A. J. Shayery*[1],
orcid.org/0000-0003-2888-7881,
N. M. Zayed[1],
orcid.org/0000-0001-7519-6552,
K. M. A. Islam[2],
orcid.org/0000-0002-5305-6724,
M. F. Hossain[1],
orcid.org/0000-0001-7076-3079,
V. S. Nitsenko[3],
orcid.org/0000-0002-2185-0341,
M. A. Imran[1],
orcid.org/0000-0002-4732-063X

1 – Daffodil International University, Dhaka, the People's Republic of Bangladesh
2 – The Millennium University, Dhaka, the People's Republic of Bangladesh
3 – SCIRE Foundation, Warsaw, the Republic of Poland
* Corresponding author e-mail: shayery.eng0134.ra@diu.edu.bd

THE IMPACT OF INTERNATIONALIZATION TO IMPROVE AND ENSURE QUALITY EDUCATION: A CASE STUDY OF DAFFODIL INTERNATIONAL UNIVERSITY (BANGLADESH)

Purpose. Ensuring standard education through internationalization since it is a big concern in academic institutions all over the globe. The goal is to equip and introduce students and educators to the world's innovations through globalization at the tertiary level of education and improve & ensure quality education for students and upgrade educators' quality.

Methodology. An evaluative and expository study is conducted on Daffodil International University (DIU), regarding its mission and vision toward internationalization, its collaborations, initiatives, condition of the education quality, and analysis of the mobility data in the last few years. A quantitative overview and analysis of the key performance indicators of the internationalization of DIU are applied. This study is on understanding the IoHE in the Bangladeshi context, based on experience, analysis of student/faculty mobility, and national reports from different regions. Participation in European programs or other supranational programs in education, research and capacity building, and partnerships is indicated.

Findings. This study presented the effectiveness of the Internationalization of Higher Education (IoHE) considering the growth of developed countries in respect of ensuring quality education. This research established that Bangladesh is not far behind to cope with or follow the international trend, and some Bangladeshi universities are already involved with mobility programs for their undergraduate-level students, especially DIU, Bangladesh. It resulted in finding that internationalization through mobility programs facilitates the branding and reputation of HEIs as well.

Originality. In comparison to the traditional education system, the approach used in the research showed that the academic staff gets acquainted with modern teaching techniques, international standard course contents/syllabus including OBTL, and research methodologies for innovation reinforced their educational and research potential, which be proven to be important components of the overall development of students and academics, giving them awareness and helping them adopt alternative, multi-faceted approaches to teaching-learning.

Practical value. The result of the research can be institutionalized by policymakers, educators, and academics to create an impact on the students and to develop institutional value in the global market. Given strategies and innovative ideas can play a vital role in enhancing the quality of higher education, facilitating scholars, and improving the quality of research in various fields.

Keywords: *internationalization, student/faculty mobility, education, Memorandum of Understanding, globalization, HEIs*

Introduction. The process of incorporating an international/intercultural component into the institution's teaching, research, and service operations is known as the "internationalization of higher education". Many universities establish academic linkages with top Universities of the world through collaboration to run staff and student mobility programs. Exchange programs are primarily guided by the terms and conditions of the agreement between the two participating Universities. Through the international mobility programs, students and staff are meeting the dynamic activists and practitioners of different genres.

Academic mobility is one of the important international activities of higher educational institutions both for students and faculty members to improve their knowledge and skills in different areas. Students can move to another institution inside or outside of their own country to study for a limited period of time to improve their skills through the student mobility program. On the other hand, teachers may have the opportunity to teach at home and abroad through mobility programs in different institutions to improve their skills in teaching & learning. This strengthens the academic staff exchange program of educational institutions. As a result, academic staff can acquire knowledge modern & excellent teaching techniques, international standard course contents/syllabus including Outcome Based Teaching Learning (OBTL), and research potential.

Likewise, Daffodil International University is also focusing on internationalization through mobility and foreign exchanges, overseas enrollment, and international recruitment as well. The international activities include academic mobility/exchange programs, and summer/winter programs for students and teachers of the academic institutions. Students have the opportunity to improve their soft skills, interpersonal skills, and confidence level, enhance their global network and become self-dependent through the academic mobility program. A teacher also has the opportunity to become more experienced in teaching and learning including learning new techniques to teach, improving the assessment process, improving the course contents for the student to follow Outcome Based Education (OBE), and finding out the educational system gaps between home & abroad. These equip the students to cope with the fast-moving world and create a global network among enthusiastic people. International Exchange Programs bring benefits to students by providing them with opportunities to have international exposure and to acquaint themselves with new cultures and global educational standards. Different higher education institutions follow different strategies to ensure that students, academics, and administrative staff are fa-

miliar with the other institutions' best practices for sustainable growth.

Literature Review. Simply put, "internationalization" refers to the actions taken by universities to extend their influence outside national boundaries, frequently encouraged or framed by multilateral agreements or programs. At a higher-level, internationalization of higher education can also be understood as the "process of systematic integration of an international dimension into the teaching, research and public service function of a higher education institution" [1]. "The internationalization of higher education involves the process of incorporating an international and intercultural dimension into university teaching, research, and services" [2].

According to estimations, 7.2 million students will be interested in studying abroad by 2025, up from just 1.2 million in 2000. Student mobility will partially, but most definitely not entirely, satisfy this requirement. As a result, the number of new providers offering courses to students back home is growing at an unheard-of rate. Academic programs are being given across international borders, and branch campuses are being formed in both developed and developing nations. International mobility is no longer limited to students, professors, and researchers.

The goals of internationalization were determined by experts who made a report on higher education in different regions. Most of them asserted that the primary justifications for internationalization include the recognition of diplomas and degrees abroad; improvement of educational quality; equal partnership on the global level (higher education institutions, scholars, research teams, faculties, students, etc.); equal participation of higher education institutions in the global educational arena (education, research, debates); participation in the development of the global educators' community; and better acclimatization to the market economy.

According to a broad definition of what internationalization is or should be, there are two fundamental components in higher education internationalization policies and programs that are always evolving and becoming more interconnected. One is internationalization overseas, which is defined as all cross-border forms of education, including provider, project, and person mobility. The second is internationalization at home, which is more curriculum-driven and focused on activities that foster cross-cultural and international awareness. There are limitations to such a difference because internationalization overseas may also be curriculum-related and foster intercultural competence and an awareness of the world. Measuring these, the outcomes are intended to encourage educators to effectively integrate justified advanced Learning into both their physical and virtual classrooms with an emphasis on pedagogical reform [3].

