Learning mobility for tertiary education in the context of globalization in European Union

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Abstract

Research background: Mobility activities, unimpeded by borders, supports the modernization of national education and training. Increasing student mobility can help increase European competitiveness. The high challenges of globalization can be counteracted by skills up to date with the requirements of the labour market. Mobility in the case of tertiary education contributes to globalization in the field of education.

Purpose of the article: In the current context, the purpose of the article is to analyze whether the process of globalization is reflected in the growth of mobile students from abroad enrolled in tertiary education. It also analyzes the evolution of the number of mobile graduates from abroad.

Methods: In the article, the comparative situation of the number of mobile students from abroad enrolled for tertiary education in the European Union is presented. The article also presents an analysis of the number of degree mobile graduates from abroad in the European Union.

Findings & Value added: Following the analysis, there is an increase in the number of mobile students from abroad enrolled in tertiary education. Also, for most countries there is an increase in the number of degree mobile graduates from abroad. Depending on the field of education, there is a high interest in the following areas: Business, administration and law; Engineering, manufacturing and construction; Arts and humanities; Health and welfare; Social sciences, journalism and information; Natural sciences, mathematics and statistics.

Keywords: *European Union; Tertiary education; Globalization*

JEL Classification: *I21; I25; I23*

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1 Introduction

Depending on their future professional career, students choose a university study program that they want to pursue / graduate (Naukkarinen & Bairoh, 2020). For young people, the employment opportunity increases through their participation in higher education, through tertiary education (Androniceanu et al., 2017). Increasing the level of education leads to increased employment opportunities (Østby et al., 2019).

For the level of tertiary education, to develop skills and competences, the use of technology can be one of the solutions to increase the degree of mobility (Roberts, 2018).

The need to constantly update skills and knowledge makes lifelong learning increasingly important for a community's economy (Androniceanu & Burlacu, 2017). Increasing labor productivity can be achieved by participating in lifelong education and training programs (Castaño-Muñoz et al., 2018).

The different aspects of globalization have been studied from a national point of view, respectively at country level (Sarbu et al., 2021). The existence of less developed regions does not imply a different application of national policies in that region (Arora, 2009).

Competences acquired in non-formal or informal contexts have led to an increase in requests for recognition of qualifications (Burlacu et al., 2021). Thus, the mobility of skills and the reduction of distances have made the international division of labor to support the process of globalization (Pauletto, 2021).

Societies such as learning, knowledge or the creative society have emerged as a result of social change (Elshafie, 2018). For each of these types of companies, specific skills of the workforce can be distinguished (Antalova, 2021).

An effective education system is based on quality teachers (Burlacu, 2011). Thus, the improvement of teaching quality depends on the degree of adaptation to new professional realities, as well as the degree of professional development of teachers (Castaño-Muñoz et al., 2018).

An important aspect for students is the way teachers transmit information (Costache et al., 2015). Thus, by improving the quality of teaching, teachers come to the aid of students. This collaboration can lead to higher student motivation, but also to positive influences on learning outcomes (Esterhazy et al., 2021).

It is found that the socio-economic environment from which the students come differs from the socio-economic environment from which the people who fail to complete the studies offered by secondary education come (Witteveen, 2021).

Regarding the region, it is found that students prefer for mobility areas with a high degree of urbanization (Bran et al., 2020). Reputation, but also superior quality, lead to a high number of students participating in mobility (Barrioluengo & Flisi, 2017).

However, financial barriers are a barrier to increasing mobility (Negescu Oancea, et al., 2020). Also important are the aspects related to the spoken language, but also those related to the organization of the curriculum (Stoica & Burlacu, 2017). One measure that universities can apply is to develop internationalization strategies (EC, 2018).

The usefulness of digital technologies can also be seen in the differences that occur in the academic results of students (Johnson, 2021).

Also, the use of digital technologies for teaching purposes is influenced by the size of the group, the forms of communication used, as well as the level of education of the participants (Haro et al., 2019).

The influence of digital technologies on teaching and learning environments will continue. The integration of these technologies in the teaching process can lead to increased access to education (Ifinedo & Kankaanranta, 2021).

Due to the increase in student mobility, it is desirable for teachers to adapt their study profile so as to allow the participation of large numbers of international students (Zapp & Lerch, 2020).

2 Methods

Mobility activities, unimpeded by borders, supports the modernization of national education and training. Increasing student mobility can help increase European competitiveness. The high challenges of globalization can be counteracted by skills up to date with the requirements of the labour market (Radulescu et al., 2021). Mobility in the case of tertiary education contributes to globalization in the field of education.

