Preface

EDUCATION AND CONVERGENCE

Finding a robust positive partial correlation between long-run economic growth and measures of educational attainment across world economies (after conditioning upon some other determinants of growth) has proved to be an extraordinarily difficult task for growth empiricists. This issue is of major relevance, since convergence in educational levels has been often claimed to be one of the motors for productivity growth among industrialized countries (Cuaresma, 2005).

There are three paradigms that appear to dominate current discussions of the role of education in economic growth: the first has stemmed from human capital theory; the second could be classified as catch-up models; and the third important approach has stressed the interactions between education and technological innovation and change (Wolff, 2000).

A human capital theory views schooling as an investment in skills and hence as a way of augmenting worker productivity (Schultz, 1960, 1961, 1971; Becker, 1975). This line of reasoning leads to growth accounting models in which productivity or output growth is derived as a function of the change in educational attainment. The early studies on this subject showed very powerful effects of educational change on economic growth. Denison (1979) estimated that about one-fifth of the growth in U.S. national income per person employed between 1948 and 1973 could be attributed to increases in educational levels of the labour force.

In a model developed by Lucas (1988) and Uzawa (1965), individuals permanently devote a certain part of their time to education, which raises the stock of human capital and generates sustained per-capita growth. This approach also seems to be confirmed from the empirical point of view by Barro and Sala-i-Martin (1995) and Levine and Renelt (1992), although it must be conceded that education is not a robust variable in explaining economic growth in the study by Sala-i-Martin (1997). This gives rise to the question of what extent variables of modern growth models effect growth rates. This indeed is a serious question since one would like to know if a country can expect a higher growth rate if it spends more time on education or if it builds up its stock of knowledge as a result of R&D spending. Furthermore, the Lucas-Uzawa model implies that countries with more education have a higher balanced growth rate, which does not seem to hold universally (Greiner & Semmler, 2001).

Indeed, education can be considered either as a directly productive investment or as investment in infrastructure. In the first case, education incorporates in a person a kind of capital that increases his/her labour effectiveness. Education is considered as an infrastructure investment in the second case, modifying the perspective established in the first case. Education is thus seen more as a condition for development and no longer as a driving force for growth (Diebolt & Jaoul-Gramare, 2006). The empirical
relationship between education and growth was analysed also by Aghion et al. (2007), Johnes (2006), Koh and Leung (2003), Gylfason and Zoega (2003), Teulings and Van Rens (2002), Cardak (2001), and Brunello and Comi (2000).

The second strand views the role of education in the context of a productivity “catch-up” or “convergence” model. Previous explanations of the productivity convergence process almost all involve the so-called “advantages of backwardness,” by which it is meant that much of the catch-up can be explained by the diffusion of technical knowledge from the leading economies to the more backward ones (Gerschenkron, 1952; Kuznets, 1973). Competitive pressures in the international economy ensure rapid dissemination of superior productive techniques from one country to another. Through the constant transfer of knowledge, countries learn about the latest technology from each other, but virtually, by definition, the followers have more to learn from the leaders than the leaders have to learn from the laggards. One direct implication of this view is that countries, which lag behind the leaders, can be expected to increase their productivity performance toward the level of the leading nations and, ceteris paribus, should experience higher rates of productivity growth.

However, being backward does not itself guarantee that a nation will catch up. Other factors must be present, such as strong investment, an educated and well-trained workforce, research and development activity, developed trading relations with advanced countries, a receptive political structure, low population growth, and the like. Indeed, Abramovitz (1986, 1994) has summarized this group of characteristics under the rubric of social capability. However, it must be conceded that this formulation is a very simple representation of what Abramovitz had in mind since only one aspect is modelled. In reality, several factors will impact the process of catching up and some of them will be also exogenously given, determined by institutional, cultural, and environmental conditions (Greiner & Semmler, 2001).

A third strand emanates from the work of Arrow (1962), who introduced the notion of learning-by-doing, which implies that experience in the application of a given technology or new technology in the production process leads to increased efficiencies over time. One implication of this is that an educated labour force should “learn faster” than a less-educated group and thus increase efficiency faster. The Arrow and Nelson-Phelps line of reasoning suggests that there may be interaction effects between the educational level of the work force and measures of technological activity, such as the R&D intensity of a country. Several studies provide some corroboration of this effect. For example, Gill (1989) calculated on the basis of U.S. Current Population Survey data for 1969–1984 that returns to education for highly schooled employees are greater in industries with higher rates of technological change.