Approach and method of the study involved the following: carrying out a focus on strategic change and internationalization progress of educational institutions, and conducting a critical examination of the major literature on internationalization in higher education as well as the literature on higher education management both regionally and internationally. Findings and solutions are provided by critically analyzing the key texts, research, and reports on internationalization in higher education paying special attention to Europe and to Bangladesh as well. An evaluative and expository study on Daffodil International University (DIU), Bangladesh regarding its mission and vision toward inter-nationalization, its collaborations, initiatives, condition of the education quality, and analyzing the data of the mobility in the last few years has been made. The researchers consulted with university officials concerning mobility updates, collected data, and future initiatives as well as encountered alumni/participants of mobility programs to know the facilities, barriers, and overall outcome of their mobilities. A quantitative overview and analysis of the key performance indicators of internationalization of Daffodil International University are mentioned. Participation in Euro-pean programs or other supranational programs in education, research and capacity building, and partnerships is indicated.

Internationalization in higher education. Higher education institutions (HEIs) are increasingly following the trend of internationalization, when they offer services to both domestic and foreign students, expanding the scope of their educational offerings. It is not only about commercializing education for financial gain; it is also about advancing ideas and deepening understanding across communities and nations. As a result, globalization of higher education is emphasized in practically all industrialized nations by creating an administrative network, influencing the international reputation of higher education, fusing policy with communication efforts, etc. This has strengthened their institutions and institutional practices. Through multiple resources, the learners can get the most creative and innovative ways of learning, which will improve the quality of education among the learners. Also, new "types" of learners are emerging as a result of the rising digitalization of several areas; these learners may be more proficient with technology than earlier generations since they are "digital natives" [4].

International cooperation was originally based on personal interactions between academics that worked as the initial foundation for international collaboration rather than formal agreements, and these interactions continue to serve as the foundation today. Globalization's recent social, political, economic, and cultural ramifications have had a considerable impact on higher education all around the world. In order to maintain its position as the top university in the nation, a university must change. This change must take into account the significant shifts occurring on a global scale, such as the exponential growth of knowledge, the emergence of new technologies for information management and communication, and the rising demand for highly specialized education. A student' academic experience must have an international component in order to prepare them for the need to comprehend other people and to cohabit and compete with them. These educational objectives are achieved through having an international student body, internationalized curricula, faculty, study abroad programs, study tours, faculty, and student exchanges, and international study abroad programs. The presence of foreign students offers a large worldwide basis for the establishment of relationships to recruit students, conduct research, and encourage staff and student engagement abroad in a range of initiatives, in addition to the educational objectives of the institutions. To mention, the Internationalizing Bentley Committee developed the international mission statement of Bentley College: to internationalize a college, each student must do the same. Each student who attends Bentley College should leave with a better, deeper understanding of various cultures and people. Bentley's internationalization is a mindset, not software. The professional with a liberal education must strive to comprehend the various and varied elements of an interdependent world throughout his or her existence.

In an effort to emphasize the need of maintaining national and institutional values during the process of internationalization, the phrase "internationalization of higher education" was defined to include the term "intercultural" out of concern for the protection of national cultural values. Along with supporting student mobility, programs like ERASMUS/ SOCRATES, UMAP, and certain multilateral ones like Fulbright also support regional teaching staff mobility projects. As a part of a more or less ongoing collaboration between European higher education institutions, ERASMUS' "Inter-university Cooperation Programs" offer chances for developing staff exchanges. Participation in EU initiatives has undoubtedly helped many universities become more globally and regionally oriented. Traditionally, the majority of the education system was sponsored by state money [5]. For instance, Asian colleges should be commended for the very remarkable success rate of supported research initiatives. Additionally, the significance of consulting, training, and institution creation is

highly significant for the advancement of education in our region. However, at the same period, as education needs are rising and innovative teaching technologies are being introduced, there is a need for extra money.

Opportunities with possible financial support from the EU and other foreign funds are accessible in our region; we only need to share them with worthy applicants. The expansion of chances and growing importance placed on taking part in initiatives supported by the EU also give rise to fresh concerns and challenges in relation to the universities' long-term internationalization plan. One of these concerns has to do with the balance of the internationalization strategy and geographic priority. Explicit and implicit internationalization of the curriculum can be done through cross-cultural teaching and support, staff development programs, courses internationalization, developing relationships between student and staff mobility, enhancing the usage of resources available for project development, evaluating the projects, through International internship and co-operative education openings for students, via external funding performance, and by ensuring the best use of international professional practice case studies. International student mobility is becoming more of a regional phenomenon than just an international one. Students move around more as a result of regional economic integration processes, and international agreements like NAFTA, ASEAN, or APEC have proven to be quite encouraging in this regard. The emphasis on regional student mobility, as opposed to South-North mobility, tends to increase when development aid policies change.

Internationalization of higher education in Bangladesh. Cross-border education grew significantly in the 1970s and 1980s as a result of the massive outflow of young people pursuing higher education abroad. Private institutions in Bangladesh are preferable choices to public universities for international students for a variety of factors, including timely program completion and simplicity of admission. In the Bangladeshi context, prior to the establishment of private universities, the higher education environment in public universities was fraught with several issues. It was unable to handle the immense number of applicants, and internal issues caused persistent session delays, which created a problem for students as they could not graduate on time during their best years. Students naturally migrated in large numbers to foreign nations, especially the USA, the UK, Australia, Canada, and India. Moral and political factors are very important in the struggle for national security and state sovereignty [6].

Foreign student enrollment at private institutions has grown more than at public universities throughout time. The three main factors that determine Bangladesh's Elements of Successful Internationalization (SIHEIs) of Higher Education Institutions are the education and preparation of students in an international context, faculty members' international engagement in teaching and research, and campus leaders' institutional commitment to internationalization. It advises that because this capability is lacking in the strategic capacities of the respondents, more attention should be placed on organizational capabilities like "the capacity to align the university personnel with the organization's aim". Academic leaders must have specialized training. More emphasis must be placed on fostering strategic leadership behaviors in particular. Additionally, a helpful intervention for the effective internationalization of learners' results, academics' participation, and institutional promises might be knowing better organizational processes, bureaucracy, quality practices, and initiatives.

Bangladeshi universities and higher education institutes host some foreign students, although a modest number. In 94 public and private institutions, only 2,167 foreign students studied overall in 2012. The University Grant Commission (UGC) will provide them with the necessary support as the individual institutions take initiatives to change this circumstance. For our public and private universities, international students may be an additional source of income as well as a sizable supply of foreign exchange. We already have a competitive edge when it comes to the usage of English in higher education. Both governmental and private universities in Bangladesh use English as their primary language of instruction. This may appeal to pupils from the Asia Pacific and other parts of the world. Students from the Asia Pacific and other parts of the world may find this to be appealing. For the improvement of the English language for higher education, the UGC also collaborates with the British Council. Our government recently created and published cross-border higher education regulations. Effective operation of study centers and branch campuses of international institutions is feasible with careful adherence to the standards. The government or commission shall also establish the goals and objectives of Capacity Building in Higher Education (CBHE), as well as rules for preventing the shady, reckless, and illegal expansion of CBHE institutions, lowering the price of degrees earned abroad that meet international standards, preventing brain drain, and, finally, internationalizing our higher education. Only the finest institutions in the world will be given consideration for licenses to establish and operate branch campuses and study centers in Bangladesh. Despite expanding local capacity, many Bangladeshi students choose higher education overseas. According to the UNESCO figures, 17,513 Bangladeshi students were studying abroad in 2010, an increase of more than 20 % from 2009. Many Bangladeshi students are studying in the United States, Malaysia, Cyprus, the United Kingdom, and Japan. There is a significant migration of people between India and Bangladesh as a result of the permeable border. However, overseas students are also enrolling in Bangladeshi universities. For instance, according to Ruhani 17,2282 international students enrolled in both private and state universities in Bangladesh in 2017.

