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## POSSIBILITIES FOR INTERNATIONAL COOPERATION IN HIGHER EDUCATION

*Higher education plays an essential role in society, creating new knowledge, transferring it to students and fostering innovation. Main processes developing in recent years in the field of education are associated with its modernization, internationalization and partnership between the educational institutions. The state of the external environment globally and the opportunities met by the educational institutions to respond to the challenges are represented.*

**Keywords:** higher education, modernization, internationalizations, co-operation.

Higher education plays an essential role in society, creating new knowledge, transferring it to students and fostering innovation. EU-level actions help higher education institutions throughout Europe in their efforts to modernise, both in terms of the courses they offer and the way they operate [1].

For example, Europe has around 4 000 higher education institutions, with over 19 million students and 1.5 million staff. Some European universities are among the best in the world, but, overall, potential is not being fully realised [1]. Curricula are not always up to date, not enough young people go to university, and not enough adults have ever attended university. European universities often lack the management tools and funding to match their ambitions.

National governments are responsible for their education and training systems and individual universities organise their own curricula. However, the challenges facing higher education are similar across the EU and there are clear advantages in working together.

The aim of the current report is to present the possibilities of the educational institutions to respond to the challenges of the external environment in a global aspect.

### *New terms of society and education development*

Education is changing in a way so as to succeed in solving its basic task which is: to prepare individuals with knowledge and skills in order to facilitate their adaptation to the new dynamics of living in society. This new evolution places humanity in the very center of development while education is no longer a closed system. It must perform a new function, characterized with an overall change as the process of globalization changes the political and economical map of the world. An open educational space provides numerable promising prospects and renders our diversities at the same time, however requires significant efforts to overcome the barriers and to create common educational frame that stimulates mobility and even closer collaboration.

The basic processes that develop in the field of education lately are connected with its upgrading, internationalization and partnership between the educational institutions. The purpose is to respond properly to the constantly changing labor market conditions and to set pre-conditions to create new knowledge, skills and competences to occupy new working positions.

The subjects of modernization and internationalization of higher education are multi-layer, interrelated, dynamic and could hardly be considered as separate subject-matters.

The processes of modernization of national educational systems are intrinsically linked with the processes of binding the world educational system in the contexts of globalized world exchange. It particularly applies to the state-members of EU after the Bologna process and adopting the Europe 2020 strategy.

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The modern higher education should keep up with the extremely rapidly growing business environment and the emerging of entirely new concepts and technologies. Precisely this environment requires higher education to make changes, leading to fast and effective adaptation to the new conditions.

The factors of the environment, influencing higher education are:

- Worldeconomy –rapid technology change
- New qualification world market needs
- Activating human mobility and migration processes
- Mass character of higher education and risk of reducing quality
- Intensifying competition of educational services in the world market

The trends in higher education development are to increase the quality of teaching and conducting courses in accordance with the new needs in the competitive market economy that is based on knowledge.

The new aims of higher education are to give equal start to people so they could:

- To educate in order to:
  - Learn to live together in the new global and borderless world;
  - Prepare themselves for fruitful labor activities;
  - Learn to solve practical tasks jointly;
  - Self-improvement;
  - Adapt to the radical and rapid changes in the surrounding world.
- To be capable of self development:
  - Individual and collective habits;
  - Ability of individual thinking;
  - Ability to orient in the surrounding world;
  - Ability to creative thinking.

The necessity of total quality management of the educational process is needed for the successful functioning of universities (“total quality management”, TQM). This concept aims at comprising all cells of the university structure without exception in order to achieve maximum effectiveness.

Another, extremely important factor for the development of education and universities is globalization. The reasons for that could be found in:

- Disappearing of the educational barriers between countries;
- Revealing of new educational markets;
- Competitionyieldsexclusivedimensions;
- Educationalresources andpeoplemovingbetweencountries withhigh speed;
- Internetcreates opportunitiesfor virtualeducation, regardless ofgeographic location. Information revolutionis aradical change inthe instrumentalbase,methods of transmissionand storage ofinformationavailablefor the activepart of the population.

