ROMANIAN HIGHER EDUCATION SYSTEM IN CONTEXT OF GLOBALIZATION

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Abstract
An institutional system timetable for performance evaluation and quality control within higher education institutions is done for higher education institutions to carry out a periodical self-assessment study for development engagements for maximizing points of strength and improving points of weaknesses based on the self-assessment reports recommendations and feedback. Research collaborations are clearly focus priority for institutions large, while the mobility of outgoing students is in first place for small institutions.
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1. INTRODUCTION

The concept of internationalization has been defined by a variety of experts and institutional players. From the variety of definitions available, they were considered some of the literature and the academic.

One of the most common meanings belongs to Jane Knight, who said that "Internationalization is the process of integration of an international dimension, intercultural and global in scope, functions and delivery of postsecondary education". The internationalization of education, according to Knight, is a process with two main components - the "internationalization at home" and "internationalization abroad". Internationalization (campus) home requires strategies and approaches for developing activities that help students to acquire international understanding and intercultural skills (Peters, 1992).

Internationalization abroad involves transnational mobility of students, teachers, programs, courses, curricula and projects.

In addition to the definitions given above, which are most frequently cited issue of internationalization, Zha Qiang said in an article published in 2003, entitled "Internationalization of higher education - the building of the conceptual" that "internationalization is not an end in itself, but an important resource for the development of higher education system in the first place according to international standards; Secondly, one open and responsive to the global context in which it is". In the same register, De Wit

noted that internationalization is not an end in itself, this is the biggest mistake of interpretation of internationalization, according to De Wit. The main goal of internationalization, according to De Wit, is to increase the quality of education and research (Davis and Ringsted, 2006).

De Wit identifies four categories of reasons for the internationalization of higher education: political, economic, social / cultural and academic. Different stakeholders may have different reasons for internationalization. These judgments may change over time and do not exclude. Reasoning describe the motivations and factors affecting internationalization at (inter) national, institutional, and individual program, and are relevant to understand the policy direction internationalization. An understanding of reasoning can be the basis to structure different approaches to policies and institutions.

There are many theories, approaches and even debates within the management literature related to academic internationalization strategies, university staff, opportunities and challenges for the higher education system, competition and professional competence chain in the context of globalization, strategies and models for developing students skills, or for increasing human resources management performance in international context (Corbos et al., 2013; Corbos, 2005, 2011; Plumb and Zamfir, 2011a, 2011b; Zamfir et al., 2009; Zamfir, 2008, 2010, 2011, 2013; Zamfir and Plumb, 2011).

2. CONTEXT

Challenges associated with internationalization developed accordingly. Decreased funding in the education sector, affecting countries differently; increasing competition between institutions, determined by the increasing importance of national and international charts for the classification of institutions, tops / classifications used to some extent by selecting students for institutions; growing demand for use in research and teaching English language and its implications for cultural and linguistic heritage, and the requirements implied for higher education institutions and training faculty and academic staff for research and teaching in English; and increased competition between international companies wishing to attract highly skilled graduates. These are some of the main external factors that impacted on internationalization strategies currently deployed (Mathis, Nica and Rusu, 2002).

The emphasis on the financial aspects of internationalization cause some institutions to focus its attention from the beneficiaries (students, teachers, society in general), the most commercial area, not very beneficial, also known as the orientation of cooperation in the competition. In addition to the total number of students and teachers incoming and outgoing, the total income from tuition fees or a high

position in the charts / classification, it is important to note that internationalization should help students and teachers to become better citizens, involved in a national, regional and international resort.

To better understand national policy and future directions institutional internationalization, redefining the meaning and role to measure the actual impact both at home and abroad in recent years began a debate on the next stage of internationalization, a need to overcome some of the negative consequences and unintended internalization.

Trends in the internationalization of higher education at the macro level

According to the IAU, the concept of internationalization is going through some changes. Eva Egron-Polak, Secretary IAU General of mentions in the article "Internationalization of Higher Education: In search of a new values' that over the past decade perceptions about the internationalization have changed in an accelerated pace. The most remarkable change in the perception of internationalization are:

- A change from cooperation 'skills development' cooperation to create alliances in global competition;

- A shift from offering international students access to new programs all over the world, to focus on the migration of intelligence in the world;

- A change from solidarity-based academic partnerships "based on strategic partnerships for economic and geopolitical.

The concept of internationalization has also been perceived differently in the context of new involvement of private educational providers. Despite the intensity of these guidelines / modifications, they remain newest and current trends in the context of internationalization of education worldwide.

