

**EDUCATIONAL POLICY IN THE CONTEXT OF GLOBALIZATION
AND INTERNATIONAL COOPERATION****Olga BLAGORAZUMNAIA, Assoc. Prof., PhD**

Free International University of Moldova

*E-mail: blagorazumnaya@yandex.com***Larisa TRIFONOVA, Lecturer, PhD**

Moldova State University

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Abstract

Education policy has always been an important component of a country's development agenda, but in the context of globalization and international cooperation, it has taken on even greater significance. With the rise of global interconnectedness, education has become a key factor in a country's ability to compete and succeed in the global economy. At the same time, international cooperation has become increasingly important as countries seek to share best practices, collaborate on common challenges, and promote global values such as democracy and human rights. This article will examine the educational policies of various countries (emphasis on the European Union and the Republic of Moldova) in the context of globalization and international cooperation. The article examines the impact of globalization on educational policy, including the emergence of global educational programs and the integration of technology into education. In addition, the article highlights the importance of international cooperation in the development of education policy, especially in the exchange of best practices and resources between countries.

Keywords: globalization, international cooperation, education, educational policy

1. Introduction

In the era of globalization and increasing international cooperation, it can be assumed that all significant spheres of life are conducted through international communication. Today, as the world enters the era of globalization, many processes associated with the development of language, culture, and other components of human society are taking on new forms. Education, as an integral and necessary component of personality in modern society, is also taking on the form of international cooperation. It pursues a number of goals that can only be achieved through the joint efforts of all nations. The most significant goals include: a) training of competent personnel that meets the standards of both national and global economies; b) sharing the accumulated knowledge, skills, and abilities of all countries to address global challenges; c) achieving the necessary level of education that matches the individual's needs in contemporary society; d) providing support to countries in enhancing their underdeveloped education systems; e) leveling the qualifications and professional training, in general,

educating specialists in various countries and regions worldwide. Many countries of the world are interested in solving these problems and are already working to achieve these goals through cooperation in the field of international education. International educational cooperation is presented in various forms. It can be state, non-state, local and individual level. Also, cooperation can be organized through interuniversity, interdepartmental and other agreements. The most common forms include numerous grants, internships, foreign scholarships, etc.

2. The degree of investigation of the problem at present, the purpose of the research

The problem of educational policy in the context of globalization and international cooperation is currently receiving significant research. This is due to the growing interconnectedness of nations, the rapid development of technology and the global exchange of knowledge and ideas of the education system, with new challenges and opportunities.

The purpose of the study is to study the impact of globalization and international cooperation on educational policies and systems. It is important to understand how some countries are adapting their education policies to meet the needs of a globalized world and to promote international cooperation in education.

The issues of determining the essence of educational policy were paid attention to by such researchers as H. WANG, Y. HAN, J. FIDRMUC, D. WEI [11], L. S. DROVALEVA, E. V. DRAGILEV, L. L. DRAGILEVA [12]. The authors came to a number of conclusions that educational policy is defined as a system of goals, principles and strategies developed by the state or other interested parties, with the aim of regulating and improving education in a particular country or region. Accordingly, globalization and international cooperation are becoming increasingly important aspects of educational policy. Countries are striving to adapt their educational systems to global challenges, strengthen international cooperation in the field of education and share best practices.

International cooperation in the field of education, as an integral aspect of international relations in the period of globalization, is presented in the scientific works of L. A. CHERNYSHEVA, A. A. SHEVCHENKO [14]. Researchers also emphasize the importance of taking into account local characteristics and needs in the development of educational policy. Each country has its own unique contextual factors that must be taken into account when making decisions and shaping strategies in the field of education.