All thisinevitablycreatespreconditionsfor the development ofthe internationalization ofuniversities. As maincharacteristics ofinternationalizationcan be identified [4]:

- Mutual recognition ofuniversity diplomasandspecializationsassessments;
- Development ofinternationalforms for assessing the quality ofthe educational process;
- Mobilityof students, teachersand administrative staff;
- Remote training area without limits;
- Creating andactive usage of interactivenetworks;
- Internationalization ofthe curriculumthroughmutual participation of the partner institutions;

- Increasing the impact of international trade unions on the structure and content of curricula as well as on criteria for professional training;
- International science projects;

Internationalization of universities is being considered as an instrument for intensifying the attractiveness and competitiveness of European higher education. Competition on the global stage needs to be complemented by partnerships with other regions of the world. Transnational education should follow European standards for quality and should not be contrary to the Guidelines for Quality Assurance of UNESCO and the Organization for Economic Cooperation and Development.

The advantages of this process are expressed in pooling resources, avoiding duplication, extending of the scientific research.

The essence of the Bologna process [2] for the internationalization of universities is expressed in:

- Creating of a European Higher Education Area;
- Creating of European educational space.

The main objectives that Bologna sets [2]:

- Mobility of students and teachers, leading to transnational education;
- Attractiveness of education from the perspective of European employers;
- Competitiveness of European education in the international market of educational services.

The main tasks to achieve the objectives of the Bologna process are:

- Increasing the competitiveness of European higher education;
- Achieving adequacy between higher education and social needs;
- Increased academic and professional mobility;
- Achieving compatibility and comparability of diplomas, degrees, and qualifications;
- Diversification of educational structures, programs, forms of training, personalization of educational trajectories;
- Establishing systems with high academic standards and high quality higher education;
- Optimization of preparation periods and resource savings;
- Establishing culture in society for lifelong learning;
- Increasing the prestige of European higher education and expanding its export potential.

The integrated strategy for internationalization is a precondition for reconsideration and restructuring of the international portfolio of each university. Implementation of the international dimension in the activities of universities increases their attractiveness and competitiveness, thus enriching the academic mission, expanding international collaboration and eventually leading to higher quality of education, research and services. Besides all this there are a number of benefits in terms of their added value to the social dimension.

Internationalization of universities “don not kill” national education and culture, but it expands and provides opportunities for young people from other cultures to touch it.

Its essence lies in overcoming the students’ separation as national and foreign.

Particularly significant role in supporting the efforts of national education systems plays the European Commission. This is done in the following ways:

- By working closely with policy-makers from Member States to help them develop their higher education policies. The Commission published a modernisation agenda for higher education in 2011, identifying five priority reform areas for action.

- The Commission actively supports the Bologna Process [2], the inter-governmental process which promotes reforms in higher education with 47 countries, leading to establishing a ‘European Higher Education Area’.

• By encouraging the exchange of examples of good policy practice between different countries – in particular, it gathers together a group of national experts – the 'cluster' on the modernisation of higher education [5] – to share experiences and look at common challenges.

• The Erasmus Programme funds around 200 000 students every year to study or work abroad, along with other projects to increase co-operation between higher education institutions and other relevant institutions [6].

• The Commission launches studies on specific areas relevant to higher education policy by gathering, analysing and sharing information on the state of play across Europe.

#### ***Terms for collaboration between educational institutions***

In the educational and training area the partnership approach in fact means active elaborating of strategies for skills development not simply their “providing”.

To be sustainable, partnerships must be built on clear objectives and to be a structural element in policy carrying out. They should involve all parties concerned, including representatives of teachers' organizations, social partners and student organizations.

Following all the trends for development in European education and carrying out the Bologna priorities, essential condition for the implementation of the cooperation between the institutions is the availability of the European Qualification Framework (EQF) [7] and National Qualification Frameworks. The objectives are: separately and clearly defining of different levels results;

arranging of educational degrees and quality of qualifications; informing civil society about the steps in the process of lifelong learning and the possibilities for professional career; providing equal access to education; transparency and comparability of qualifications; improving the processes of recognition of certificates and qualifications; improving the quality of educational services; opening the national qualification systems; promoting the European dimension of higher education; encouraging attractiveness of European higher education.

The cooperation between universities, respectively the internationalization of higher education is facilitated and by applying the principles of the European credit transfer system (ECTS) [8]. European credit transfer system (ECTS) was created by the Commission of the European Community in order to provide common procedures to guarantee academic recognition of studies for students abroad.