Leadership is a crucial component of managing and executing any changes in higher education. Studies on the efficacy of organizational skills (OC) and personal qualities (PC) in higher education institutions are scarce since these skills are extremely beneficial and well-known for improving schools. Higher education institution internationalization needs effective governance, leadership, and quality efforts. It can be claimed that the organizational skills, leadership qualities, excellent governance, quality standards, and efforts taken by the HEIs themselves are all necessary for the internationalization of HEIs in Bangladesh to be effective. For ensuring the quality of education, Bangladesh has been facilitated by different international, governmental, and non-governmental organizations like United Nations (UN), United Nation Children Fund (UNICEF), World Bank (WB), and Organization for Economic Co-operation Development (OECD), South Asian Association for Regional Cooperation (SAARC) and more.

Aim of internationalization. The aim of the academic mobility/exchange program is to improve the overall quality of the education system in tertiary level education or HEIs. The international exchange program aims to improve soft skills, and interpersonal skills and also enhance the global network which can make skilled graduates that will assure the students to employ themselves locally as well as globally. A student can experience a change in the academic arena through the international exchange program. Through the exchange program, a student can achieve vast academic knowledge as well as extra-curricular & co-curricular skills which rank them an advantage over local & global competitors in the job market. The education institution has taken a threefold approach to internationalization:

1. To internationalize the structure of the student body.

2. To internationalize educational opportunities for both students and teachers.

3. To create and strengthen its international presence.

The overarching goals of the internationalization initiatives are:

1. To expand global financing for research and international research collaboration.

2. To maintain high standards in research and teaching while fostering the mobility of researchers, educators, and students.

3. To incorporate the teaching and course materials according to the needs of modern internationalism and European unity.

4. To promote the growth of adaptable communication and linguistic abilities. The study of languages other than their own will be promoted among the students.

5. To share knowledge about cultural and scientific advancements with the entire world.

Institutional internationalization plans or policies may put a lot of emphasis on certain aspects and establish priorities in accordance with institutional roles, such as giving research precedence over teaching. Additionally, they could put more focus on a certain educational level, such as an undergraduate or graduate degree. Institutional plans usually list nations or regions of the world where institutions seek to foster more collaboration among the potential priorities.

Internationalization quality issue. Quality control is not a fashion; rather, it represents the new era of global education in which we now find ourselves. Nowadays, the concept of cooperation has no use. Internationalization and quality control must coexist taking into account all dialectical levels in the new process. Thus, quality assurance directs and shapes globalization, while internationalization directs and shapes quality assurance. Internationalization and quality control procedures must be thought of as "heads or tails" or they will not exist at all.

International research studies might be included in the classroom, especially at the graduate level, and incentives for staff achievemen in global education could be developed. Although courses taught in English should not be the exclusive definition of an internationalized curriculum, both the content and the learning processes must have an international component. Both foreign and local students should enroll in any courses offered in languages other than the ones spoken in their country. The curriculum might be made more appealing to international exchange students by taking a more organized approach to the provision of English-taught courses. Through highly involved course designs with both local and international participants, the presence of foreign students might be clearly seen as a source for the internationalization of the teaching and learning process. Strategies for internationalizing the curriculum will be able to incorporate perspectives from the international campuses, including case studies and subjects devised in response to specific country needs. Each university's personnel and student population will become more diverse. Administrative practices will have the chance to include elements from other countries.

There is no denying that over the past five years, regional and worldwide university rankings have grown in popularity and complexity. Their legitimacy, dependability, and worth are still the subject of contentious discussion. However, university presidents also claim that achieving a particular rank in one or more international league tables is a quantifiable result of internationalization. However, it is wrong to assume that a university's internationalization initiatives are done so in order to enhance its reputation or status abroad. This conflates an internationalization plan with an international marketing strategy. That is a plan to include an international, multicultural, and global component into the objectives and teaching, research, and service functions of a university. The former is a promotion and branding activity. A global branding project has distinct goals, expectations, and financial requirements than academic internationalization does. An international marketing strategy is not the same as an internationalization strategy, as is a common misconception. This does not negate the possibility that a purposeful and effective internationalization agenda could increase global awareness, but recognition is only a byproduct and not the intended outcome. To assure internationalization for everyone, not only the mobile few, the

"abroad" component (mobility) needs to be made a core component of the internationalized curriculum. It reiterates that internationalization should not be driven only by financial considerations and should instead be seen as a tool to improve quality. The foreign operations of Bangladeshi universities have had a variety of effects on teaching methodologies and curriculum design. Foreign students' demands have been taken into account in the improvements made to student support services as a result of the growing presence of international students in Bangladesh. Additionally, teaching strategies and curricula have been modified.

Internationalization at Daffodil International University (DIU), Bangladesh. There is not much information available on plans for internationalizing higher education in Bangladesh. However, the Government of Bangladesh provides a number of incentives for graduate study that encourage Ph.D. programs overseas. The University Grant Commission (UGC) of Bangladesh offers grants to academics in the country for research leading to Ph.D. degrees.

Only a few of the 82 private institutions have limited opportunities for internationalization and are active in internationalizing academic, co-curricular, and extracurricular activities. Bangladesh now needs IT-based training due to the century's inventive movement and informative globalization. Daffodil International University (DIU) was founded in 2002 to solve these issues. From this point forward, DIU has been making progress toward becoming the top private institution in Bangladesh, comparable to that in Asia. According to a number of public and international rankings, including THE, QS, and Green assessment for its environmental stance, DIU has quickly risen to become one of the best institutions in Bangladesh. Daffodil International University (DIU) has been working hard through International Affairs for arranging mobility/exchange programs for students and teachers; as a result, a large number of students and teachers have visited different counties since 2013. It is expected the mobility exchange program helps to improve soft skills such as communication skills, team-building ability, and adaptability to situations. This exchange program has been conducted through MoU/MoA along with foreign HEIs, through different scholarship programs such as the Erasmus+ program funded by European Commission within European countries, the Mevlana Scholarship program funded by Turkey Government and Korean Government Scholarship program, etc. to support the DIU students. DIU has successfully completed a mobility program among Asian countries including Japan, S. Korea, Malaysia, China, Indonesia, Sri Lanka, India, Nepal, Philippines, and also European countries including the UK, Russia, Poland, Finland, Turkey, Lithuania, etc. It should be mentioned here that the internationalization and mobility program is one of the criteria out of ten criteria of the Bangladesh Accredited Council (BAC) that is introduced by the Bangladesh National Qualifications Framework (BNQF) to improve the overall quality of education in HEIs in Bangladesh.