Howell and Wolff (1992) and Wolff (1994), using industry-level data for 43 industries covering the period 1970–1985, found that the growth of cognitive skill levels (as defined by the Dictionary of Occupational Titles) of employees were positively related to indices of industry technological change, including computer intensity, capital vintage, and R&D activity.

One of the usual reasons for the failure in finding robust positive partial correlations between educational data and growth is related to the quality of the data employed as a proxy of human capital, the sources of information, and the characteristics of non-homogenous patterns like OECD countries.

The issue of convergence between different and possibly interdependent economies is central in growth theory (Durlauf & Quah, 1998). More and more attention is nevertheless devoted to regional frameworks (Sala-i-Martin, 1996), which might be distinguished from international ones by the fact that the economies under consideration share some common institutions (such as the EU, a group of homogenous countries). These can of course correspond to an integrated capital or labour market (Crettez, Michel, & Vidal, 1998), but it could also refer to federal levels of decision or legislation. Perfect capital
mobility is a powerful engine to enforce convergence across countries or regions (Buiter & Kletzer, 1993). In such a case, we can expect the distribution of competence between geographically differentiated levels of public jurisdiction to affect the characteristics of the regional convergence process (De la Croix & Monfortz, 1999).

With a view to this, a European dimension of education has been created by means of a large number of actions: promotion of citizens’ mobility, setting up joint academic programs, creation of networks for the exchange of information and for language teaching, and so forth. Furthermore, the Bologna Declaration aimed at the creation of European Higher Education Area by 2010 was signed in 1999. However, the convergence in education is a more complex phenomenon that goes behind economic convergence. Moreover, the chances that the poor national economies advance towards convergence within an enlarged and highly competitive single market is difficult to achieve in the short-term. There are some mechanisms that stimulate divergence (Iancu, 2008). Even where systems are going in the same broad direction, they are starting from different points and going at different speeds.

Studies devoted to education in Europe have highlighted several aspects: in Southern Europe, many young people are not included in the school systems (Pastore, 2007); the degree of homogeneity across Europe is still low; theory is not perfectly matched with practice; and quality progress should be made. The Bologna process relies on qualitative data, while quantitative aspects are difficult to capture. This framework makes European universities unable to reach their full potential. Excessive control, defective governance, and lack of appropriate funding are among the main reasons. In international comparison, they are losing face, as compared with their American and Asian competitors (Veugelers & Van der Ploeg, 2008), a trend needing to be thoroughly analyzed in order to be reversed. The on-going crisis starting in 2008 has a considerable impact on the European higher education arena. This context guides us into researching the factors that influence educational performance and convergence in Europe for a proper future handling of the transformations in European higher education.

THE BOOK CONTENT AND STRUCTURE

The approaches to convergence in European higher education are rather fragmentary (e.g., van Damme, 2009; Dobbins, 2011). These approaches are either confined to only one region of Europe or to only one perspective. Our book aims to be more integrative and global in discussing the entire European landscape of higher education and focusing on particular case studies and groups of experts.

Previous studies show that when referring to convergence in education there are few aspects that describe the meaning of this concept in the field. Mainly, this has to do with the complexity of the educational processes and the diversity of educational systems in Europe, and within the European Union. Examples of convergence in education are the Socrates education programmes or the Leonardo vocational training programmes; the convergence in Europe is enforced through the idea of European Higher Education Area (EHEA), which is intended to increase employability, mobility, transparency, and comparability of educational systems, as well as competition in order to provide quality. Still, a more precise description of the concept is necessary (as well as more aspects linked to it) since the debate on convergence in education is more and more intense.

Consequently, one of the research focuses of this book is to discuss the meaning of convergence in education, connections with internationalization and Bologna process, and those factors that characterize this process. We will focus on the higher education convergence since the European Higher Educa-
tion Area (EHEA) is a priority within EU major objectives. A deeper understanding of convergence in education is beneficial in determining “laggers” work thoroughly and long-term solutions, rather than leaving room for rushed measures in catching-up with so-called “first movers.”

Secondly, the previous studies have pointed out that the approach has focused so far on viewing education as a catalyst for economic growth and development. Most researchers analyze the impact of education on the wealth of a nation. Our approach is to question the impact of a given state of economic development upon the educational level of a certain nation. Our research aims to provide evidence whether or not “laggards” goals of catching-up remains illusory and such countries confront with a vicious circle. With the second research question, the issue under discussion is approached by facing the factors that best describe convergence in education and the factors that best influence it. This leaves room for comparison and for determining the distances between different countries.

