GLOBAL ADVANCEMENT of UNIVERSITIES and COLLEGES
УНИВЕРСИТЕТЫ В ГЛОБАЛИЗОВАННОМ МИРЕ

23–25 мая 2012, Воронеж, Россия

Proceedings
Of International Conference

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В настоящее издание вошли статьи, представленные на международной конференции «GLOBAL ADVANCEMENT of UNIVERSITIES and COLLEGES» (УНИВЕРСИТЕТЫ В ГЛОБАЛИЗОВАННОМ МИРЕ), проходящей 23–25 мая 2012 г. в Воронеже.

Материалы отражают взгляды участников на проблемы международного сотрудничества в сфере высшего образования, технологии проведения международной аккредитации академических программ, обеспечение качества высшего образования в условиях интеграции образовательных процессов, роль университетов в социально-экономическом развитии регионов.

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The Global Advancement of Universities and Colleges (GAUC) is committed to education without borders as the cardinal foundation for preparing global citizens and leaders. GAUC promotes transnational cooperation and collaboration among colleges and universities, excellence in global education and research, and integration of the global community of scholars. Through its emphasis on relationship-building, GAUC provides a platform for leveraging participating institutions' unique strengths across the globe.

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Internationalization of the Romanian Higher Education

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Abstract: The changes and challenges detected lately in the landscape of international higher education show that “higher education is increasingly influenced by globalization but is also becoming a more dynamic actor in the global knowledge economy”. Tracking the new developments relating to the international dimension that are more dominant than ever in international, national and institutional documents and mission statements could offer an important, privileged perspective. The purpose of this paper is to provide a few comments on the features/characteristics and evolution of international dimension of the Romanian Higher Education and to examine the trends, issues and challenges in internationalization in the new context of globalization starting from the national reports, statistical data, legislation, providing in addition some comments on the specific activity on the internationalization of Danubius University.

Researchers, practitioners and policy makers talk about “internationalization” and "globalization", but also about “internationality” and “transnationalization” and, even, about “the end of internationalization” or “post internationalization age”.

Many authors stress on the double role of internationalization in furthering both cooperation and competition among countries, as a new reality of our more globalized world.

Others emphasize on “a constructed antagonism” between internationalization which, in terms of practice and perceptions, is closer to the well established tradition of international cooperation and mobility and to the core values of quality and excellence and humanistic ideas, and globalization which refers more to competition, pushing the concept of higher education as a tradable commodity in a world of pure economic benefits.

But as Uwe Brandenburg and de Wit comment this distinction/antagonism ignores the fact that the activities that are more related to the concept of globalization (higher education as a tradable commodity) are increasingly executed under the flag of internationalization. Hans de Wit reveals that in the Bologna Declaration (1999), as well as in the Lisbon Strategy of 2000, the two dimensions of internationalization, cooperation and competition, meet: there should be more cooperation resulting in a European Area for Higher Education and research, “a Europe of Knowledge” but this cooperation is strongly required in order to cope with the competition from United States, Japan and increasingly from China and other emerging economies.

European researchers involved in the framework of the IMPI project used the concepts of “Internationalisation and "Internationality”. They stated that “Internationalization” refers to the process of becoming international whereas “Internationality refers to how international a university is at a certain point in time”.

The issue of cross-border higher education brings the reason for the concept of “transnationalization”.

The moving “from the simple exchange of students to the big business of recruitment and from activities impacting on an incredibly small elite group to a mass phenomenon” determined Brandenburg and de Wit to talk about “the end of Internationalization”, “the post–internationalization age”, the necessity of “a re-conceptualization of internationalization”, pointing out that “we have to move away from dogmatic and idealist concepts of internationalization and globalization” and to understand them “in their pure meanings – not as goals in themselves but rather as means to an end”.

2 Uwe Brandenburg and Hans de Wit, The end of Internationalization, in op. cit., p.27
3 ibidem, p. 28.
5 ibidem, p. 9-10.
6 Indicators for Mapping and Profiling Internationalization
7 Brandenburg Uwe & Federkeil Gero (dir.) (2007). How to measure internationality and internationalisation of higher education institutions: Indicators and key figures. Göttersch: Centrum für Hochschulentwicklung (CHE), n° 92, http://www.che.de/downl ... ernationality_AP_92.pdf
8 Uwe Brandenburg and Hans de Wit, op. cit., pp.27-28.
We agree on their assumption according to which “because the future of higher education is a global one”, we need “more philosophy and also more sense of reality”, to move to “a fresh unbiased paradigm”, in order to “help preparing higher education world for this”.

For all these reasons we will refer in this paper to the most commonly used definition of the internationalization of higher education as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education”.

This is an important nuance pointing out that we should try to move in this approach from the perspective of analyzing internationalization to its meaning and outcomes.

Mihai Korka considers that internationalization is a process within the national research and higher education systems which overlap at a universal and regional scale in order to innovate, understand, use and disseminate more the latest results of knowledge.

