

## Education as a Factor in Globalization through Academic Mobility

Pârgaru Ion

"Valahia" University of Târgoviște

[pargaruion@yahoo.com](mailto:pargaruion@yahoo.com)

Alecu Iulia

Doctoral School, "Valahia" University of Târgoviște

[iulia.alecu76@gmail.com](mailto:iulia.alecu76@gmail.com)

Emanoil Călin Ioan

Doctoral School, "Valahia" University of Târgoviște

[ioan.calin@urbanconnect.eu](mailto:ioan.calin@urbanconnect.eu)

### Abstract

*Globalization is not a new concept, as it would be. It has a torn history of acceptances and rejections, starting with the nineteenth century. Globophobia and globophilia are two terms that eloquently justify the pro and anti struggle against this phenomenon, which is not yet understood by many politicians, but which takes full advantage of it, as economist Guillermo de la Dehesa says. In order to understand the principles of globalization and its effects, we must judge in terms of benefits and losses in the historical and economic context of the last decades, struck by wars, by the cultural and social decline, by the closure of some states in the communist blocs. It is only after understanding the events that we can dissect what is happening today in Europe and globally. At the end of the 20<sup>th</sup> century and the 21<sup>st</sup> century, humankind continues globalization on segments, allocating the greatest tribute to education through continuous training, study and practice.*

**Key words:** globalization, globophobia, higher education, mobility, education

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### 1. Introduction, Globalization - General State

Thus, regardless of the political and social sense, Europe abounds with widespread belief in a new trend that has changed the world and brought it into a dynamic changing. If we judge nowadays in this socio-political climate, globalization leads to a difficult struggle for development, when Europe was hit by Brexit, France has been troubled by the election of a president that would have led, most likely at Francexit, Poland retains its conditions National gates, closing the gates of Europe, preserving national customs and identity. Spain seems to maintain a balance of social customs and morals; Italy faces its own mafia, but keeps the air of the well-defined democratic wife. On such a terrain how can one define a direction that Europe can follow? At a historical glance of globalization one can see the struggle of man with the idea, with the norm, with the peculiar with acceptances and disapprovals. What needs to be stressed is that by trying to become a whole we become stronger, we are strengthening the borders of the economy. A single government can bring unique solutions if the reason for thinking and ordering is placed in a healthy moral and social context of thought.

Globalization has seen a number of phases, so it is not a new and innovative land of today. The first wave of globalization lasted 44 years, from 1870 to 1918. The global market was a theme underway at the beginning of the 20th century, interrupted by the two world wars, resumed later through fascism and communism and now the Great Depression. According to the de la Deshea, the current of globalization phase has exceeded 50 years of existence and has stronger social principles than the first. These were hopes 10 years ago in 2007. Today, in 2017, we see that these

social principles are not moral, and this leads to a difficult decline. The phenomenon of moral decline started in the developed countries, reaching social and moral denigration in states emerging from former communist blocs. Today, when the state institutions in Romania are corrupt, when bureaucratic corruption is still in praise, can we talk about an ascendant route of globalization? Poland and Hungary have managed to get out of the corrupted tradition of the corrupted spirit by going to the right areas of socio-economic development. Countries like Romania and Bulgaria are still at the top of the list as countries with serious corruption problems at all institutional levels. The sad experience of the two world wars and the pre-crisis, pre-war, interwar and post-war crisis has shown that the stagnation of globalization has side effects both at national and European level. What has led to the hindering of globalization are those legal, social, economic, and political institutions that have not been credible in the past, and today still strongly oppose globalization. Lack of credibility comes from lack of meritocracy at all levels of state institutions. Mentalities and people, who cannot be changed, caught in an unflattering customary. Using the terms used by economist Gullemo de la Desha, they are "losers" of globalization, those who refuse to open gates to a common economic market. Also, according to the economist's above mentioned, "winners" of globalization are those who have accepted and managed to attract capital, trade, foreign developers. Such acceptance and openness through the development of companies' leads to the favoritism of the expansion of an optimal capital market, better than governments can do. The difference between the company and the government, according to de la Desha, is that the capital market develops through individual decisions, while democracy depends on a joint decision of the majority. There are also decisions to the contrary, but reality has shown that such a process is slow and does not lead to an upward trend.

Daniel Choen, has been saying since 1999 that globally society needs a new set of rules, such as safety and social security, to balance the current turmoil. But looking at the current massive migration to the crisis of wars in the Arab world, the upward curve to globalization is at this moment in another social and moral crisis.

In 2000, humanity was moving towards a possible globalization on real premises.

*"At the Davos summit, Prime Minister Tony Blair and President Bill Clinton supported the ideas of globalization in the new century to create an open global economy and a global society. This will only be possible if the unprecedented opportunities that globalization creates for the well-being of people are combined with a strong ethical base and mutual responsibility to prevent the exclusion of some countries or individuals. This means an international commitment to help those affected by debt, genocide or environmental problems. Unlike the last century, concludes Blair, the 21st century will be a struggle for pragmatic ideals, not ideological dogmas. In Clinton's view, it is unclear that industrialized countries should ensure that poor and disadvantaged people are not neglected and that all workers have access to the benefits of education and professional training for the application of new technologies. Leaders of developing countries must reduce the gap between the rich and the poor and ensure that governments and institutions are open and transparent. This is essential for attracting foreign investments needed to improve development coefficients and solve social problems. There is a limit to which industrialized economies can act to help developing countries do not take the necessary measures. They can, however, reduce the debt burden of these countries, trade with them, and support education and training sessions. I believe that Blair and Clinton's speeches in Davos clearly outline the opportunities and challenges of globalization"* (Guillermo de la Dehesa, 2005, p.14-15)

In a fragile economic, social and moral world, globalization has become difficult to achieve, although it has started from good premises. To support the achievement of globalization goals, the highest social and economic component has brought higher education through academic mobility.

