Impactul de internaţionalizare asupra sistemelor de învăţământ superior

O scurtă privire la Statul Israel

The Impact of internationalization on higher education systems

A brief look at the State of Israel

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Thesis – *"A Demand research of Israeli higher education students for international*

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Rezumat:

Aceste zile vom vedea mari schimbari care au loc în lume. Modificări în curs demografic, economic, ocupaţionale şi educaţionale.

Procesele de internaţionalizare care modifică sistemele de educaţie din multe ţări nu face, de asemenea evidentă în ţările europene şi Israel.

Cum se confruntă şi instituţii de învăţământ universitar cu modificările? Dacă Israel considerat acest lucru? Şi care sunt schimbările care se aplică trecerea la un sistem de învăţare on-line.

Aș dori să arate procesul pe argumentele sale pro şi contra, şi a vedea cum merge în viitor

Abstract

These days we see great changes taking place in the world. Changes in demographic, economic, occupational and educational course.

Internationalization processes, which change education systems in many countries, do not also evident in European countries and Israel.

How faced and academic educational establishment with the changes? How this relates to the state of Israel? Moreover, what are the changes that apply to the transition to an online learning system? We would like to show the process with its advantages and disadvantages, and see how it goes in the future.

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Key Word: internationalization, globalization, Bologna reform, Erasmus Mundus, ENIC / NARIC, E learning.

On These days, which occurs in the course of history - economic and demographic changes and refugees crossing from one country to work, utilizing the concepts of academic and human capital take on a new meaning.

We see concepts of the Academy receive real validity, and concepts such as **internationalization** and **globalization** are the new fashionable words in the world of higher education. In a **depth look** at these two concepts, we can turn our attention to reality the possibility of international trends cross the boundaries of what were once sovereign nations and cultures that were relatively self-enclosed [5]. If we try to define the essence of the use of the concept and adapting it occurs in the world, Israel and Europe understand that internationalization in education is defined as a combination of international aspect, intercultural and global into objectives, activities and actions at the university, college, school, kindergarten and the school system as a whole. The process actually takes place both at the institutional level both at the national level [4].

Compliance process in Israel

Internationalization process changes the system of education, but in Israel, this process does **not get sufficient exposure and attention**.

The essence of globalization is that it makes the social and economic entities lack political and geographical boundaries. National education systems, both at the school are in higher education, are required to spend their prices appropriate for young citizens new and changing characteristics of the labor market[8].

We are witnessing global changes in the demographic field, and in the economic sphere - social - employment. Thus, internationalization of education is inevitable or even adjacent to the digital revolution that we are experiencing in recent years [16].

Despite being in the process of internationalization of the most talked about subjects in the European debate, this issue hardly known in Israel especially outside universities and colleges. The special conditions in the State of Israel and politically, along with the physical distance from international partners possible. the high costs and lack of awareness of the

benefits of the design process and the education of a student, created a situation in which the field was not developed at all in the education system rather than being addressed policy makers or teachers and administrators in the system[11].

If, we want to enable the next generation to build the future and ensure appropriate opportunities for personal and collective development of the educational system, we must realize that the coming years are the years of internationalization in education. The question is whether educational policy makers and economic will join this process in time and in the right way [16].

The Impact of internationalization in education

Internationalization in education also stems from a desire to prepare students for active citizenship in a globalized world. Economic considerations, political, socio-cultural and encourage governments and academic institutions in the developed world and in developing countries, to promote global processes, international and inter-cultural, whether nationally or institutional scale [14]. Today many universities try to be part of inter-institutional programs and support the urge to globalization. Institutions are exchanging students, faculty and curricula; Accreditation agencies in making sure that students are receive proper recognition of learning through experience and previous academic studies, government stamps on projects for cooperation in higher education. Strengthening agreements between academic institutions in the country and in crossing national borders would be a major factor in the construction of graduate student[1].