ECTS is a system for accumulation and transfer of credits learner-centered, based on the transparency of training outcomes and the process of training. It is aimed at supporting planning, providing, assessing, recognizing and asserting of qualifications and training units, as well as of student mobility. ECTS is widely used in the system of official higher education and can be applied to other lifelong learning activities.

ECTS is based on the principles of mutual trust and на взаємнотодовірені coherence between partner institutions expressed in:

- Information exchange (regarding syllabus and students' workload);
- Mutual agreement (between partner institutions and students);
- Using ECTS-credits for to denote the workload of the students studying a particular discipline or course.

#### ***Opportunities for cooperation between educational institutions***

ERASMUS [9] helps Europe's universities and other institutions to work together towards modernising curricula, funding and the governance of higher education. International exchanges with ERASMUS have also contributed to more openness and internationalisation. ERASMUS 'mobility' actions for staff and students have greatly helped in internationalising and modernising Europe's higher education institutions. The programme also supports a number of different types of co-operation activities between higher education institutions and

businesses from different countries, to further drive innovation in the sector: *Academic Networks*: forums for the exchange of best practice, focused on specific academic disciplines or organisational aspects; there must be at least twenty-five partners; *Accompanying measures*: promote the objectives and results of ERASMUS projects, in areas such as information and communication activities, thematic monitoring and dissemination and exploitation; *Preparatory visits*: enable institutions to plan mobility actions, agreements for ERASMUS student and staff exchanges, and co-operation programmes.

The ERASMUS programme is open to all types of higher education institutions, all academic disciplines and all levels of higher education study, up to and including doctorates.

The partnership between education, the economic sector and scientific research, unions such as the knowledge unions, sector unions of skills and partnership activities under the "Maria Skłodowska-Curie" will be supported by the submitted program "Erasmus for All" for the period 2014 – 2020 [10], as well as "Horizon 2020" [11], in order to adapt education and training systems to the needs of enterprises.

***Mobility strategy 2020 for EHEA has the following main objectives:***

- At least 20% of graduates have participated in a kind of mobility;
- To adopt national strategies for internationalization and mobility or policies with specific and measurable goals;
- To develop new statistical indicators and indicators for measurement of mobility: mobility outside the Europe Higher Education Area (credits and degrees); for the different forms of mobility; mobility of young researchers and other academic staff, about the social dimensions of mobility;
- To open higher education systems to better balanced mobility in the Europe Higher Education Area through joint educational programs, multilingual summer schools and regional forms of cooperation;
- To increase mobility and balance with countries outside the Europe Higher Education Area.

***Joint educational programs***

Cooperative education programs are characterized by:

- Initiating of at least two higher education institutions, by agreement, as it is the creation of a consortium;
- Participants in the agreement/consortium must be accredited in accordance with national legislation;
- The program must be accredited in accordance with the national legislation of each participant/ or only in one of parties;
- Part of the training must be carried out in at least two universities- participants in the consortium;
- They are mainly established in the second and third cycle;
- Being encouraged as a key instrument for mobility and internationalization of higher.

In recent years there has been a significant increase in joint educational programs from 2007-2500 in the Europe Higher Education Area. In 1/4 of the EU countries, over 50% of higher education schools participate in consortia and other groups that offer joint educational programs. The leading universities are in Spain, Portugal, Ireland, Italy, Netherlands [12].

Completion of a joint educational program can be certified with:

- Joint diploma in addition to one or more national diplomas;
- Two or more national diplomas, depending on the nationality of the educational institutions;
- Joint (total) degree (joint degree).

The joint degree is a document, signed by university representatives (rectors, presidents and others) and the institutions that have formed a joint educational program and it replaces the national diploma. Not necessarily the joint educational program leads to the acquisition of joint degrees.

According to the communique of EC, April 2012 in Bucharest [13] the most important effort to overcome the crisis should be associated with an investment in higher education. The purposes hereinafter are – quality higher education for all; getting better employability; mobility for better acquisition of knowledge and skills in all levels of education.