Daffodil International University makes an effort to promote global awareness among its faculty and students. There are several Somali full-time foreign students at DIU, and other nations including Jordan, Nigeria, Turkey, China, Nepal, and Ethiopia are also having their students in DIU, Bangladesh. The primary focus of the international admissions department of Daffodil International University is the admission of full-time international students. Here, international students may apply physically or online. The department of international admissions assists them with entrance, visas, accommodations, etc. Numerous overseas students are admitted here each semester. Students from the African continent enroll here in particular. In 2009, Daffodil International University (DIU) launched its global university degree program. It has now developed into a sizable global network of connections through trade agreements with more than 60 institutions and enterprises throughout the world. The Department of English at

DIU welcomed its first international undergrad students from Turkey in 2009. The organization starts to mathematically spread from that point on, Table 1.

Mobility programs at DIU. The Importance of mobility is pivotal because it prepares our bodies to cope with the advanced and globalized world. It is a vital contributor to reducing the risk of injuries as well as improving technique and range of movement. It is important to note that strength alone is not enough to have good mobility. Mobility plays a massive role in improving movement quality and preventing injuries throughout life. Many academic institutions in different countries have experienced and practiced mobility programs along with their academic activities to improve academic quality and compete with their students as well as faculty members in the local and global market. In addition to accepting overseas students full-time, DIU also organizes short-term/long-term and other exchange programs including summer programs, cultural exchange programs, semester exchange programs, etc., based on the two sections of the worldwide work:

1. International entrance.
2. Worldwide affairs.

Different types of mobility programs vary in time duration, the content of the programs, learning outcomes, and host institution's facilities. The short-term mobility could be one-week/two-week/three-week or month-long mobility for cultural exchange/global leadership program, and summer/winter camps; and long-term mobility could be a one-semester/two-semester/one-year program for the students of undergraduate level. The academic institutions can make a partnership with other institutions through a bilateral agreement between both institutes through a Memorandum of Understanding (MoU)/Memorandum of Agreement (MoA) to implement mobility programs. In these cases, both the host and home university decide on the dissemination of funds and other facilities regarding accommodation, food and transportation, and important course and credit acceptance issues.

The international exchange/mobility program includes Inbound and Outbound Exchange Programs both for students as well as academic staff.

1. Inbound Mobility: Inbound mobility is the term used to describe the number of international students/students who come to a specific country (the host country) for a short or long time to continue their education.

2. Outbound Mobility: Outbound mobility is the term used to describe the flow of students/students from their home nation to another country (the host) for additional study for a short or long length of time.

Table 1

DIU's approach to Internationalization

Approach	Description
Activity	Curriculum sharing, faculty/student exchanges, summer/winter programs, semester exchange/cultural exchange, seminar/workshop, and camp participation are a few examples of the categories or types of activities used to represent internationalization
Competency	Acquiring new abilities, information, viewpoints, and values by students, instructors, and staff. There is growing interest in finding and characterizing global/international competencies as the emphasis on academic performance develops
Ethos	The focus is on developing an environment or culture on campus that encourages & encourages activities that bridge cultures
Process	Implementing a variety of activities, policies, and procedures to incorporate or inject an international or intercultural component into teaching, research, and service

The office of International Affairs of DIU is a support center for DIU and international students that keeps upgrading the activities with the vision of accommodating the 21st Century's needs to maximize the opportunities and skills of students and faculty members. It collaboratively promotes Bangladeshi culture and makes students culturally competent to cope with excellence. Every year a good number of international short/long term, cultural exchange, summer/winter camp, and semester exchange programs are organized by international affairs at DIU. The international exchange program aims to improve soft skills, and interpersonal skills and also enhance the global network which can make skilled graduates that will assure the students to employ themselves locally as well as globally. A student can experience a change in the academic arena through the international exchange program. Through the exchange program, a student can achieve vast academic knowledge as well as extra-curricular & co-curricular skills which rank them an advantage over local & global competitors in the job market. It also helps to educate the participants about foreign cultures and strengthen international relationships. DIU's distinctive internationalization initiatives are:

1. International Partners and Members: So far DIU collaborated with around 440 universities and representatives from influential international organizations like IEEE, Magna Charta, NAFSA, EAIE, AUPF, IIE, IAU, IAUP, ACE, AUAP, ALA, ACD, UNAI, EURIE, ESRUC, ISTQB, ACU, ATIFTAF, ITU, AUAP, APAIE, INQAAHE and more to form a global coordinated effort at DIU for facilitating the internationalization process. The university in cooperation with the valued organization worldwide is creating strategies that make all students and graduated classes competent by providing quality and ensuring inclusive and equitable quality education. DIU ensures very active engagement in these platforms, as the organizations offer advice for education through excellent supervision and skillful organizational techniques. In a similar vein, it provides graduate and postgraduate students with the most crucial necessity for high-quality preparation. The collaborations are to inform seminar participants and the university community about the value and scope of internationalization as well as to get insight into the problems and worries related to international programs at the institution.

2. ERASMUS at Daffodil International University: through scholarships and academic collaboration between the EU and the rest of the world, the Erasmus program of the European Union seeks to improve the quality of education. Daffodil International University, one of the top institutions in Bangladesh, works to ensure the actual internationalization of the institution through strong international connections. Since 2016, Daffodil International University has been intensively pursuing teacher and student mobility initiatives through the Erasmus + scholarship. A fact is that numerous deserving students get admitted to Daffodil International University, but a good number of them lack the socioeconomic stability to pursue their academic studies in Europe on their own dime for the betterment. DIU consistently aims to include our students and academic staff in international activities to elevate them to a global standard. More than 40 DIU students have taken part in semester-long exchange programs across Europe.

Each year, DIU submits proposals for ERASMUS funding circulated by renowned universities, partners, or non-partner, to provide cutting-edge education and exposure to qualified, deserving, and passionate students. After completing a successful mobility program, they share and implement advanced knowledge, technology, impactful ideas, and business concepts here at DIU as well as in Bangladesh. DIU students have successfully completed their mobility through the Erasmus+ program from Poland, Turkey, Lithuania, the UK, Portugal, Belgium, Greece, etc. Since the mobility project creates great value for the students or staff, DIU always takes the initiative to share it among all the networks. Also, faculty members of DIU visit European countries every semester under the

ERASMUS funding program as visiting lecturers and get acquainted with the modern teaching plan and curriculum of the universities.

