

Reflection on EUA's Globalization Actions in 2019

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Abstract

EUA is a non-profit organization representing 850 universities in 48 European countries or regions. As a cross cultural institutions of higher education, EUA from the time of establishment, has been the key role in the Bologna process, and affect the European higher education, academic research and technological innovation in areas such as decision-making, actively promoting European philosophy and values of university, promoting the integration of higher education, seek the world within the scope of the higher education cooperation, improve the member institutions of international influence and benefit partners around the world. 2019 is the full 20 years of the Bologna process. While basically consolidating the achievements of European higher education integration, EUA has launched a practical process of global higher education cooperation, showing its concern for the common well-being of mankind, concern for cultural diversity and inclusiveness, concern for global practical issues, and concern for disadvantaged groups. It has positive reference significance to the globalization process of China's higher education in respect of inclusiveness, mutual benefit and sharing, inheritance of national spirit, pursuit of excellence and training of citizens with national personality and world consciousness.

Keywords

EUA, Globalization actions, Higher education.

1. INTRODUCTION

1.1. Twenty Years Ago, the Signing of the Bologna Declaration Accelerated the Revolutionary Process of Integration and Co-Governance of Higher Education in Europe

We owe our students and society a larger, more pervasive higher education system that gives them the best chance to exploit their strengths. In 1998, the ministers responsible for higher education from Britain, France, Germany and Italy met at the Sorbonne's anniversary and signed the Sorbonne Declaration, putting Europe's concerns about higher education on the agenda. Hence the prospect of an open European Higher Education Area. In June 1999, ministers in charge of higher education from 29 countries, including France, Germany and Britain, gathered in bologna and signed the Bologna declaration, marking the beginning of the Bologna process.

1.2. The Bologna Process Is Two Decades Old and There Is An Urgent Desire to Promote the Globalization of Higher Education in Europe and Enhance the Competitiveness and Attractiveness of European Universities

In 2005, Bergen gazette proposed to transform the Europe-wide dimension of the Bologna process into a global partnership based on values and sustainable development. With the establishment of the European higher education zone in 2010, it means not only the preliminary achievement of the goals of the Bologna process, but also the implementation and

consolidation of the European higher education integration process. Today, the vision of the Bologna process has built up a highly collaborative European higher education area, with the continuous development of economic and political globalization, how to improve the competitiveness of the European higher education area on a global scale and attractive, how to promote European higher education globalization will become a top priority for the future development of European higher education area. Just as one of the EU's current priorities in higher education is to promote mutual learning and exchanges between member states and institutions of higher education outside the EU, deepen understanding of the values of different nations and cultures, strive to improve the quality of education and training, and enable institutions of higher education to actively participate in the process of globalization. As an important participant of The Bologna Process, EUA in The Bologna Process looks forward its third decade: Enhancing achievements and responding to a changing context explicitly pointed out that, as The global scale of European higher education area, The sustainable development goal will provide reference for The global communication and cooperation framework.

1.3. The Globalization of Higher Education Is A Way of Thinking Based on Mutual Understanding and Tolerance

But globalization means a radical realignment of the status quo, including the blurring of national boundaries, argues Peter Scott. According to Simon Marginson, international means global in the sense that institutions and relationships go beyond the local and national levels and are practiced at the inter-continental, multi-ethnic and world levels. According to Mingyuan Gu, it mainly refers to the fact that human activities cross continents and regions, break through the limitations of regions and nation-states, and form extensive exchanges and contacts around the world, so as to enhance mutual tolerance and understanding. True globalization of higher education is a sovereign state, but needs to be put aside competing with zero-sum thinking, on the premise of the existence of sovereignty, different cultures and called for a more open and inclusive global associated consciousness, highlight a recognition and understanding of the world's overall way of thinking, and through the cross-cultural cooperation, pointing at the human common interest, need to solve the problem of global reality, point to those who hinder the sustainable development of the world's key issues, through extensive cooperation hand in hand to solve the problem, eventually face the common human interests, To realize an ideal form of higher education that is based on beauty, inclusive of all things and all desires.