Mobility is a way to better acquisition of knowledge:

- Mobility should become one of the purposes of higher education; thus will be implemented internationalization of education of students;
- Transferability of grants and student loans is being encouraged;
- Academic and professional recognition (incl. Non-formal education) are an important part of mobility success;
- The work towards the automatic recognition of comparable degrees will continue, it will be a long-term goal of European Education Area;
- National legislations shall be revised, that is not aligned with the Lisbon Recognition Convention;
- Solutions are being sought for balancing mobility;
- The disclosure of more joint programs will be encouraged and national barriers will be overcome;
- Cooperation with other regions is a key factor for the development of European educational area and will be encouraged.

Another possibility for cooperation in the field of education has found popularity in recent years is the educational franchise. Universities may open branches abroad and may unite. Modern practices of higher education in terms of today's globalizing world, however, are oriented towards more flexible and operational models of cross-border activity where in the academic, research, design and innovation are "exported" across national borders.

The scope of the right of association of universities – it applies not only to scientific and applied research and to improve the qualification of graduates, but also to activities related to training for bachelor, master and doctor degree. Since 2011, Bulgaria with changes in the Higher education law, this issue was settled [14].

Carrying out the various forms of collaboration between educational institutions often encounters legal problems of different kinds, related to national legal acts of the partner countries.

Hardship and efforts, however, were worth as processes of modernization and internationalization carry within themselves significant advantages. Eventually, it is via these processes higher education area will become a transnational education.

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### МОЖЛИВОСТІ МІЖНАРОДНОГО СПІВРОБІТНИЦТВА У ВИЩІЙ ОСВІТІ

*Вища освіта відіграє важливу роль у суспільстві, створюючи нові знання і передаючи їх студентам, а також стимулюючи інноваційну діяльність. Основні процеси, що розвиваються в останні роки в галузі освіти, пов'язані з його модернізацією, інтернаціоналізацією і партнерськими відносинами між навчальними закладами. Представлені стан зовнішнього середовища в глобальному аспекті й можливості, які мають освітні установи для вирішення завдань з реагування на виклики сучасності.*

**Ключові слова:** вища освіта, модернізація, інтернаціоналізація, співробітництво.

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### ВОЗМОЖНОСТИ МЕЖДУНАРОДНОГО СОТРУДНИЧЕСТВА В ВЫСШЕМ ОБРАЗОВАНИИ

*Высшее образование играет важную роль в обществе, создавая новые знания передавая их студентам, а также стимулируя инновационную деятельность. Основные процессы, которые развиваются последние годы в области образования, связаны с его модернизацией, интернационализацией и партнерскими отношениями между учебными заведениями. Представлены состояние внешней среды в глобальном аспекте и возможности, которые имеют образовательные учреждения для решения задачи реагирования на вызовы современности.*

**Ключевые слова:** высшее образование, модернизация, интернационализация, сотрудничество.

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### THE INFLUENCE OF EDUCATION ON THE QUALITY OF HUMAN - TECHNICAL POTENTIAL IN ROMANIA

*The paper deals with the issue of the necessity of modernizing present education system, continuous correction of labor supply. It is being proposed a conceptual scheme of a model that includes two complementary sections complementing each other - education market and the labor market.*

**Keywords:** *human capital, education, innovation, professional competence, educational resources, labor market.*

Human capital represents knowledge, skills and human aptitudes, and its formation is influenced by the motivation system of work results, production experience, level of training, qualifications etc. Modernizing of education system is an important condition for the formation of innovation-based economy and is the basis for economic growth and social development of society, a factor of welfare, competitiveness and security of the country. Education, its quality and structure need to satisfact more of social, economic and cultural rights of citizens, to be oriented towards new models of training, pragmatic objectives in accordance with modern requirements and realities of a changing world order social development. Only people with initiative, innovative, constructive and active, who learn the cultural experience of human civilization can be a resource of active modernization. Education in Romania is a priority area for investment and systemic changes in socio-economic development of society.

The necessity of continuous correction of labor supply is determined by a number of factors, the main of which is labor demand. Demand for practical training can occur in almost all subjects of the labor market for various reasons:

- state policy in the sphere of vocational education, which may influence the development of labor potential of the company and the situation in the workplace and employment;
- contractor becomes aware of the need to train staff in terms of business diversification;

Currently in Romania are being formed professional contingents, more stable labor market than older age groups representatives who have similar characteristics and professional qualifications. Proportion of young competitive labor market in total employment is relatively small, so we keep a high general level of youth unemployment. In terms of socio-economic efficiency youth should be regarded as the most promising group of the population, by state and by entrepreneurs (employers).