Due to the diversity of values and missions of higher education institutions in the world, there is considerable variety in the purposes and practices of internationalization. According to a study by the IAU (The affirmation of academic values in Internationalization of Higher Education: A Call to Action, April 2012), it includes "Examples such as Africa-led colonial, where access to higher education meant moving abroad to enrol in a university the colonial power, or, recently, the Bologna process, which radically changes the landscape of higher education in Europe through coordinated international reform, illustrates how different goals and achieve internationalization brings different rewards and challenges.

IAU study underscores the fact that the meaning of the concept of internationalization has changed compared to 1960 or 1980: "An increase in the factors that led to the internationalization had the effect of making the internationalization rather an institutional imperative. Rocking multiple foreseen results while preserving the essential institutional values and missions is both a challenge and an opportunity. Internationalization takes place in a new context, complex, differentiated and globalized. Changes in goals, activities and stakeholder engagement led to a review of terminology, the conceptual and perceptions earlier, but, most importantly, have led to a questioning growing, but beneficial to the values, aims, objectives and meanings internationalization (Cenzo and Robins, 1988).

According to Global Survey Report conducted by the IAU in 2012, internationalization is a process increasingly complex and IAU has long recognized that there is no process of "single class". Both impacts in terms of beneficiaries and risks, and goals and objectives are different in each region of the world and in every institution. "Some of the conclusions of the report Global Survey underscores that "internationalization activities of highest priority are similar in all institutions regardless of their size." However, the importance given to each of them differs quite dramatically. Research collaborations are clearly focus priority for institutions large, while the mobility of outgoing students is in first place for small institutions. "Also, internationalization seems to be linked to the size of the institution, because higher institution, the more important it is for her leadership. One of the entries report underscores that the priorities of higher education institutions in Europe seem to be in accordance with the action lines of the Bologna Process and aspects of the Lisbon Strategy which focuses only on certain elements of "internationalization at home" and "internationalization abroad". In Europe, focus on research collaborations seems to be less important compared to other regions and is ranked third as a priority action for internationalization (Armstrong, 1996).

Regarding developments in mobility for those interested in a program of study within the EHEA, there are difficulties related to the ability to measure progress compared to the 47 member states. According to the study Eurodata student mobility in European higher education, "With regard to internationalization and mobility of students in Europe, one of the most important findings of a study by ACA attention and confirms his work Lanzendorf Teichier, which states that in most cases, statistics on student mobiities does not reflect an objective and detailed process. These data characterize foreign students it is considered as proof of nationality of foreign participation in mobility. Only 10 of the 32 countries included in the study ACA collects (but not always public) valid data mobility. Using the "nationality" to measure mobility should not be a major problem if every foreign student (or at least most) were mobile before

starting their studies in the host country. But as stated in the ACA study, this is far from being true (Eurostat Study - student mobility in the European Higher Education Area).

In addition, ACA study of 200 625, showed that in 2006/2007, about 1.5 million students with a foreign nationality were enrolled in region Europe-3226. The number accounted for more than half of total global students who have studied abroad (50.9%). This number has remained constant since the 1998-1999 European participation was relatively similar (50.3%).

Since the early 20th century, universities in Romania enrolled foreign students, but the total percentage did not exceed 1% of the student body. During the communist regime the number of foreign students began to rise, reaching a maximum in 1980. At that time, Romania is ranked among the top 15 countries in the world that provide services to foreign students, with 16 962 foreign students enrolled in 1981. During that they were established a series of policies to attract foreign students. Tuition fees were lower compared to other countries, and created specific services, for example Romanian language courses, access to libraries, regulations specific academic, accommodation and meals, and scholarships offered by the Romanian state (although still, most of the good paying schooling). "In less than 10 years the number of foreign students in Romania reached 10% of all students enrolled". In the period 1981-1989 the number of the students of foreigners fell sharply, the situation has improved to some extent after the fall of communism in 1989, but then Romania has not ever returned to the same status on the international educational market. According to information from Pricopie (2004), "After the events of 1989 and the fall of communism, the interests of the international market for Romania has begun to grow again, but apathy public authorities and universities has led to a decrease in the importance Romania international market education superior.

After 1989, the origin of foreign students was diverse in Romania because Romania has signed new bilateral agreements with other countries in Europe, Canada and the US, with provision for academic exchanges. In addition, since 1996, Romania joined the SOCRATES, which includes an important component for academic exchanges - Erasmus. Since 1991, the Romanian government has offered a number of scholarships to students from Moldova. However; their situation should be approached differently, given Romania's interest to implement specific policies to attract this category of students. Given that students are speaking Romanian, Romanian teachers do not consider foreign students. Do not pay tuition fees, accommodation benefit from special conditions in most of the cases receive a special scholarship from the Romanian state (Campbell and Rozsnyai, 2002).