The fact that the process of internationalization strengthened over the past decade is a result of European processes and the most influence on the education system comes from the United States does not help the process. European promotion of education in the subject of internationalization started the Bologna process [17]. **Bologna reform** is a pan-European process that began in 1999 at a conference of education ministers of the major European countries, in order to lead to cooperation and harmonization of higher education in the EU and the creation of a European education area wide with the goals, objectives and common standards [3]. Over the years, joined the process countries that do not belong to the European Union and now, at the end of 2011, signed the Convention on 50 countries. The process focuses on a number of issues with an emphasis on mobility inter-institutional and international students and faculty, quality control that shared, expanding opportunities for higher education, translation of documents and courses in European languages common,

uniform titles and monitoring the outcomes of learning achieved by students rather than the material transferred[6].

Although the whole process aimed at higher education, but very quickly the elementary and high schools around the world join the process.

As part of the process of internationalization, relate more and more students as consumers and customers. Universities are "forced" to sell themselves to the domestic and international - a trend that encourages horizontal diversification (the distinction between elite and institutions as opposed to less prestigious institutions) and vertical diversification (the existence of institutions that meet the needs of students of different audiences).

Quality assurance, which is also one of the leading principles of the reform, is a primary concern in higher education worldwide. In Europe, building mutual trust between universities is the most important [7].

Internationalization programs worldwide

Erasmus Mundus program is an initiative that aims to strengthen mutual trust. Students must study two European universities in order to obtain a European master degree, but only universities cooperating with others can participate in the program [12]. Then they receive funding from the European Union. The hope is to create islands of cooperation they had expanded in the future. Quality assurance and accreditation have a strong impact on the international recognition of academic qualifications granted. Europe's established network of pan-European data centers and accreditation (Network of **ENIC / NARIC**) working to implement the procedures and rules of quality assurance [5]. As part of the Bologna process, all countries that signed the declaration recognized that you have set procedures for quality assurance is a vital aspect for recognition of studies in various institutions of higher learning and certification students. In all countries, there are mechanisms for quality assurance, but they are very different in terms of objectives, focus and organization [15].

Tradition certification (accreditation) is an established and accepted tradition in the US and Canada, but until recently there was no such tradition in most European countries [14]. You now see a trend in Europe to introduce accreditation and to strengthen its position. Some countries Central and Eastern Europe have established over the last decade accreditation bodies within the framework of systematic changes in their higher education systems, especially the rapid development of private institutions. One of the most difficult challenges

in Europe today is the need to develop standards and procedures in the field of regional and national quality assurance, together with a desire to preserve the diversity in higher education systems [3].

Globalization trends will likely reduce the diversity and encourage homogeneity and the other remaining balance in education in all national framework, the need to improve the mobility of students, curriculum and academic staff between the countries. Such trends will probably greater homogeneity curricula, accreditation procedures and cooperation in research programs. Trans-national education is an excellent example of the impact of globalization on higher education, perhaps the most significant example [4].

Implementation of the Global Plan Israel

The opening of a new research institute near the **Dead Sea in Israel** is one of the many examples of the value of transnational education. Cornell and Stanford universities have initiated the establishment of this institute commissioned most Bridging the Rift Foundation ("Bridging the Gap", a play on words that also the Great Rift Valley), a private organization without profit [9].

This organization has accepted the task to build an effective bridge between peoples in conflict areas, by modeling the benefits of co-operation programs related to economic development, spearhead research and advanced education opportunities. The center will focus on the life sciences and the main project will be called "living library". The goal will be to create a catalog of all studies of DNA in the world. The first stage will be at the Dead Sea. Every year offer from Cornell University and Stanford four to six scholarships for doctoral students Israelis and Jordanians. When the center will work "fully", each of the universities will expand the scholarship program for its 20 about [13].

Disadvantages trend of internationalization

Doctoral students will study the required courses in the United States and then do the fieldwork research institute. Then he will return one of two universities in order to write the dissertation and defend them. Such a factory job and academic purposes as well as political. Transnational education also has a negative side. Many unauthorized suppliers of education are working today in many countries, for profit. They are not under the control and supervision, external or internal, and activity remains outside the official guidelines for

quality assurance. Many of these institutions are "degree factories" that provide low quality education. Some argue that multi-national suppliers enjoy an unfair advantage compared to local suppliers, who lose income because they are subject to strict regulation. It is very likely that education out-nationals will expand in the future and will accelerate competition between higher education providers. Education authorities in each country and international organizations devote greater attention to monitoring and to set appropriate regulations for quality assurance, to maintain the high level of education given to multinational suppliers, but also ensure that traditional values[10].