2. Specific Actions for EUA globalization in 2019

2.1. Take the Bottleneck of Common Development of the World as the Breakthrough, Help Academic and Scientific Development to Seek the Sustainable Development of Human Society

Specific actions: Horizon Europe, EU framework programme for research and innovation; The "seize our common future" proposal; Launched the USDG project. Guided by the UN 2030 development goals, we will focus on supporting health, population welfare, food safety, agriculture, forestry and fisheries, Marine ecology, clean and efficient energy, green and intelligent transportation, climate and environmental issues, and safety and innovative societies, and encourage scientific excellence, multidisciplinary and open research.

EUA sees universities as the core engine for achieving the 2030 goals because of their scientific, innovative and intellectual excellence. EUA, as the representative of the 850 European universities for its policy research department after his special experience, experience, and constantly reflection, clear social responsibility of the university of values, to 2030 development goals and the European Union and the United Nations on the basis of the reality development bottleneck as breach, consciousness of problem solving oriented, by means of the

innovation of science and technology, achieving human interests covered by social reality, the prospect of common human vision of the future.

2.2. Based on Programs Such as Erasmus, Continue to Promote International Student Education and Global Academic Exchange

EUA uses feedback from many of its members to gather data and analyze what works and what needs to be improved. In 2019, EUA analyzed projects such as Erasmus and Jean Monnet, and pointed out that in the future, the ability to promote identity awareness and understanding of diverse cultures should be given top priority. This also marks the compatibility and comparability of the Bologna process in the basic completion of courses, credits, degrees, teaching methods, quality certification standards and other aspects, and the beginning of the process to seek to move towards the general thinking and consciousness of people. It also means that the Bologna process in the third decade will move towards the broader field of cross-cultural cooperation. This is also required by the process of globalization, which puts the common consciousness and understanding of mankind at all core levels of consciousness and ensures the international cooperation of every student or visiting scholar in learning and teaching.

2.3. With the Society and the Journal as the Carrier, the European University Values to the World

INSPIRE THE EUROPE: aims to provide global humanitarian assistance to scholars suffering from discrimination, persecution, suffering or violence, and firmly supports freedom of inquiry in universities. Joint statement by EUA and the European Scientific Association. EUA annual European University Autonomy Score Card; To advise Kazakhstan on its higher education system governance programme. EUA has made it clear that we need to address the values of the university as we move forward with the Bologna process. On the EUA website and in the presentations of various cross-regional societies, seminars and annual conferences, the values of European universities, including openness, inclusiveness, excellence, innovation, lifelong learning and social responsibility, have been repeatedly elaborated.

2.4. Taking the Intercontinental Forum and Association as the Platform, Expanding Reciprocal Cooperation in Global Higher Education

THE 7th Asia ASEM Foundation Presidents' Meeting and Student Forum; Asean: sharing and support program forum for ten countries; West Asia: annual forum of EUA and the Association of Arab Universities. Africa: quality assurance standards and guidelines for higher education in Africa jointly issued by the European Union and the African Union, Build inclusiveness in higher education quality assurance standards and guidelines, expand bilateral transparency and mutual trust, facilitate the convenient flow of students, scholars and human resources, and strengthen cooperation in higher education. Canada: participated in the multilateral forum of the EU, CELAC and EU-LAC foundations in April to collaborate in the field of higher education on sustainable development issues and inclusion and openness in urbanization. North America: EUA and American Council on Education, American Council on Education, CANADA UNIVERSITIES close cooperation. On the platform of intercontinental dialogue, we should put aside differences and seek common ground. We should fully respect cultural diversity, understand the diversity of countries in their societies and lives, and accommodate the diversity of values and orientations of all parties. In particular, we will explore cooperation in the fields of talent flow, economic and social problems, academic and sustainable innovation, and technical training, with a view to realizing deep multilateral connectivity and mutual benefit.