Researchers such as J. MATIJAŠEVIĆ-OBRAĐOVIĆ, M. SUBOTIN [8] and others hold a view on the importance of promoting international educational reforms and developing the internationalization of higher education. Their works emphasize that the development of international relations and the attraction of foreign students and scientists can contribute to improving the quality of education and increasing intercultural competence. This includes understanding different cultures, intercultural communication, the ability to work in international teams and solve global problems. Research highlights the role of international mobility in the development of higher education. These aspects emphasize that the internationalization of higher education contributes to the improvement of the quality of education, the global preparation of students and the development of scientific research.

In general, the studies of these authors emphasize the complexity and multidimensionality of educational policy, as well as the need for its constant updating.

3. Applied methods and materials

In this scientific article, the authors explored the methods of theoretical and empirical analysis for their research. Specifically, the theoretical methods employed include literature review, conceptual analysis, and theoretical modeling. These methods were utilized to examine existing theories, concepts, and frameworks pertaining to the subject of the study, which is educational policy in the context of globalization and international cooperation. The authors critically analyzed and synthesized the relevant literature in order to develop a theoretical framework for their research.

Furthermore, empirical methods were employed to collect and analyze data. The authors conducted a statistical analysis of the dynamics of processes in the field of higher education, as well as an analysis of the policies and strategies of a sample of EU countries in comparison with the Republic of Moldova.

The combination of theoretical and empirical methods allowed the authors to comprehensively investigate the subject matter. The theoretical methods provided a framework for understanding the relevant concepts and structures related to the research topic, while the empirical methods facilitated the collection of data to test the findings of the theoretical studies.

4. The obtained results and discussions

The processes of transformation in higher education are currently taking place under the influence of global trends in education. Universities around the world are facing increasingly serious challenges due to growing competition in the global education sector. They must now compete not only in academic and scientific research, but also in creating innovations, driving economic growth, and tackling major global issues.

The educational policy is an integral component of the state policy, and it encompasses the entirety of objectives and goals, practical measures for the operation and progress of the educational system, the nature of existing education-related legislation, and the overall direction of organizational and managerial actions [12, p. 49].

Globalization has led to increased international cooperation in many fields, including education policy. As countries become more interconnected, they face similar challenges and opportunities in their education systems. Therefore, countries often collaborate to exchange knowledge, best practices, and resources in order to improve their own education systems. This can take many forms, such as joint research projects, student and faculty exchange programs, and shared curriculum development. Additionally, globalization has led to the internationalization of higher education, with students from around the world seeking education opportunities in different countries, and universities establishing campuses or partnerships in other countries. The expansion of choice for those who want to receive an education is an indisputable advantage of global processes in the field of education. This

opportunity includes the choice of the country of study, the university, the list of disciplines studied, as well as the teachers. Choice is the basis of competition, and competition is the basis for development and improvement. This further increases the need for international cooperation in educational policy.

The system of credits, within the context of globalization, is characterized by comparability. This allows students to "accumulate" the courses studied and the results obtained, which can be mutually recognized by various educational institutions across different countries. Additionally, the global education system facilitates the exchange of scientific and methodological experience among teaching staff through systematic mutual internships. These advantages, gained through the process of globalization and increasing competition in the education market, compel educational institutions to specialize in more promising areas of research and stronger fields of study. As a result, the quality of education and the effectiveness of scientific research are expected to improve inevitably.

The creation of the Bologna Process aimed to unify diverse education systems by establishing common European standards. This harmonization was expected to enhance international cooperation and promote educational mobility. As a result, the Bologna Process is often associated with the globalization of education.

Developing political, economic, and cultural ties with EU member states is a strategic goal and policy direction for the Republic of Moldova (RM). The relations between the EU and RM are complex and varied, including in the area of education.

The directions of educational policy of the EU and the Republic of Moldova have some similarities but also some differences in their target priorities. Let's compare the educational policy of the European Union and the Republic of Moldova in the context of globalization in the main directions, which are presented in Figure 1.

