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SUMY STATE UNIVERSITY
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Department of International Economic Relations

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MASTER'S LEVEL QUALIFICATION PAPER
on the topic "EU INTERNATIONAL EDUCATIONAL PROJECTS: FEATURES
OF IMPLEMENTATION AND ECONOMIC EFFECTIVENESS"
Specialty 292 "International Economic Relations"

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It is submitted for the Master's level degree requirements fulfillment.

Master's level degree qualification paper contains the results of own research. The use of the ideas, results and texts of other authors has a link to the corresponding source

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Sumy, 2023

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TASKS FOR MASTER'S LEVEL DEGREE QUALIFICATION PAPER

(specialty 292 " International Economic Relations ")

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Chapter 2 deals with assessment of Erasmus+ Programme 2015-2020 in EU and Ukraine.

Chapter 3 “Recommendations of Improving Impact of Erasmus+ Programme in Ukraine, 2021-2027”, December, 25, 2023.

Chapter 3 deals with forming recommendations of improving impact of Erasmus+ Programme in Ukraine, 2021-2027

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ABSTRACT

of Master's level degree qualification paper on the theme
“EU INTERNATIONAL EDUCATIONAL PROJECTS: FEATURES OF
IMPLEMENTATION AND ECONOMIC EFFECTIVENESS”

student Vadym Sergijovych Tarasenko

The main content of the master's level degree qualification paper is set out on 50 pages, including a list of used sources of 53 titles, which is placed on 6 pages. The work contains 18 tables, 8 figures.

The purpose of this work is to identify the features of implementation and economic effectiveness EU international educational projects.

Objectives of this work are:

- To define features of EU international educational projects implementation and assessment;
- To assess Erasmus+ Programme 2015-2020 in EU and Ukraine;
- To form recommendations of improving impact of Erasmus+ Programme in Ukraine, 2021-2027.

To achieve this goal and objectives there were used following scientific methods of research: systematization and generalization (by theoretical justification - directions of EU international educational projects assessment), comparison (in the process of estimation impact Erasmus+ Programme in EU and factors of effectiveness Erasmus+ projects in Ukraine), correlation-regression analysis, dynamic analysis (for estimation dependence effectiveness Erasmus+ projects in Ukraine depend on number of submitted applications and average rate of success, programming (during forming recommendations of improving impact of Erasmus+ Programme in Ukraine, 2021-2027).

The information base of the master's level degree qualification paper is bases of Erasmus+ Programme in EU and Ukraine (online platforms), reports of Erasmus+ Programme in EU and Ukraine.

The main scientific results of the work are as follows:

- 1) Determination of features of EU international educational projects implementation and assessment;
- 2) Assessment Erasmus+ Programme 2015-2020 in Ukraine;
- 3) Forming recommendations of improving impact of Erasmus+ Programme in Ukraine, 2021-2027.

Based on the results of this work, the scientific article was prepared and submitted for publication titled by “EU International Educational Projects: Features of Implementation and Effectiveness”.

Results of work can be used for increasing results of providing Erasmus+ Programme in Ukraine, 2021-2027 (e.g., for institutions and organisations, as well as for individuals).

KEYWORDS: EDUCATIONAL INTERNATIONAL PROJECT, ERASMUS+, EFFECTIVENESS, RATE OF SUCCESS, EU, UKRAINE, RECOMMENDATIONS, SKILLS, LABOUR MARKET, COORDINATION.

Year of Master’s level qualification paper fulfillment is 2023.

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INTRODUCTION

The relevance of this topic is due to the rapid and constant increasing level of competitiveness in the sphere of educational project activity. Besides digitalization argue other requirements for educational products and process of providing educational services. One of the most powerful and impactful of EU international educational programme is Erasmus+ Programme. Ukraine has received more opportunity of Erasmus+ Programme in 2024.

There are different research papers that devoted to impact of Erasmus+ Programme in EU: effects for labour market and decreasing youth unemployment [7, 8, 13, 14, 25, 26], effects for higher education [9, 46, 47,] and for society as a whole [19, 27, 29]. But there is lack of work about assessment features of implementation and economic effectiveness EU international educational projects in Ukraine. Thus question about features of implementation and economic effectiveness EU international educational projects is focus of our research.

The object of this work is Erasmus+ Programme in EU and Ukraine.

The subject of the work is process of implementations and results of Erasmus+ Programme in EU and Ukraine.

The purpose of this work is to identify the features of implementation and economic effectiveness EU international educational projects.

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The information base of the master's level degree qualification paper is based on Erasmus+ Programme in EU and Ukraine (online platforms), reports of Erasmus+ Programme in EU and Ukraine.

The main content of the master's level degree qualification paper is set out on 50 pages, including a list of used sources of 53 titles, which is placed on 6 pages. The work contains 18 tables, 8 figures.

The structure of work: it consists of introduction, three main chapters, conclusions and references. First chapter is devoted to describing and analyzing features of EU international educational projects implementation and assessment. The main issues of second chapter are assessment of Erasmus+ Programme 2015-2020 in EU and Ukraine. Focus of third chapter is forming recommendations of improving impact of Erasmus+ Programme in Ukraine, 2021-2027.

Results of work can be used for increasing results of providing Erasmus+ Programme in Ukraine, 2021-2027 (e.g., for institutions and organisations, as well as for individuals).

Based on the results of this work, the scientific article was prepared and submitted for publication titled by "EU International Educational Projects: Features of Implementation and Effectiveness".

The main scientific results of the work are as follows:

- 1) Determination of features of EU international educational projects implementation and assessment;
- 2) Assessment Erasmus+ Programme 2015-2020 in Ukraine;
- 3) Forming recommendations of improving impact of Erasmus+ Programme in Ukraine, 2021-2027.

CHAPTER 1. FEATURES OF EU INTERNATIONAL EDUCATIONAL PROJECTS IMPLEMENTATION

1.1. Role of EU International Educational Projects

The digital transformation of society is a feature of today's socio-economic processes. It is due to the rapid technological progress of society and the implementation of innovations in various spheres of life. Digital transformation involves reformatting economic and social practices in connection with the use of products and services using artificial intelligence, virtual and augmented reality technologies. Public goods are also beginning to be provided with the use of digital technologies, which appeals to the population's availability of digital skills, which, on the one hand, increase opportunities for decent work, and on the other hand, the comfort of life [1, 44].

It uses various tools and approaches for the digital transformation of EU society. First of all, the EU forms a legitimate basis for the use of digital technologies in society, namely, it adopts regulatory documents related to facial recognition and personal data, linking the possibilities of new technologies with the provision of human rights (for example, The Digital Services Act). The created legislative framework is the basis for the formation of digital development strategies and programs at the level of EU member states. In the future, the digital development strategy at the country level is the basis for regulatory documents at the level of regions, cities, large companies and other institutions.

A feature of creating legislative initiatives in the field of digitization is the involvement of representatives of various stakeholder groups in the discussion, a sufficiently long time for the discussion of initiatives, and public access to draft versions of documents [1].

The legislative framework for digital transformation forms the mainstream for initiatives related to the involvement of society, increasing the loyalty of the population to digital technologies.

But to implement the vision of "digital transformation", the EU uses the Erasmus+ educational program of exchanges and strategic partnership projects and public project competitions (ERASMUS+ Program). Project contests involve thousands of EU citizens in digital initiatives through initiatives in an understandable form and through sharing the experience of partners. For example, in the direction of "Strategic Partnerships", the division of functions by project may be clear, but may overlap in certain areas of implementation. According to both the first and second options, partners expand their knowledge and skills in digitalization. If the division of functions is clear, then the partner with the most experience in the field of digital technologies provides a digital practice or creates a digital product/service that is mastered by all other members of the partnership. If the functions of the executors overlap in the project, then the practices are compared and the best one is chosen for execution, or there is a synergistic effect of the knowledge and skills of the partners and a practice is created that exceeds the current best practices in the digital sphere.

That is, the digital transformation of society in the EU takes place on the basis of a clear legislative framework for regulating the creation and use of digital products and services; software approach; encouraging companies to digitize; educational programs aimed at organizing joint projects between participants from different countries with different competencies.

Digital transformation of society is also taking place in Ukraine. Education, health care and other sectors of the national economy are testing the effects of digitalization in order to introduce the most effective products and services. But there is no broad legislative framework regulating the use of digital technologies in Ukraine, which makes it possible to abuse the capabilities of digital products or services.

There are also no viable digitization programs in the country at the level of most regions and communities. They are often declared without available financial support. An educational project platform for collaborations with partner countries or for cooperation between participants from different regions in Ukraine has not yet been developed. At the same time, the country has a sufficient number of private individual digitalization initiatives (for example, the arrangement of a "smart" house), since the level of technical knowledge of Ukrainians allows the creation and implementation of know-how at the individual level.

Accordingly, the experience of the EU in the processes of digital transformation of society in Ukraine is important in terms of the development of educational programs for the organization of partnerships and the involvement of the population in digitalization practices.