An important factor in training workers remains education and training system. Demography and population migration affect labor market dynamics. Vocational education in Romania is not sufficiently oriented to labor market requirements, coordination of these structures is not observed. A person who possesses more knowledge is more competitive and creative. Labor market reacts to increase the number of people with higher education. This is reflected in the increasing share of unemployed people with higher education (especially among their youth and women) who forms a fairly large percentage of unemployed in Romania(1, 2 and 3). Education, outside the context of labor market loses its meaning, and training is an important form of self-realization on the labor market in the field of labor relations.

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Fig. 1. Evolution of the number of unemployed college graduates in the period 2004-2010

Unemployment among young people is unacceptably high in Romania, about 25 percent, and in Europe, 7.5 million young people are not enrolled in school systems, do not work and neither train, said Zoltan Kazatsay, the Director of Employment, Social Affairs and Inclusion of the EC. Young people that mysteriously disappeared from the statistics must be brought back, must have a job" said Kazatsay.

Euro area unemployment rate reached a new record level of 11.4 percent in August 2012, according to statistics from the Institute for Monetary Union, Eurostat.

Thus, in august, in the euro zone were 18.2 million unemployed, according to the Eurostat report. The highest unemployment rate was in Spain, 25.1 percent, and lowest in Austria, 4.5 percent. In Germany, the largest economy in Europe, the unemployment rate was 5.5 percent. At EU level, the unemployment rate rose to 10.5 percent. In Romania, the level was in August, 7.1 percent. Unemployment reached highest level (21.5%) among young (15-24 years), reads the INS.

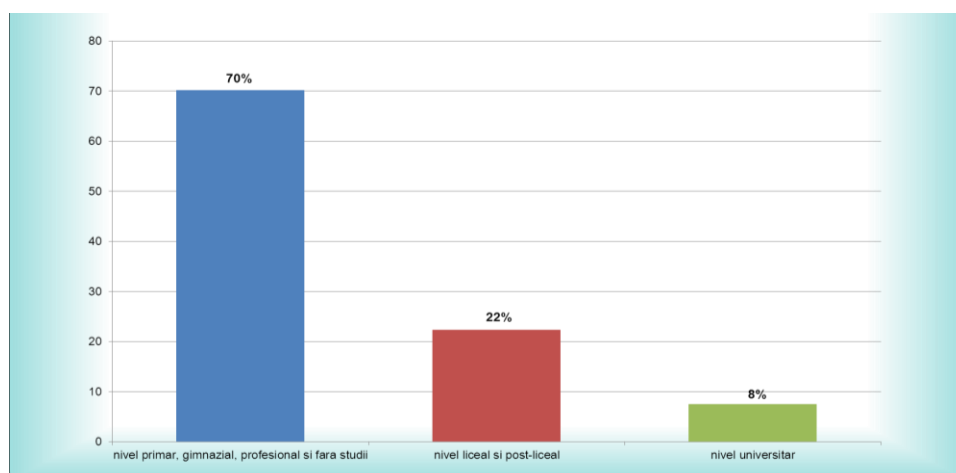


Fig. 2. Distribution of unemployed in Romania according to educational level

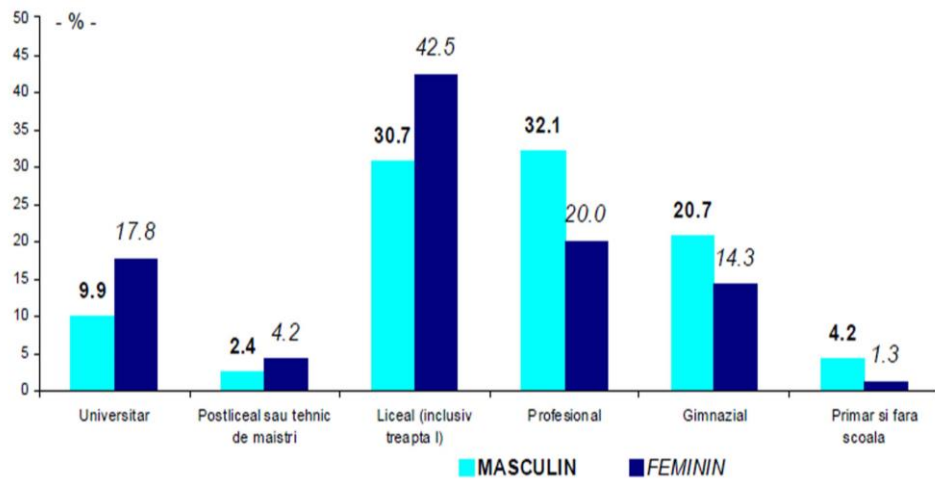


Fig. 3. Distribution of unemployed according to education level and gender, in April 2010