2.5. Using Research Reports and Other Findings as Carriers, Speak for Cultural Diversity and Inclusiveness, and Call For Respect and Attention to Disadvantaged Groups

First of all, in June 2019, the university of Helsinki proposed balanced multilingualism, the concept of multilingualism, aiming to promote the full recognition of multilingualism in academic work, fully respect cultural diversity, and make European universities more open, inclusive and international. Second, implement the INVITED plan, which aims to support the development of universities and realize the strategy of fairness, diversity and inclusiveness. It also seeks to promote dialogue among stakeholders at the system level to ensure that the regulatory and funding framework empowers universities to fulfil their social responsibilities and to uphold the spirit of the Bologna declaration. Two conference reports were produced, the main spirit of which was to call attention to international students in universities, people with disabilities, single-parent families, low-income groups, refugees, minorities and other groups; And to call for the non-discriminatory treatment of academic institutions, so that our universities achieve a mission of deep justice for people and society. Third, EUA's research report pays close attention to the current situation of immigrants from third countries, pointing out that only 1% of school-age refugees enter higher education institutions to obtain degrees, compared with 36% worldwide and 40% in Europe. In Europe, especially in southern Europe is currently faced with the immigration, member of institutions of higher education, especially helpful in third countries immigrants or refugees equality and offer help, such as in admitted its admission, giving appropriate reduction of tuition fees and set up a scholarship, the diversity and cultural interaction, activities, language courses and practical skills training, etc. By paying attention to the marginalized groups, EUA has defended the inclusiveness and diversity of its university members, and at least formally established the university spirit of leading social justice and safeguarding human dignity.

3. EUA 2019 Annual Globalization Action Summary

3.1. Concern for the Common Good of Mankind: The Serene Clarity of the Meaning Of Existence in the World

Through Jaspers' philosophy of the world, how can the world merge? First of all, the masters of all of us have found the foundation of our common humanity. He does have an all-encompassing way of thinking. And such an all-encompassing, all-inclusive existence, we need to be in the most profound reflection, understanding to understand. True freedom means reflexive honesty, facing oneself honestly, reflecting and questioning with one's own experience, and perceiving the core meaning of this unification under the realistic background of globalization. Jaspers said at the time that existence is a recurrence of love and reason, and in today's context it is the global common good or well-being. Everything in the process of unification is in a state of co-existence. Every culture, thought and value is always distinguished from each other by differences of parts, but connected by unity of parts. There are always overlaps between different cultures, thoughts and values. The overlaps are the sets of thoughts and values that are recognized by everyone in different cultures, releasing the power of attraction like a magnetic field. In the process of globalization, what is recognized by all is the benefit or welfare of human beings, and also the thinking consciousness of all cross-communication. After the integration of European higher education framework will be a great success, EUA and each member units to the broader global outlook, cling to common interests as the primary thinking of its global operations, benefit the participants and win-win at the same time, also won international fame and recognition.

3.2. Concerns About Cultural Diversity and Inclusion: A Time Extension of the Axial Age

Karl Jaspers's axial age theory, which recognizes the diversity of world cultures and breaks through the bulwarks of narrow nationalism, places humanity in the glue of a single link in world history and provides a theoretical basis for moving toward a more inclusive world culture. The book "reflective education: an ideological shift to the global common good" by UNESCO says that the common good recognizes and fosters inclusiveness. In the process of globalization, the world contacts so frequently and conveniently. People of different ethnic groups and lineages are more likely than ever to be placed in the relationship of cultural diversity, to seek the hidden compatibility and relevance in different thinking, and to seek the sum of differences. That is to say, the way of thinking in which the world philosophy and the cross-cultural philosophy are in the same line: seeking the unity of thinking with the help of the will of universal communication. EUA and European universities' thinking, consciousness and practical effects on diversity and inclusiveness are needless to say, except that in the process of integration efforts, 48 countries, nearly 70 ethnic groups and as many as 28 official languages are distributed on this land of only 10.16 million square kilometers.

3.3. Concern for Global Realities: Practical Focus on Dialogue and Communication

Since the future cross-cultural world philosophy aims to provide a platform for the exchange of ideas in the human community, the core consciousness of the common interests of mankind will inevitably lead us to pay great attention to the development bottlenecks and problems we face. These problems are closely related to the process of sustainable development in today's society, and they are also unavoidable problems for people of all ethnic groups. If Jaspers regards communication based on the greatest will of understanding as a bridge for cross-cultural action, then the solution of global problems is the link between the dilemma of human development and the realization of human interests. EUA has set up a series of dialogue platforms to seek cooperation mechanisms within, around and around the world. In these areas by scientific excellence program or provide talent education and training, issued by the United Nations to today's social development, and the problems faced covers economic, industrial, urban, energy, health, environment, social equity and justice, and other fields, the multilateral issues of common concern social reality as depth cooperation to achieve operational plan.