3. Semester/Academic Exchange Program: Daffodil International University becomes a host and home institution according to the agreements. DIU accepts and sends students to partner universities to complete one semester/one academic term under semester exchange or cultural exchange programs through the international affairs office. Each year a good number of students visit different countries under ERASMUS, Mevlana, Korean Government Support Program (KGSP), Community College Initiative Program (CCIP), Kemitraan Negara Berkembang (KNB) Scholarship, and other scholarships for one or more academic terms. Also, accepts international students to study here under the exchange facility from China, Japan, Turkey, India, and more.

4. Staff Exchange Program: the International affairs office nominates faculty members or administrative staff who are interested in international work-shops/seminars to learn from renowned persons in the respective fields. Faculty members visit partner universities as visiting faculties and teach for one week or one academic term, and officials join training sessions to learn institutional and organizational skills. The host institution takes the responsibility for local hospitality like accommodation, meals, local transport, office, etc., during the stay of the exchange faculty. Exchange faculty members get remuneration from a home institution where the host institution does not pay any remuneration under the faculty exchange program.

5. Short Term Exchange Program: International affairs of DIU nominate enthusiastic local students and help them to take different opportunities organized and hosted by partner universities. Since 2013, DIU has been sending the students to join the Asian Summer Program, Global Leadership Camp, Summer/winter camp, cultural exchange program, etc., hosted by the partner institutions under the supervision of different organizations.

6. Digitization initiatives to ensure internationalization of the institution: the primary focus of the distance learning approach is the learning process's quality and efficacy [7]. The delivery of programs from a provider institution physically located in one part of the world to other areas of the globe through forms of technologically supported distant education is, of course, the most promising and maybe also visionary development in transnational education. Some believe that most current universities will continue to offer higher education through both traditional and virtual delivery methods, or, which is highly likely, various intermediate modes. Some predict the future of global higher education in the emergence of a limited number of powerful corporation-designed global virtual universities. In the majority of current types of remote education, in addition to autonomous study through electronic delivery of education, there is also face-to-face interaction at seminars and workshops in regional support centers. Of course, numerous "Open Universities" have made groundbreaking contributions in this area not just in wealthy nations but also in nations like Turkey, India, Indonesia, Brazil, etc. The Covid-19 problem has compelled the globe to begin on a mechanism that has progressed dramatically over the previous two decades due to current computer technology combined with fast and inexpensive internet connections [8].

Daffodil International University (DIU) is one of the prominent digitalization-focused universities in Bangladesh. Since DIU has been focusing on the automation and digitalization of this university since its inception, thus the students, faculty members, and administrative staff did not find the sudden shift to virtual activists due to the Covid-19 pandemic much harder than other universities. All the students are very familiar with different Learning Management Systems like Google Classroom, Blended Learning Center (BLC), Moodle, and more. DIU connects international students with this module from their home countries and ensures their learning in DIU under any circumstances. DIU has developed the International Online Universe (IOU) and GoEdu platforms for online courses and training run by DIU academics. Through these platforms, any interested students from any corner of the world can get enrolled and be a part of DIU. As in the years 2020 and 2021, DIU students could not travel abroad due to travel restrictions to cross the borders; but overwhelmingly DIU managed to ensure a sufficient or rather a greater number of students/faculty/staff mobility by facilitating smooth online access and by throwing excellent virtual courses, training, and workshops to connect and to maintain the flow of Internationalization of the university. As for the students who earned credit through visual mobility by completing the courses at foreign universities, DIU accepted the credits considering the contents and the faculties who have been visiting lecturers online in universities abroad, they also got the recognition.

7. Incoming students and faculty members at DIU: keeping pace with the outgoing ratio, DIU welcomes international students as well. DIU has very signature programs, like the DIU winter camp, and the International Social Business Summer Program, where each year bunches of students join. They come to Bangladesh and stay for seven to fifteen days. DIU also accepts international students as semester exchange collaborators. Students from Indonesia, Turkey, China, and India have been in DIU under international semester exchange programs. DIU has a policy for full-time international students as well, a full team of this university works for international students' admission to DIU. At DIU there are full-time students from Somalia, Nigeria, Ghana, Nepal, and India in different Departments. DIU welcomes international faculty members on a large scale. Each semester DIU invites faculty members and renowned activists of different sectors from renowned universities to conduct classes/seminars/workshops with the DIU students and faculty members so that they can get advanced learning by enhancing knowledge. This university has a full-fledged arrangement for facilitating international incoming students and faculty members.

8. Summer/Winter Program initiated by DIU: Daffodil International University is the only university in Bangladesh to organize an excellent summer program named the 'International Social Business Summer Program (ISBSP)'. This summer school program focuses on the social business concept of Nobel Laureate Professor Mohammad Yunus. Every year in cooperation with Yunus Center DIU organizes this valued summer program where bunches of students from different corners of the world come and stay in Bangladesh for one to two weeks. Daffodil International University (DIU) has been organizing this program since 2017, and this has been a signature program of DIU. Activists of different levels conduct sessions with the international students regarding social business, its mission vision, and its future to represent Bangladesh as well. Also, every year DIU organizes another signature camp named 'Winter Camp' where DIU welcomes students from different countries to join the camp for 1—2 weeks and that camp includes field visits, social activities, impactful project development, cultural exposure activities, and many more.

The world's top research colleges in the US are very attractive to international students who are on the move, but American universities in the second tier also draw significant numbers of foreign students. In addition to the US, the UK, Canada, and Australia are among the top host nations in the world due to the dominance of English as the lingua franca in modern research and scientific training as well as the most widely learned second language. It is evident from the perspective of the countries of origin of mobile students that older, more established ties, such as (post)colonial relations, have been overshadowed by market-driven, economic concerns. It should come as no surprise that the rapidly industrializing nations of Asia and the Pacific (Japan, Malaysia, Korea, Singapore, Hong Kong, and China) are a key source of international students who wish to join the ranks

of the expanding professional classes. The most important global movement still is towards the United States, which is the largest receiving country of foreign students. While European institutions appear to have lost their appeal to US students, American universities continue to draw more and more European students, and the expansion of intra-European programs has not had a detrimental impact on this.

Daffodil International University (DIU) has around 430 partner universities among 64 countries in the world. Every year DIU works with them in various international programs, such as students and faculty exchange programs, short-term programs, international events, etc. DIU International partner information is given in Table 2 and Fig. 1.