*Obs. This graphic represents the result of an investigation conducted by a private agency*

Romania aims to improve social policy in the light of EU social policy, which means social ergonomics and the mobilization of human resources and human potential. Social Ergonomics is committed to investing in human potential at maximum - in development (education, training).

Adapting universities to market conditions requires long-term records and balance the need for personal economy. Without a new level specialists, innovative, technical and technological modernization of the economy will not happen. "Brain drain" and labor force going abroad reduces productivity and competitive capacity of domestic products on domestic and external markets. It is imperative to raise the standard of training effectiveness. In the market economy philosophy of education is based on the principles of adaptive training on many levels, providing balancing training in primary, secondary and vocational high school, between general education and vocational training. The researcher L.Gherbanovscaia – IEFS, R.Moldova, has proposed a conceptual scheme of a model that includes two complementary sections complementing each other - education market and the labor market (fig.4).

Building of the design should be based on statistical regression analysis methods, with which it will be possible to form mathematical dependencies of markets (for this, it is necessary to take into account a large number of factors).

In assessing the competitiveness of educational institutions should be taken into account the quality of educational services, external training environment (opportunities and threats for business educational institutions), consumer attitudes towards education service and schools. Job prospects also be determined on the specialization obtained, which is approved by the customer, how real is the possibility to work on the chosen specialization after graduation and applying knowledge and skills obtained in practice. Work in his chosen profession and a successful career for most consumers of education services is fulfilling the main purpose of training they put in place, ensuring customer satisfaction with the service received education. The second part of the model determines the estimated efficiency impact of vocational training on labor market such conditions are significant regional needs economic future of the country's modernization and completion of vocational and qualifying frame.

Emergence, development and implementation of innovations requires a flexible labor market, professional and territorial mobility (geographical) population. Developing long-term labor market will be formed under the influence of general reduction of labor supply due to reduction in the working age population. Of great significance for better integration of the Roma-

nian economy in the world economy will be competition for workers, primarily those most qualified. Such competition will lead to an increase in the requirements of this part of workers to jobs in the economy of the country on wages, social package, offer labor market, etc.

Transition to the innovative type of growth is related to the formation of a new mechanism of social development which must take into account:

1. The transition from mass education system to the one that requires creating innovative economy and individual lifelong learning;
2. Stabilizing population number and creating conditions for its growth, higher standards of living and quality of life;
3. Creating an institutional framework to stimulate entrepreneurial activity and attract domestic and foreign capital in the economy;
4. Expanding opportunities for the country to attract higher technologies;
5. Increasing the role of Romania in solving global problems;
6. Interactions of education and labor market.