Comparative research at European level is a very important tool for understanding and interpreting the various national economies and societies and speed of their integration within a common Europe. This book aims to address and question whether factors, such as economic growth, national domestic product innovation, and research-development levels, as well as economic openness, can influence the convergence process in education, and if so, to what extent. In other words, the issue addressed refers to two main aspects: firstly, whether the new EU member countries (CEE countries) have achieved a path of economic development, eventually leading to a certain degree of education convergence at the EU level, and secondly, what the drivers (economic and social) to foster this convergence in the following years are.

Based on literature approaches, we have considered four directions of higher education convergence to be taken into account: policies and structure, funding, internationalization, and quality assurance. The rationale for choosing these directions is, on the one hand, their internal convergence, or reciprocal influence, as internationalization cannot be assured without quality assurance, quality assurance without funding, funding without proper policies, etc., on the other, their hierarchical structure, in terms of levels of action. While state institutions (or supra-national institutions, in the case of the EU) are responsible for policies and structure, universities are more accountable for quality assurance. Thus, we may characterize the system at both the macro and micro level.

Considering the increased global competition among universities and national higher education systems, as well as the increased circulation of students and scholars, it is natural that study programs want to offer compatible content, while not losing their competitive advantage. Thus, the issue of convergence, of its benefits and limits, in the educational marketplace, emerges.

The books aims, mainly, to identify, by means of qualitative, focus-group, and extensive interview-based Delphi research, the main approaches to convergence, the barriers of this process, as well as some indicators of convergence that meet consensus of the academic community and higher education management experts. However, various contributors addressed issues of convergence in Higher Education in terms of policies and academic governance, funding, innovation, internationalization, and quality assurance, and lessons from economic convergence, which may be transferred into the educational field, values changes, transition societies, and their implications.

The potential audience of this book includes academia, students but also specialists in education and training, sociologists, and representatives of government and NGOs connected with the educational sector. The book is useful for policy makers, in order to design a better and more harmonic system in a field prone to heterogeneity, as well as for academics, students, labor market actors, and other stakeholders, who tend to desire a convergent set of standards among education providers.

Section 1: Harmonization and Convergence of Educational Policies in Europe in Light of the Bologna Process

Research Focus on European Education Policy: An Overview

In the first chapter of the book, Dima and Vasilache introduce us to the world of the academic research, dedicated to educational policies in European higher education. They have reviewed the main research databases, looking for general and specialized articles referring to academic research, and they have mapped the trends in mainstream literature. The objective was to identify the dynamics of articles dedicated to academic research in order to highlight the most frequent topics and to assess their impact on educational policies’ structure and application in European universities. The chapter is based on the quantitative analysis of the records, as well as on the debates and analyses of the research on educational policies, in the recent years.

Intellectual Capital of the European Universities

Bratianu is concerned about intellectual capital of the European universities and the challenges for university leadership to transform this intellectual capital into a competitive advantage in the European and global arena. The chapter illustrates the most significant intellectual capital models developed so far and how they have been applied to universities. The most important model is considered the entropic intellectual capital model, which is based on a multilayer structure and on the multi-field organizational knowledge concept. The model is based on the theory of integrators that are powerful fields of forces acting upon the organization members in order to create synergy and performance.

Mobility, Internationalisation, Higher Education: European Challenges

According to Pereira Ramos, the internationalisation of higher education aims at human development through the exchange of knowledge; it intends to expand the diversity of knowledge, to extend the cultural horizons, scientific and technological possibilities, and intercultural understanding among university students and education community. This exchange of knowledge contributes to the cultural enrichment and renewal and enhances the cultural space and international prospects from the involved individuals and institutions. The pillars—lifelong learning, intercultural education, and ICT integrated into educational practices—contribute for the construction of an educative model that extends to indicate the universalisation of knowledge, with Europe as its motor. There is a growing internationalisation of higher education as a way to respond to the demands of the economy and the globalised labour market and preparing international students for a global career. International mobility is a challenge for education and European integration.
Modeling and Simulation of the Need for Harmonizing the European Higher Education Systems

Using computerized simulation provided by True-World System Dynamics Software, Ghinea and Houel analyze the extent to which the harmonization of the European Educational Systems is a real necessity in the context of the Bologna process. The conclusion of the chapter is that there is a clear necessity for a Higher Education Systems harmonization, at least for a certain period of time; the most at hand method for this achievement is the system of licensing, certification, and accreditation; as in management, the most trodden path is the control function. Without insisting on the appropriateness of the already taken measures that aim to create a homogeneous European Higher Education System, the authors change the focus to the other main objective of the Bologna Process, namely raising HES’s quality. The bottom-line is the interconnection and mutual reinforcement of the three dimensions of the HES quality: teaching-learning relevancy, connection with the labour market needs and requirements, and consideration for regional development.