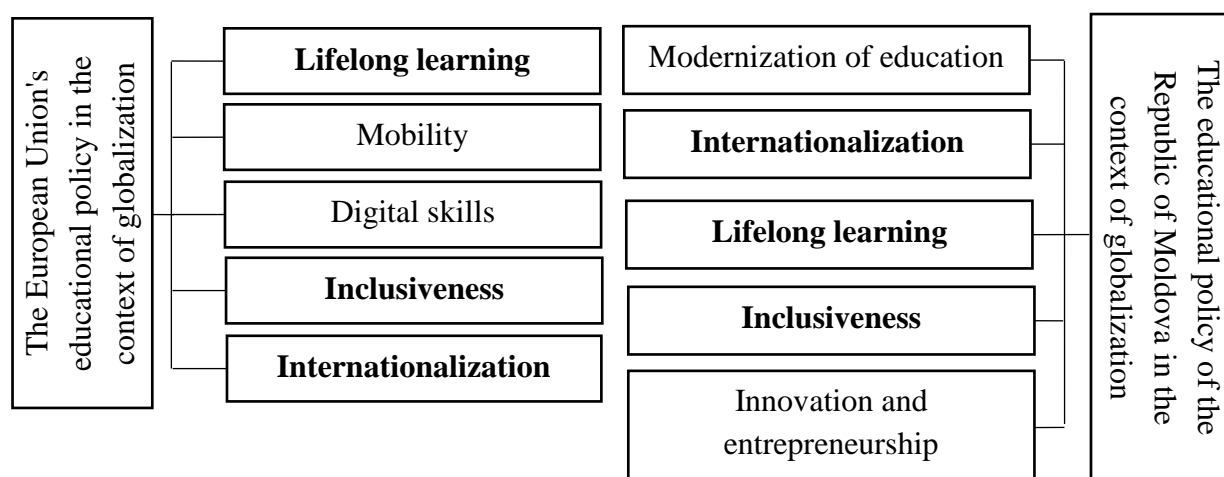


Figure 1. Directions of the educational policy of the European Union of the Republic of Moldova in the context of globalization

Source: Elaborate based on Education and Training 2020 (ET 2020). [6]

http://www.oidel.org/doc/Doc_colonn_droite_defaultpage/ET%202020%20RESUME.pdf

The European Union's educational policy in the context of globalization aims to develop a knowledge-based economy, promote social cohesion, and enhance Europe's global competitiveness. The educational policy of the Republic of Moldova in the context of globalization aims to prepare students for a rapidly changing world and to enhance the country's competitiveness in the global economy.

For the EU, lifelong learning is a key priority and has been emphasized in various policy documents and initiatives. The European Commission's "Education and Training 2020" strategy, for example, sets out a vision for lifelong learning and promotes the development of a culture of lifelong learning in Europe [6]. Lifelong learning aims to create lifelong learning opportunities for people of all ages, including vocational education and training, adult education and higher education. The EU also places emphasis on promoting innovation, digital skills, and language learning, among other priorities.

In the case of the Republic of Moldova, while lifelong learning is also recognized as an important principle in education, the government has placed greater emphasis on the modernization of the education system as a key priority. Article 3 of the Education Code states that one of the fundamental principles of education in Moldova is to provide opportunities for lifelong learning and continuous professional development [3]. The Code also emphasizes the importance of creating a flexible and adaptable education system that can respond to the changing needs of individuals and society. This includes reforms aimed at improving the quality of education, increasing access to education, reforms to the curriculum, teaching methods, and assessment practices, investment in infrastructure and technology and aligning education with the needs of the labor market. The government has also prioritized developing vocational education and training programs, as well as promoting internationalization and mobility in education. The Code of Education of the Republic of Moldova includes provisions for the development of adult education and vocational training programs. Article 61 of the Code states that adult education and vocational training programs should be developed to meet the needs of individuals who have completed their initial education and are looking to acquire new skills or retrain for new professions. This demonstrates the commitment of the Republic of Moldova to providing opportunities for lifelong learning and continuous education to its citizens.