Romanian Higher Education is now part of the European Higher Education Area, whose foundations “are now in place”, as Androulla Vassiliou, Commissioner responsible for Education, Culture, Multilingualism and Youth at EACEA stated at the “end of the fist Bologna decade”. But it had a specific evolution before the integration of Romania in UE (1st of January 2007) and during the Cold War.

Thus if in the European Higher Education in the first decade after the Second World War, there was a small international dimension and it was represented by “the circulation of elite degree-seeking students”, by “the cultural and scientific agreements to exchange small number of students and staff” that governments signed and stated around the 1960s, by “technical assistance or development aid” (scholarship schemes) which represented a new international dimension, in Romania the elites were destroyed by the new communist government and the Soviet influence meant a kind of isolation as well, and the old contacts and educational flows stopped.

The number of the international students in the Romanian universities has started to increase significantly in the Ceausescu’s times reaching a maximum in 1981, when there were recorded 16,962 international students. This number placed Romania among the 15 most important providers of academic services for foreign students. Policy promoted by the Romanian communist leader gathering international links with third world countries in Asia, Africa and Latin America for which Romania became, as for some communist countries, an academic service provider, was supported by special measures. They aimed at lowering tuition fees compared to others countries, the creation of special services for foreign students (tutoring, Romanian language courses, access to libraries, special conditions of accommodation and meals, special academic regulations, etc.) which determined in almost 10 years, the number of foreign students to grow from 1% in 1969 to 10% of all students enrolled in 1981. The number decreased gradually in the next period to 1989 due to worsening tensions specific regime. After 1989, the new interest in Romania was not valued in terms of internationalization of higher education as the “apathy of universities and Romanian authorities” and “importance of Romania in the international market of higher education” has declined.

Even if the information about the study programs and HEIs in Romania is partially provided in Romanian and in English on the web-sites of the Ministry of Education, Research and Youth, of ENIC-NARIC/IAU, UNESCO/CEPES, and by the bilingual websites of many Romanian Universities, the investigation on the problem of internationalization of higher education in the period 1989-2012 shows the opportunity of transparency and of systematic analyses and surveys in this area and also, the chance of an adequate perspective in this collection and use of information.

Some study were achieved in this topic in the framework of some research projects with European foundations and there are some national Bologna reports, but we have not yet access to the most important report achieved in June 2011 for the classification of the universities and to rank the study programs. The debate on the meaning and complexity of internationalization, and how we can measure and assure the quality of this process is at the beginning. Each university by its international strategy solves in a specific way this issue and there are very important the approaches at the European level concerning this part of the continent.

9 *Ibidem*, p. 28.
A harmonization of the national legislation with the commandments of the European Area of Higher Education made possible the involvement of the Romanian higher education in the regional and international context.

The new realities of the Romanian Higher Education System which comprises both public and private higher education institutions, 56 accredited public HE institutions, 35 accredited private HE institutions and 21 provisionally approved private HE institutions are more complex and dynamic than before. The number of students was, in 2008-2009, 89,098 but for demographic and economic reasons it is decreasing.

The project “Universities in the context of Europeanization and Globalization” provides an interesting analysis of the dynamic of the number of international students from Romania between 1960-2009 with the conclusion that “even if the number of the international students from Romania at this moment are at the level of 1977, our country was rather active in the area of internationalization of Higher education”


At the European level as Hans de Wit says, “in the 1990s, the creative and informal period of educational policy of the European Community came to end” when The Maastricht Treaty, ratified on 1st of November 1993 included education for the first time on the Agenda. The European Commission coordinates the educational mobility and exchange within the European Union but also “impacted in the first place the open-

14 According to the National Report regarding the Bologna Process implementation 2009-2012, Romania’s strategy to foster mobility is concretized in several national policies, regulated by a whole range of legal acts. It starts from the Law of Education no. 1/2011 and it refers to specific government scholarship schemes for foreign students and foreign students having Romanian nationality from abroad wishing to study in Romania, or for Romanian students wishing to study abroad. There is not a single strategy paper but a series of initiatives focused on financial incentives/scholarships to foster mobility.

The legal framework regulating mobility scholarship schemes:

1. Government’s Decision 288/1993 on foreign students in Romania;
2. Yearly government’s decision on the university schooling number in state higher education to be financed from the state budget;
3. Government’s Decision 689/1994 regarding a scholarships scheme for studies, doctorate and specialization and other forms of support for students having Romanian nationality from neighboring countries or for Romanian Diaspora abroad;
4. Decision 697/1996 on a scholarships scheme for study periods abroad for Romanian undergraduate and graduate students;
5. Decision 1070/2001 on additional governmental support for Romanian students abroad on the basis of a bilateral or unilateral governmental agreement;
6. Decision 101/2002 regarding "Vasile Parvan" scholarships scheme for graduate research periods at Accademia di Roma in Rome and "Nicolae Iorga" scholarships scheme for graduate research periods at Instituto Romeno di Cultura e Ricerca Umanistica in Venice;
7. Decision 1212/2008 regarding "Titu Maiorescu" scholarships scheme for research or graduate study periods abroad in EU policies area;
8. Law 15/2004 on special scholarships scheme "Romanian Government" etc.