In addition, international educational projects in the EU are a tool for revitalizing society and creating social innovations (approaches to organizing local communities, providing social services, supporting various population groups, etc.). For the most part, the formation of international educational projects in the EU takes place within the framework of the Erasmus+ and European Solidarity Fund (ERASMUS+, The European) programs.

1.2. Directions of EU International Educational Projects Assessment

The Erasmus programme was launched in 1987, only on higher education. The current programme structure was set up in 2014 to include all EU schemes for education, training, youth and sport. It is one of the EU flagship programmes and a success story since its beginning.

Four overarching priorities – inclusion, digital, green, democratic participation – are streamlined across the Erasmus+ programme 2021-2027 actions and sectors. As example Erasmus+ priorities under calls 2022 we can find in Table 1.1.

Table 1.1. Erasmus+ Priorities under Calls 2022

Erasmus+ priorities	Budget (in million EUR)	Cooperation projects supported	Organizations involved
Inclusion and diversity	566200000	1975	6999
Environment and climate protection	592100000	1285	5205
Digital transition	743900000	1653	6254
Democratic participation	339900000	1201	4181
Total	2242100000	6114	22639

Compiled by the author based on the source: [15, 23].

The structure Erasmus+ Calls 2022 depend on priorities is showed on Figure 1.1.

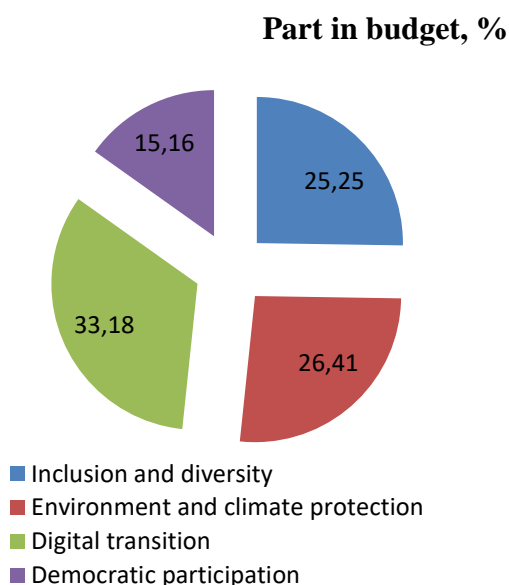


Figure 1.1. Structure of Erasmus+ Calls 2022 depend on Priorities

Compiled by the author based on the source: [18].

So in 2022 15,16 % of Erasmus+ budget was spent for projects deal with democratic participation, 25, 25 % - for projects that focus on inclusion and

diversity, 26, 41 % - for activity deals with environment and climate protection and 33,18 - for digital transformation projects [23].

The structure of Erasmus+ Programme 2021-2027 is defined at Figure 1.2.

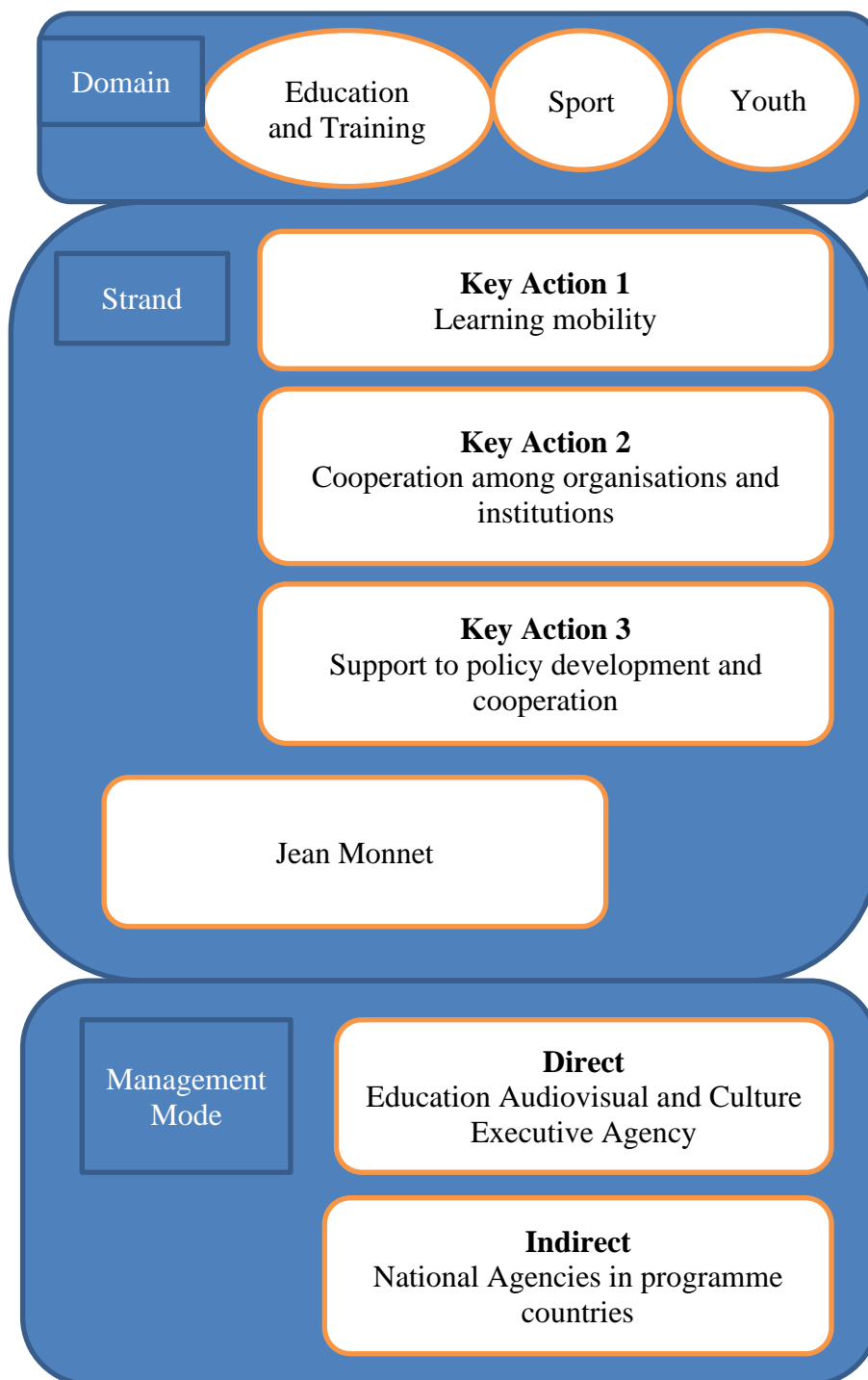


Figure 1.2. Structure of Erasmus+ Programme 2021-2027

Compiled by the author based on the source: [23].

The Education, training, youth and sport are key sectors that support citizens in their personal and professional development. High quality, inclusive education

and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural life and access to the labour market.

Economic efficiency is the ratio of the achieved effects to the costs incurred to achieve this effect.

The economic effectiveness of the implementation of international educational projects of the EU is determined by the ratio of the achieved direct and indirect effects as a result of the implementation of educational projects to the budget spent on these projects. Economic efficiency is the ratio of the achieved effects to the costs incurred to achieve this effect.

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Since educational initiatives are implemented with funding from European Commission funds, the results of educational projects are available to all EU residents. On the one hand, these are public goods, that is, they are free for citizens willing to consume them, this creates an environment with a higher quality of life. On the other hand, there are mechanisms for monitoring the results of educational projects, but the quality of the products and services created is quite difficult to assess, primarily due to the fact that the questions of which indicators and which basis of comparison to use in the process of evaluating efficiency remain open. That is, whether it is possible to apply the mechanics of market evaluation to the analysis of the effectiveness of educational projects [35].

Erasmus+ and European Solidarity Fund projects provide for approximately the same contribution of partners to the achievement of results (specialization in certain types of work is available, but the result is a joint achievement of the performers).

If market efficiency criteria are applied to educational international projects (for example, income maximization, profit maximization, or cost minimization criteria), then it is necessary to make an assumption about the same level of remuneration in all EU countries, or give the project work to the partner with the lowest value hourly wages. That is, for example, for partnerships of 5 countries, the largest part of the budget should be received by the organization with the lowest level of remuneration. Of course, in such a situation, the motivation of other partners to participate and implement the project is low or completely absent. Therefore, despite the formal equal distribution of responsibility of the partners for the quantitative results of the project, the payment for the performance of the work will differ depending on the average level of payment depending on the country. And this creates a certain inequality between partners. In a certain way, this discredits the "educational" direction of the projects, because equality and accessibility are values promoted by the programs of educational projects.

If we accept inequality in wages between countries as a starting condition, then the main criteria for evaluating the effectiveness of educational projects are the quality of the implementation of the initiative and the quality of the created educational products and services. The quality of the implementation of the initiative is quite simple to determine: there is a project plan, the time frame of implementation is defined, the planned results of the project are described, that is, the project activity within the limits of the defined budget and organizational time frame is characterized by high quality of process implementation.