The European Union and the Republic of Moldova are adapting their education systems to the requirements of a rapidly changing world by promoting internationalization and mobility through initiatives such as the Bologna Process and Erasmus+ program, which aim to harmonize higher education systems and promote student and staff exchange between European countries and beyond.

Increasing student mobility is the main objective of the European Higher Education Area and a top political priority on the EU agenda for the modernization of higher education. This is one of the main ways in which young people can strengthen their future employability, as well as their intercultural awareness, personal development, creativity and active citizenship [7]. The EU's educational policy promotes student and staff mobility within Europe and beyond, with the aim of developing intercultural understanding and a sense of European identity. This includes initiatives such as the Erasmus+ program, which supports student and staff mobility, and the European Credit Transfer and Accumulation System (ECTS), which facilitates the recognition of qualifications across Europe. The Republic of Moldova is a

partner country in the Erasmus+ program, which means that students and staff from Moldovan universities are eligible to participate in the program. Additionally, the Republic of Moldova has signed agreements on academic cooperation with several other countries, including Romania, France, Germany, Italy, and the United Kingdom. These agreements facilitate student and staff mobility by providing opportunities for exchange programs, joint research projects, and other collaborative initiatives.

The main factors hindering the export of educational services from the Republic of Moldova are the inflexibility of the legislation concerning foreign students, the underdevelopment of the educational and social infrastructure. While the country's universities are trying to attract foreign students, Moldovan applicants tend to go to study in other countries. Among the countries that are the choice of Moldovan students are Romania, Russia, Italy and others, which is shown in Figure 2.

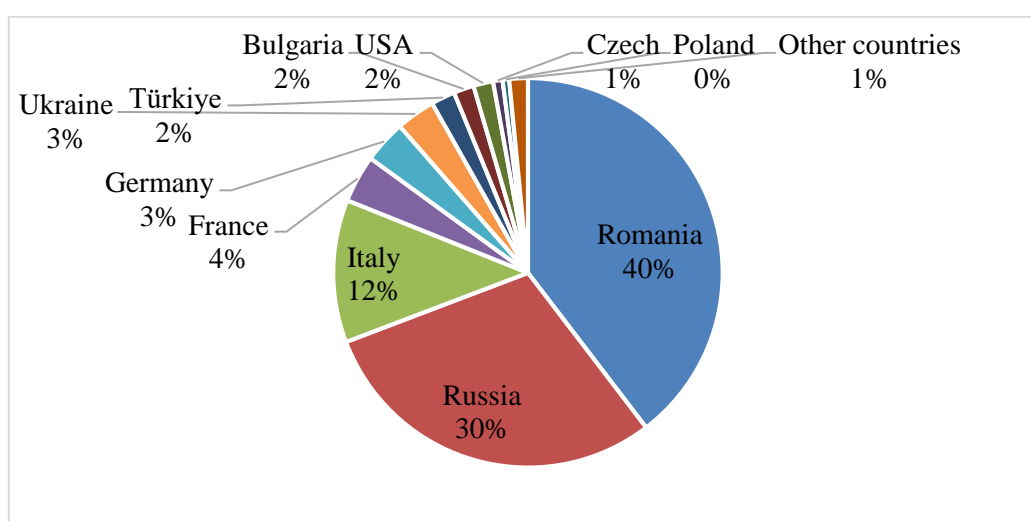


Figure 2. Outgoing student mobility in the Republic of Moldova, 2022

Source: Elaborate based on UNESCO. Building peace in the minds of men and women. <https://en.unesco.org/>.

The largest number of mobile students in the Republic of Moldova tend to leave to study in Romania and Russia, which is explained by the absence of a language barrier in the learning process. Also popular countries are Italy, France, Germany, Ukraine, etc. In recent years, Moldovan universities have been actively involved in the process of internationalization, paying special attention to student mobility for the following reasons: the desire to train competitive specialists; the need to increase educational and research capacity; the desire to acquire a high international reputation, meet international standards; the need to attract the most promising teachers and students.

