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International Conference « Global interferences of knowledge society », November 16-17th, 2018, Targoviste, Romania

The Development of Higher Education in Globalization Era

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Abstract

Higher education is the most important coordinator of development and attainment of what is called globalization in the contemporary world. Higher education can match quality and quantity standards to labor market requirements. In line with current developments in the continued development of industries and technologies through digital expansion, the labor market is an area in continuous dynamics. Thus, Higher Education becomes the key to developing, harmonizing and upgrading education, regardless of the field through synergy with economic agents, companies and the mass of employers through the application of combined education programs: specialty study and digitization of skills and competencies of new graduates, but also the adaptation and training of citizens for the new workforce. The Erasmus Plus program has become a university management tool, through which higher education institutions can do internationalization at home and abroad, both internally and externally. Thanks to the Erasmus Program, the qualitative development on the labor market has increased considerably in recent years, and the expansion of skills and qualifications due to mobility at all levels of participant, student, teacher or administrative staff is expected. The quality of education is given and what is called the knowledge of another cultural environment in accordance with the new tendencies of globalization on the labor market and of Europeans, besides what is called Euro-travelers workers, which refers strictly to the category of

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workers. Encouraging and participating in university studies can be a guarantee of transformations and the development of the labor market [1:10, 2].

Keywords: *Higher Education, Globalization, Tendencies, Labor Market, Abilities*

1. Introduction

Globalization means transforming the capital market and restoring all the resources involved in change. As an intrinsic and decisive factor in the transition of society from the fixed to the mixed type, education is at all levels [3:3-5].

In this respect, the reform of Higher Education was the European Commission's priority through the Bologna Process, structured on three levels of higher education, undergraduate, master, doctorate [4].

This system has been rethought in order to facilitate the admission to university studies of all categories of citizens, regardless of race, ethnicity and gender, even for citizens from disadvantaged backgrounds. As a synergistic and dynamic working tool, the Erasmus Plus Community Program, which has been under various advertising names but has the same goal, is being developed. These are intended for young people for specialist work practices - Leonardo Da Vinci, Lifelong Learning Program, Erasmus and Erasmus Plus. The community Program, regardless of the trade name, has gone through several design changes and work patterns, but the main goal has remained the same. Academic mobility aims at harmonizing societies through education, leading to transformations of social mentality, motivation and acceptance of new customs during an ever-changing technical, technological and informational era. These transformations, according to ministerial working agendas and internationalization policies, are in line with changes at the informational level and with the digitization and operability of working processes, regardless of the field that takes place on the labor market.

Thus, the most active and concrete instrument that has led to the movement of the masses is the Community Program, which in turn has a dynamic within which the legislative norms and the working framework, at European, national and local level, are observed [2].

2. Theoretical Background

Education in conjunction with the national and European labor market are the main objectives in globalization at international level.

Higher education institutions are key actors in the implementation and development of the Community program, Erasmus Plus, and have a key role to play in globalization, becoming an academic management tool due to increased facilities and budget, depending on the activity and the institution's motivation. The Erasmus Plus program cannot be implemented beyond compliance with the European legislative framework, the Bologna Process and national legislation. Each Higher Education Institution that has declared itself open to internationalization has the moral and legislative obligation to function based on a Strategic Internationalization Program in accordance with the ministerial declarations over the years, the Europeanization policies and the implementation reports following the results collected. The National Coordinator, the National Agency for Community Programs in the Field of Vocational Education and Training, has the role of managing the budget and the Program at national level, and local authority is responsible for the correct management of the project in the higher education institutions.[3:3-5, 5]

3. Argument of the paper

The European program Erasmus Plus is a university management tool thanks to its international visibility objectives [4].

- a. Transparency and international knowledge;
- b. Co-opting international citizens to study on their own currency or attracting Erasmus incoming students;
- c. Developing the quality of higher education through up-to-date study programs to labor market requirements in concordance with, and direct coordination with, information, technical and technological trends.
- d. Updating the study programs in the European labor market, in line with the curricula in the curricula, leading to the synergy of education with the labor market.