Every year many students, faculty members, and staff attain various long- and short-term programs. On the other hand, many foreign students, faculty members, and staff from various countries visit or attain short- or long-term programs in Bangladesh. Daffodil focuses on signing MoUs and MoAs with different renowned organizations with a view to expanding in a new dimension and participating in their initiatives to

connect with other internationalization-focused universities around the world. Through the organizations, DIU participates in different international seminars, workshops, and exhibitions to share and learn the best practices of renowned institutions. And, in the wide range of partner universities, DIU regularly has semester/short-term exchange programs. This way DIU gets to know the international strategies of different universities and implements them in DIU to ensure innovative and quality education for the students. DIU receives and sends participants through the organizations, which facilitates DIU's international mobility also. If we look at DIU''s mobility program history, it started back in 2013 and since then the number is expanding rapidly as DIU is improving in terms of international collaborations and students are more motivated to participate in exchange programs. And, with this, they are learning from different educators and getting to know the advanced curricula of their field, which facilitates the education of the learners and enhances the quality. Because of the pandemic situation (Covid-19), in the last years of 2020 and 2021, DIU moved to virtual initiatives for the continuation of institutional and international activities (Table 3 and Fig. 2). DIU organized student and faculty exchange, virtual short- and long-term programs, international webinars, organized e-talks, etc., so frequently. In virtual mode, the number has increased as virtual mobility is quite more convenient than physical mobility. DIU showed its sustainability in this mode with efficient strategic moves without losing progress. The clearest example of this virtual internationalization of course is the establishment of real cyber-universities. The first instance of this sort was the International University, often known as "The University of the Web", which was founded in 1993 [9]. Despite the widespread usage of the term "e-learning" in recent years, many people are still unsure of what it really entails and how valuable it is for success and increased skills. For this reason, this study emphasizes educating readers and distinguishes the significance of preparedness for educators.

It shows that the mobility for both students and faculties has been increasing over the years, and the institutional growth in respect of education, ranking, and recognition is also enhancing gradually. Being an internationalization-focused university, in the last four years, Daffodil International University showed the maximum international mobility percentage in Bangladesh. Aligning with that growth, DIU proved its sustainability in international exposure and educational advancement to cope and make the students competent for the job market.

Constraints and barriers to internationalization/Findings:

1. Recognizing study periods and credits earned abroad is unquestionably one of the biggest issues with laws and initiatives designed to increase international mobility. Students lose valuable time when study abroad periods are not recognized, which increases the length of the program overall, adds to the workload, increases the number of exams, etc. Even with a relatively similar educational system, automatic credit transfer between nations remains a pipe dream, and even within-country credit transfer can be problematic. At the institutional lev-

Table 2

Number of International Partner University

| Country	Number	Country	Number
Australia	3	Estonia	1
Austria	1	France	3
Azerbaijan	2	Georgia	1
Belarus	1	Germany	2
Belgium	1	Hungary	1
Brazil	2	India	29
Brunei Darussalam	1	Indonesia	30
Cambodia	4	Iran	4
Canada	3	Iraq	1
Chile	2	Ireland	1
China	21	Italy	1
Colombia	2	Japan	8
Congo	1	Kazakhstan	2
Croatia	1	Korea	19
Cyprus	1	Kyrgyzstan	6
Czech	3	Lithuania	3
Malaysia	18	South Africa	2
Mexico	3	Spain	4
Mongolia	2	Sri Lanka	2
Morocco	1	Sudan	8
Nepal	2	Sweden	2
Netherlands	2	Switzerland	2
New Zealand	1	Syria	1
Nigeria	2	Taiwan	15
North Cyprus	2	Thailand	11
Palestine	1	Turkey	29
Paraguay	1	Uganda	1
Philippines	66	UK	1
Poland	6	United Kingdom	6
Romania	5	Ukraine	1
Russia	7	USA	14
Somalia	2	Vietnam	3
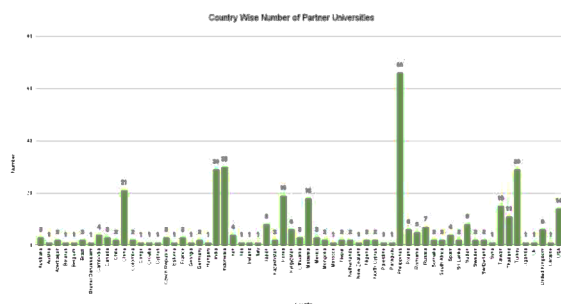
Fig. 1. The number of international partner universities

Information for the last 4 years' inbound and outbound mobility number

| 2018	
Total incoming students and faculty members	787
Total number of students incoming	685
Number of faculty & officers incoming	102
Total outgoing students and faculty members	138
Total number of students outgoing	96
Number of faculty & officers outgoing	42
2019	
Total incoming students and faculty members	361
Total number of students incoming	185
Number of faculty & officers incoming	176
Total outgoing students and faculty members	188
Total number of students outgoing	125
Number of faculty & officers outgoing	63
2020	
Total incoming students and faculty members (Physically and virtually)	471
Total outgoing students and faculty members (Physically and virtually)	247
Physically	64
Total incoming students and faculty members	80
Total number of students incoming	52
Number of faculty & officers incoming	28
2021	
Total outgoing student and faculty members	840
Outgoing students (Physical)	4
Outgoing students (Virtual)	746
Outgoing faculty members (Virtual)	90
Total incoming student and faculty members	208
Incoming students (virtual)	174
Incoming faculty members (virtual)	22
Incoming faculty members (physical)	12
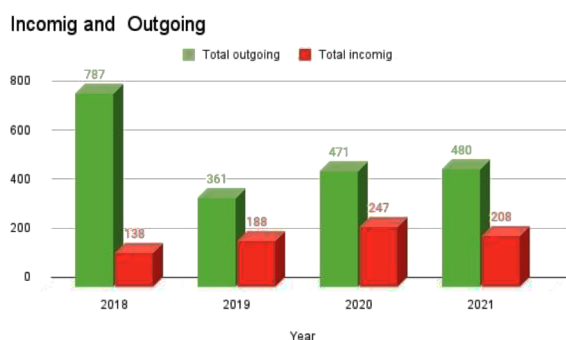
Fig. 2. Year-wise incoming and outgoing ratio

el, ECTS has always encountered some resistance to complete and automated recognition and credit conversion. According to Dutch research, 41 % of study breaks abroad between 1992 and 1993 caused students to postpone finishing their degrees [10]. In these study programs, there is no problem if the sending and receiving universities are in agreement, as mobility ef-

forts were based on agreements ensuring mutual recognition. Many analysts predict that as higher education becomes more globally accessible, the academic credit system will become more widely used.

2. Higher education rules at the national, institutional, and sometimes even faculty levels lack transparency and "readability", which leads to a variety of issues and widespread ambiguity among students regarding the acceptance of credit or the length of the study period in the home university.

3. Different coordinated exchange and mobility initiatives need to be quite unique and should create disparities in higher education systems' structures since educational approaches are a driving force for mobility at the same time in many nations and cooperation, as well as a genuine impediment to its continued development.