At the same time, most universities in the Republic of Moldova focused on attracting foreign students, as shown in Figure 3.

The majority of foreign citizens who receive higher education in the Republic of Moldova come from Israel, Romania, Ukraine, Turkey and India, etc. The smallest number of foreign students come from such countries as China, Belarus, Jordan. The interest of foreign students to receive higher education in the Republic of Moldova is dictated by the following reasons: relatively low cost of education and accommodation for foreign students; the opportunity to study in foreign languages; international quality assessments and participation of universities

of the Republic of Moldova in international educational rankings; diplomas of universities of the Republic of Moldova, which are listed in many countries; favorable geographical location of the Republic of Moldova - Central Europe; relatively easy conditions for admission to the university.

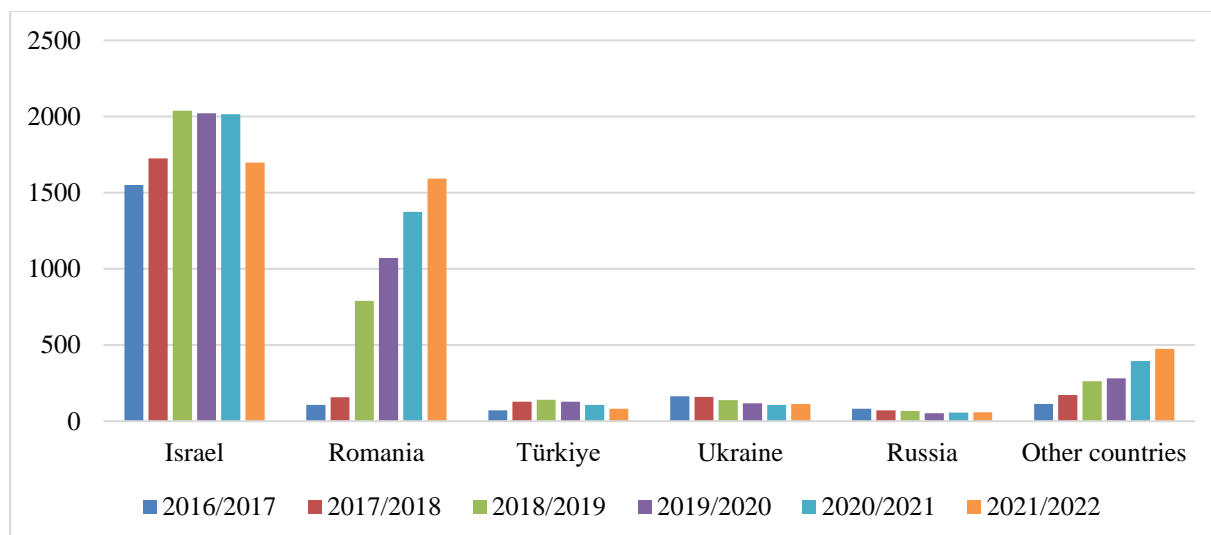


Figure 3. Dynamics of the number of foreign students in the universities of the Republic of Moldova, 2016-2022

Source: Elaborate based on Biroul Național de Statistică al Republicii Moldova. BIROUL NAȚIONAL DE STATISTICĂ © 2020. <https://statistica.gov.md/index.php?l=ro>.

The EU's educational policy recognizes the importance of digital skills in the global economy and aims to ensure that all citizens have the necessary digital competences. This includes initiatives such as the Digital Education Action Plan [5] and the European Coding Initiative [9], which aim to promote digital literacy and coding skills among European citizens. Digital skills have become a crucial component of educational policy in the Republic of Moldova, as the country continues to invest in digital infrastructure and modernize its economy [1]. The Ministry of Education, Culture, and Research has placed a strong emphasis on integrating digital skills into the national curriculum at all levels of education, from primary schools to universities. This includes training teachers and providing them with the necessary resources to effectively teach digital literacy, as well as promoting online learning opportunities and the use of educational technology in the classroom. The government has also collaborated with international organizations and private sector partners to support the development of digital skills and improve access to technology in rural and remote areas.