By 2014, the Erasmus program was a revolution in Higher Education. Later, with the continuation of the Erasmus Program, from 2014-2021, an evolution of the Higher Education Area in the era of globalization is desirable. Erasmus mobility has created a unity in the diversity of globalized society with different trends in development. There are remarkable economic, social and economic transformations; and by using the EURO in the European space we see a standardization of the social level and a unitary circulation of trade [6].

At the institutional and national level, through the Erasmus + Program, Romanian universities become visible on the international market,

becoming a good tool for promotion and visibility. More and more Community and non-Community citizens are applying for study programs on the territory of Romania, more in the field of health. The education of extra-European citizens is profitable, economic view, because this category of citizens has higher taxes than European citizens, according to the rules in force.

Erasmus + has become an academic management tool by adopting the Bologna Process and by following the subsequent Ministerial Statements that have been aimed at meeting the work objectives of the European Commission's work agenda.

Thanks to the mobility, both teachers and students acquire linguistic, digital and social skills that lead to higher quality of higher education, thus leading to a rise in skills standards in the labor market.

The Yerevane Communiqué, 2015, launches several proposals of quantitative and numerical, but also qualitative, namely [2]:

- State-level decision-making on student education in relation to its total population.

- Develop a national plan to balance the gender of the participants (women and men) and to favor disadvantaged people.

- Recognition of previous studies, allowing further studies.

- Diversification of economic and socio-cultural relations in the European Union.

Results at national, institutional and individual level.

1. Erasmus as a tool for university management is a means of dynamically transforming the labor market if the labor market considers current demands and offers.

2. The social and personal motivation of the applicants is the absorption factor of the funds.

- a) We enumerate familiar, cultural, attachment to the country.

- b) Poor social conditions that can drive or de-motivate students in their decisions.

3. Mobility participants who have the skills and abilities acquired in Erasmus traineeships can provide quality services and quality services on the national/European labor market. One of the objectives of globalization is thus attained at national level; training and qualification of employees as well as of services. The above-mentioned objective must be in line with the strategy of each state in deciding the necessary specializations on the labor market.

4. Through the phrase "Transforming Romania through learning" at national level through participation in educational fairs, Romania increases

European and international visibility, becoming known for its study programs, so foreign citizens choose to study in Romanian universities.

5. Due to the Erasmus program, an international and internal internationalization is achieved at institutional and national level: outgoing, incoming (receiving students).

Globalization strategy through higher education aims at qualitative and quantitative development. Qualitatively, skills and abilities that lead to transformation through their use on the labor market can be recalled: linguistic skills, digital skills, thinking skills, decision making strategies and their application.

The mission of universities through the internationalization strategy, as a means of management, leads to its development by increasing the number of employees and diversifying the educational activities and offer.

The use of European funds aims at updating and improving products, services, and social levels. In this way, it draws human resources into a constantly changing labor market [5:14-24].

- At the national level, it is possible to attract well-known investors and developers to provide Erasmus participants with appropriate and competitive jobs in their current job market with advantageous wages for both the employee and the employer.

- For this category of people, tax incentives can be offered to employers, employers and employees.

- Various tax and economic facilities can be offered to investors who hire former Erasmus mobilities.

Higher education institutions need to update their study programs in line with labor market demands and the need for active citizens. Graduates of higher education institutions must have skills and competencies relevant to the current labor market.

The leading role in transforming societies is higher education institutions' strategy to function in the 'Knowledge Society'.

Employers' involvement and cooperation between them and higher education can balance the balance between labor market needs and the training of future employees. The Erasmus program comes in synergy with placements program in a company / public society or NGO in partner countries with a minimum of two months of work going up to twelve months on a study program [2, 6].

4. Arguments to support the thesis

In the Bologna Process Report [7:230] it is stated that: "... students were asked how well they feel prepared after graduation to integrate into the domestic and international labor market. According to the data, more than half of the students in fifteen countries consider their studies to be good for the national labor market, the figure being the highest in Georgia (80%). The smallest figures can be found in Lithuania and Romania (42% and 37% respectively) ".