4. Since there are not as many people traveling throughout the world, planes cost a lot, often double. Students face difficulties to afford it. This explains why fewer overseas students are enrolling at DIU and also move less outside of Bangladesh. As the epidemic affects the economics of many nations, many individuals worldwide lose their jobs, close their businesses for an extended period of time, etc., resulting in difficulties in receiving sufficient financial assistance from the earners, it has an effect on the families of overseas students.

5. Higher education funding, tuition rates, and scholarship programs all have distinct funding sources and provide varied tactics, but they also create a variety of barriers to collaboration and mobility. To improve prospects for mobility and collaboration, more openness is required, as well as the elimination of these and other barriers. There is no specific NGO or international organization to help overseas students in Bangladesh. Universities like DIU, which place a high priority on globalization, constantly promote as well as provide a variety of scholarships to international students to come and study in Bangladesh, but they are struggling to maintain their global attitude, standing, and international-level education.

6. Considering the number of international students on campus, the class size, and campus facilities are to be improved to cope with global campus mobility standards since it is also a question of institutional fit. As a result, students are becoming less confident to apply for admission or perhaps believe that here the education is of lower quality. Therefore, it is also causing some financial loss for DIU's total enrollment. Unsurprisingly, some objectives remain unmet and some efforts continue to fall short, notably in regard to the mobility of the teaching staff and students. In actuality, the ministerial plan is not visible, and there are no distinct programs. Even the well-liked individual initiatives of professors and rectors lack structuralizing.

7. International students who are now residing in Bangladesh or who intend to move here encounter difficulties paying their DIU tuition, as well as living expenses since banks and governments in African nations have limits on money transactions and transfers.

8. Along with a shortage of money, internationalization struggles with a lack of clear, comprehensive strategy at the institutional and national levels. The development of internationalization policies varies greatly between nations at the level of national policy making. It has already been highlighted those nations like Japan, Australia, Hong Kong, the Netherlands, New Zealand, and others are developing ambitious plans for institutionalization in higher education. In an era when overall government financing for higher education is comparatively declining, there are not many possibilities for governments to invest expressly in internationalization. Some countries do have autonomous, unilateral finance plans for internationalization activities, as is the case, for example, in the Netherlands.

Recommendations. Following are suggestions at all levels of policy on how to internationalize higher education:

1. We have reached a stage where questions of quality and quality assurance cannot be avoided when it comes to student

international mobility and larger processes of internationalization in higher education. International student mobility and credit transfer will not advance further unless the quality issue is adequately included in the internationalization initiatives of governments and institutions. The institutions' quality assurance mechanisms will need to be expanded to include the programs and degrees offered by foreign partner institutions if student mobility among students continues to rise and if there are increasing demands for credit transfer and recognition of foreign programs and degrees (van Damme, D., 2001). Building on the increased focus on work placements in Erasmus+, there is a growing realization of the need for more collaboration between higher education and business.

2. Activities and policies related to internationalization can be used to achieve a wide range of goals, including the diversification and expansion of financial input through the recruitment of fee-paying foreign students.

3. The expansion of curricula and educational opportunities for domestic students in foreign partner institutions is needed to enable a more cost-effective use of resources to spark a process of collective institutional learning and development. The same goes for the expansion of the curriculum and educational experiences for domestic students in foreign partner institutions.

4. Joint research projects, student exchange programs, staff mobility projects, Joint curriculum development initiatives, and specific initiatives are specially designed to develop the context of internationalization. Most modern institutions participate in some or all of these activities, which are frequently overseen by an international office. To be mentioned, the majority of national policies continue to place a strong emphasis on economic growth, recruitment and/or training of exceptional students and academics, worldwide reputation and visibility, and mobility. This suggests that much more work has to be done to include these ideas into more thorough plans, where internationalization of the curriculum and learning goals is given more consideration as a way to improve the standard of instruction and research.

5. Create possibilities to combine work placements with training in language and cultural skills and international studies in light of the rising popularity of these experiences. Encourage the crucial role that academic and administrative employees play in the continued growth of internationalization of higher education (IoHE).

6. Address the issues of uneven credit and degree mobility and institutional collaboration, which are caused by significant variations in higher education institutions, practices, and finance.

7. Encourage increased business and higher education collaboration in light of staff and student mobility.

8. Give "internationalization at home" more consideration, including international and intercultural learning outcomes in the curriculum for all pupils.

9. Take down the obstacles that prevent the advancement of joint degrees.

10. Create cutting-edge blended and digital learning methods as a supplement to IoHE.

11. Align the IoHE with internationalization efforts at the elementary, secondary, vocational, and adult education levels of education.

12. As the foundation for a language strategy based on diversity, encourage bilingual and multilingual learning at the elementary and secondary education levels.

13. To increase opportunities and synergies, and remove obstacles to the internationalization of research and education at all levels.

14. We can make sure that the online education and study platform is of a high standard and simple to use so that anybody may access it from anywhere in the globe.

15. It is necessary to create new easy gateways to accept the payment/tuition fees via online secure transition because there are many constraints and challenges with transferring money from the African nations where the majority of students are coming to colleges like DIU.

16. More exemptions and scholarships must be made available, and universities may provide short-term scholarships or waivers based on financial need.

17. Universities may get into new partnerships with international donor agencies or non-governmental organizations to assist with the financial, tuition, and living needs of overseas students amid adversity.

18. Contact the Bangladeshi government and the education ministry to discuss potential partnerships that might help Bangladesh draw in more international students and provide them with financial aid.

19. DIU and other universities in Bangladesh may begin to consider ways to draw students from outside of Africa, lower-income or middle-income countries, and gradually shift their attention to drawing students from developing or economically powerful nations. They may develop more qualified staff members to manage, recruit, and promote foreign students in order to entice them to attend DIU for their studies.

Conclusions. Higher education institutions (HEIs) have been expected to reap social, cultural, intellectual, and economic gains as a result of internationalization. Internationalization initiatives like diversified academic programs, practices, culture and innovation are resulting in better and developing capable students who are prepared for a world that is becoming more and more globalized. Additionally, internationalization speeds up the export of education, which benefits the country as a whole by boosting institutions' income during economic downturns and reducing funds allocated to higher education. According to these viewpoints, the current research finds a way to SIHEIs because, in the end, it will improve HEIs and resolve issues by enhancing academic innovation, institutional capacity, project management support, quality of teaching, quality of research environment, and regulating branch campuses. In the end, it will improve HEIs and resolve issues with institutional capacity, project management support, quality of teaching, quality of research environment, controlling branch campuses of foreign institutions, and all other quality elements of HEIs. The quality assurance mechanisms of institutions will need to be expanded to include the programs and degrees offered by foreign partner institutions if student mobility among institutions continues to rise and they are asked to recognize more and more foreign programs and degrees as well as transfer credits.

