

# ALTERNATIVES OF EUROPEAN EDUCATION SYSTEM OPERATING METHODS THROUGH MIGRATION

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*The education system represents a fragile institution that consists in the quality of the foundation of society in a state. Furthermore, the more advanced an education system is, the better the behavior of the individuals that went through that education. However, in some states, the education system is highly neglected by state authorities, thus creating an unpleasant chain of events that affects not only the image of the state in the international environment, but also its' efficiency of maintaining a stable and balanced economy and society. In this paper, I am going to talk about the importance of the unconventional education system provided by foreign governmental programs and NGOs and how they are rationalizing with the globalization process.*

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The education system represents a fragile institution that consists in the quality of the foundation of society in a state. Furthermore, the more advanced an education system is, the better the behavior of the individuals that went through that education. However, in some states, the education system is highly neglected by state authorities, thus creating an unpleasant chain of events that affects not only the image of the state in the

international environment, but also its' efficiency of maintaining a stable and balanced economy and society.

Not supporting the education system represents a state's self sabotage through a simple and accurate process. The poor allocation of resources from the state to the education system affects many factors: the lack of the quality of the infrastructure (no renovation of buildings), no access to technology (lack of logistic resources), but most importantly, low funds for the didactic and academic personnel (this consists in low paychecks, which influence the motivation of the didactic personnel, which has a devastating effect on their quality of their work, especially in motivating the students to advance and pursue higher education).

We live in a society driven by the power of example and it's very logical that less and less students have the desire to pursue the same careers as their educators did due to the poor quality of their compensation standards. Examples like the fact that «about 43 percent of the Ukrainian higher education institutions are paid less than Hr 3,000 a month, while the average wage in Ukraine in the first half of 2013 amounted to Hr 3,143» [1. Kyiv Post, <http://www.kyivpost.com/content/ukraine/Mondays-headlines-salaries-of-high-school-teachers-below-nations-average-communists-gather-in-kyiv-heating-season-set-to-start-329920.html>, 15.04.2015] or the 1414 lei per month for an young university teacher in Romania [2. <http://www.zf.ro/profesii/cat-castiga-un-profesor-de-la-academia-de-studii-economice-10697734>, 15.04.2015] while the medium wage is 1758 lei per month. These types of low compensations bring with themselves a lack of motivation for professors in order to do their jobs properly, affecting the student's motivation as well and, in the student's case, a lack of following the power of example of the professor. The process is briefly explained using a simple algorithm: government neglects the education system – salaries are low, therefore profes-

sors do not do their best at their jobs – students are less motivated as well, neglecting school and their education – students do not become the agents of change globalization is looking for and due to their lack of education, affect the image of their own country, making it questionable for integrating into more powerful collaborations between countries and warding off foreign investors.

However, this negligence created a paradox. Celeste Ordas-Botor [3. Celeste Ordas-Botor, *Essays in the Philosophy of Education*, Rex Book Store Inc., Manila, 1995, p. 63] states that «today, society sets high demands and importance to education. People are motivated to pursue education because of the economic and social importance attached to it. Hence, education is a motivating factor. Realizing this importance, the objectives of education should also be clearly defined. The discovery of the needs of the people will lead to the understanding of the role and objectives of education». As Celeste Ordas-Botor stated, society is the one according the importance to education, thus through initiative, other means of education methods are created, methods that not only offer students intellectual resources, but also financial resources for the active voluntary participants.

These voluntary participants have the opportunity of being globalization's agents of change. Ted C. Lewellen [4. Ted C. Lewellen, *The Anthropology of Globalization: Cultural Anthropology Enters the 21<sup>st</sup> Century*, library of Congress, USA, 2002, p. 29] talks about globalization as being a significant break with anthropology as traditionally practiced, partially because the primary empirical technique of participant observation fieldwork tended to bring the bounded community to front and center. These communities are formed with the help of NGOs (non-governmental organizations) – being called non-governmental for acting politically impartial, they serve the purpose of creating mobility in the framework of the education system.

Over the years, there have been a number of crises in society; A classification of Manuel Castells [5. Manuel Castells, *The New Public Sphere: Global Civil Society, Communication Networks, and Global Governance*, ANNALS, AAPSS, 616, March, 2008, p. 82-83] was created as the following: crisis of efficiency – problems are not properly managed; crisis of legitimacy – the distrust of citizen regarding governmental actors; crisis of identity – lack of cultural autonomy in motherlands; crisis of equity – increased inequality between countries. As a result of these crises and the decreased ability of the governments to mitigate them, nongovernmental actors became the advocates of the needs; interests and values of people at large, this further undermining the role of governments in response to challenges posed by globalization and structural transformation. NGOs like AIESEC, creating local partnerships with business owners all over the world provide paid internships for students all over the world for gaining experience; enlarge their contact list and gaining new cultural perspectives. Programs like Socrates pursue exchanges between students of different nationalities, making them live in another type of family cultural environment, thus learning how to manage their own culture shock and being educated not by a public institution, but by life happening itself.

In another perspective, the truth about the government's lack of implication in the education system is only applicable in the local environment. The truth is that the most common way students are educated in a different manner than the standard one is through the program ERASMUS, founded by the European Union Commission. The program offers students financial grants in order to allow them to pursue an education in a foreign country so that they could gain new cultural perspective, not only about the new culture, but also about other types of educational environments and developing their language skills.

In conclusion, the globalized world will divide individuals into two categories; the masses and the agents of change.

The masses will be the ones that follow the standard flow, pursue a standard education program and become a part of the local workforce, making their contribution to society by keeping a stable population and paying taxes. However, the agents of change will be represented by the ones with initiative, the ones that pursue the unconventional education and gain new perspectives, thus developing their innovation skills for solving problems of international importance that couldn't be solved before by the precedent authorities, becoming the agents of change of globalization - the creators of a better world.

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