As for the evaluation of the quality of the created educational products and services, the evaluation criterion should be the best practice at the EU level, but the feature of the educational products and services is their cultural/national feature. In theory, there should be standard EU educational products and services against which the quality of the created project products and services can be compared. But in this case, diversity is lost, the possibility of bringing features to European education that can strengthen its potential, influence, and the possibility of creating new added value for the population. Therefore, it is not appropriate to use standard EU

educational products and services to assess the quality of the educational results created as a result of the implementation of the initiative.

One of the greatest values of EU educational projects is the opportunity to interact and train partners from different countries in the best approaches in education and organization of society through educational initiatives. That is, each partner of the project spreads its own best practice, approach, and other partners can adapt it to the peculiarities of the national society, that is, learning takes place on the best initiative within the partnership.

So we define such main features of EU International Educational Projects (Table 1.2).

Table 1.2. Main Features of EU International Educational Projects

№	Criteria	Description
1	Producing goods	Creation of public educational goods
2	Educational environment	Empowering educational environment through structure reforms and increasing quality of environment
3	Specializations of the applicants	A combination of narrow specializations of applicants, specialization of partners in the performance of certain types of work under the project
4	Quality of educational products and services	Ambiguity of choice and difficulty in assessing the quality of created educational products and services
5	Efficiency	Impossibility of using market efficiency criteria for educational international projects.

Compiled by the author based on the source: [23, 46, 47].

Supporting and facilitating the transnational and international cooperation between organisations in the fields of education, training, youth and sport is essential to empowering people with more key competences acquired through formal, informal and non-formal learning. It facilitates the circulation of ideas and the transmission of best practices and expertise and the development of digital

capabilities thus contributing to a high-quality education, while strengthening social cohesion.

There are many effects of Erasmus+ Programme: increasing level of skills students and staff, decreasing youth unemployment, producing educational public goods, wider access to educational goods and services. The same time issues of effectiveness of Erasmus+ Programme in country is how many winning projects and what is value of projects' budget. And that why factors of effectiveness of Erasmus+ Programme in country are number of submitted applications and rate of success [13, 26].

In conclusion, the peculiarities of the implementation of international educational projects in the EU are:

- Creation of public educational benefits;
- Improving the quality of the educational environment;
- Specialization of partners to perform certain types of work under the project;
- The difficulty of assessing the quality of created educational products and services;
- The impossibility of using market efficiency criteria for educational international projects.

CHAPTER 2. ASSESSMENT OF ERASMUS+ PROGRAMME 2015-2020

2.1. Impact of the Erasmus+ Programme 2015-2020

The evaluation of the impact of activities within the framework of the Erasmus+ program is mostly investigated by the Erasmus+ National Offices. Also, country indicators are collected in the Office in Brussels and a general report is formed on the impact of the program for a particular period.

The assessment is carried out based on the primary indicators of participation and the achieved results of projects implemented in one or another calls.

The assessment is carried out based on the primary indicators of participation and the achieved results of the projects implemented in one or another way. In addition, the assessment of the impact of Erasmus projects is carried out indirectly by indicators in the spheres and industries on which the project activity has or can have an impact. However, a limitation in assessing the indirect impact is the difficulty of eliminating the influence of other processes and trends in the socio-economic life of the countries involved in the Erasmus+ projects.

For example, it is difficult to distinguish the effects of the onset of a new phase of the economic cycle, the opening of new companies and, as a result, the involvement of the workforce, from the effects of the employment of young people who participated in Erasmus+ projects, even if there is a statistical difference. In addition, such calculations do not take into account individual characteristics of people, which can be an important factor in employment.

An additional factor that increases the ambiguity of the evaluation of the impact of the Erasmus+ program in Europe is that for many strategic partnership projects, the primary goal of the applicants/partners is not the creation of educational public goods or services, the development of high-quality influence tools in education or educational policy documents that will ensure high-quality positive developments in the education sector, and the receipt of funds, as they are then "eaten up".

That is, the results of the implemented project have been formally achieved, but they have no impact on society and its development. That is, in the project, a result is obtained for the sake of the result.

The European Union (EU) Erasmus+ programme for education and training has a total budget of €16.45 billion for 2014-2020. It provides opportunities for learners and practitioners to gain skills and undergo personal, socio-educational and professional development through study, training, work experience or volunteering abroad. No other programme, funding mobility or cross-border cooperation offers comparable scale and scope in the EU [37]. Figure 2.1 shows the intervention logic and spill-over effects of the Erasmus+ programme.

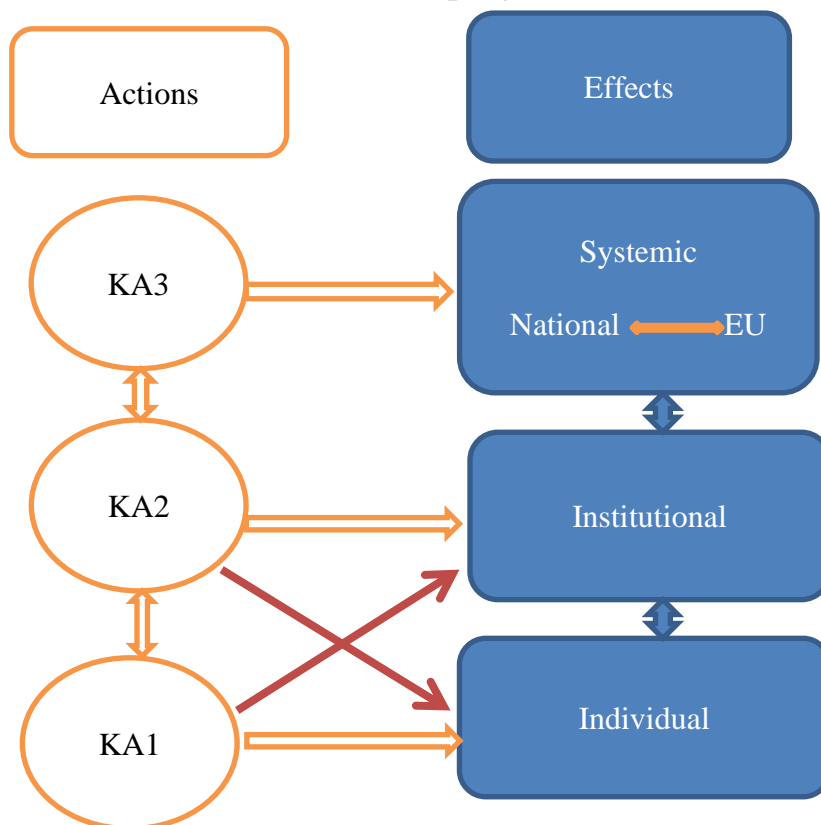


Figure 2.1. Intervention Logic

Compiled by the author based on the source: [15, 23].

From 2014 to 2018, the unemployment rates for young adults (25-29 years) with tertiary education decreased by more than 30% in the EU-28.

Figure 2.2 shows the number of participants in mobility activities since 2014 reached 13, 7 million in 2022.

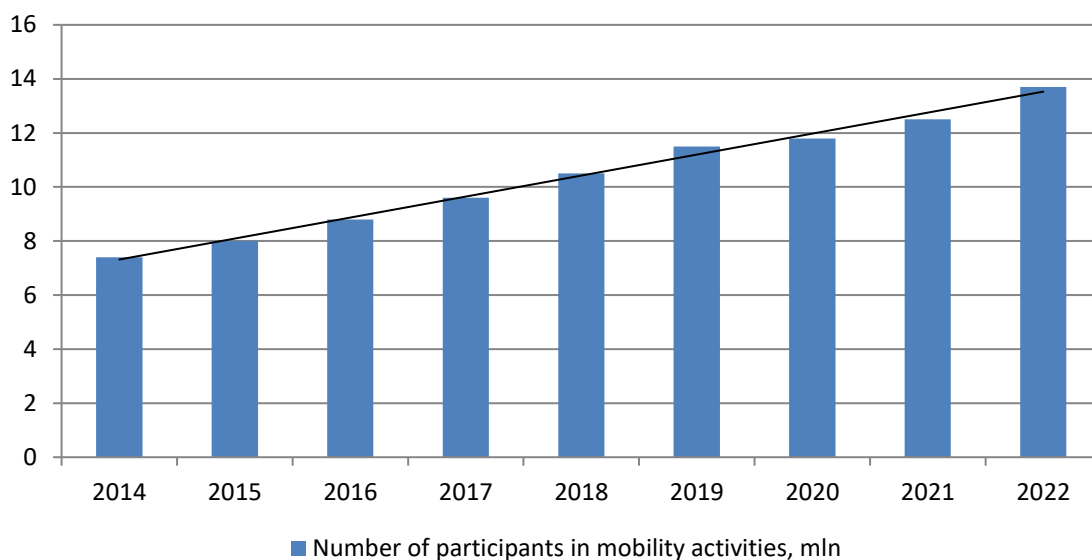


Figure 2.2. Number of Participants in Mobility Activities, 2014-2022, Erasmus+

Compiled by the author based on the source: [30].

