognition of technology as a key enabler of 21st century university modernization, many universities remain reluctant to embrace change. The main obstacles remain a lack of effective leadership, inadequate resources, and cultural barriers within academia. This underscores that successful digital transformation is primarily a managerial and organizational challenge, not just a technological one.

For Ukrainian HEIs, the experience of digital transformation has acquired particular importance in the context of military challenges. The full-scale war launched by Russia caused an unprecedented crisis for the Ukrainian higher education system and at the same time became a catalyst for the formation of new models of international interaction. The first serious shocks to the education system occurred after the occupation of the Autonomous Republic of Crimea and part of the eastern regions of Ukraine, when a significant number of higher education institutions were forcibly relocated. The full-scale invasion led to the destruction or significant damage to part of the educational infrastructure, which caused the forced migration of students and teachers, increased psychological stress, complicated the organization of the educational process (especially in areas where face-to-face training is required), as well as an increase in the level of cyber threats. Restrictions on access to the material and technical base and a lack of resources significantly complicated ensuring the continuity of the educational process [16; 17]. Despite the devastating consequences of the war, Ukrainian universities have demonstrated a high level of resilience. The experience gained during the COVID-19 pandemic contributed to the rapid mastery of distance and blended learning tools, which became the basis for rapid adaptation to new conditions. After the start of full-scale aggression against Ukraine, digital technologies provided the opportunity to resume the educational process in a hybrid format even in conditions of infrastructure destruction, resource shortages, and forced migration of students and teachers [15].

This situation has also activated a wave of international academic solidarity. European universities, particularly within alliances, have launched support programs for Ukrainian students and faculty, including scholarships, psychological and medical assistance, and access to resources to continue their research. Initiatives such as Scholars at Risk and Academic Horizon have become important tools for preserving the country's scientific potential [21; 22]. Thus, digital transformation has transformed from a development tool into a critically important element of resilience and survival, guaranteeing the continuity of educational and scientific activities in times of crisis. Effective resource provision of digital solutions, proper management of technological,

human and organizational resources are becoming key prerequisites for ensuring the stability and competitiveness of Ukrainian universities in the global educational area.

In the context of digital transformation of higher education systems, technological tools for automated collection, processing and analysis of information are becoming increasingly important. In particular, information and analytical platforms (dashboard), learning management systems (LMS, CRM), as well as international scientometric databases (Scopus, Web of Science, Dimensions) form the basis for the implementation of the principles of data-driven management and evidence-based policy. This creates conditions for the development of an adaptive assessment system that responds to changes in the educational environment in real time.

Therefore, in order to summarize the main globalization factors that have an impact on international cooperation of HEIs, it is advisable to systematize them in tabular form (Table 1):

Table 1.

**Main Globalization Factors Affecting International Cooperation
of Higher Education Institutions**

Factors	Characteristic	Implications for HEIs
Technological progress	Development of ICT, online platforms, digital learning	Growth of distance education, new formats of cooperation
Academic mobility	Increase in the number of students and faculty studying or working abroad	Internationalization of the environment, increased competitiveness
Unification of quality standards	Common qualification frameworks, accreditation, requirements for academic programs	Diploma comparability, quality improvement
Language homogenization	Spread of English as the language of science and education	Facilitation of cooperation, but also risk of marginalizing other languages
Economic globalization	Openness of labor markets, competition among HEIs at the global level	Need to adapt to market demands
Development of international rankings	Growing importance of global university rankings (QS, THE, etc.)	Striving to improve positions, focusing efforts on reputation indicators
Demographic changes	Migration processes, population aging in developed countries	New opportunities for attracting students, need to adapt learning content
Environmental awareness	Spread of eco-friendly practices, focus on sustainable development	Integration of SDGs into HEI strategies, new research and teaching directions
Political transformations	Changes in geopolitical alliances, restrictions on academic mobility during wars	Search for alternative partners, reorientation of academic routes
Open science	Cooperation based on the FAIR	Expansion of academic and



