

GLOBALIZATION AND INTERNATIONALIZATION OF THE EDUCATION MANAGEMENT

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Abstract: *Recently, the internationalization of higher education has been one of the topics on the agenda of researchers and representatives of educational institutions. Thus, I also approached this aspect in my research for my doctoral thesis. In the context of internationalization, education is considered a "strategic partner" that can decisively influence the development of the national economy. The management of educational institutions plays a strategic role at the branch level. The process of internationalization of the educational activity of institutions to obtain the competitive advantage is encouraged and supported by various means (market entry facilities, specialized assistance in the process of implementing investment projects) by the host countries governments. Globalization is seen as a continuous process, characterized by the particularities like the development of foreign investments, the amplification of export activities and the development of strategic alliances at the international level. Due to globalization, higher education has become more receptive to the forces of the international market by accentuating the cross-border movement not only of students, professors and researchers in universities but also by the extent of international cooperation, through the development of branches and extensions of universities in countries other than the host country of the institution. Higher education is no longer a sector dominated by the state monopoly but is increasingly targeted by the private sector, following the corporate model, with profit-loss balances and high rates of return on investment. The level of research funding in universities is an important factor in motivating the internationalization of higher education, especially for students in master and doctoral cycles. Many World Bank officials tend to see strengthening higher education as a key strategy for poverty reduction.*

Keywords: globalization, internationalization, education, investment, development

JEL classification I21, I25, I29

1.Introduction

Globalization removes national borders. People are the main factor that gives organizations the adaptability and flexibility they need to succeed. In the opinion of human resources specialists, the level of competence of human resources managers has a major influence in the process of integrating the human resources strategy into the overall strategy of the organization. In the context of globalization, human resource management is becoming the main tool and means by which organizations can ensure their competitive advantage, and managers' strategic

decisions must increasingly reflect their commitment to people. The absence at the organizational level of coherent human resources strategies makes it impossible for organizations to adapt to changes in the international environment. Human resources activities must be understood in interdependence with all other processes carried out at the level of an organization. This is because, in the global era, people, not firms, form the adaptive mechanism that determines how organizations respond to environmental challenges. Human resource management, as a strategic management process, is much more difficult compared to promoting technical progress or lack of financial resources. Organizations that have learned how to lead their people, applying efficient human resource management, have gone one step further than others because ensuring and maintaining the quality of human resources are long-term strategic processes. In the context of business internationalization, human resources have acquired a key role, being considered a "strategic partner" that can decisively influence the development and expansion strategy of multinational companies, both at the central level and the level of subsidiaries. Globalization is a frequently used word but at the same time a modern and rarely defined word. Globalization predicts current changes in society, the global economic branch (Beck, 1999). Research methods used in this article are techniques such as scientific observation, documentary analysis, data analysis and conclusions.

2.Globalization

Globalization, as a phenomenon is perceived worldwide as a process of integration of economic, cultural, political, religious and social systems leading to equalization and acceleration of global interconnection. From ancient times, learning strategies have been applied in various environments to accommodate the place. The learning process needs to be rethought and focused on themes from the previous system. The international strategy transforms learning into lifelong learning, and it is perceived to be a key competence for future generations. The process of globalization has changed the perception of learning: lifelong learning has become a new strategy - learning focused on skills training. Globalization is the process that embodies a transformation in the organization of social relations and transactions - analyzed in terms of their extent, intensity, speed and impact - generating transcontinental or inter-regional flows and networks of activity, interaction and power (Held, 2004).

Globalization and regionalization are two complementary processes, which support each other in a unitary effort to build new world order, based on the principles of market economy and democratic political leadership and organization. Economic globalization is not complete in scope, but it is the most widespread form of globalization, which involves states with financial and productive capital, but also those in development, but with material and human resources. (www.armyacademy.ro).

In the field of strategic management, globalization is analyzed by specialists in the form of the competitive advantage that can be obtained by a company expanding its activity globally. Analyzing the content of this definition can be seen that specialists in strategic management emphasize that the competitive advantage can be obtained by a provided educational unit that meets the criteria of efficiency and low labour costs. In the context of rapid change, the European Union countries

have reacted in various ways to rethinking the transformation of governance structures and policies for the coordination of educational institutions.

The responsibilities of educational institutions are regulated by the government through the line ministries, although they assume some responsibilities. Educational institutions must show that they meet the needs of society, that the use of funds received is managed responsibly. Autonomy has brought major changes, changes that remove traditional methods. (Creciu, 2016).