Convergence of Quality Management Approaches: Self-Development Process

Platis underlies the importance of the self-evaluation report in all evaluations of universities, either of programs, schools, or institution as a whole body. The purpose of this chapter is to reveal the importance of the self-development process as part of the self-management strategies that need to be implemented in higher-education universities, in the context of the quality-assessment procedures and all the reforms and changes generated since the Bologna Declaration (1999). Therefore, it is important to reveal the characteristics of the process of self-development for higher education institutions, to identify the most relevant methods of management development, and to explain how self-management strategies can be supported for universities to become better off. In addition, the concept of quality convergence is expressed on the basis of the self-development process.

Implementation of Bologna Reforms: A Comparative Analysis between Participating Countries

The work of Agoston and Igret aims at developing a horizontal analysis of the implementation of the reforms adopted by Bologna Declaration. Each signatory country of the declaration is analyzed according to each of the action lines: quality assurance, degree system, recognition of studies and degrees, mobility of students, researchers and teachers, social dimension, lifelong learning, joint degree programs, employability, student-centered learning system, and European research area. The assessment provides not only some relevant indicators, but it also refers to the main challenges faced by signatory countries and possible measures that might foster convergence achievement within the European Higher Education Area (EHEA).

Business Schools: Internationalization towards a New European Perspective

Rundshagen offers a conceptual contribution to the debate of European business schools and their future directions within the context of higher education internationalization. On the one hand, European business schools represent a continuous success story in terms of enrolment figures and increasing visibility
(in) on international rankings. On the other hand, particularly driven by overarching competitiveness paradigms, they are on a path of conformity and obedience to external pressures, leading to dangerously homogenous institutions. Four drivers of European business school internationalization are identified: globalization, EU policy, rankings/accreditation, and student consumerism. It is argued that, despite manifold ambiguities associated with such concepts, through a strategic elaboration of a distinct European identity, business schools could better meet their responsibilities and also develop propositions that are competitive in the global marketplace as well as inspiring for constituencies beyond this continent.

Section 2: The Impact of the Bologna Process in European Higher Education – Steps towards Convergence

New and Pressing Challenges for Romanian Higher Education System after 10 Years of Bologna Values Implementation

Miron’s chapter focuses on the implementation of reforms in the Romanian higher education system in order to internalize the values of the Bologna Process. The study shows that after 10 years of the Bologna Process implementation, the balance between tradition and modernity is still unclear within the European economic integration framework, and a lot of benefits cannot be achieved. This chapter explores the most important drivers of this process, the extent to which changes have occurred in the Romanian higher education system, and the instruments used in this purpose. The central issue of this process remains the paradigm shift from a model of higher education systems based on the accumulation and transmission of knowledge to a new model of tertiary education based primarily on providing competencies (general, specialized, and transverse competencies), cognitive skills, and abilities.

The Role of Academic Values in Higher Education Convergence in Romania: A New Approach

Seitz and Nicolae continue to discuss the Bologna process implications over the institutions of higher education in Europe from the perspective of academic values. Historical factors and consequences of a centrally planned system, with direct impact on internationalization process and developments of higher education values, made the implementation of the Bologna process in Romania a difficult and controversial one. The case study is used to support the findings from an empirical study regarding leadership aspects in Romanian higher education. This chapter introduces a concept from the marketing literature regarding brand globalization that recognizes and supports an integral part of the Bologna process – that of academic values. Moreover, the discussion presents findings from an empirical study regarding leadership aspects in Romanian higher education. Recommendations are then provided as to the implementation of those values in Romania’s higher education system.