An important indicator for assessing the potential for further Erasmus+ projects is the success rate: the relationship between project applications/proposals on the one hand and the share of projects granted on the other. There is a clear gap in success rates between programmes, from 97% (HE), to 51 % (VET), 39 % (Adult), 35% (Youth) and 32% (School staff) [30, 46] (Table 2.1).

Success rate of submitted proposals determines different factors. Among them:

- 1) Quality of partnership;
- 2) Quality and novelty of the project idea;
- 3) Innovativeness of the idea;
- 4) Compliance of the idea with the development trends of the country's labor market;
- 5) Compliance of the project idea with the priorities of the Erasmus+ Program in the current year;
- 6) Level of competitive environment in project activity in the field of education;

7) The economic situation in the EU, i.e. budgeting opportunities for Erasmus+ projects.

Table 2.1. Success Rate of Submitted Proposals in Some Actions of Erasmus+, 2014-2020 (Source: EAC)

Actions	Number of project applications	Projects granted	Success rate, %
KA101 School staff	9114	2914	32
KA102 VET learners and staff	7101	3620	51
KA103 Higher Education	4070	3968	97
KA 107 Higher Education partner countries	1305	911	70
KA104 Adult Education	1291	505	39
KA105 Youth	17185	6091	35

Compiled by the author based on the source: [30].

So there is more chance to be success in project deals with higher education (97 %), then with application focuses on adult learning (39 %) or VET project (51 %). Thus it is important to form a strategy of activities in the field of submitting international educational projects. It should include a number of focuses:

- 1) Justification of the country of project submission;
- 2) Selection of a project leader with strong expertise in the field of the project and an effective project office;
- 3) Combination of expertise of project partners in order to eliminate repetition of expertise;
- 4) Avoiding possible political contradictions when choosing partners;
- 5) The project must be in the main stream of one of the priorities of the Erasmus+ program, valid within the framework of the year;

6) Unfamiliar partners can be included in the project only under the patronage of one of the known partners;

7) It is desirable to combine partners from different geographical regions of Europe (north, south, west, east);

8) The project idea must be truly innovative;

9) Project activity should reflect a certain direction of qualitative development of the coordinator and partners.

It is important to focus on the quality of the results of project activities, and not on the quantity of the planned impact on society, in the strategy of activities in the field of submitting international projects.

In general, the results of the implementation of Erasmus+ projects have the following effects on the EU:

1) Activate the civil society of the EU countries;

2) Increase the educational level of citizens;

3) Form new skills of project participants;

4) Fill the environment with various educational products;

5) Contribute to increasing the level of youth employment;

6) Increase the competitive level in the market of educational products;

7) Contribute to reforms in the field of education at various levels;

8) Promote intercultural communication in the EU.

The assessment of the impact of the Erasmus+ program in the EU is a controversial issue. It can be said unequivocally that it activates society. However, since it is possible to conditionally achieve results in the projects, and the funds are still coming in evenly, this has formed a huge layer of civil society organizations in the EU, which are professionally engaged in receiving funds from the Erasmus+ Program.

Thus, it can be assumed that the results and impact of the Erasmus+ projects are primarily related to the large amount of funding that is spent every year to finance the projects.

2.2. Estimation of Erasmus+ Programme in Ukraine, 2014-2020

During 2014-2020 Erasmus+ Programme calls in Ukraine was funded such projects (Table 2.2):

245 HEIs funded International Mobility in Higher Education (KA1):

- 17 006 mobilities of students and staff***: 11 532 to Europe (5899 students, 5633 staff) and 5 474 (1555 students, 3919 staff) to UA;

- 227 UA HEIs, 3 VET Institutions and 58 other organisations are involved into 1 889 projects.

- Master and PhD (KA1) 317 scholarships: 303 Masters and 14 PhD; 19 projects 23 partners.

Capacity building for Higher Education (KA2):

- 48 projects, 271 instances, including 115 HEIs, 12 research institutions, 4 coordinators, about 43 mln. euro.

European University Alliance (KA2):

- 1 project with UA HEI as associated partner.

Strategic partnerships (KA2) in Education:

– 23 projects with 9 HEIs among partners: 1) Higher Education 7 projects; 6 UA HEIs as partners; 2) Adult Education 12 projects with UA NGOs and 2 UA HEIs as partners; 3) School Education 4 projects with UA 2 NGOs, 1 school, 1 gymnasium, 2 HEI as partners.

Table 2.2. Statistics of Erasmus+ Programme Activities in Ukraine, 2015-2020

Calls	2015	2016	2017	2018	2019	2020	Total
Applied projects	299	317	394	414	479	619	2522
Total projects	161	214	268	272	407	567	1889

selected with Ukraine							
Countries where NA provided grants with Ukraine	30	32	32	32	31	32	32
Total UA HEIs among winners	103	127	156	180	180	190	202
Awarded scholarships. including:	2160	2370	2711	3044	2816	3905	17006
From Ukraine to Europe	1777	1684	1815	2010	1796	2450	11532
From Europe to Ukraine	383	686	896	1034	1020	1455	5474
Staff to Europe	645	814	930	1041	944	1259	5633
Staff to Ukraine	246	501	673	759	713	1027	3919
Students to Europe	1132	870	885	969	852	1191	5899
Students to Ukraine	137	185	223	275	307	428	1555
EU grant	8238000	7878000	8270000	9579000	8445000	11919000	54327000

Compiled by the author based on the source: [43].

Strategic Partnerships (KA2) for COVID-19 Challenges Response (new):

- 1) for Digital Education Readiness: 2 project with 2 UA HEIs as partner;
- 2) for Creativity: 2 project with 2 UA NGOs as a partner.

E-Twinning Platform (KA2) for School Education: 1 317 schools, 2 549 teachers, 4 582 projects and School Education Gateway [43].

Policy support in higher education (KA3):

- 5 projects for Peer to Peer & Networks Support with Ministry of Education and Science of Ukraine, ENIC/NARIC Ukraine and UA NGO as partners (NEO&HERE). Jean Monnet:

- 121 projects with participation 82 Modules, 4 Centers of Excellence, 12 Chairs, 10 Projects, 5 Networks and 8 Support for Associations projects, 1 module as experts.

57 UA organisations: including 45 Ukrainian Higher Education and research institutions, 2 research institutions and 10 NGOs from 21 cities of Ukraine. The total grant allocated amount is for 115 projects - over 3,9 mln. for Ukraine plus 1,3 mln. euro for multinational consortium of 5 networks.

YOUTH Learning Mobility (KA1):

- 24 483 Youth strand and European Solidarity Corps participants – 17 537 from Ukraine, 6 949 to Ukraine; 153 volunteering projects, including 1 HEI in 2 projects and 3 393 mobility projects, including 15 HEIs among partners within 23 projects.

Capacity building for Youth (KA2):

- 59 projects, 46 partners including 3 HEIs; 22 organisations as coordinators at 6 mln. Euro.

Strategic partnerships for youth (KA2): 20 projects with UA NGOs including 4 UA HEIs as partners Support to Policy Reform (KA3): 42 Youth Dialogue and 11 Dialogue between Young People and Policy Makers, as a result 53 projects with Ukrainian NGOs as partners, funded 287 participants.

SPORT. Collaborative Partnerships including Small Collaborative Partnerships: 12 projects with Ukrainian sports organisations, NGOs and 1 HEI are among partners or associated partners, plus Be Active Weeks.

In former Programme Erasmus Mundus Action II, 26 Erasmus Mundus Partnerships selected since 2007 under regional lots including Ukraine, more than 1800 staff and students benefited from mobility under this action (Table 2.3).

Erasmus+ also funds international non-formal learning mobility activities of young people and youth workers (European Voluntary Projects and youth exchanges mobility – new European Voluntary Corps). Ukraine participates very actively in youth exchanges, being the first partner country in terms of number of participants.

Table 2.3. Mobility of Staff and Students, 2015-2020

Types	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	Total
Masters Students	28	48	46	42	43	207
PhD fellows	3	4	1			8
Grand total	31	52	47	42	42	214

Compiled by the author based on the source: [43].

In 2014-2020, 24 483 youth strand and European Solidarity Corps participants are involved in joint Erasmus+ Youth Learning Mobility and volunteering with their counterparts from Erasmus+ Programme Countries and in cooperation with majority eligible Partner countries, – 17 537 from Ukraine, 6 949 to Ukraine. 3 393 Youth Mobility projects (KA105) have Ukrainian partner organisations, including 14 HEIs within 21 projects. 153 Volunteering projects (KA125) have been funded with Ukrainian organisations in partnership including 1 HEI within 2 projects.