The EU's educational policy aims to promote inclusiveness and equal opportunities in education, with the aim of reducing social inequalities. This includes initiatives such as the European Pillar of Social Rights, which includes principles relating to education and training. One of the key policy initiatives aimed at promoting inclusiveness is the Education for All National Plan 2020-2030, which aims to ensure that all children in Moldova have access to quality education regardless of their social background, gender, or disability status. The plan outlines a number of measures to promote inclusion, such as improving access to education for children from disadvantaged backgrounds, providing support for children with disabilities, and promoting gender equality in education.

In modern conditions of the development of education at the international level, one of its leading directions, ensuring the formation of a single educational space, taking into account economic, socio-political, cultural and educational factors, is internationalization. The EU's educational policy recognizes the importance of internationalization in the global economy and aims to promote cooperation and partnerships with countries outside of Europe [8]. The government of the Republic of Moldova has also prioritized the development of internationalization in education as a key policy direction [13]. This includes efforts to establish partnerships with universities and educational institutions in other countries, promote the recognition of foreign qualifications, and develop programs and initiatives aimed at enhancing intercultural competence and global citizenship among students and staff.

Different countries are adapting their education systems in various ways to meet the demands of a rapidly changing world and promote internationalization and mobility. Here are a few examples. The U.S. education system is increasingly focused on developing skills in science, technology, engineering, and mathematics (STEM) to prepare students for a technology-driven economy. The country also promotes internationalization through student and staff mobility programs, partnerships with international institutions, and the promotion of English language learning [4, p. 873]. China is investing heavily in its education system to enhance its competitiveness in the global economy. This includes reforms to the curriculum, teaching methods, and assessment practices, as well as investment in infrastructure and technology. The country also promotes internationalization through initiatives such as the Belt and Road Initiative and the establishment of Confucius Institutes around the world [11, p. 237]. Finland's education system is known for its emphasis on equity, inclusiveness, and teacher professionalism. The country promotes internationalization through student and staff exchange programs and partnerships with international institutions [10, p. 93]. Finland also places a strong emphasis on developing students' critical thinking, problem-solving, and collaboration skills.

Thus, different countries are adapting their education systems in various ways to meet the demands of a rapidly changing world and promote internationalization and mobility. This includes reforms to the curriculum, teaching methods, and assessment practices, as well as investment in infrastructure and technology, promoting international exchange programs, and developing critical thinking and problem-solving skills.

While both the European Union and the Republic of Moldova prioritize education as a means of promoting social and economic development, their specific target priorities differ depending on their respective national contexts and priorities. If the EU education policy in the context of globalization is aimed at promoting a knowledge-based economy, social cohesion, and global competitiveness by promoting lifelong learning, mobility, digital skills, inclusiveness, and internationalization, in the Republic of Moldova, the emphasis is on the modernization of the education system and increasing the country's competitiveness in the global economy.

International cooperation is a powerful lever for the development of the world education system and solves many urgent problems, such as: strengthening international solidarity and partnership in the field of higher education; cooperation with international organizations; support for partner countries; capacity building and training, and others.

Let's compare the directions of educational policy in the context of international cooperation between the European Union and Moldova (Figure 4).

The EU's educational policy in international cooperation aims to promote collaboration and partnership with other countries to address global challenges and achieve shared objectives. This includes support for partner countries, cooperation with international organizations, mobility and exchange programs, capacity-building and training, and the promotion of shared values. The Republic of Moldova, in its educational policy, aims to strengthen partnerships with other countries and align the education system with international standards, in addition to the aspects mentioned above.