The Impact of ICT on education systems

Higher education systems around the world face a new challenge of integrating information and communication technologies. These technologies greatly influenced the world economy, the corporate management and globalization trends. Which lies enormous potential to change the nature of the learning environment, conventional institutions and those who teach in the distance. Impact of new technologies on higher education environment will increase in the future and change all the academic areas of activity: research, teaching and learning, organization, finance, enterprise directories and databases [7].

Digital technology also accelerated the establishment of new universities, virtual, and promoting associations between universities entities outside the academic world. Many-campus universities persuaded to use the technology in a wide range of purposes. Accordingly contributed additional technological diversity and flexibility in many higher education systems. Flexible learning offers students many opportunities to match the interests, needs and learning styles of a variety of learning frameworks. Courses are involved, which combines the various elements of face-to face instruction with online, are widely used in many universities. However, online teaching as a pedagogical method that is self-sufficient is still very limited use, and most of the computerized teaching related functions used in the teaching / learning traditional [2]..

The effect of computerized teaching

E learning will contribute to increasing flexibility in patterns of academic study. Offering flexible learning opportunities for students to match the interests, needs and learning styles learning frameworks and media combinations. Courses, which has a student population of several countries, with variable components of face-to-face and online teaching, will appear as a pattern of expansion of academic institutions. Nevertheless, online teaching as a

pedagogical method, which used on its own, would be very limited [2]. Most of computerized teaching would be a function that accompany teaching / learning. Most students attending universities prefer to learn in classrooms, or choose all the possibilities offered by the College: Campus B, without accommodation and college's online courses. More graduate students will be online, but most undergraduates prefer the conventional meeting, face to face.

Computerized teaching fosters both trade college degrees and academic philanthropy. More universities and associations will offer academic and professional programs to a variety of student populations worldwide[2].

We can see differences in policies adopted by the various countries in this field. **Australia, England and Canada are more likely than the international market** [10]. Many universities in these countries are trying to export their higher education as a commodity that export to Third World countries. American universities are directed more inward, and the most preferred combination of digital technologies on campus despite quite a few universities also export academic studies across the ocean.

Learning by its very nature can reach the four corners of the globe. Students can international market, increasingly; contact the admissions policy for each university encourages its student's access to the world. This will be especially true in professional training and advanced studies. Widen the universities will be extended to their customers international level world-wide, and could be deployed this relationship on several levels, I wrote down a few students from different countries to joint ventures with other institutions (universities or business entities) and joint ventures with governments, multinational corporations and intergovernmental organizations. Such involvement is vital major organs systematic implementation of new technologies and their integration at higher education systems efficiently and on a massive scale.

What we precursor to the future?

Many higher education systems today are facing a period of profound changes affected by changes in economic, social, technological and cultural factors that occur in human society. Some of the changes taking place in international or continental level. Changes in higher education in Europe in the last decade are most notable in scope[6]. The sudden need for an overall reorganization of higher education systems in Central and Eastern Europe after 1989 urged all European countries to open serious discussions on higher

education policy in Europe in general. The time was ripe for widespread initiative to increase coordination between the education systems of European countries.

Bologna process, which now involved governments, higher education institutions and international organizations, becomes a lever of change who could deepest higher education systems in Europe for centuries.

Two major trends will influence the future. One is increased competition between higher education institutions and the other will be, increasing collaboration. These two trends will become stronger in the future and will affect research and teaching.

Universities compete with each other for funding, better students, the faculty, the academic ranking by independent evaluators. However, they also cooperate in research and teaching for the benefit of all parties. Many international organizations encourage cooperation between higher education institutions from different countries better, and even impose it as a condition for funding research programs.

Higher education in the future will be more diverse, with the emergence of new institutions and the establishment of partnerships between corporations and universities for research and / or teaching. At the same time increase the mobility of students between countries, and reduce the horizontal diversification in many higher education systems, especially in Europe. Quality assurance mechanisms, a clear definition of "marketable academic exchange" and appendices diplomas, degrees will allow a more homogeneous and fluent, with which it will be possible to compare the requirements for the degree and degree structures in different places. Countries unite patterns of research and increase cooperation in the training of doctoral and management of joint research programs [15].

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