## **2. Academic mobility - globalization factor, general presentation**

Just as globalization is not a new activity, so did the mobility, the academic pilgrimages were and remain the factor of development, change, transformation of human society. It is historically known that every nation has developed and built on the basis of the movement of human beings, for reasons of drowsiness, social, working or intellectual.

Over the last 30 years, Europe has developed and implemented the program of support for young Europeans for vocational training, then has undergone multiple changes, depending on economic needs in relation to information, technical and technological development tools. Along with the largest reform of the super-education system, based on the British system, namely, the Bologna Process has developed, in three major stages and names, the LifeLong Learning Erasmus program from 1987 in Europe and 1997 in Romania until 2014. From 2014 The program for all youth education activities, but also for adapting to the new requirements on the labor market, adult retraining included all sub-programs of the previous program under the name of Erasmus +.

Key actions 103 and 107 address strictly European and pan-European higher education. Specifically, the program provides support grants for intellectual mobility for both students and teachers for all categories of activities; Studies practice, teaching and training.

The largest budget was allocated in 2014 to the Erasmus Program for all staff and target groups, most of the European pocket went to this component, which is currently preparing for the midterm evaluation, after which Decides the fate of the program after 2020, the last year provided in its current form.

The program has a legislative basis at European level and is adapted to the national level, provided with working tools, adapted, updated and readjusted during the program, according to the reports from the staff involved in the project at local level, universities and national, National Agencies. The reports of project beneficiaries, universities as well as project participants were also collected. Following the evaluation of feedback, the program was continuously updated according to the needs of the participants and the beneficiaries. System errors were centrally regulated at European, and then national and local levels. Still, the program has little confusion of functioning but insidious and subjective, subjectively treated on a case-by-case basis.

### **3. Mobility Goals and Outcomes**

On a sensitive social background in former communist countries, the program had a very high impact on outgoing or outbound mobility, what is called internationalization at the external level and less on incoming or inbound, internationalization at home. It is understood that the desire and motivation of students and teachers was a moral condition and the desire to change the society in which he lives, escapes, transforming, without too much conviction or presumption of the future. Academic mobility has had two great results; Social and economic. Relocation for a semester or academic year among students, accommodating and willing to change has been manifested by either their desire to return home, to their home countries, or to stay or return to host countries. Thus, another kind of migration emerged; Intellectual migration, regardless of the field of study or practice. Thus, graduates and former Erasmus students work in public, private, or European research institutes, homogenizing a driving force of globalization through education and meeting the goals of the Bologna Process of Harmonization of the Higher Education Area (EHEA). All the premises and objectives of globalization through Higher Education have led to the successful implementation and adaptation to new information resources through state-of-the-art technologies, the modernization of equipments and working tools, regardless of the field. What has not yet been achieved is concrete development focused on individual labor issues in the labor market. The lack of investment in industries, the uneasy development of the former Communist bloc, the political and apolitical strategies lead to the shortage and the crisis of the jobs that global humanity is currently struggling with. National interests centered on the individual needs of lack of meritocracy created the European crisis generating drastic syncope in achieving the goals of globalization.

From a social point of view, adaptability knows periods of renunciation and fear, but after the accommodation has happened, it takes place that cultural syncretism, as if there were more arts in one. This is how the Erasmus generation was born, the new world that eliminated the spaces and the time of life's life, forming a new society without judging its sense of good or bad.

If a large number of outgoings are observed in the former communist countries, then the logic of the situation leads to a large number of incoming people towards developed societies and here we include: France, Germany, Spain, France, the Netherlands and even the northern countries. Here, there has been an economic growth due to mobility and a change in the culture of the country, while the countries supplying mobile people have suffered through a decline in demographics and a

lack of workforce, taking into account the fact that students, for the most part, are working on a program Part time or even full time. The shy phenomenon that has been noticed in former Communist states and which expects a continuous dynamic is the effects the micro-society is subjected to after returning a young actor home. Starting from the civilization degree, the desire for transformation and change, the social culture, all lead to a change of mentality. From the sphere of social sciences, it is known that any change takes time. Only 30 years after the start of intellectual mobility projects begins to feel the influence of a civilizing world in ideas and concepts, but in Romania, unfortunately seriously damaged by the governing system and the two existing economic markets simultaneously, the capital market Economic outlook and black economy.

Apparently, mobilities have created a chaotic social system with the tendency of losing national identity. Here we can count on the "defendants" of globalization, which by different visions confuse the change and the progress with the national, ineffective voices in the situation in which the Arab world is struggling at the gate of Europe. Europeanization is not a concept by which each state renounces folk traditions; on the contrary, a "strong Europe" has in its consolidation the preservation of national and cultural identities.

#### 4. Conclusions

Current Europe in the "knowledge era" has two major development principles: mobility, which can generate academic migration and private investment by encouraging capital free investors.

Despite all the global economic hurdles and crises generated by the moral crises of the world, globalization has moved in slow but sure-footed cultural syncretism on an ascending trend of the future of Europe. The followers of today's Europe will be a new generation who will speak more languages as mother tongues, which seems utopian, but it is already happening; the generation without frontiers and without cultural limitations, while preserving its origin as an identifying mark of its being.

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