In 2015-2020 under Capacity Building in the Field of Higher Education (KA211) out of 646 submitted, 48 projects have been funded and implementing in 2015-2024 with participation of Ukrainian universities, NGOs, companies, associations, research institutions and state and private enterprises. Over 271 instances of participation of Ukraine from different stakeholders are involved from all Ukraine, including 115 Ukrainian Higher Education Institutions and 12 research institutions of National Academy and sectoral academies (medical, educational, natural sciences), national authorities, business and state organisations, NGOs, students unions, employers organisation, National Agency for Quality Assurance of Higher Education of Ukraine. HEIs have been building their capacities in 39 Joint Projects and 9 Structural Project within 19 national and 29 multi-country

partnerships with 28 Programme Countries (out of 34) are among the partnerships (Table 2.4).

The total EU-grant allocated to the projects amounts to about 43 ML Euro.

Table 2.4. Structure of Capacity Building in the Field of Higher Education Projects, 2015-2020

Type selected	Joint	Structural	Joint	Structural	Joint	Structural	Joint	Structural	Joint	Structural	Joint	Structural
Projects	9	1	3	3	7	1	5	1	6	2	9	1
Geography selected	National	Multi-country	National	Multi-country	National	Multi-country	National	Multi-country	National	Multi-country	National	Multi-country
Projects	2	8	3	3	2	6	3	3	5	3	4	6

Compiled by the author based on the source: [12, 15, 43].

These 2-3 years projects, which receive between EUR 0,5 million and EUR 1 million, the teams have been working at modernising curricula in various fields of study, innovative teaching and learning, development of excellence study programmes, enhancing quality assurance, university governance reform, internationalization or university-enterprise cooperation based on a bottom-up approach by higher education institutions based on their Institutional, relevant Sectoral and National Strategies.

Under former Tempus Programme, Ukraine had implemented 338 projects since 1993 till 2017 (Table 2.5).

A new Eastern Partnership Youth Window has been introduced in 2017 within the framework of Erasmus+ for Capacity Building of Youth for organisations working in the areas of civic engagement and entrepreneurship for youth. During 2017-2019 under three calls for proposals 59 projects were selected for funding with participation of 46 Ukrainian organizations in partnerships with European and

Eastern Partnership countries, including 22 as coordinators. There are 3 higher education institution among the winners – Kharkiv National University of Food and Trade, Dnipro National Technical University and Ukrainian Catholic University working on youth entrepreneurship, recognition and employability issues. Total EU-funded grant amounts at 6 149 904 € [43].

Table 2.5. Results of Tempus Programme, 1993-2017

Stages/years	Tempus II, 1993-1999	Tempus III, 2000-2006			Tempus IV, 2007-2017		Total
		Joint projects	Structural and Complementary Measures	Individual Mobility Grants	Joint projects	Structural Projects	
Projects types	Joint projects	Joint projects	Structural and Complementary Measures	Individual Mobility Grants	Joint projects	Structural Projects	
Quantity	35	80	29	100	76	18	
Total	35	209			94		38

Compiled by the author based on the source: [12, 15, 43].

In the context of 7 Calls for Proposals published between 2014 and 2020 in total 1069 proposals were submitted by Ukrainian applicants out of which 121 Jean Monnet projects were selected for funding to promote European Studies, including one project coordinated by the German partners that has invited the Yuriy Fedkovych Chernivtsi National University staff to teach Jean Monnet Module. Those projects include 82 Modules, 4 Center of Excellence, 12 Chairs, 10 Projects, 5 Networks and 8 Support for Associations projects, implemented in the field of European Studies in 21 cities of over Ukraine by 57 organisations, including 45 Ukrainian Higher Education Institutions, 2 research institutions and 10 NGOs. The total grant allocated amount is over 3,9 mln for Ukraine plus 1,3 mln. euro for multinational consortium of the networks. In addition to Programme countries, Networks projects includes organisations from Australia, New Zealand, Palestine, Israel, Turkey, Czech Republic, the Netherlands etc. (Table 2.6).

Ukrainian Jean Monnet projects cover the following topics: interdisciplinary studies on Europeanization, European values and identity, cross-cultural comparisons of Ukraine and the EU in educational research, European educational area: opportunity and challenges for Ukraine, the quality of higher education and research, EU language policy, social cohesion, medical education, European experience in democracy and governance, EU governance and politics of European integration, European standards of local self-government and EU regional policy, successful EU practices on sustainable economics, network economics, financial aspects of European integration, sustainability development, successful regional development practices, EU trade opportunities and challenges for Ukraine, EU competitiveness boosting: circular economy, logistics and supply chain management: dissemination of European experience, concept of Europe, corporate social responsibility, environmental responsibility of business, European business models, EU agricultural policy, EU food safety and control, adaptation of legislation of Ukraine to the EU environmental protection, EU environmental policy and law, European law and policy, energy efficiency, security challenges, conflict and crisis management, European antitotalitarian practices, prevention of corruption, economic security, criminal policy of the European Union, social and economic inclusion of refugees and migrants in European Union: challenges for Ukraine, technology transfer, data protection in EU, the EU's cyber security and digital diplomacy and others.

Table 2.6. Jean Monnet projects in Ukraine, 2015-2020

Calls years	Teaching and research	Policy debate with academic world	Support to Institutions and Associations	Total projects and EU grant, EUR
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Submitted/selected	Module	Chair	Centre of Excellence	Project	Network	Support to Institutions	Support to Associations	120+	3918473+5 networks 12265620
2015	81/6	15/0	0/0	10/0	1/1	1/0	3/2	110/9	222156+for network 222930
2016	99/9	7/0	2/0	13/1	0/0		1/1	122/11	332804
2017	113/8	15/3	3/0	13/0	1/1		3/1	147/13	390900
2018	131/10	13/0	3/1	16/2	0/0		2/1	165/14	499392+for network 294052
2019	171/15	16/3	6/1	16/1	3/3		4/2	215/25+1	748680+3 networks 748638
2020	219/25	15/5	7/2	30/5	3/1		2/1	274/39	1435497

Compiled by the author based on the source: [12, 15, 43].

In the period 2015-2020 within 6 calls all in all 2 522 projects proposals for International (Credit) Mobility (KA107) in Higher Education in cooperation between the Universities from Europe and Ukraine were submitted to Erasmus+ National Agencies in 34 Programme Countries. 1 889 projects have been recommended for funding for students and staff exchanges mobility by 32 National Agencies Erasmus+. Under this Action the Universities from Europe together with 227 Ukrainian higher education and 3 VET institutions and 58 other organisations, like research, enterprises, authorities, Embassies, NGOs, orchestra, hospital etc.

have been organizing short-term mobility flows within 17 006 scholarships for staff and students based on the Inter-Institutional agreements.

From Ukraine, 11 532 students (bachelor, master, PhD) and university staff (teachers and administrative staff) are visiting the Universities in Europe and involved in various learning mobility activities, like study, traineeship, teaching, in service-training. In parallel, 5 474 students and staff from Europe are funded to visit Ukraine for the similar short-term mobility activities (Table 2.7).

Table. 2.7. Data about Projects Erasmus+ in Ukraine, 2015-2020

Years	Number of applications	Selected projects	Grant Awarded (EUR)	Participants Requested	Participants Awarded	Participants Incoming (to EU)	Participants Outgoing (from EU)
2015	219	161	8238000	6163	2160	1777	383
2016	317	214	7876000	8138	2370	1684	686
2017	394	268	8270000	10386	2711	1815	896
2018	414	272	9579000	11169	3044	2010	1034
2019	479	407	8445000	16062	2816	1796	1020
2020	619	567	11919000	14716	3905	2450	1455
Total	2522	1889	54327000	66634	17006	11532	5474

Compiled by the author based on the source: [12, 15, 43].

All in all, 5 633 UA staff to Europe, 3 919 EU staff to Ukraine; 5 899 UA students to Europe, 1 555 EU students to Ukraine. Top 3 Countries for exchange are:

- Poland;
- Germany;
- Spain.

Top 6 UA HEIs are Taras Shevchenko National University of Kyiv, Ivan Franco Lviv National University, National Technical University of Kyiv “Igor

Sikorskyi Polytechnic Institute”, Lviv Polytechnic National University, V.N. Karazin Kharkiv National University, National University of Kyiv-Mohyla Academy. All students and staff must return after their mobility to their home universities and receive recognition of their learning outcomes: students’ learning outcomes have to be recognized to receive Ukrainian HEI Diploma and staff will apply their new competences after certified in-service training programme.

The total EU grant allocated amounts to 54 327 000 Euro. As a result, the staff has increased their professionalism to implement reforms, beyond professional sphere, innovative teaching methods, they improved their foreign languages, working in the international environment, learning good practices and exchanging their experience with peers all over the world. Students have developed their life, professional competencies and soft skills, enriched by the intercultural communication and networking with students from different countries, went out of the boxes.

