

ROMANIAN INTERNATIONALIZATION IN HIGHER ECUATION – NECESSITY OR OBLIGATION

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ABSTRACT:

HISTORICAL REALITY OF HIGHER EDUCATION SHOWS THAT UNIVERSITIES TEND, OBJECTIVELY, TO OVERCOME NATIONAL LIMITS, EXTENDING IN THE SAME TIME THIS SPECIFIC ACTIVITY IN THE GLOBAL MARKET OF EDUCATIONAL SERVICES.

INTERNATIONALIZATION OF HIGHER EDUCATION IS, IN FACT, A PROCESS WHICH AIMS TO INCREASE THE QUALITY OF STUDENT'S TRAINING, INTERNATIONALIZATION OF UNIVERSITY CURRICULA AND, NOT LEAST, STRENGTHENING THE PRESTIGE AND INTERNATIONAL REPUTATION OF EACH HIGHER EDUCATION INSTITUTIONS. THIS INTERNATIONALIZATION CAN NOT BE DONE WITHOUT THE EXCELLENT COLLABORATION AND COOPERATION BETWEEN INSTITUTIONS BOTH NATIONAL AND INTERNATIONAL. THE NATURE OF INTERNATIONAL PROCESS, IS CLOSELY RELATED TO ITS SIZE.

KEYWORDS: HIGHER EDUCATION, UNIVERSITY, INTERNATIONALIZATION, STRATEGY.

INTRODUCTION

The educational market at the moment goes through an extension at European level that will foster increased competition in education and research services plan. In this context, decisions at educational and research level in Romania, will focus on integrating the Romanian model in the European framework and only to a little extent the adaptation of European education to the concrete conditions in Romania.²

The concept of internationalization was defined at the time of its appearance by "fostering a climate of greater appreciation for the understanding of other cultures, languages and different ways to approach and analyze problems". According to UNESCO, the concept of internationalization includes all types and modes of delivering higher education programs, sets of courses of study or educational services (including distance education) in which students are in a country other than the institution that awarded the diploma or qualification.³

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² Gorun, Adrian, Neamtu, Adina (coord); "Constantin Brancusi" University - monographic benchmarkse and strategies, (Targu-Jiu: "Academica Brancusi" Publisher, 2009), 42;

³ UNESCO and Institute for statistics , *Global Education Digest 2009. Comparing Education Statistics Across the World*, Montreal, Quebec : Institute for Statistics, 2009. UNESCO, *Internationalization, International Association of Universities*.disponible on: http://www.unesco.org/iau/internationalization/i_definitions.html (accessed by 27.03.2015).

It is known that our country is among the main signatories of the Bologna Process and sustained activity since the beginning of the Bologna Declaration. A number of measures contained in Mobility Strategy 2020 European Higher Education Area (EHEA)⁴, aims:

- developing and implementing its strategy of internationalization, with specific measurable goals;
- "in 2020, at least 20% of graduates in the EHEA have a study or training period abroad";
- efforts to open educational systems and balanced mobility in the EHEA, but also outside the European space;
- transposition into national legislation the principles of the Lisbon Convention and recognition of qualifications and credits earned in another state;
- quality assurance instruments of transparency and to promote mobility within and outside the EHEA;
- better information on the programs of study.

Regarding the European higher education worldwide, and Romanian, the current period is characterized by a large mobility increase while amplifying teaching foreign languages in many curricula. International physical mobility (intracontinental, individual, horizontal / vertical, short. The course of study, etc.), both for students and for teachers, are internationalizing onset historical side in academia.

Moreover, the principle of "freedom of national and international mobility of students, teachers and researchers", gives increased stability and certainty, indirectly, to internationalization, by express regulation in the normative act ruling the national education in our country.

Also, all higher education institutions understood the major role that cooperation and collaboration have, especially internationally, and all these, associated with the need to fulfill the quality standards and to improve international notoriety, make the obligations of Romanian universities an end in itself, precisely due to their requirement to comply with the new paradigm at mondial.

Many prestigious international institutions⁵, have concluded that equivalence between the terms of internationalization and globalization of education is one erroneous, especially in situations where educational activities designate the cross-border type or educational activities outside national borders. Also, the perception of the two notions, as the same, is flawed also because globalization is the reaction-which means in response to internationalization.

INTERNATIONALIZATION PARADIGM

In the context of sustainable development and creating development policies in the field, solving social problems becomes imperative, necessity contained even in the end of public policies: general welfare.⁶ In the same vein, in our country, the paradigm of institutionalization is perceived negatively by some of the common citizen, but things are not quite so, although based on negative perception of it just sits migration / emigration massive after 1989.

⁴ These strategic measures are found in the body of the Council Conclusions of 11 May 2010 on the internationalization of higher education (available on www.eur-lex.europa.eu , accessed on 27.03.2015), on the occasion of the Ministerial Conference in Bucharest since 2012 in which it was adopted Strategy.

⁵ OECD, Tertiary education for the Knowledge Society, Paris : OECD, 2008.