Convergence at What Cost? A Quasi Experiment of Professional Identity under the Bologna Process

Glaser, Mudge, Bratianu, and Orzea focused on impact of the Bologna process through the measures promoting three-year common curriculum in Europe for Bachelor programs. The authors started the work from general concerns if three-year programs with fewer academic credits were enough for profes-
sional identity development. According to the authors, professional identity is essential for professional culture integration. This study employs a quasi-experimental design to compare professional identity development of Romanian business students ranging from first- through third-year using 2012 data and fourth-year students using 2007 data. Findings reveal professional identity within post-Bologna Process programs rose from first year to second but fell in the end-of-program third year. Data from pre-Bologna Process programs show higher measures of professional identity for end-of-program fourth-year students.

**Evaluating International Competitiveness: A Study of the Application of External Quality Assurance Performance Indicators in Romania**

The chapter of Voges, Bratianu, Dima, and Segura addresses the need for improvement in the development of quality assurance indicators to evaluate progress related to the implementation of the Bologna Process. The study uses the data from the Global Competitiveness Index with specific attention to the measures provided in Pillars 11, Business Sophistication, and Pillar 12 Innovation. These measures capture both the absolute and relative standing of a nation’s international competitiveness. Using a case study approach that illustrates implementation efforts in Romania, the analysis shows how the measures might be incorporated into quality assurance indicators at both the national and institutional level. Final recommendations underline how the use of these indicators can advance convergence of higher education practices in the EHEA.

**Convergence and Internationalization of Higher Education in Europe: The Case of Romania**

Nicolescu approaches the internationalization of higher education in Europe and the correlations with convergence trends in European higher education. The chapter presents the relationship between convergence and internationalization at conceptual level and looks at developments of European higher education over the past two decades, including the Bologna process as driver for increased harmonization of the European higher education systems. These aspects are illustrated in a case study of Romania, based on a review conducted for all the 92 accredited universities from Romania, public and private. The study searches the information available on universities’ Websites in relationship with their internationalization processes. The chapter conclusions refer to the internationalization process as a trigger and as a way forward for increased convergence in European higher education from multiple perspectives that are applied to Romania: conceptual and applied, European, national and institutional, strategic and operational.

**Towards Convergence in European Higher Education through Open Innovation**

In this chapter, Coras and Tantau demonstrate a strong convergence among universities at European level that can be achieved through collaboration among universities, university-industry partnerships, and a more prominent entrepreneurial orientation of higher education institutions. Using data from specific literature linking open innovation to higher education institutions, evidence from European universities and results from a survey conducted on innovative business firms in Romania, this chapter intends to provide an understanding and perspective of the context of university-industry collaboration. Secondly, the purpose is to review the organizational changes undertaken by universities to improve “entrepreneurial attitudes” among academic researchers, and thirdly, to explore several practical European examples of
university-industry collaboration, which boosted the innovation capacity of both the university as well as the business itself. A few examples from Romania shed light on how university-industry partnerships are being developed in the emergent European countries, even if such cooperation is less frequent and its presence less studied in the literature.

The Importance of Managerial Education and Training for Country Performance

The chapter of Rasca and Deaconu is based on a study that analyzes the impact of business education and training on the managerial competence, and thus on corporate advantage and consequently to country performance. The case study is searching for the best practices, which can be transferred from other countries to Romania, and adapted to the local environment. A multitude of managerial education and training methods and programs were studied – EMBA, MBA, open, and customized training programs. The literature review created a good understanding of the topic, being the starting point of the quantitative and qualitative research. The chapter might be useful for business schools and training companies, for participants in managerial education and training programs, and for governmental bodies that should contribute to the increase of educational performance and convergence with European developments.

Exploring the Effectiveness of Student-Centeredness in Universities: Informing Higher Education Policies in Europe

Marouchou analyzes the conceptual change in the professional development of academics by arguing that the design of an effective student-focused learning environment may not be effectively achieved in practice in the absence of the lecturers’ own conceptions of how they conceive, experience, and understand teaching. The possible mismatch between conceptions of teaching and actual teaching practices may prove to be an obstacle for the effective implementation of the student-centred policy. The main objective of the chapter is, first, to discuss the findings of the conceptions of teaching identified by a group of lecturers, who taught business courses to first year students in a small university on the island of Cyprus; secondly, to explore the possibility of a relation between the lecturers’ conceptions of teaching and student-centeredness; and thirdly, to outline the importance of taking them into consideration when exploring learning environments, including the professional development of academics.