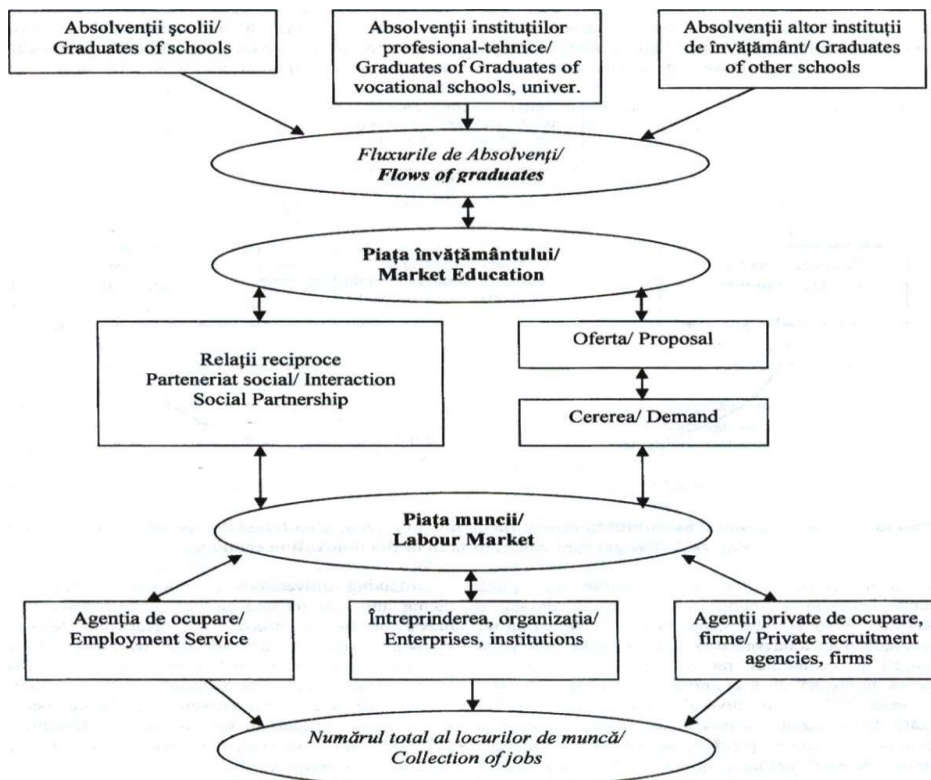


Fig.4. Model of interaction between the market and the labor market  
(Proposed by L.Gherbanovscaia – IEFS R.Moldova)

After human potential development index (DPU), according to UN statistics until 2010, Romania occupies 60<sup>th</sup> place, while Ukraine – 76 and Moldova - 111 among the countries of the world community.

Main conclusions:

- Increased knowledge leads to increased human potential.
- Share of human resources expenses show a steady upward trend on long term of the social component in the economy.
- The reform and social viability of the state model is to find equilibrium dynamics and enterprise development and employment of the population, taking into account the development of human capital and lifelong learning throughout life, and outrun innovation studies.

▪ New organizational, legal, economic and financial functioning and development mechanisms of the training system are required, considering market factors, social, political and technical-scientific, highly qualified teachers.

▪ Using of Information Technologies (IT) is an important factor of human capital resources quality in knowledge, training table and its using in the working process.

▪ Departure of skilled workers with higher education may worsen in the near future risks and the national resources may reduce, if not taken measures to harmonize the labor market and education.

The main directions and priorities of long-term training, which take into account the requirements of current EU are:

1. Improving labor market regulatory mechanisms that provide joint competition with the partnership of employees, young professionals, employers and the state.

2. Improve the technical equipment of all schools and universities.

3. Adapting curricula of university studies as labor market needs by establishing partnerships between them and employers.

4. Opening of branches in Romania of foreign universities and professional schools to create an efficient, competitive, staff training skilled workers.

5. Increase the competitiveness of people in education and employment, which can lead to improved quality of life and human potential in general.

6. Develop a methodology for forecasting demand for specialists occupations meeting the requirements of sustainable development that will lead to harmonization of labor and education markets.

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## УДК 37.01

НіколаеГліаш, Інга Чоара, Іосіф Андраш, Сорін Раду

### ВПЛИВ ОСВІТИ НА ЯКІСТЬ ГУМАНІТАРНО-ТЕХНІЧНОГО ПОТЕНЦІАЛУ В РУМУНІЇ

*Стаття розглядає питання про необхідність модернізації існуючої системи освіти, безперервної корекції робочої сили. Пропонується концептуальна схема моделі модернізації, яка містить два допоміжні розділи - ринок освітніх послуг і ринок праці.*

**Ключові слова:** людський капітал, освіта, інновація, професійна компетентність, освітні ресурси, ринок праці.

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### ВЛИЯНИЕ ОБРАЗОВАНИЯ НА КАЧЕСТВО ГУМАНИТАРНО-ТЕХНИЧЕСКОГО ПОТЕНЦИАЛА В РУМЫНИИ

*В статье рассматривается вопрос о необходимости модернизации существующей системы образования, непрерывной коррекции рабочей силы. Предлагается концептуальная схема модели модернизации, которая включает два дополняющихся раздела - рынок образовательных услуг и рынок труда.*

**Ключевые слова:** человеческий капитал, образование, инновация, профессиональная компетентность, образовательные ресурсы, рынок труда.

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