Labor market trends can be forecasted against current trends in supply and demand. Prognosis can influence the allocation of the number of schools from the state budget and the allocation of public funds.

The educational offer of all cycles can be updated according to the forecast of the labor market. The accreditation of study programs must consider the content of the courses required on the labor market.

Support for cooperation between economic operators, employers' organizations, business representatives, employers and higher education as a means of improving the means and content of education and easier integration into the labor market. Consultation with organizations and bodies can be included in educational offers and used in curriculum development and curriculum support at national level and by financing of priority areas.

Practical training through placements in the workplace is a way to increase the employability of graduates.

Directive 2005/36 / EC on the recognition of professional qualifications provides for the training of certain vocationally oriented study programs, for example, health studies. Practical education is regulated at EU level, European universities have been given the freedom to decide whether they include work as structured work experiences in study programs. Practice activities can be remunerated through grants for the training of students and teachers, especially for higher-demand professions. [8]

5. Arguments to argue the thesis

The transition from education to the labor market is an element that correlates with employability and the number of graduates and skills. The career guidance service provided by the law is not mandatory for all EU Member States, but seriously applied leads to optimal transfer results of graduates from school to the labor market. Romania is one of the fourteen countries that apply the transition from school to labor market. This feature

should primarily take advantage of categories of students from disadvantaged backgrounds or minority backgrounds.

Intellectual mobility that leads to migration is a subject that is little debated in acuitate. There can be no national statistics due to lack of specialized literature.

The Erasmus program can be used as a specialization strategy by acquiring new skills and abilities.

Internationalization is supported and encouraged, and from the third phase of the Erasmus program there is a significant increase in activity, through the development of internationalization strategies and their adoption in higher education institutions, and even the allocation of special budgets for internationalization activities.

A proposal is to update the legislation, in order to avoid ambiguity, about the organization of studies in quotes or double diplomas.

European targets have been set to balance the ratio between the "net import" and "net exporters" of mobile citizens. The higher the number of imports, the lower the external mobility. In order to achieve spatial balancing, Romania needs to adopt an easier strategy to assimilate Erasmus incoming participants.

Teaching solutions can be adopted for incoming students to host teaching and non-teaching staff. The Erasmus Program allows managing incoming participants.

Support for disadvantaged students and faculty staff to participate in mobility programs is a feature provided by the Mobility Program.

It has been noted that the priorities of internationalization policies are restricted, universities not using full grants, which leads to a reduction in the number of participants and the absorption of funds.

The strategic objectives aim to develop the performance of higher education in accordance with the demands of the labor market and ensure the inclusion of graduates from Romania. Over the past five years, there has been a steady increase in graduates' employment in Romania. As this constant keeps up, it is helpful to coexist an incentive program to attract young people seeking a job in their country of origin. Oppositions can be overcome with a program of activities that help employers choose human resources.

6. Conclusions

The presented issues reveal ways of analysis and proposals at national and institutional level. In order to develop educational skills and

abilities, the joint ministerial declaration proposes methods of accession to higher education, especially for the disadvantaged, family-born, precarious, non-tertiary and less educated [9].

The suggestions mentioned above, in line with the specificities of the Erasmus Program, ensure greater absorption of grants and their use in institutional and national interest. The proposal and adoption of a national plan to incorporate human resources implies the correct use of the Erasmus Program and is not likely to be assimilated to a university travel template. The benefits of mobility show the difference between qualifications and the labor market. These differences cannot be measured because there is no common curriculum in higher education, but it is not intended to uniformize them but to harmonize them so as to give graduates the same skills and abilities. Perhaps a clarification at European level of the categories of jobs with the skills needed for functioning would be a support in curricular development [4].

The quantitative objectives were aimed at achieving diversity and implementing the social inclusion of disadvantaged educational, social and economic groups [5: 14-24, 10:117].

By implementing the Erasmus Program, Romania can benefit from all the means it generates in view of the institutional and national interest [8, 11].

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