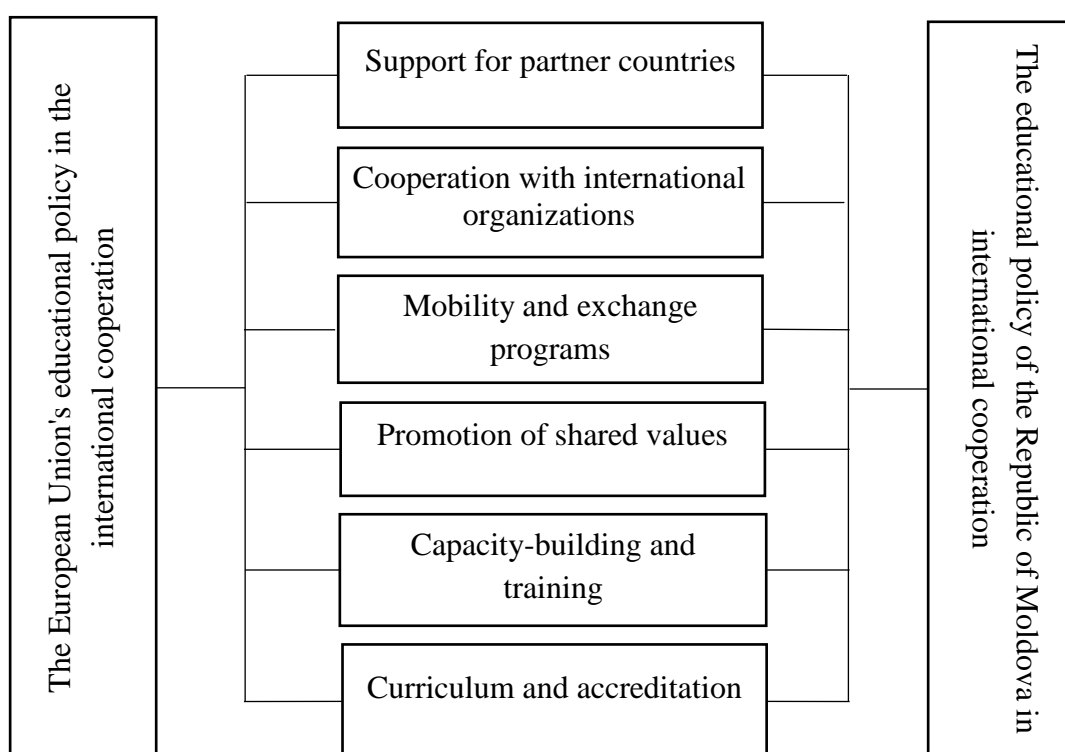


Figure 4. Directions of the educational policy of the European Union of the Republic of Moldova in the field of international cooperation

Source: Codul educației al Republicii Moldova. https://lege.md/act/codul_educatiei [3]

The EU supports partner countries in their efforts to improve their education systems and ensure equal access to quality education for all. The Erasmus+ program provides funding for education and training projects in partner countries. The Republic of Moldova provides scholarships to students from partner countries to study in Moldova, and develops joint programs and projects with partner institutions.

The EU recognizes the importance of working with international organizations such as UNESCO, the World Bank, and the OECD to promote education as a key driver of sustainable development. The EU also participates in multilateral forums such as the Global Partnership for Education and the Education 2030 Steering Committee.

The EU's educational policy promotes student and staff mobility and exchange programs as a means of promoting intercultural understanding and cooperation between countries. The

Erasmus+ program also includes funding for international credit mobility, which enables students to study abroad and have their credits recognized at their home institutions. Mobility programs in the Republic of Moldova are aimed at enabling Moldovan students and teachers to study and work abroad, as well as foreign students and teachers to come to Moldova. The numerous internships, student exchanges, international forums, and conferences are important aspects of the international educational process. They provide students with the necessary experience to become highly qualified specialists in modern society [14, p. 166].

With the help of the European Training Fund, the EU supports vocational education and training in partner countries, provides opportunities for capacity building and training of teachers and education administrators.