15 National Report regarding the Bologna Process implementation 2009-2012, Romania
16 Focus on higher education in Europe 2010..., p. 127
ing-up of Central and Eastern Europe"\(^{17}\). Through PHARE Program, TEMPUS and some other programs "a rapid improvement in the educational infrastructure and of quality of education in Central and Easter Europe has been achieved". Some of these countries are now members of the EU and all including Russia, since 2003, have signed the Bologna Declaration. ERASMUS Program started in 1987, and by ERASMUS MUNDUS program stated in 2004 the "fortress Europe" open for agreements with institution of higher education all over the world. Since 1997 Romania is participating in Erasmus Program and our country become with Bulgaria and Lithuania the highest net-exporters among all the twelve new EU-member states.

Bologna Process tried to "foster the desired convergence and transparency in qualification and curricular structure in European countries" \(^{18}\) and the Lisbon Strategy intend to a European Area of Higher Education correlated then to a European Research Area resulting a competitive knowledge-based economy. All the studies show that European trends in international mobility have been influenced by global, national and regional perspectives. The approaches show also "a need and a potential to promote European Higher Education as a distinct brand and to create a perception of Europe as a whole" \(^{19}\) and Romanians understood this.

Mobility Strategy 2020 for the European Higher Education Area, Mobility for better learning, pointed out that "in 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad"\(^{20}\). The countries had different mobility policy promoting more outgoing, incoming or both type of mobility in the same time. But mobility imply also issue of the Brain Gain argument.

What is striking about all Romanian approaches on internationalisation is the emphasis on mobility which seems to become important, being also used as the most important indicators of internationalization of a HE institution. This item is an important indicator for the institutional evaluation of quality in Romania. Even if it was a simplistic way to establish the degree of quality assurance in internationalization at the institutional level, the presence of this indicator in the evaluation for classification of the universities could improve/encourage the activity in this area.

Usually the aspects which are analyzed are also the internalization of the campus and the existence of the programs of study in other languages (English, French, German, etc).

Again, De Wit observed that "in Europe in response of this focus on mobility a countermovement, "Internationalisation at Home" emerged in Europe in the late 1990s "with a focus more on the internationalization of the curriculum and the teaching learning process" for those around 95% of students who do not travel abroad"\(^{21}\). In this new context many international initiatives assisted in evaluating and improving the quality of their international activities and the results will be tools for quality assurance\(^{22}\).

For a more relevant approach on internationalization of the Romanian Higher education we should focus on activities as internationalization of Curriculum, student mobility, mobility of programs or providers (with cross borders higher education activities and joint programs) and also on international projects. Some analysts talked about the aspects of Quality assurance of organizational aspects as a very important issue.

At Danubius University, a young but strong and dynamic private university which celebrates its 20th anniversary in 2012, the new provost, and his brilliant team, wishes to develop an ambitious project called "Danubius International" with the main purpose to increase performance in internationalization, thus transforming the institution in an important actor of in this area.

Debuting with good results as an Erasmus University (from 2005), partner in many European Programs and Projects, both in education and research, with many bilateral agreements with universities from Europe, but also from Nord and South America and Asia the intention is to pay more attention to the quality assurance on the organizational aspect, to internationalize the teaching and nonteaching staff, improving the services and facilities for students, an attentive and strategically selection of the partners and "rethinking and redefining the way we look and understand internationalization and globalization not as precise goals but rather as means for their implementation."\(^{23}\)

\(^{17}\) Hans de Wit, Global citizenship and Study Abroad, in op. cit., p. 82.
\(^{18}\) Ibidem, p.84.
\(^{19}\) Ibidem, p. 86.
\(^{20}\) Mobility Strategy 2020 for the European Higher Education Area, Mobility for better learning, http://www.ehea.info/Uploads/Irina/Working%20paper%20on%20Mobility%20strateg%202020%20for%20EHEA.PDF.
\(^{21}\) Ibidem, p. 88.
\(^{22}\) See Internationalization and Quality Assurance, edited by Adinda van Gaalen, EAIE, 4, 2010, pp. 29-30. Some of them are IGM -International Quality Review, MINT tool (Mapping internationalization), IMPI project, and even an ERASMUS tool.
\(^{23}\) Uwe Brandenburg and Hans de Wit, The end of Internationalization, in op. cit., p. 28.
References

Интернационализация румынского Высшего образования

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Изменения и вызовы проявившиеся в пейзаже международного высшего образования в последнее время показали, что "высшее образование - все более и более находящееся под влиянием глобализации, становится более динамическим актором в глобальной экономике знаний".

Отслеживание новых событий, касающихся международного измерения, которые являются более доминирующими чем когда-либо в международных, национальных и институциональных документах и утверждениях миссии, может предложить важную, привилегированную перспективу.

Цель этой статьи состоит в том, чтобы обеспечить несколько комментариев к особенностям характеристикам и развитию международного измерения румынского Высшего образования и исследовать тенденции, проблемы и вызовы в интернационализации в новом контексте глобализации, начиная с национальных отчетов, статистических данных, законодательства, а также для представления некоторых комментариев к определенной деятельности для интернационализации Университета Danubiusa.