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MANAGEMENT OF EDUCATION SYSTEM UNDER INTERNATIONALISM REFORM

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SUMMARY

In the structure and volume of the notion of internationalization of education there are two important elements to be highlighted: international education and the internationalization of educational programs, involving the attraction and training of foreign students, exchange programs, multicultural eugenics, etc. The structure characterizes the possibilities of training students and graduates of higher education institutions who would be able to work in the conditions of professional mobility and labor migration. This article will describe the main organization steps for develop the education system for internationalization in the academic environment area.

Key words: Internationalization, Higher Education, National Reform.

MANAGEMENTUL SISTEMULUI DE ÎNVĂȚĂMÂNT SUB REFORMA INTERNAȚIONALISMULUI

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REZUMAT

În structura și volumul noțiunii de internaționalizare a educației sunt două elemente importante de evidențiat: educația internațională și internaționalizarea programelor educaționale, care implică atragerea și formarea studenților străini, programe de schimb, eugenie multiculturală etc. Structura caracterizează posibilități de formare a studenților și absolvenților instituțiilor de învățământ superior care ar putea lucra în condițiile mobilității profesionale și migrației forței de muncă. Acest articol va descrie principalii pași de organizare pentru dezvoltarea sistemului de învățământ pentru internaționalizare în domeniul mediului academic.

Cuvinte cheie: internaționalizare, învățământ superior, reforma națională.

The structure and volume of the notion of internationalization of education there are two important elements to be highlighted: international education and the internationalization of educational programs, involving the attraction and training of foreign students, exchange programs, multicultural eugenics, etc. The structure characterizes the possibilities of training students and graduates of higher education institutions who would be able to work in the conditions of professional mobility and labor migration. Practice shows that most popular forms of the internationalization of education are: **A.** individual mobility; **B.** internalization of study plans; and **C.** transnational education. The general scheme of the structure and volume of the notion of the internationalization of education includes following categories: international education, attracting international students, international exchanges and training abroad, and internationalization of educational programs (multicultural education, international research and education in the interest of peace) [3].

The **internationalization models** of education can be developed in several variants, which based on the use of the instruments adapted to the concrete conditions of the educational institution, for example [4, 130 p.]:

1. programs to support the international mobility of teachers, researchers and students;
2. ensuring the favorable conditions for the activity of partner-educational institutions, international programs and teachers.

The structure of the model must include the following principles:

A. Preparing for admission at the university - in the framework of contradictions between partner universities, agreements are concluded for the implementation of joint educational programs for children in the school for children with post-graduate admission to university studies.

B. Twin programs - In agreements between partners, agreements are reached for the implementation of joint educational programs, when in both universities' students study the same courses, handbooks and support the same exams.

C. Mutual Recognition of Programs - Students are enrolled in the partner university programs, scores in the evaluations are recognized as valid, they can study at the same stage, receiving notes that are recognized by the partner university, and then the next stage.

D. Franchising - According to the franchising contract, the university abroad offers the university the right to use the educational programs and to issue its diplomas on the basis of mutually coordinated conditions.

The most famous form of internationalization of higher education is mobility of students [6] - an increase in the number of students studying abroad. Of course, sending students to study in other countries is not a new phenomenon, and certain regions have faced this for a long time. Most European countries have a steady influx of students from their former colonies. A significant proportion of young people from Latin American countries are seeking a diploma in universities in the US and Canada. During the Cold War, higher education institutions of the Soviet Union and Eastern Europe attracted students from states with a similar ideology. Over the past 40 years, the rate of increase in these student flows has exceeded the rate of the spread of higher education. According to UNESCO, the level of international mobility of students has increased over the past 25 years by 300%. According to experts, by 2010 the number of students studying abroad will be **2.8 million**, and by 2025 - **4.9 million**.

Mobility of students is stimulated by various state and regional programs. Many countries conclude bilateral and multilateral agreements in this area. The most famous European programs are Erasmus, and then (since 1995) Socrates. The Erasmus program (launched in 1987 to promote the creation of a common market in Europe) and associated mobility schemes, such as Comet, Lingua, etc., aimed to create a European model of higher education. Student exchange is seen as a powerful means of developing a common European market for professionals and skilled workers. Already this year, within the framework of the Erasmus program, a special project "Erasmus Mundus" was created, which involves the inclusion in the process of mobility of students and teachers of the so-called "third", i.e., non-EU countries.

In addition to more or less organized schemes of student mobility, there is also a spontaneous movement of students outside the programs. This spontaneous mobility is the result of a number of factors reflecting the strategies of "pushing" and "pulling". On the one hand, universities strive to increase the supply of their programs, actively promote them in foreign markets. They open their branches and foreign campuses in other countries, conclude agreements on cooperation with local educational institutions, use distance learning technologies, etc., i.e. push their educational services and products through the distribution channel until they reach the target consumer. On the other hand, national differences in access to education, quantitative restrictions in recruiting students for certain specialties make students from these countries look for educational opportunities abroad. Language and cultural considerations attract students to the educational programs of Great Britain, France and the USA. The predominance of English as the main language in modern science and as the most frequently studied second language was conditioned by the fact that along with the United States and Great Britain, Canada and Australia were also included in the list of countries receiving the largest number of foreign students. The demand for educational programs of higher education institutions of these countries that has arisen in a number of countries draws their educational services through the distribution channel: specialized agencies and consulting companies, both national and international, appear as intermediaries and consultants to meet this demand.