In the current context, the purpose of the article is to analyze whether the process of globalization is reflected in the growth of mobile students from abroad enrolled in tertiary education. It also analyzes the evolution of the number of mobile graduates from abroad.

In the article, the comparative situation of the number of mobile students from abroad enrolled for tertiary education in the European Union is presented. The article also presents an analysis of the number of degree mobile graduates from abroad in the European Union.

Following the analysis, there is an increase in the number of mobile students from abroad enrolled in tertiary education. Also, for most countries there is an increase in the number of degree mobile graduates from abroad (Radulescu et al., 2020).

Depending on the field of education, there is a high interest in the following areas: Business, administration and law; Engineering, manufacturing and construction; Arts and humanities; Health and welfare; Social sciences, journalism and information; Natural sciences, mathematics and statistics (Profiroiu et al., 2020).

3 Results and Discussions

The trade in goods and services is influenced by the process of globalization (Jianu et al., 2019). The influence extends to human behavior (Profiroiu et al., 2019). The possibility to graduate or to carry out some of them abroad leads to an increase in the mobility of pupils and students (Profiroiu et al., 2020).

Thus, having these opportunities, their behavior changes. The easy prospect of employment in another country makes globalization contribute to increasing the degree to which human and natural resources are used (Bodislav et al., 2020).

Intensive production activities, through the process of globalization, have been relocated to developing regions, where employees have low wages (Burlacu et al., 2020). Increasing the level of employee training, as well as increasing the degree of labor mobility, can influence the degree to which regions develop (Panizzut et al., 2021).

Based on existing data on the Eurostat website, Table 1 presents the comparative situation for degree mobile graduates from abroad (European Union) for tertiary education (levels 5-8).

From the presented data, for countries from European Union, it is observed that in 2019 the number of mobile degree graduates from abroad for tertiary education is high in: United Kingdom (54417 persons), Germany (14084 persons), France (11388 persons), Austria (9554 persons), Denmark (7360 persons), Spain (3195 persons), Czechia (5840 persons). The lowest values are recorded in: Croatia (127 persons), Malta (199 persons), Lithuania (267 persons), Slovenia (311 persons), Latvia (345 persons), Estonia (480 persons).

Also, for most countries there is an increase in the number of degree mobile graduates. Decreases in values are recorded in: Italy, Czechia, Slovakia, Poland, Greece.

Also, for 2019, for countries around the world, the highest values are recorded in: United Kingdom (226403 persons), Germany (53835 persons), France (22205 persons), Italy (17704 persons), Austria (12662 persons), Poland (11279 persons), Denmark (10766 persons). Compared to 2013, in 2019 there are increases for: United Kingdom (+34261 persons), Germany (+21698 persons), Austria (+3553 persons), Portugal (+3395 persons), Denmark (+2800 persons), Hungary (2616 persons), Romania (+2283 persons).

Table 1. The comparative situation of degree mobile graduates from abroad (European Union) for tertiary education (levels 5-8)

Countries	2013		2015		2019	
	countries from European Union	countries around the world	countries from European Union	countries around the world	countries from European Union	countries around the world
Belgium	:	:	3606	12031	:	:
Bulgaria	489	2267	404	1935	931	2044
Czechia	6464	8349	5806	8029	5840	9046
Denmark	4992	7966	5907	8862	7360	10766
Germany	7667	32137	8754	36370	14084	53835
Estonia	157	255	273	452	480	1153
Ireland	935	:	1876	5718	2153	9778
Greece	:	:	1050	1387	983	1364
Spain	:	:	:	:	6195	22205
France	:	:	:	:	11388	:
Croatia	47	141	28	100	127	877
Italy	:	:	4606	:	3189	17704
Cyprus	160	743	342	722	732	1185
Latvia	115	354	164	530	345	990
Lithuania	86	550	149	705	267	1207
Luxembourg	379	673	523	701	595	864
Hungary	1459	2738	1566	3095	1727	5354
Malta	89	199	90	198	199	622
Netherlands	11446	:	13415	:	:	:
Austria	7033	9109	7782	10139	9554	12662
Poland	:	:	:	:	1278	11279
Portugal	436	2278	718	3228	1309	5673
Romania	644	3404	859	4326	1323	5687
Slovenia	196	352	306	508	311	616
Slovakia	:	2732	:	2733	1483	2522
Finland	677	3617	877	4394	977	5236
Sweden	1642	8247	2363	6829	2720	8297
United Kingdom	49501	192142	46751	198195	54417	226403

The comparative situation of the number of mobile students from abroad enrolled in tertiary education (levels 5-8) is presented in table 2.