At the institutional level, the universities have developed their capacities to implement reforms and improve higher education quality. Their curricular has become internationalised, as the teachers created and implemented courses in foreign languages, modernised their courses, implemented student-centered teaching and learning, invited and recorded prominent EU lectures practitioners for practical classes for students and staff development. The recognition process has been developed within mobility action. The international relation offices found new partners and are trained to internationalise at home, write proposals, prepared drafts for new calls for proposals to apply to Erasmus+ and Horizon2020. They have learnt best practices of the internationalisation strategies and their implementation and as a result tailored to their institutions. The universities have modernised their dean’s offices, quality assurance services and accounting services by in-service trainings abroad. Some universities call this action projects as mini-Tempus/CBHE without equipment but intensive human capital development instead [18].

Figure 2.3 shows dynamic of projects’ number and number of selected project Erasmus+ during 2015-2020 years in Ukraine.

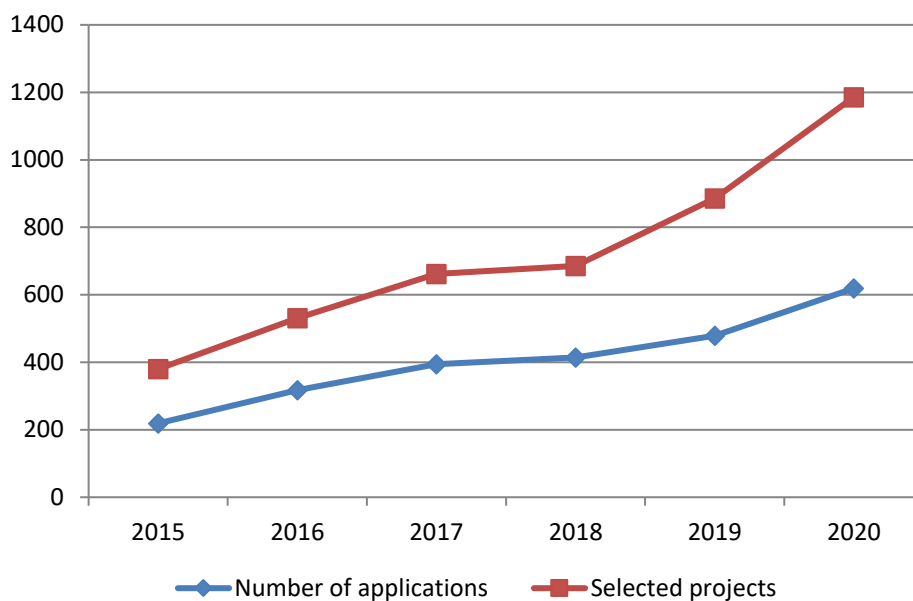


Figure 2.3. Dynamic of projects' number and number of selected project Erasmus+ in Ukraine, 2015-2020

Compiled by the author based on the source: [12, 15, 43].

The correlation coefficient between the number of submitted applications and the number of winning applications for the period 2015-2020 is 0.969.

To calculate the dependence between the number of applications submitted by Ukrainian applicants and the number of projects won, we will build auxiliary table (Table 2.8).

To calculate the regression coefficients for the equation of the form $Y=a-b*X$:

$$b=98400:93790=1,0492$$

$$a=314,83-407*1,0492=-112,17$$

Thus, we find that the regression equation has the form:

$$Y=-112,17+1,0492*X$$

Table. 2.8. Auxiliary Data

Years	Number of applications (X)	Selected projects (Y)	XY	X ²	Y ²
2015	219	161	35259	47961	25921
2016	317	214	67838	100489	45796
2017	394	268	105592	155236	71824

2018	414	272	112608	171396	73984
2019	479	407	194953	229441	165649
2020	619	567	350973	383161	321489
Total	2522	1889	867223	1087684	704663

Compiled by the author based on the source: [12, 15, 43].

Table 2.9 shows calculation of average value of grant per project during 2015-2020 Erasmus+ activities.

Table 2.9. Average Value of Grant per Project During 2015-2020 Erasmus+ Activities in Ukraine

Years	Selected projects	Grant Awarded (EUR)	Participants Awarded	Value of Grant Amount per Participant	Value of Grant Amount per Project
2015	161	8238000	2160	3813,89	37616,44
2016	214	7876000	2370	3323,21	24845,43
2017	268	8270000	2711	3050,53	20989,85
2018	272	9579000	3044	3146,85	23137,68
2019	407	8445000	2816	2998,93	17630,48
2020	567	11919000	3905	3052,24	19255,25
Total	1889	54327000	17006	3194,58	21541,24

Compiled by the author based on the source: [12, 15, 43].

In average value of grant per project is equal 21541, 24 EUR during 2015-2020 years. Figure 2.4 demonstrates dynamic of grant value per participant during 2015-2020 years. Thus grant value per participant during 2015-2020 years decreasing when the number of participants decreasing.

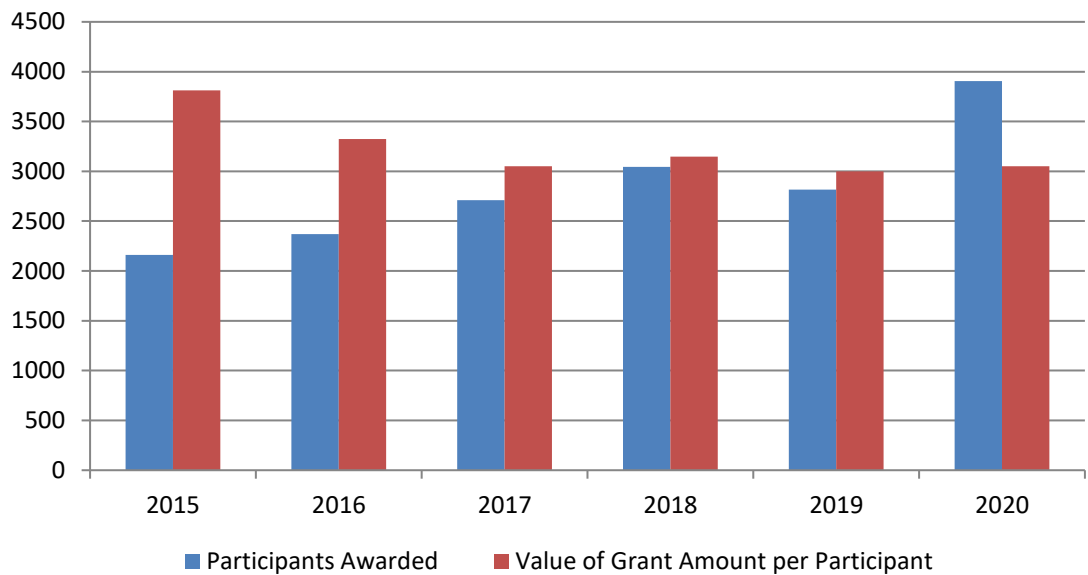


Figure 2.4. Dynamic of grant value per participant during 2015-2020 years
Compiled by the author based on the source: [12, 15, 43].

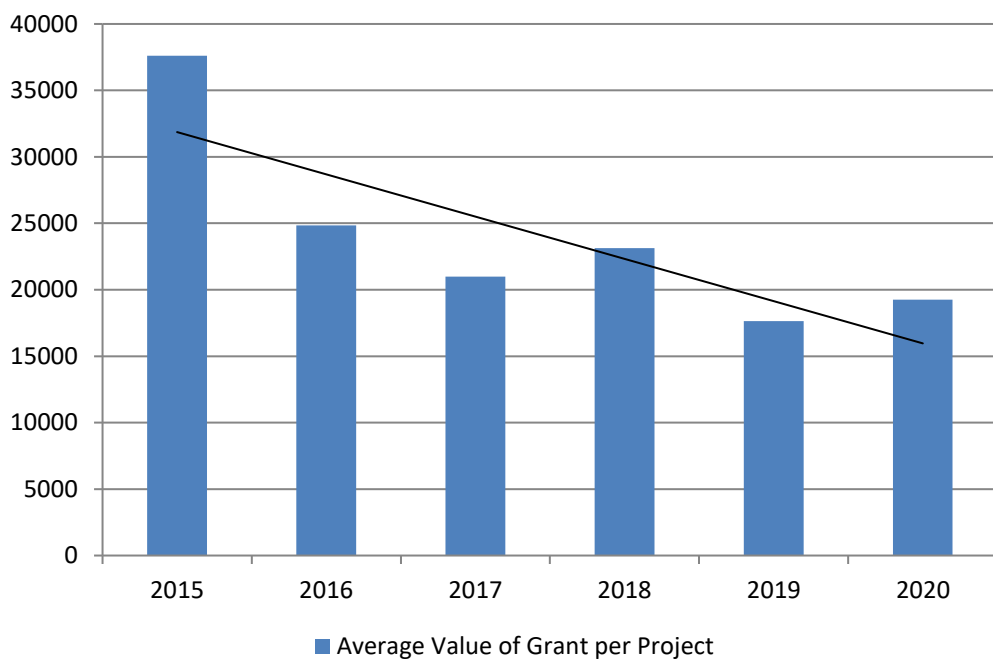


Figure 2.5. Dynamic of Average Grant Value per Participant, 2015-2020
Compiled by the author based on the source: [12, 15, 43].