Moldova's educational policy aims to ensure that the country's education system is aligned with international standards and best practices. This includes the accreditation of educational institutions and programs in line with European standards, as well as the development of a national qualifications framework that is compatible with the European Qualifications Framework.

The EU's educational policy aims to promote shared values such as democracy, human rights, and social inclusion through education. The European Union Education Policy Initiative promotes education as a means to promote European values and identity". The Republic of Moldova develops programs for civic education and the promotion of tolerance and respect for diversity [2, p. 5]. Promoting common values is a shared goal in the educational policies of both the EU and the Republic of Moldova.

International educational cooperation is presented in various forms. This can be at the state, non-state, local and individual level, and cooperation can also be organized through interuniversity, interdepartmental and other agreements. The most common forms include numerous grants, internships, foreign scholarships, etc.

5. Conclusions

Globalization and international cooperation have significant impacts on educational policy in various countries around the world. As educational systems continue to evolve and adapt to the challenges of globalization, it is important for policymakers to remain aware of these trends and work collaboratively with their international counterparts to ensure that all students have access to high-quality education. The EU and the Republic of Moldova prioritize education as a means of promoting social and economic development, their specific target priorities may differ depending on their respective national contexts and priorities.

The educational policy of the European Union and the Republic of Moldova reflects the importance of education in promoting social and economic development. While the EU aims to promote a knowledge-based economy, social cohesion, and global competitiveness through lifelong learning, mobility, digital skills, inclusiveness, and internationalization, Moldova focuses on modernizing its education system and increasing the country's competitiveness in the global economy. Both the EU and Moldova recognize the importance of international cooperation in education and offer various programs to support partner countries in improving their education systems. The promotion of common values is also an important aspect of

educational policy in both the EU and Moldova. Ultimately, these policies serve as a means of preparing individuals to navigate an increasingly interconnected and globalized world.

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Rezumat

Politica educațională a fost întotdeauna o componentă importantă a agendei de dezvoltare a unei țări, dar în contextul globalizării și al cooperării internaționale, aceasta a căpătat o semnificație și mai mare. Odată cu creșterea interconectării globale, educația a devenit un factor cheie în capacitatea unei țări de a concura și de a reuși în economia globală. În același timp, cooperarea internațională a devenit din ce în ce mai importantă pe măsură ce țările încearcă să împărtășească cele mai bune practici, să colaboreze la provocări comune și să promoveze valori globale precum democrația și drepturile omului. În acest articol se examinează politicile educaționale ale diferitelor țări (accent pus pe Uniunea Europeană și Republica Moldova) în contextul globalizării și al cooperării internaționale. Autorii abordează impactul globalizării asupra politicii educaționale, inclusiv apariția programelor educaționale globale și integrarea tehnologiei în educație. În plus, articolul subliniază importanța cooperării internaționale în dezvoltarea politicii educaționale, în special în schimbul de bune practici și resurse între țări.

Cuvinte-cheie: globalizare, cooperare internațională, educație, politică educațională

Аннотация

Политика в области образования всегда была важным компонентом повестки дня страны в области развития, но в условиях глобализации и международного сотрудничества она приобрела еще большее значение. С ростом глобальной взаимосвязанности образование стало ключевым фактором способности страны конкурировать и добиваться успеха в глобальной экономике. В то же время международное сотрудничество становится все более важным, поскольку страны стремятся обмениваться передовым опытом, сотрудничать в решении общих проблем и продвигать глобальные ценности, такие как демократия и права человека. В данной статье рассмотрена образовательная политика различных стран (с акцентом на Европейский Союз и Республику Молдова) в контексте глобализации и международного сотрудничества. В статье подвергается анализу влияние глобализации на образовательную политику, в том числе появление глобальных образовательных программ и внедрение технологий в образование. Кроме того, в статье подчеркивается важность международного сотрудничества в разработке образовательной политики, особенно в обмене передовым опытом и ресурсами между странами.

Ключевые слова: *глобализация, международное сотрудничество, образование, образовательная политика*

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