At the level of the European Union, it is observed that, compared to 2013, in 2019 the number of mobile students from abroad enrolled in tertiary education (levels 5-8) increased by 336906 persons. The largest increases are recorded in: Germany (+136514 persons), United Kingdom (+72326 persons), Netherlands (+40981 persons), Poland (+27421 persons), Portugal (+21214 persons), Spain (+20704 persons). Also, the number of mobile students from abroad enrolled in tertiary education decreased in: Italy (-27730 persons), Luxembourg (-2037 persons).

In 2019, the highest values are found in: United Kingdom (489019 persons), Germany (333133 persons), France (246378 persons), Netherlands (104690 in 2018), Spain (77062 persons), Austria (74631 persons). Also the countries where the values of mobile students from abroad enrolled in tertiary education are the lowest are: Luxembourg (843 persons), Malta (1999 persons), Estonia (5043 persons), Slovenia (5071 persons), Croatia (5722 persons), Lithuania (6697 persons).

Table 2. The comparative situation of mobile students from abroad enrolled in tertiary education

Countries	2013	2014	2015	2016	2017	2018	2019
European Union	1408752	:	:	1638816	1712573	1799608	1745658
Belgium	48748	55516	56483	61102	45583	53896	52143
Bulgaria	11594	11282	11844	12201	13746	15155	16499
Czechia	40139	41150	41715	42812	44261	44767	45871
Denmark	29480	29945	32265	34034	33602	33288	32371
Germany	196619	210542	228756	244575	258873	311738	333133
Estonia	1876	2230	2887	3474	3914	4391	5043
Ireland	12861	14253	15815	17883	19983	22283	24913
Greece	27600	28408	22140	23734	25067	26325	27789
Spain	56358	:	:	53409	64927	70912	77062
France	228639	235123	239409	245349	258380	229623	246378
Croatia	500	639	822	3031	4781	5014	5722
Italy	82585	87233	:	92655	97563	106611	54855
Cyprus	4756	4832	6516	7722	10451	11273	13085
Latvia	3505	4477	5255	6465	6130	7564	8380
Lithuania	3915	4508	4975	5501	5806	6300	6697
Luxembourg	2880	2977	3163	3268	3298	3362	843
Hungary	20694	23208	21707	26155	28628	32332	35479
Malta	636	729	821	1032	1195	1515	1999
Netherlands	63709	73954	80941	89920	96289	104690	:
Austria	70855	65165	67691	70483	73964	75259	74631
Poland	27770	34665	43988	54734	63925	54354	55191
Portugal	14541	14883	16888	19815	22194	28122	35755
Romania	22215	23559	23073	25824	27510	29112	30294
Slovenia	2563	2612	2354	2675	3090	3420	5071
Slovakia	10183	11116	10876	10072	10764	11597	12730
Finland	21859	22757	23142	23197	24168	23714	23794
Sweden	25438	25361	26625	28029	28747	30912	30912
United Kingdom	416693	428724	430833	432001	435734	452079	489019

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For 2019, table 3 presents the comparative situation of mobile students from abroad enrolled in tertiary education according to field of education.

From the presented data, it is observed that the highest values for mobile students from abroad enrolled in tertiary education are for Business, administration and law. For this field the highest values are for: United Kingdom (163052 persons), France (72251 persons), Germany (57220 persons), Netherlands (27194 persons), Spain (19549 persons). The second field of education with the highest values is Engineering, manufacturing and

construction. Countries where high values are recorded are: Germany (97361 persons), United Kingdom (67660 persons), France (38250 persons).

Table 3. The comparative situation of mobile students from abroad enrolled in tertiary education depending on the field of education