So figure demonstrates decreasing average value of grant per project during 2015-2020 years. If in 2015 year it was 37616,44 EUR per project, in 2020 it was 19255,25 EUR per project (-48,8%).

This is equation and average value of grant per project 21541,24 EUR during 2015-2020 years we can use for making prognosis how many Erasmus+ selected projects will receive Ukraine in 2024 if it increases number of applications (we eliminate years of wars, 2022-2023) (Table 2.10).

Table 2.10. Prognosis of Selected Projects for 2023-2025, Ukraine

Years	Number of applications (+10 % per year)	Selected projects	Grant Awarded (EUR)
2023	681	602	12975047,1
2024	749	674	14511919,8
2025	824	752	16207000
Total	2254	2028	43693966,9

Compiled by the author based on the source: [12, 15, 43].

Thus, if during 2023-2025 years number of submitted applications increase on 10 % every year than will be funding 2028 projects more than $(2028-1889)/1889*100=7,35\%$ comparing with period 2015-2020.

Let's look rate of Application Success, because number of submitted applications is only first factor of Erasmus+ programme effectiveness:

2015:

$$161/219*100=73,5\%$$

2016:

$$214/317*100=67,5\%$$

2017:

$$268/394*100=68,0\%$$

2018:

$$272/414*100=65,7\%$$

2019:

$$407/479 * 100 = 84,9 \%$$

2020:

$$567/619 * 100 = 91,5 \%$$

Average Rate of Application Success (2015-2020):

$$1889/2522 * 100 = 74,9 \%$$

Table 2.11 shows rate of application's success during 2015-2020 years.

Table 2.11. Rate of Application Success, 2015-2020

Years	Number of applications	Rate of Application Success, %
2015	219	73,5
2016	317	67,5
2017	394	68,0
2018	414	65,7
2019	479	84,9
2020	619	91,5
Total	2522	74,9

Compiled by the author based on the source: [12, 15, 43].

Figure 2.6 demonstrates dynamic of success rate of submitted applications during 2015-2020, we have positive increasing tendency.

The correlation coefficient between the number of submitted applications and the rate of application success for the period 2015-2020 is 0,714.

To calculate the dependence between the number of applications submitted by Ukrainian applicants and the rate of application success, we will build auxiliary tables (Table 2.12).

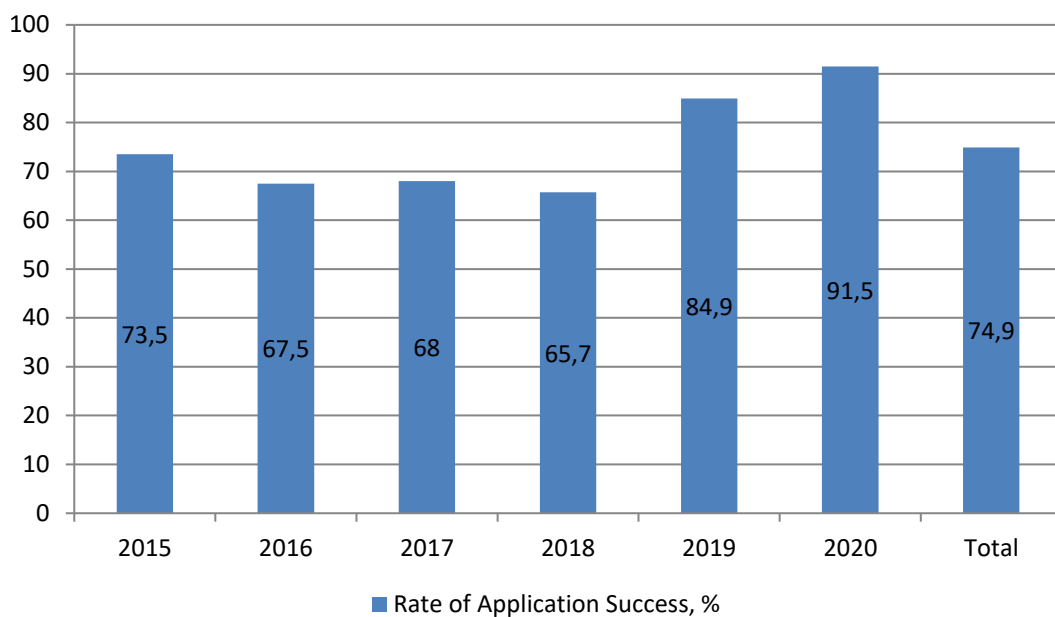


Figure 2.6. Dynamic' Rate of Application Success, 2015-2020, Ukraine

Compiled by the author based on the source: [12, 15, 43].

Table 2.12. Auxiliary Data

Years	Number of applications (X)	Rate of Application Success, % (Y)	XY	X ²	Y ²
2015	219	73,5	16096,5	47961	5402,2
2016	317	67,5	21397,5	100489	4556,2
2017	394	68,0	26792,0	155236	4624,0
2018	414	65,7	27199,8	171396	431,5
2019	479	84,9	40667,1	229441	7208,0
2020	619	91,5	56638,5	383161	837,2
Total	2522	74,9	188791,4	1087684	34479,2

Compiled by the author based on the source: [12, 15, 43].

To calculate the regression coefficients for the equation of the form $Y=a-b*X$:

$$b=5193,7:93790=0,0554$$

$$a=75,18-407*0,0554=52,6454$$

Thus, we find that the regression equation has the form:

$$Y=52,64+0,0554*X$$

This is equation and average value of grant per project 21541,24 EUR during 2015-2020 years we can use for making prognosis how many Erasmus+ selected projects will receive Ukraine in 2024 if it increases number of applications (Table 2.13).

Table 2.13. Prognosis of Selected Projects for 2023-2025, Ukraine (equation between the number of applications submitted by Ukrainian applicants and the rate of application success)

Years	Number of applications (+10 % per year)	Rate of Application Success, %	Selected projects	Grant Awarded (EUR)
2023	681	90,4	615	13256522,1
2024	749	94,1	705	15188042,3
2025	824	98,3	810	17446386,1
Total	2254		2130	45890950,5

Compiled by the author based on the source: [12, 15, 43].

Thus, if during 2023-2025 years number of submitted applications increase on 10 % every year than will be funding 2130 projects more than $(2130-1889)/1889*100=12,8\%$ comparing with period 2015-2020.

Summarizing, if Ukrainian organisations focus on number of submitted applications in Etrasmus+ programme during 2024-2027 years it is less chance to win than way of focusing on average rate of success deal with quality of application. Difference is $(12,8-7,35)/7,35*100= 74,1\%$.

CHAPTER 3. RECOMMENDATIONS OF IMPROVING IMPACT OF ERASMUS+ PROGRAMME IN UKRAINE, 2021-2027

3.1. Ukraine Under EU's Funded Programme Erasmus+ 2021-2027

Ukrainian organisations continue to be active in Erasmus+ Programme In the new stage period of 2021-2023 over 1000 projects were funded with Ukraine in partnerships for youth learning mobility with participation of youth organisations as well as higher education and VET institutions, including 1081 projects for youth, youth workers and active citizenship exchanges (20 mln. euro), 48 cooperation partnerships in education, training, youth and sport (11 mln. euro), 5 Virtual Exchanges projects, 7 Erasmus Mundus Actions (5 mln. euro), 223 Jean Monnet Actions winners, 3 projects for Capacity Building for VET and 33 projects teams for Capacity Building in Higher Education.

Ukrainian universities are coordinators of 10 Capacity Building and 219 Jean Monnet projects. The grants amount mentioned is approximate and cover the projects activities for all partnerships, not only for Ukraine. About 30 HEIs have joined 18 European Universities Alliances as associated members and implement EUA twinning initiatives within International Mobility Actions (KA 131, 171) and under support of additional local funding (e.g. NAWA) for the long term partnership. 4 248 students and staff have received grants for international mobilities: 252 – Incoming to EU from Ukraine: Students – 1885; Staff – 1367; 996 – Outgoing from EU to Ukraine: Students – 188; Staff – 808. 123 Ukrainians were funded to join Erasmus Mundus Joint Master Degree Programmes [43].

Moreover, Erasmus+ continued to be unique Programme with systemic impact on reforms in education, youth and sport. It contributes to the capacity building of institutions working in these fields to join smoothly the European Education Area and converge with the European standards. Most active Ukrainian universities in Erasmus+ projects under different actions: Taras Shevchenko National University of Kyiv, Lviv National Polytechnic University, Ivan Franko Lviv National University, Sumy State University, Dnipro University of Technology, Chernihiv Polytechnic National University, Kyiv National University of Trade and Economics and others.