⁶ Gorun, H.T., Gorun A., *A recent history of the social capital. Great rupture and the new existential matrix*, (Bucharest: Didactica si Pedagogica Publisher, 2012), 10.

In the opinion of many experts in the field of education, internationalization is an objective process and involves everything that happens in all higher education institutions based on interactions with other international media. As for me, I appreciate and consider internationalization, in a general sense, but internationalization of higher education as a positive aspect and therefore will capture the benefits.

I have in view the premises of human condition characterized and dominated by great desire for knowledge, to interact with different cultures and societies and, not least, the continuing personal and professional development, which often is limited in terms of material but also social, economic and, not least, politically aspects.

Extrapolating this last statement, it is obvious in the case of any Romanian, assuming that, in his country benefits from a favorable framework, in terms of socio-economic and political aspects, he prefers the international experience. It is precisely this lack of a framework that transforms the international experience into a desire, a wish for every citizen of a country.

The justification of this choice for each individual, is due to the social nature of the human being and his tendency to define the person, defining influenced by the external environment which relates. Sure, not everyone acquiesces to the idea of international experiences, in their attempt to define themselves as individuals, but skepticism that characterizes this view, is due rather to a somewhat rational analysis aiming costs related to the benefits of such experiences.

In order for each individual to understand the benefits of internationalization, he must be an adept of multiculturalism, major motivations for internationalization are interest in international security, economic competitiveness preservation, human understanding between nations. In general, motivations, and the factors that determine internationalization to have some characteristic elements. Diagnosis of initial internationalization is intended of higher education institutions.

INTERNATIONALIZATION STRATEGIES IN HIGHER EDUCATION – DEFINITION, PHASE, STEPS

Political changes after December 22, 1989 were intensely felt in the education system in Romania.⁷ In this context, internationalization, in academic space, compensates by emphasizing the specificity of each cultural, political, economic space etc.⁸ The same author defines internationalization as the integration process of an international dimension, intercultural or global into the objective, mission and provision of post-secondary education.

Based on general aspects that define the concept of internationalization, the formulation of an internationalization strategy in any institution of higher education is achieved after following the following steps: an analysis of foreign data and of the higher education institution potential; determining its international objectives, identification and analysis of alternatives (variants) strategic design and drafting software internationalization.

Preliminary stages of formulating a strategy of internationalization in academia are: identification of institutions of higher education opportunities and risk assessment by these international and resources diagnosing higher education institution. Only by respecting and implementation of these steps every higher education institution can define its internationalization strategy within which essential decisions will be included to be taken and will provide technical and financial support of actions to be taken.

⁷ Gorun, Adrian, Gorun, Horatiu - Tiberiu., *A new paradigm of education? (Normative construction after 1989)*, (Bucharest: Pro Universitaria Publisher, 2014), 18.

⁸ Knight, Jane, *Updating the definition of Internalization International Higher Education, Fall 2003*, disponible online on : http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News33, accesated on 27.03.2015.

Internationalization as a process at country level, is assessed by considering students, teachers, researchers, curriculum, scientific research projects carried out in partnership with foreign universities and degree of international visibility of scientific publications with domestic authors. For a better internationalization imposed it requires that each University Charter to include regulations on conditions to be complied with when signing / implementation of international partnerships, participation in international or European organizations, etc.

Strategy for Higher Education European Commission encourages to conduct action on three fronts:

- international exchange of students and academic staff
- internationalization and improving curricula, including digital education
- cooperation, partnership and capacity building.

Also, the European Commission calls on universities and colleges to form partnerships within and outside the EU, through joint projects and web-based courses, and strive to remove remaining obstacles that still stand in the way of joint and double degree programs.

CONCLUSIONS

For any company, internationalization presents advantages and disadvantages, and may be increased or reduced only through a total, actual and constructive commitment. This kind of permanent and mandatory involvement is due precisely to the danger that an individual within it who follows an international experience, is never to return to his country, and this is one of the biggest losses for it, especially if we talk about exponents of the young generation.

Although in terms of Romania, this loss is a reality that lasts for some time, the Romanian state should not give the idea of internationalization alarmist connotations, but rather, must think / rethink a set of measures, facilities for all young people, in order to further reduce their exodus, and to do everything possible for the young generation already gone to another country, to return to their country.

Regarding Romania, internationalization process is by far not completed. In this context, it requires further elaboration and finalization of implementation of educational policies and strategies, national homogenization of the educational offer, a better formative training, filling the lack of adequate legal framework in terms of university autonomy in the field of internationalization, and so on.

Also, each higher education institution must intensify its efforts in the sense of continuous and real improvement of the actual teaching-learning process by developing joint programs, course modules and teaching materials in partnership with similar institutions abroad stimulating and supporting staff and students to performing mobility of teaching or education, and last but not least, creating a large number of study programs taught in foreign languages and promote study programs of the joint / double degree type, especially for the often studies - master. Higher education institutions should collaborate with foreign experts specifically for supervising doctoral programs.

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