Countries	1	2	3	4	5	6	7	8	9
European Union	42023	240833	183499	428960	160429	108200	300322	26005	204725
Belgium	1837	6933	4786	6616	1777	1059	4501	2278	17611
Bulgaria	476	728	962	1058	168	505	1104	600	9720
Czechia	806	4403	4704	9147	3601	5096	6324	1459	8467
Denmark	594	3312	2966	9013	2413	2527	6762	753	2700
Germany	6477	48898	25488	57220	30134	31603	97361	4850	21119
Estonia	131	724	483	1917	312	561	533	203	179
Ireland	343	2791	1710	5239	2284	2806	2831	293	5879
Greece	1072	8748	3008	3055	2488	999	3487	644	3288
Spain	3969	7211	8863	19549	3915	1985	9377	1812	17036
France	3783	38606	24973	72251	32870	14467	38250	733	15430
Croatia	168	514	435	1459	250	170	1209	174	965
Italy	541	17902	6460	7345	3053	746	11898	1008	4894
Cyprus	166	364	556	8816	193	352	495	15	1811
Latvia	52	218	459	2799	56	734	920	32	2390
Lithuania	98	656	998	1672	164	236	1075	123	1636
Luxembourg	4	24	1	439	0	1	156	193	13
Hungary	707	2566	3718	2950	1165	1715	3435	2028	10292
Malta	119	142	218	728	55	140	82	9	417
Netherlands	2233	11407	18231	27194	7016	3076	11594	1726	7359
Austria	4215	10632	12023	14732	8057	3688	12043	1169	6827
Poland	623	5801	8896	14852	1407	3877	4965	802	9448
Portugal	1541	4245	4497	8928	1796	775	7410	575	4428
Romania	145	2472	1998	4666	498	992	3712	1133	13658
Slovenia	243	536	788	897	385	366	964	87	428
Slovakia	1114	942	611	1419	312	406	1249	349	5930
Finland	679	2408	1023	5509	1394	4291	4613	354	2546
Sweden	784	4292	4009	3633	4290	2013	7905	211	3437
United Kingdom	11336	64766	58865	163052	57392	26091	67660	4118	34176

Notes: 1 – Education, 2 - Arts and humanities, 3 - Social sciences, journalism and information, 4 - Business, administration and law, 5 - Natural sciences, mathematics and statistics, 6 - Information and Communication Technologies, 7 - Engineering, manufacturing and construction, 8 - Agriculture, forestry, fisheries and veterinary, 9 - Health and welfare

Considering the values for mobile students from abroad enrolled in tertiary education for 2019, figure 1 shows the distribution by field of education for the countries where the values exceed 100,000 people.

It is observed that for the 4 countries the interest for field of education differs. Thus, only for Germany, Engineering, manufacturing and construction has the highest values. For the other 3 countries, the highest values for mobile students from abroad enrolled in tertiary education are recorded for Business, administration and law. For France, the second field of education for which the number of students is high is Arts and humanities. For the Netherlands, the second field of education for which the number of students is high is Social sciences, journalism and information. For the United Kingdom, the second field of education for which the number of students is high is Engineering, manufacturing and construction.

Fig. 1. Distribution by field of education for countries where values exceed 100,000 people
For 2019, figure 2 shows the share of mobile students by field of education.

Fig. 2. Share of mobile students by field of education

Depending on the field of education, at European level, for 2019, there is a high interest of mobile students for the following fields: Business, administration and law (24.65%), Engineering, manufacturing and construction (16.86%) , Arts and humanities (13.63%), Health and welfare (11.46%), Social sciences, journalism and information (10.90%), Natural sciences, mathematics and statistics (9.05%).

4 Conclusions

The challenges of the expected change in the next period in contemporary societies can be met by people with high levels of education. Also, economic competitiveness can be promoted by those educational institutions that actively participate in the creation of learning networks (Antalova, 2021).

From the analysis, it is observed that in 2019, only in three countries the number of mobile degree graduates from abroad for tertiary education, for countries from European Union, was higher than 10000 persons (United Kingdom, Germany and France). Also, for

most countries there is an increase in the number of degree mobile graduates. Decreases in values are recorded in: Italy, Czechia, Slovakia, Poland, Greece. Instead, for countries around the world, in 2019, values of over 10,000 people were registered in: United Kingdom, Germany, France, Italy, Austria, Poland and Denmark.

At the level of the European Union, compared to 2013, in 2019 the number of mobile students from abroad enrolled in tertiary education (levels 5-8) increased. Increases of over 10000 persons are registered in: Germany, United Kingdom, Netherlands, Poland, Portugal, Spain, France, Hungary and Ireland. In two countries the values decreased (Italy and Luxembourg).

From the point of view of the field of education, it is observed that the highest values for mobile students from abroad enrolled in tertiary education are for Business, administration and law. For this field the highest values are for: United Kingdom, France, Germany, Netherlands, Spain. The second field of education with the highest values is Engineering, manufacturing and construction. Countries where high values are recorded are: Germany, United Kingdom, France.

Increasing student mobility has contributed to the globalization of higher education. It is hoped that the European Higher Education Area will allow and lead to an increase in student mobility. Thus, personal development and creativity can lead to strengthening the employability of graduates (Barrioluengo & Flisi, 2017).

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