Factors	Characteristic	Implications for HEIs
	principles (Findable, Accessible, Interoperable, Reusable) and free exchange of knowledge, open access to scientific journals, research databases, open peer review, educational resources without security threats, acceleration of innovation, increased accountability for uniting efforts in solving similar local problems and addressing global challenges	research cooperation, overcoming barriers to knowledge exchange
Financial aspect	Funding instruments for the internationalisation of HEIs – the value of the funding programme or grant lies in its ability to establish communities and networks shared with global partners	Increased opportunities for networking, enhanced sustainability of international projects

* Formed by the authors based on sources [8-9, 13, 14, 23, 27-29, 32]

Globalization affects the higher education system in a complex way, changing both the external framework conditions and the internal mechanisms of the functioning of institutions. If technological progress and academic mobility are mostly perceived as positive factors that expand the capabilities of universities, then other phenomena, in particular linguistic homogenization and economic globalization, require a more balanced analysis. On the one hand, they open the way to integration into the international educational area, on the other hand, they create challenges for preserving national identity and cultural originality.

An important aspect is the increasing influence of university rankings on the strategic priorities of higher education institutions. This often leads to a shift in emphasis from the substantive improvement of educational programs to an orientation towards reputation indicators, which does not always meet the real needs of the education area.

In general, it can be stated that globalization factors significantly transform international cooperation of universities, stimulating the expansion of educational opportunities, modernization of the content of education, development of institutional autonomy and formation of common academic areas. At the same time, such transformations require institutions to be flexible, adaptable and strategic planning in a dynamic global environment.

The modern system of higher education operates in conditions of active international exchange of knowledge, technologies, resources and human capital. This necessitates the need for scientifically based approaches to assessing the effectiveness of international activities. The presence of a structured evaluation system allows not

only to record the progress of internationalization, but also to increase its quality and strategic effectiveness.

The assessment of universities' international activity should not be limited to formal statistical data collection or ad hoc responses to requests from external stakeholders. It should be seen as part of an internal quality assurance system that integrates the goals, processes and outcomes of internationalization.

European experience, in particular the ESG standards (Standards and Guidelines for Quality Assurance in the European Higher Education Area), emphasizes the importance of systematic, open, and cyclical evaluation as a necessary condition for the sustainable development of educational institutions [19].

Cyclicity of International Activity Assessment

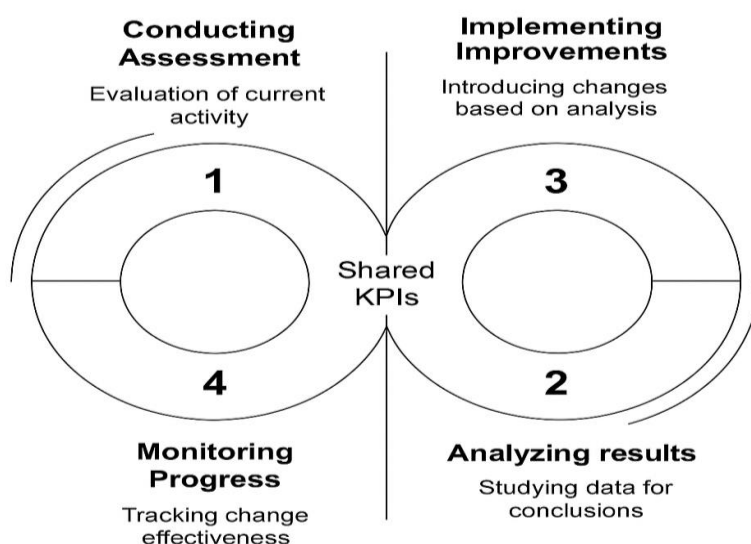


Figure 1 - Staging the cyclical process of assessing the international activities of higher education institutions in accordance with ESG standards