According to a study entitled "Diagnostic Analysis - Universities in the context of Europeanization and globalization", since the 90s, supporting the internationalization of Higher Education, Ministry of Education launched teaching programs (in areas such as medicine, political science, engineering, public administration) in different international languages (English, German, French, Hungarian). Thus, in the academic year 2002 - 2003, the number of students interested in an international diploma / foreign arrived at 9830 (1.69% of total students). The total number of foreign students, including those interested in specific credits (students enrolled in Romania, Erasmus, bilateral partnerships) in 2009 was 15,391 natives of Europe (69%), Asia (16.1%), Africa (13.2%), North America and South Australia (1.7%), according to the National Institute of Statistics (INS) — 2008.

Number of foreign students currently studying in Romania under bilateral agreements with other countries was not identified in the official data. The number of mobile students incoming Erasmus is four times smaller than the number of outgoing students through this program. Given this, Romania is seen as an exporter of students, which raises questions about the phenomenon called intelligence migration (brain drain) (Calpin-Davies and Donnelly, 2006).

In the 2009-2010 academic year, the number of students from foreign institutions of higher education was in 1359 on all levels of study, while the number of Romanian students at least three months in universities abroad scholarship was 4768 all levels study. These data show that the number of foreign students who choose to study in Romania (credit incoming mobility) is much smaller than the number of Romanian students who choose a mobility abroad. The report indicates that for every 35 students who go through a program of activities abroad (Outgoing credit mobility), only 10 foreign students choose to study in a university in Romania. In terms of mobility programs of study, there are about 26,000 students who choose to study in other countries and 10 903 foreign students who come to Romania for a full academic cycle. These figures show that the rate of incoming students is 2.4 lower than the outgoing student for a full academic cycle (Atanasiu, 2002; Brătianu, 2002; Brătianu and Atanasiu, 2002).

According to data collected in universities classification figures were as follows in Table 1 (the data do not include foreign students).

TABLE 1. EVOLUTION OF THE NUMBER OF STUDENTS, THE UNIVERSITY RANKING SOURCE

Year	2006/ 2005	2007/ 2006	2008/ 2007	2009/ 2008	2010/ 2009
(Total)	859.031	961.114	1.076.0	1.072.7211	97.153

According to these data, there is an increase in the number of students by academic year 2007/2008, following a period of decline thereafter. According to INS total number of students enrolled in bachelor in 2011/2012 it is approximately 40% lower than the number of students enrolled in 2007/2008.

TABLE 2. DISTRIBUTION OF STUDENTS DEPENDING ON WHERE THEY ARE STUDYING

City	Percent
Bucuresti	3,20%
Cluj-Napoca	2,80%
Iasi	11,70%
Timisoara	7,80%
Constanta	3,20%
Craiova	5,80%
Brasov	8,30%
Sibiu	4,80%
Oradea	5,50%
Galati	6,20%
Pitesti	
Târgu-Mures	3,10%
Suceava	7,10%
Students private institutions	
Bucuresti	2,6%
Brasov	3,4%
Constanta	2,3%
Tirnisoara	3,2%
Iasi	5,2%
Craiova	3,0%
Galati	4,6%
Cluj-Napoca	7,1%
Sibiu	5,0%

Source: NIS Students public institution

From the table above it can be seen that half of state university students are distributed in four university centers - Bucharest, Cluj, Iasi and Timisoara, which are the largest cities in Romania. On the other hand, more than half of students studying in private universities Bucharest.

Thus, it wants universities to build their internationalization strategies and promote mobility taking into account their profile and contribution of students, researchers, teachers and other members. In addition, the strategy "EHEA in a global context" strategy in 2012 "Mobility for better learning" underscores the need for a national strategy on the internationalization of education in which government sets priorities and national directions, so universities to develop solid institutional policies (Brennan, 1998).

3. CONCLUSIONS

Thus, it is recommended that actions be taken at national and institutional level to promote a common understanding of responsibilities and social role of universities, which includes institutional role in promoting equity in access and success (Bohlender, Scott and Sherman, 2001).

This is because the concept of "social equity and cohesion", used in the discourse of international and regional level is a familiar setting for most institutional representatives: many times were underlined the positive role of the university in society, the relationship with local industry, quality services to students, while the notion of fairness does not seem to be understood by all multilateral implications. A limited focus on "equity" helps universities to demonstrate compliance with the legislation, but does not require them to develop autonomous policies in this area. Therefore perspective of "social role of the university' could stimulate a broader reflection on social needs in a broader perspective, a perspective that could generate equity in higher education transforming into a broader concept than mere non-discrimination

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