Comparison of Two Classrooms: Environmental Knowledge in Urban and Regional Planning Education

The study conducted by Ergen analyzes how students learn concepts related to environmental science through a comparison of two different classes, using the Cosine Similarity Measure (CSM) method. Besides its valuable contribution to the internationalization process, in relation to the convergence of higher education in Europe, this study determines the measures that should be taken by lecturers to improve the quality of teaching process. Achievements of the study consist of proposals to increase mutual communication, change teaching styles, increase field studies to enable learning theory through practice, and readdress the class syllabus. Another conclusion derived from the study through CSM approach is that students who are to be planners of physical space begin to learn more about the spatial development in Europe. Particularly, students who increase their knowledge about the European Spatial Development Knowledge are considered to be more sensitive about protecting natural heritage in the European Union.

This chapter of Dieck-Assad demonstrates that the use of the Case Method (CM) is an effective way to improve education by transfer of knowledge. Using this CM in academic work, students in finance learned how to use their financial skills in solving a pollution issue in the Mexican swine farmhouses through biomass conversion to fuels, keeping their profitability criteria at the same time. Europe is very advanced in renewable energy technologies. Thus, the way the CM was applied in Mexico could be replicated with great success in other European universities, for example through the visit to solar, biomass, or wind farms. The results support the hypothesis that the CM is a didactic strategy that triggers the transfer of knowledge and new technologies. The success of the CM can be visualized as an interactive learning process, because the students had direct contact with agents of change: the swine farmhouses, financial institutions, government organizations, non-government institutions, and international organizations, among others.

Section 3: Qualitative Analysis of the Convergence Paths in Higher Education – The Case of Romania

This section, composed of four chapters, includes an overview of qualitative research on convergence in European higher education, taking Romania as an illustrative case study. Based on a common methodology and a common sample of higher education professionals, the four chapters analyze, from the point of view of measures to enhance convergence, indicators of convergence, barriers to convergence and those responsible for removing them, and the four pillars of the higher education system: policies, funding, internationalization, and quality assurance. The specificities of each component are discussed, and conclusions are drawn concerning progress and further steps to be taken in order to achieve European-level convergence.

In the first chapter, “A Qualitative Approach to Convergence of Higher Education Policies in Europe,” the authors analyze, from a qualitative point of view, the higher education policies in Europe. The chapter discusses the state of convergence, which was achieved, presently, in European education, on the background of the Bologna framework, taking into account selected indicators of national policies. Vasilache and Dima have selected research papers dedicated to the topic they analyze in the mainstream literature and have proposed a set of relevant indicators for discussing policies. The indicators were debated with a set of ten experts in the field of European higher education, and a questionnaire was drafted, starting from the experts' opinions. Further, the elaborated questionnaire was sent to a sample of 500 stakeholders of the higher education system; out of which 109 answered. Their answers were qualitatively analyzed to retrieve the most widespread opinions on indicators of convergence of policies. These indicators are interpreted and discussed in the conclusion of the chapter.

In the second chapter, “Convergence and Financing the European Higher Education System: The Romanian Perspective,” Dima and Cantaragiu discuss issues concerning financing of higher education systems in European countries. Results obtained by the universities in the present competitive environment are put in relation with the level of funding, with the view to stimulate the diversification of funding sources, and in a context in which universities can no more depend heavily on public financing. Partnership creation is another possibility exploited by the chapter, which discusses the priority measures taken to improve convergence in the funding mechanisms of HE, the most relevant indicators of convergence
in financing higher education in Europe, and the most striking barriers to achieve the desired state of convergence. In addition, the authors discuss the responsibilities in removing those barriers, based on a system-wide survey among higher education professionals.

In the third chapter, “Convergence of Internationalization Paths in Romanian Universities: A Qualitative Analysis,” Simona Agoston discusses the premises, the indicators, and the barriers to internationalization in Romanian higher education. Measures to be taken, most suitable indicators, as well as barriers to be removed and institutions responsible for their removal are put together in a qualitative analysis on expert opinions on the path internationalization should take. Various facets of internationalization are taken into account, as well as proposals for improvement coming from the knowledgeable survey respondents.

In the fourth chapter, “Convergence of Quality Assurance Paths in Romanian Universities: Drafting a Set of Indicators,” Ghinea analyzes the quality of education, the importance of which for convergence is underlined by most of the researchers. However, the opinions are often contradictory. The aim of the chapter is to delimitate, systematize, and prioritize the facets of quality management, starting from a proposed set of convergence indicators. These indicators were tested by discussing them with several experts in the higher education field, then included in a questionnaire which was filled in by more than 100 actors in the HE field. The answers obtained were qualitatively analyzed, and comments were made based on their answers.

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