Quality will need to emerge as a differentiating trait directing institutions in their strategic conduct in an increasingly competitive global higher education market. The continued expansion of mobility and transnational delivery runs the danger of compromising quality unless the quality factor is adequately included in internationalization strategies. We have reached a stage when challenges of quality and quality assurance cannot be avoided by student international mobility or more generalized processes of internationalization in higher education. The advancement of international student mobility and credit transfer will be slowed down until the quality problem is completely included in the internationalization strategies of institutions and governments. With changing global economic conditions, international exchange programs are becoming practicable and effective, increasing prospects of learning and gaining international experiences. However, the quality of education can be strengthened not only through student mobility and staff mobility but also through different foreign exchange programs such as winter programs, summer programs & social business programs, Dual degree programs, enrollment overseas/foreign students as well as international recruitment.

References.
1. Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: What is 'enhanced' and how do we

know? A critical literature review. *Learning*, *Media and Technology*, *39*(1), 6-36. https://doi.org/10.1080/17439884.2013.770404.

2. Mia, M. M., Zayed, N. M., Islam, K. M. A., Nitsenko, V., Matusevych, T., & Mordous, I. (2022). The Strategy of Factors Influencing Learning Satisfaction Explored by First and Second-Order Structural Equation Modeling (SEM). *Inventions*, *7*(3), 59. https://doi.org/10.3390/inventions7030059.

3. Sanderson, N., & Hanbidge, A. S. (2017). Educators Adopting M-Learning: Is It Sustainable in Higher Education? *International Association for Development of the Information Society, Paper presented at the International Association for Development of the Information Society (IADIS) International Conference on Mobile Learning* (*13th*, Budapest, Hungary, April 10–12, 2017). Retrieved from https://files.eric.ed.gov/fulltext/ED579275.pdf.

4. Orlando, J., & Attard, C. (2015). Digital natives come of age: The reality of today's early career teachers using mobile devices to teach mathematics. *Mathematics Education Research Journal*, *28*, 107-121. https://doi.org/10.1007/s13394-015-0159-6.

5. Hromovenko, K., & Tytska, Y. (2018). Forming the development strategy of modern HEI. *Baltic Journal of Economic Studies*, *4*(3), 42-50. https://doi.org/10.30525/2256-0742/2018-4-3-42-50.

6. Tytarenko, V. (2021). English as a Medium of Instruction in Ukrainian Higher Educational Practices: Challenges and Suggestions. *Future Human Image*, *16*, 93-101. https://doi.org/10.29202/fhi/16/9.

7. Alanezi, Y. H., & AlAzwani, N. S. (2020). Future of mobile learning during and after global (Covid-19 Pandemic: College of basic Education as Case. *Journal of Education and Practice*, *11*(17), 1-12.

8. Darwish, S., Ayfan, M., & Al-Bastaki, N. (2022). Online teaching at kingdom university (ku): Keeping highteaching standards during Covid19 pandemic. *Journal of Management Information and Decision Sciences*, *25*(SI4), 1-8.

9. Terro, M., Darwish, S., & Al Batsaki, N. (2021). Immediate transformation to online teaching of the Kingdom University as a consequence of COVID-19. *Utopía y Praxis Latinoamericana*, *26*(2), 36-48.

10. Orlando, J., & Attard, C. (2015). Digital natives come of age: The reality of today's early career teachers using mobile devices to teach mathematics. *Mathematics Education Research Journal*, *28*, 107-121. https://doi.org/10.1007/s13394-015-0159-6.

Вплив інтернаціоналізації на покращення й забезпечення якості освіти: приклад міжнародного університету Daffodil (Бангладеш)

А. Дж. Шаєрі[*1], *Н. М. Заєд*[1], *К. М. А. Іслам*[2], *М. Ф. Хоссейн*[1], *В. С. Ніценко*[3], *М. А. Імран*[1]

1 — Міжнародний університет Daffodil, м. Дакка, Народна Республіка Бангладеш

2 — Університет Millennium, м. Дакка, Народна Республіка Бангладеш

3 — Фонд SCIRE, м. Варшава, Республіка Польща

* Автор-кореспондент e-mail: shayery.eng0134.ra@diu.edu.bd

Мета. Забезпечення стандартної освіти через інтернаціоналізацію, оскільки це є серйозною проблемою в академічних установах по всьому світу. Мета полягає в тому, щоб підготувати та ознайомити студентів і викладачів зі світовими інноваціями в освіті та через глобалізацію на вищому рівні освіти покращити й забезпечити якісну освіту для студентів і підвищити якісний рівень викладачів.

Методика. Було проведене оціночне й пояснювальне дослідження Міжнародним університетом Daffodil (DIU) щодо його місії та бачення інтернаціоналізації, його співпраці, ініціатив, стану якості освіти та аналізу даних мобільності за останні кілька років. Використано кількісний огляд і аналіз ключових показників ефективності інтернаціоналізації DIU. Дане дослідження розкриває розуміння ВНЗ на основі досвіду, аналізу мобільності студентів/викладачів і національних звітів із різних регіонів Бангладеш. Наведено аналіз співпраці у європейських програмах або інших наднаціональних програмах у сфері освіти, досліджень і розвитку потенціалу, а також партнерства.

Результати. Проведене дослідження показало ефективність інтернаціоналізації вищої освіти (ВНЗ) з огляду на зростання уваги в розвинених країнах до забезпечення якісної освіти. Це дослідження засвідчило, що Бангладеш розвивається паралельно з міжнародною тенденцією та слідує їй, і деякі університети беруть участь у програмах мобільності для своїх студентів бакалаврату, особливо DIU. Це є свідченням того, що інтернаціоналізація через програми мобільності також сприяє брендингу й репутації ВНЗ.

Наукова новизна. У порівнянні із традиційною освітньою системою, використаний у дослідженні підхід показав, що академічний персонал після ознайомлення із сучасними методами навчання, змістом міжнародних стандартів/програм курсу, включаючи OBTL, та дослідницькими методологіями для інновацій, посилює свій освітній і науковий потенціал, що є важливими компонентами загального розвитку студентів і викладачів, надаючи їм обізнаність і допомагаючи їм прийняти альтернативні, багатогранні підходи до викладання й навчання.

Практична значимість. Результат дослідження може бути інституціоналізований міністерствами країн, окремими освітянами й науковцями, щоб сформувати позитивний вплив на студентів і розвинути інституційну цінність на міжнародному рівні. Дані стратегії та інноваційні ідеї можуть зіграти важливу роль у підвищенні якості вищої освіти, сприянні науковцям і покращенні якості досліджень у різних галузях.

Ключові слова: *інтернаціоналізація, мобільність студентів/викладачів, освіта, Меморандум про взаєморозуміння, глобалізація, ВНЗ*

The manuscript was submitted 21.08.22.