** Formed by the authors based on sources [13, 14, 19, 27, 30-32]*

Figure 1 presents the phasing of the cyclical process of assessing the international activities of higher education institutions, which is consistent with the provisions of the European Standards and Recommendations for Quality Assurance in Higher Education (ESG) [19]. The process consists of four interconnected stages that form a continuous cycle of improvement. The first stage, conducting an assessment, involves systematically measuring the current state of the international activity of higher education institutions, taking into account quantitative and qualitative indicators. The second stage, analyzing the results, consists of an in-depth study of the data in order to form conclusions and identify the strengths and weaknesses of international cooperation. The third stage, implementing improvements, is focused on implementing changes aimed at increasing the efficiency and optimizing the resource



provision of international activities. The fourth stage, monitoring progress, ensures tracking the effectiveness of the implemented solutions and serves as the basis for forming a new assessment cycle. This phasing corresponds to the logic of the PDCA cycle (Plan-Do-Check-Act) [27] embedded in the ESG standards and promotes sustainable development, strategic adaptability, and rational use of resources in the international activities of higher education institutions. The cyclical approach to assessing the international activities of a higher education institution is not only methodologically sound, but also a functionally necessary element of the management system. It allows you to record not a static state, but the dynamics of development: to track changes in international activity indicators, to identify the consequences of previous management decisions, and to timely adjust strategies in accordance with new challenges of the global educational environment. In this context, the provisions of the ESG [19] are indicative, which emphasize the need for systematic monitoring, continuous improvement and adequate resource provision of international activities as a component of the educational process.

From a methodological point of view, it is advisable to consider the evaluation system as a multi-level structure that combines quantitative and qualitative analysis tools. The quantitative component includes the use of statistical indicators: the number of signed international agreements, the volume of academic mobility (incoming and outgoing; student and staff), number of joint degrees and double diplomas, the number of joint scientific projects, the level of scientific productivity in international publications, the share of foreign students and teachers in the general structure of the university. Such data form a measurable picture of international activity and create the basis for comparative analysis, setting priorities and planning the next stages of development, taking into account available resources. At the same time, an exclusively quantitative approach has significant limitations, as it does not take into account intangible, but critically important aspects of international interaction. That is why qualitative analysis acquires special importance, as it allows you to assess the depth of partnerships, the content of projects, the level of integration of foreign participants into the research and educational environment, and the degree of intercultural interaction. In this case, the methods of expert assessments, in-depth interviews, focus groups and analysis of feedback from participants in international programs are used. This approach helps to go beyond the mechanical counting of activities and focus on their substantive impact and the efficiency of resource use.

An important tool for modern assessment is the implementation of a system of key performance indicators (KPIs), which ensures regular monitoring and timely detection of changes. Such indicators include the share of foreign students in the total number of education seekers, the number of English-language educational programs, the volume of international grants involved, the frequency of participation in global academic networks, activity in joint publications, and the number of double degree programs, particularly dual education programs. It is important that the interpretation of this data is carried out taking into account resource provision and the potential for further development.

Thus, the integration of a cyclical approach, a combination of quantitative and qualitative methods, as well as consideration of resource provision aspects of international activities create the basis for a comprehensive assessment of its effectiveness. This, in turn, forms the basis for substantiated conclusions and the definition of strategic guidelines for the development of a higher education institution in a global context.

Conclusions and prospects for further research. The economic essence of international cooperation in the field of higher education has been analyzed. It has been found that international cooperation is not only an important factor in strengthening economic ties between states, but also a strategic tool that contributes to the transformation of the educational environment in accordance with modern global challenges. Globalization processes have been analyzed through the prism of the transformation of the functions of higher education institutions that arise in the context of the growing interdependence of educational systems. It has been established that globalization contributes to the strengthening of academic mobility, the development of joint programs and research initiatives, integration into international rankings and educational platforms. This forms a new model of economic interaction in which higher education institutions become active participants in the transformation of the global educational market. The main globalization factors that influence international cooperation of higher education institutions are presented. It is noted that a cyclical approach to assessing the international activities of higher education institutions provides not only a record of the current state, but also the identification of trends, an assessment of the effectiveness of management decisions made, and timely adaptation of strategies to changes in the global educational environment. Thus, effective assessment of the international activities of higher education institutions should be based on a systematic, resource-oriented, and cyclical approach that ensures its sustainable development and strengthening the positions of Ukrainian universities in the global academic community.

Further research could explore the specific impact of international university alliances and networks on the global nature of value chains, as well as the role of digital transformation in fostering equitable international cooperation and the corporation management model of HEIs interaction.

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