There are such statistics in Education, Training, Youth and Sport 2021-2027 (for calls in 2021, 2022, 2023):

- International Mobility in Higher Education (KA131, KA171): 1) Individual grants – 4 248 mobilities for recommended for funding: 3 252 – Incoming to EU from Ukraine; 996 – Outgoing from EU to Ukraine International;

- Virtual Exchanges, 5 projects with 14 Ukrainian partners: 11 – as full partners in and 3 – as associated partners;

- Erasmus Mundus Joint Degrees – Master and PhD (KA2): 123 scholarships provided for Master Programme Students – 9 male students haven't started their study due to the martial law consequences; 2) 7 Erasmus Mundus Joint Master Degrees(4) and Design Measures(3) projects with 7 Ukrainian HEIs.

Capacity building for Higher Education (KA2): 33 projects, 89 HEIs, research institutions, 10 HEIs as coordinators.

Capacity building for Vocational Education and training (KA2):

- 3 projects, 25 partners from 12 countries with 7 VET providers from Ukraine in partnerships.

European University Alliance (KA2) UA HEI as associated partner: about 30 HEIs have become associated partners in 17 Alliances.

Partnerships (KA220) for cooperation in Education: 24 projects with HEIs, NGOs, Business companies among partners: 1) School Education – 4 projects; 2) Higher Education – 11 projects; 3) Vocational Education and Training (VET) – 3 projects; 4) Adult Education – 6 projects.

Jean Monnet:

- 223 projects funded: 197 Modules, 5 Centers of Excellence, 19 Chairs, 2 networks. 69 Ukrainian Higher Education institutions.

YOUTH Learning Mobility (KA152, KA153, KA154): 1081 projects, including: 474 Youth exchanges; 389 Youth Workers; 28 Youth Participation.

Cooperation partnerships for youth (KA220): 18 projects.

SPORT, Collaborative Partnerships: 3 projects and 3 BeActive Projects.

Table 3.1 shows that only in 2,5 % of cooperation project of Erasmus+ programme lead by Ukrainian, in 97,5 % of projects Ukrainian institutions and organisations are partners.

Table 3.1. Number of Projects with Ukraine as Coordinator, 2021-2023

Years	Projects with Ukraine as coordinator	Total projects with Ukraine	Grant Awarded (EUR)
2021	0	53	10111146
2022	6	186	30585983
2023	5	207	20125826
Total	11	446	60822955

Compiled by the author based on the source: [12, 15, 43].

There is information about mobility of staff and students during period of 2020-2022 in Ukraine. So during period of 2020-2022 there was no PhD fellows mobility in Ukraine.

Table 3.2. Mobility of Staff and Students, 2020-2022

Types	2020/2021	2021/2022	Total
Masters Students	33	36	69
PhD fellows	0	0	0
Grand total	33	36	69

Compiled by the author based on the source: [12, 15, 43].

In conclusion, rules of Erasmus+ programme 2024 give more opportunities for Ukrainian organisations and institutions, first of all in the field of leading cooperation projects. And this is argue more specific project management of international cooperation, and very high English skills as well.

3.2. Main Measures of Increasing Efficiency Erasmus+ Programme in Ukraine

Summarizing results of assessment effects and efficiency of implementation Erasmus+ programme in Ukraine and EU it is possible to form some recommendations for achieving better results in future calls of Programme. Among them (Table 3.3):

1) Development of English skills for Ukrainian participant of Erasmus+ programme

It needs to have high level of English for coordination and communication of international project. Also it helps for organization effective communications process during project implementation, especially if partners of project are from different geographical part of Europe (south, west, central, east and north);

2) Providing course of international project management for Ukrainian organisations and institutions which are coordinator of project

Coordination of project requires excellent level of international project management. In other way next cooperation with partners is impossible. That deals with correlation between project management and low level of partners satisfaction and as result low quality results of projects' realization.

3) Focus on quality of application

High level of competition in Erasmus+ calls eliminate factor – “number of application”. A few years ago it was enough to submit more applications in different countries to win. Now it needs to focus on average rate of success deals with quality of application (first of all, on idea's quality and connection of results, activity, impact of project, expertise of partners);

4) Connection applications with labour market needs

Ukraine and EU are in the transformation period of labour market: new industries are formed and new skills of employees are needed. It needs to connect

labour market needs with project activities of Erasmus+ for decreasing level of unemployment;

5) Forming standard of educational public goods – outcomes of projects’ implementation.

Table 3.3. Recommendations of Improving Impact and Effectiveness of Erasmus+ Programme in Ukraine, 2021-2027

№	Recommendations	Description
1	Development of English skills for Ukrainian participant of Erasmus+ programme	High level of English is requirement for coordination and communication of international project.
2	Providing course of international project management for Ukrainian organisations and institutions which are coordinator of project	Coordination of project requires excellent level of international project management.
3	Focus on quality of application	It needs to focus on average rate of success deals with quality of application.
4	Connection applications with labour market needs	It needs to connect labour market needs with project activities of Erasmus+ for decreasing level of unemployment
5	Forming standard of educational public goods – outcomes of projects’ implementation	Increasing quality of educational public goods – outcomes of projects’ implementation through forming standard of educational public goods.

Compiled by the author based on the source: [2, 27, 29, 40].

There is practice of producing noncompetivness educational public goods – outcomes of projects’ implementation in EU and Ukraine. So it is absence of effectiveness. Forming standard of educational public goods (e.g. using 5-10 criterias of quality) provides level of quality and valuable of educational public goods.

In conclusion, for achieving best result of Erasmus+ projects in Ukraine it needs to work with effectiveness of activities and creating valuable educational public goods.

CONCLUSIONS

Program Erasmus+ is positioned as a program of international cooperation of the EU with other countries, which supports projects, partnerships, events and

mobility in the field of education, training, youth and of sports, which provides a unique experience of study/internship in European universities, promotes familiarization with the higher education of countries - members of the program, exchange of knowledge, ideas, contacts and corresponds to the EU's external priorities and strategy.

The goals of the Erasmus+ Program defined: 1) support of internationalization, quality of higher education, equality of access to it, modernization of higher education institutions outside the EU in order to promote the development of partner countries; 2) increasing the attractiveness of higher education in Europe, supporting European higher education institutions in competition in the services market on a global scale; 3) promoting principles of foreign policy, national responsibility, social unity, justice, diversity and geographic balance.

International mobility provides teachers and students with the following advantages: professional qualification improvement; increasing opportunities for professional and career growth; better understanding of existing practices, reforms in the field of education and professional training of other countries, relationships between education and the labor market; development of the potential for introducing changes in terms of reforms and international cooperation; strengthening cooperation with foreign partners; improving knowledge of a foreign language; willingness to combine best practices and new methods in daily activities; strengthening of motivation in study and work.

The economic effectiveness of the implementation of international educational projects of the EU is determined by the ratio of the achieved direct and indirect effects as a result of the implementation of educational projects to the budget spent on these projects.

There are many effects of Erasmus+ Programme: increasing level of skills students and staff, decreasing youth unemployment, producing educational public goods, wider access to educational goods and services. The same time issues of effectiveness of Erasmus+ Programme in country is how many winning projects and

what is value of projects' budget. And that why factors of effectiveness of Erasmus+ Programme in country are number of submitted applications and rate of success.

The peculiarities of the implementation of international educational projects in the EU are:

- Creation of public educational benefits;
- Improving the quality of the educational environment;
- Specialization of partners to perform certain types of work under the project;
- The difficulty of assessing the quality of created educational products and services;
- The impossibility of using market efficiency criteria for educational international projects.

The correlation coefficient between the number of submitted applications and the number of winning applications in Ukraine for the period 2015-2020 is 0.969. In average value of grant per project is equal 21541, 24 EUR during 2015-2020 years. If during 2023-2025 years number of submitted applications increase on 10 % every year than will be funding 2028 projects more than 7,35 % comparing with period 2015-2020 (main factor – number of submitted applications).

The correlation coefficient between the number of submitted applications and the rate of application success in Ukraine for the period 2015-2020 is 0,714. If during 2023-2025 years number of submitted applications increase on 10 % every year than will be funding 2130 projects more than 12,8% comparing with period 2015-2020 (main factor – rate of application success).

Summarizing, if Ukrainian organisations focus on number of submitted applications in Erasmus+ programme during 2024-2027 years it is less chance to win than way of focusing on average rate of success deal with quality of application. Difference is 74,1%.

We propose such recommendations of improving impact and effectiveness of Erasmus+ Programme in Ukraine, 2021-2027:

- 1) Development of English skills for Ukrainian participant of Erasmus+ programme;

- 2) Providing course of international project management for Ukrainian organisations and institutions which are coordinator of project;
- 3) Focus on quality of application;
- 4) Connection applications with labour market needs;
- 5) Forming standard of educational public goods – outcomes of projects' implementation.

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