International student mobility is not only an intercontinental, but also a regional phenomenon [7, 131 p.]. The process of integration of regional economies stimulates students' mobility, and in this respect, such international agreements as **NAFTA**, **ASEAN** or **APEC** played a big role. The specially created program "**Nordplus**" - the student exchange program between the northern European countries - is based on the attractive principle of financing: "money follows the student".

Gradually, the flows of foreign students began to be perceived by most host countries as trade rather than aid, since in many cases foreign students pay the full cost of training. In many educational institutions that host students, especially in English-speaking countries, the income received from the full payment of tuition by foreign students is a significant addition to the annually declining university budgets. Without such additional income, many higher education institutions simply could not exist.

Thus, the reason for the growth in the number of students studying abroad is increasingly market processes, not government policy or aid issues. The international market of educational services is becoming a rapidly developing sector of the economy, the central elements of which are international marketing of educational institutions and targeted recruitment of foreign students. The example of Australia shows that the policy of active marketing of university programs and direct search and recruitment of foreign students turned out to be productive, at least from the economic point of view.

Although the mobility of the teaching staff is not so much explored as the mobility of students, it can be considered [2, 2 p.] the second most important form of internationalization of higher education. Traditionally, international mobility

of faculty is due to research and scientific work, but in a number of regions and in certain fields of education, such as management and business administration, there are special schemes for regional and international training for young researchers and specialists.

As with the mobility of students, there are strong geographic differences in the flows. At one pole in this process are countries with high levels of scientific immigration as a result of targeted involvement of scientific personnel to expand the system of higher education (for example, as it was in Hong Kong), and on the other - countries with a low level of internationalization of faculty. The latter include, in the main, countries with a high level of national homogeneity, using only their native language in teaching, which is why it is difficult to find specialists who speak foreign languages. The United States and Great Britain are the largest exporters of scientific labor resources, but at the same time, the departments of their universities are very attractive for foreign specialists; this can be seen if we pay attention to the composition of their highly qualified scientific cadres, including many representatives of foreign countries.

Student mobility programs contributed to the emergence of regional mobility programs for teaching staff, such as the Fulbright program.

The programs of student and teacher mobility developed with the aim of stimulating the internationalization of curricula, i.e., implementation of changes in curricula of cooperating universities and faculties. Since even in a united Europe there are huge varieties of national systems of higher education, the desire to denationalize curricula and to bring into them common European elements could be realized only through mobility projects. The Erasmus Mundus program, announced in 2003, mentioned above, sets one of its goals to create the so-called "*Master's programs of the Evromes*".

These changes met the resistance of individual universities. Woodrow Wilson, as president of Princeton University, said that "it's easier to move cemeteries than to change training programs". The strongest incentive for the internationalization of training programs is the increasing influence of international professional associations. The rapid growth of international trade in professional services has prompted representatives of many professions to organize their activities internationally. These professional associations have seriously taken up issues such as quality assurance, minimum standard requirements, criteria for professionalism, accreditation, etc. Architects, psychologists, accountants and many others are trying to develop international standards that could lead to greater coherence of curricula and quality criteria. Often, such professional standards are implemented by international organizations. For example, the European Union is considering the standard minimum requirements for education, in connection with the mobility of the workforce. Free trade agreements, for example, **NAFTA** and **ASEAN**, contain provisions on mutual recognition of licensing and certification procedures for professional services. In this regard, many universities are revising their curricula in accordance with similar directives.

More and more universities located in the centers of the academic world are not satisfied with the number of students coming to them for training. They try to combine a set of foreign students with the expansion of their educational services offer in promising markets, organizing foreign branches and branches fully subordinate to the main educational institution. This trend shows a shift in the process of internationalization from demand to supply. If the country in which the branch is located legally recognizes a foreign diploma, then students can study under the program of a foreign institution from the beginning to the very graduation [1]. In some cases, these branches are considered by local educational institutions as interference in the national higher education system and national policy, because they offer programs developed in a foreign language on materials of another market and designed primarily for wealthy students. This form of internationalization of curricula is especially characteristic for developing countries, but examples of it can be found in Europe.

Many schools enter into cooperation agreements that deal with various aspects of teaching and learning. Very often these agreements are connected with the exchange of students and / or teachers. In some cases, these links grow into consortia and university networks. As a rule, such associations of educational institutions have very limited rights. They are considered more likely as voluntary associations of higher education institutions for carrying out specific educational projects. But the work carried out by participants in consortia and university networks to harmonize requirements and educational standards undoubtedly contributes to the idea of internationalizing higher education.

The re - structure of an internationalized educational model consists of **four elements** [5, 93 p.]:

- **The first element** - disciplines that can be considered competitive and comply with the requirements of international or national standards of partner institutions abroad;
- **The second element** - the disciplines, which require additional implementation costs in foreign-institution institutions;
- **The third element** - disciplines, which require English to study;
- **The fourth element** - the disciplines and skills, which is done by the partner institution and requires the mobility of the students.

for summary, Warner [6] proposed the presence of a liberal model of internationalization of higher education that consolidates aspects from the two competing frameworks of globalization. From the liberal perspective, globalization is seen as improving self-development, human relations, and citizenship. Internationalization of universities is seen as vital in moving demeanors and diminishing cliché points of view. That is, contact with others will diminish ethnocentrism, and build the capacity to function more successfully in a multiethnic and interdependent system of nations. What is left unchallenged, on the other hand, is the ideological incongruence between the neo-liberal and social transformation models. Maybe what is required is a model of internationalization of higher education that is educated by debates about both the neo-liberal and social transformation models of globalization.

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