

SECTION 21. Pedagogy. Psychology. Innovations in the field of education.



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**GLOBALIZATION AND EUROPEANISATION: INFLUENCE AT
UNIVERSITIES, STUDENTS AND ACADEMIC STAFF**

***Abstract:** The article is devoted to the study of the significance and influence of globalization and European integration processes at university students and staff mobility; as well as at higher education and universities functioning at whole. Main functions of students and staff mobility are described.*

***Key words:** higher education, globalization, europeanisation, students mobility, university staff mobility, Bolodna process, European Higher Education Area.*

Globalization tendencies have utterly strengthened interrelations and interdependency of societies and states. Assuring a harmonious coexistence and cooperation of different cultures and different educational systems makes a search of common educational strategies a method to react to modern challenges of globalization, internationalization and fragmentation of higher education.

Radical changes in modern world are connected with:

- rapid growth of scientific knowledge, information and communication technologies;
- profound changes in the sphere of specialists and students migration caused by globalizing factors;
- globalization and internationalisation phenomena in the sphere of education and labour market.

The fundamental changes that happen in world society obviously indicate that the most important resource of international development harmonization is education. Education is one of the most important factors of international processes in modern world.

The leaders of European states unanimously concurred that it is essential to promote a formation of a global innovative society by development and integration of education, research and innovations for the sake of large-scale investments in human resources, scientific researches and modernization and internationalisation of educational systems. They agree that international cooperation in higher education, integration of people, knowledge and technologies are necessary to overcome modern challenges.

Therefore, in 1999 European ministers responsible for higher education signed the Bologna declaration and initiated the Bologna Process, setting out the goal of establishing the European Higher Education Area (EHEA) by 2010. After a decade of reforms, at their Leuven/Louvain-la-Neuve summit in April 2009, the ministers reaffirmed their commitment to continue the Bologna Process and expressed the need to consolidate the reforms in the

period towards 2020. In 2010 with adoption of the Vienna Declaration the EHEA was officially launched [1].

Bologna process concerns a wide range of educational problems among which the intensification of university students and staff mobility is quite important. Increasing the quantity of mobile students and staff, and at the same time increasing the quality of that mobility, is a long-term priority for European universities as well as for their staff and students, and for agencies which support mobility [5].

According to European documents students mobility has the following key characteristics:

- it is transnational: crossing geographical and national borders is essential in strengthening and deepening intercultural awareness;
- it is physical: although virtual mobility can be useful in promoting and complementary to physical mobility, it is a different experience than that of learning abroad;
- it serves a learning purpose: the mobility period should serve a learning purpose and this purpose should be recognised and agreed by the parties concerned;
- it is either organised in a framework of a programme (e.g. Erasmus, inter-institutional exchanges), or takes place upon the initiative of the learner;
- it can have various durations; the time spent should be meaningful in the context of the objectives set [3].

Staff mobility refers to any mobility for professional or academic purposes and has the following key characteristics:

- it is undertaken by staff of higher education institutions;
- a transnational crossing of geographical borders;
- it is physical (not virtual);
- is organised, for a short term and undertaken with the intention to return, therefore excluding migration; a mobility period during which teaching, research and, or training is undertaken [3].

Educational mobility is extremely important process for personal and professional development of university students and staff because each its member faces the necessity to solve vital problems and to analyze them simultaneously from the point of view of national and foreign culture. It helps to develop such features of a person as ability to plan and to find the best ways of social interaction and international communication, ability to realize a lack of knowledge etc.

The Bologna process priorities state that mobility is particularly important for “personal development and employability, it fosters respect for diversity and a capacity to deal with other cultures”. They say that mobility encourages linguistic pluralism, underpinning the multilingual tradition of the EHEA, and increases cooperation and competition between higher education institutions [4].

The system of university students and staff mobility multiplied the quantity of international educational and scientific programs members more than in 3 times during the last 5 years and enlarged their range including those within the scope of international scientific educational projects in terms of TIME, ERASMUS, TEMPUS programs etc.

European Union member governments have set 2020 as the target date by which an European Union average of at least 20% of higher education graduates should have had a “period of higher education-related study or training (including work placement) abroad”, representing a minimum of 15 European Credit Transfer and Accumulation System (ECTS) credits “or lasting a minimum of three months” [4].

European universities have always had a wide range of international contacts and academic collaboration with partner institutions around the world. However, in the past decade the development of the EHEA has led to an accelerated “Europeanisation” characterised by strategic and more structured networking and cooperation among European

universities. With the consolidation of the EHEA came the realisation that Europe is increasingly attractive globally, both as a study destination and a partner for exchange. Today, “internationalisation” beyond Europe has become a strategic goal of European governments and universities, and practically all institutions and countries provide offers for international students and reflect on their interaction with the wider global academic community [2].

Ministers consider that creating a European Higher Education Area (EHEA) has contributed to increased students and staff mobility, but much has still to be done. This is why they set concrete goals for increased mobility before 2020, to be backed up by special monitoring and a report-back before the end of 2015.

The declaration stated that “learning mobility can help improve the overall quality of education, especially through closer cooperation between educational institutions” [4].

Ministers highlighted the following steps to strengthen mobility:

- More systematic inclusion of mobility in curricula, ensuring efficient recognition of credits gained through the ECTS, the Diploma Supplement, quality assurance and the European Qualifications Framework.
- Elimination of barriers to switching institutions between bachelor and masters degrees and to cross-border cooperation and exchanges.
- Better access and employment conditions for students and teachers from non-European countries, including reducing administrative difficulties in obtaining visas.
- Ensuring quality assurance systems cover franchise systems adequately.
- Promoting higher education institutional cooperation [4].

University activities concerning the development of staff and students mobility stimulates the education quality improvement, expansion of national and international interuniversity cooperation, and increasing of their compatibility and possibility to enter world education area.

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