In the structure of the education sector, new models of coordination, control, responsibility and decision-making power are applied. These are regulated by the involved internal and external actors. The state authority that establishes the rules for the organization and functioning of educational units, represents the external regulation. At the national level, the Ministry of Education regulates educational policies and is responsible for developing plans and strategies for the development of educational institutions. Managerial self-government refers to the management staff of educational units that make decisions in carrying out the activities of the institution.

3.Globalization and internationalization of the education system

The education system has undergone changes in terms of policy, economics, and institutions due to globalization that is accelerating global interconnections. (Held, 1999)⁵.

The opinion of (Knight, 1997) Jane Knight and Hans de Wit (1997) was the following: in higher education “globalization represents the technological, economic, informational flow of people, values, ideas ... beyond borders. Globalization affects all countries differently, due to the diversity of national history, traditions, culture and priorities of each nation. ”And“ the internationalization of higher education is one of how a country responds to the impact of globalization but at the same time of the nation ”. As such, internationalization and globalization are two different dynamically linked concepts, in which globalization is a catalytic phenomenon, and internationalization is a proactive response to it.

The important goal of education in the third millennium is the fundamental religion oscillates between globalization and sustainable development in the context of internationalization, being permanently shaped by competition, efficiency and performance. Globalization, from a philosophical point of view, is a phenomenon. The phenomenon is the interconnected structure made up of: physical shape, appearance and highlighting (www.plato.stanford.edu, 2005). The influences of the globalization of education show the material and immaterial effects on the educational process. Globalization and internationalization are the puzzle pieces of education reforms at an institutional, regional, national, and branch level. The factors of the consequences of globalization are elements with a major impact that reflect the result of the internationalization of education. Elements of globalization with influence in higher education are represented in table 1.

Table 1. Elements of globalization with influence in education

(Integrated) Element of globalization	Impact on higher education	Implications for the international dimension of higher education
<p>The knowledge society</p> <p>The growing importance of the production and use of knowledge to create wealth for nations</p>	<p>Increasing emphasis on lifelong learning and continuing professional development creates a demand for higher education.</p> <p>The need to develop new skills and knowledge that results in new types of programs and qualifications</p> <p>The role of universities in scientific research and knowledge production is changing and becoming more and more commercial.</p>	<p>New types of private and public providers deliver training and education programs abroad. For example, private media companies, networks of public/private institutions, university corporations, multinational companies</p> <p>More programs to meet the demands of the labour market. Specialized training programs developed for the niche market, with the aim of professional development and worldwide distribution</p> <p>International increase in (1) mobility of students and academic staff; (2) vocational training and education programs; (3) scientific research; (4) suppliers and projects. Mobility can be physical, but also virtual.</p>
<p>ICTs</p> <p>New developments in information and communication technology.</p>	<p>New delivery methods used in education at national or cross-border level, via satellite or online</p>	<p>Innovative methods of delivering education internationally such as e-learning and franchising require increased attention to program/provider accreditation and recognition of qualifications</p>
<p>Market economy</p> <p>Increasing the number and influence of market-based economies around the world</p>	<p>Intensifying the commercialization and modification of higher education and vocational training programs at the national and international level</p>	<p>New concerns related to the adequacy of curriculum and teaching materials in different countries and cultures, increasing the potential for homogenization, as well as new opportunities for hybridization</p>
<p>Trade liberalization</p>	<p>Increasing the import and export of educational</p>	<p>Intensifying trade that exports/imports training</p>

Development of new international and regional agreements to reduce trade barriers	services and products after removing barriers	programs and diminishing the importance of international development projects
Governance Creating new regional and international governance structures and systems	The role of national, governmental and non-governmental actors in education is changing. New policies and regulatory frameworks are being considered at all levels	New international/regional frameworks are being considered that complement national and regional policies and, in particular, practices related to quality assurance, accreditation, credit transfer, recognition of qualifications, and student mobility.

Source: (Knight, 2004a)⁷(Knight, 2006)

4.The influences of globalization on management

Globalization, in management, is a strategy or even marketing that relates to the emergence of international markets, so globalization and internationalization came with new challenges to society, being visible both benefits and side effects and destructive in almost all environments (economic, religious, social, political, educational, cultural, demographic, etc.). In the opinion of specialists in the field of strategic management, globalization is analyzed in the form of the competitive advantage that can be obtained by a company by expanding its activity globally. Analyzing the content of this definition, it can be seen that the specialists in strategic management emphasize the fact that the competitive advantage can be obtained by a company in the conditions in which its activity meets the efficiency criteria.

In the opinion of specialists in the field of strategic management, globalization is analyzed in the form of the competitive advantage that can be obtained by a company by expanding its activity globally. Analyzing the content of this definition, it can be seen that specialists in strategic management emphasize that the competitive advantage can be obtained by a company provided that its activity meets the criteria of efficiency and labour costs are low. Beyond the action of factors such as the free movement of labour and goods, these are, in fact, the main criteria that multinational companies take into account in the process of widening the range of activities globally. In the education system, globalization has a major impact, which can be negative, positive or zero. We mention, from an economic point of view, as a positive impact the "European Program for Lifelong Learning". Lifelong learning, as opposed to teacher training, can be achieved in different settings based on a personal goal. The specificity of lifelong learning is inclusion in non-formal, informal learning and formal education. From the point of view of knowledge accumulation management, the risk of globalization must be assessed in terms of negative impact. Through the lifelong learning programs teachers and students interested in academic mobility increases, especially learning a language of international circulation. Education involves influences that cause changes in intellectual, moral, aesthetic, religious, physical education, etc., due to its

complexity. Globalization is seen as a continuous process, characterized by the following particularities: the development of foreign investments, the amplification of export activities and the development of strategic alliances at the international level, to expand the activities of companies in new markets. (www.sfin.ro, fără an).

Table 2. The advantages and disadvantages of globalizing human resources

Advantages	Disadvantages
<p>-the biggest advantage of globalization is true as George Soros shows us that it "offers freedom for an individual that no state can ensure";</p> <p>-raising the standard of living;</p> <p>-this system of globalization can ensure wide dissemination of innovations and manufacturing technologies;</p> <p>-mobility of people, means a movement of intelligence from which humanity has nothing to gain;</p> <p>-reduction of production costs due to scale economies;</p> <p>-accelerating the exchange transactions that take place almost in the communicated times - fax, internet, etc.;</p> <p>- increasing the speed of commercial, financial and technological operations;</p> <p>- strong market expansion and the creation of new markets independent of certain traditional sources or areas.</p>	<p>-produces global inequalities between states. Being mostly an economic phenomenon, it produces prosperity in "globalized" countries, namely in those countries where markets grow healthily and poverty in states marginalized by global markets;</p> <p>- labour migration (cheap labour from developing countries migrates to developed countries, which leads to a decrease in the wage level, which is good for the employer, but unsatisfactory for the domestic labour force)</p> <p>-access to cheap labour countries (unlike the above case, multinationals close their production subsidiaries in those developed countries that had the advantage of a good sales market but with high production costs due to expensive labour, and open production subsidiaries in developing countries with cheap labour, produce products in these countries and, where appropriate, sell them where they have markets. The result: in developed countries the number of unemployed increases, and they are the ones who protest quite violently);</p> <p>- the abolition of the nation and the nation-state;</p> <p>- reducing jobs in developing countries or with a lower level of labour productivity;</p> <p>- the specialization of some states in production activities that generate pollution and that require high consumption of labour, raw materials and energy;</p> <p>- deepening the economic gaps;</p> <p>- the dangers regarding the abolition of some branches, the bankruptcy of some banks, the destabilization of economic life, including some states.</p>

Source: author processing after: (Soros, 2002)

5. Conclusions

Like all other areas of socio-economic activity, higher education could not remain immune to the effects of globalization. This appreciation is unanimously accepted, even by those who continue to claim that, because education is a public good, it must be provided free of charge by the state. Management emphasizes the results, through which the success of institutions in the future will be evaluated. The process of globalization continues the internationalization of education in the greed of diversification and flexibility of education. Extending cooperation on the development of teaching quality assessment methods (teaching, learning, research). The globalization and internationalization of education are facing the outsourcing of benefits and the internalization of costs generated due to the exodus of grey matter. From the point of view of the scope of the labour market, we distinguish the internal labour market and, respectively, the external market, the international one. The free movement of persons implies implicitly the mobility/movement of the labour force, both on the internal labour market and the European Union market. The fundamental motivation for the priority support of higher education from both the public and private sources is that it produces the educated workforce needed in the economy and society, drives fundamental and applied research, the results of which, once commercialized, create new industries and new jobs and contributes to the development of the economy and social welfare. The strategic direction in the design and implementation of the educational activities of training development of the human personality in the knowledge-based society provides for the transformation of the current society into a learning society.

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