3.4. Concern for the Disadvantaged: The Ideal Personality of the World Citizen

Karl Jaspers's world citizens, on the basis of fully reflecting on the history of European wars, ultra-nationalism, racism and eurocentrism, and on the view that world philosophy covers everything and the ultimate development goal of human history tends to be the same world, depict the ideal personality of future world citizens. A global citizen should have global thinking, responsibility, knowledge and ability. He should think, act and end up in the world. In order to respect women, prohibit racial discrimination, protect refugees and immigrants from third countries, and understand the basic rights of ethnic minorities, EUA calls on member institutions to take concrete actions, such as respecting diversity and difference, protecting disadvantaged groups, etc., which not only wins social praise and international influence, but also affects its own students. As Jaspers himself says, universities are guided by the values of global responsibility, which every institution must embrace as a principle of good practice. As universities, we educate progressive citizens who can contribute in a democratic society... In the face of poverty and refugees, our basic values remain valid to defend and reaffirm our commitment to society.

4. Reflection and Inspiration to Higher Education in China

4.1. Build the Aesthetic Consciousness of Intersubjectivity, Break the Transformation and the Opposite Thinking to Achieve the Beauty of Harmonious Coexistence

The thinking consciousness among subjects should respect individuals of different skin color, status, race and gender, and tolerate different cultures or values. There should be no subject-object opposition, and no attempt should be made to dissect and conquer the existing "subjects" or the non-existing "subjects". This means of tool communication, with a strong color of utilitarianism, the connotation of the will. Set up an intersubjective thinking consciousness, requires knowing subject need "from his intention to this object is the main body of understanding, from his intention to others to understand", confirmed I communicate with other objects, the equality of main body and symbiosis, and meaning of remaking itself to discover and accept the beauty of the meaning of the object body. Such an aesthetic consciousness needs to forget both things and all preconceived ways of thinking. Through the dialogue between the subject and other subjects or the care of the subjective world, the self is clear without clarity, bringing pleasure to the subject. Furthermore, aesthetics is the activity of freedom. Freedom cannot arise in all antagonistic relations, especially in the antagonistic relations between subject and object, the confrontation between subjects, and the zero-sum game. In a state of intersubjective co-existence, it is helpful to break down all barriers and achieve a harmonious state of mutual recognition and inclusiveness, so that the university can truly become a holy land for the exchanges of spiritual individuals and the cultivation of a new generation.

4.2. To Clarify the Responsibilities and Missions in the Process of Globalization: To Inquire Into the Spiritual Scale of the Axial Age, and Take It As Our Duty to Pursue the Benefit of the Whole World with the Excellent Knowledge

Since jaspers listed the period from 800 BC to 200 BC as the axial age of historical philosophy, and highly appraised the great philosophers of the axial age to ask me, the world and the meaning of existence, and conveyed the formed spirit vividly to everyone who could listen and understand through ideological works. Then it is certain that in this axial era, each nation has a very rich spiritual connotation and historical scale. Mencius, for example, establishing the right place in the world, walking the avenue of the world, the Book of Rites, everything grows together without harming each other, the Tao runs parallel without conflicting. Xuncius, If there is a family within the four seas, the accessible one must. All of these can be expressed as harmony and prosperity of the world. In today's higher education globalization practical operation level, with a word of Mo zhai, that is to the benefit of the world. The interests of the world are not selfish interests but common interests of the world. They are the common interests of mankind. In reality, they are a society with sustainable development. Therefore, in the process of globalization, Chinese universities should always take outstanding science and innovation consciousness as the strategic planning goal of universities, learn from the experience of EUA, solve practical problems of universal concern to the global society based on their own advantages, and participate in the competition of sustainable development in the process of globalization. For example, aiming at subjects such as artificial intelligence, communication engineering, rail transit, ship and ocean engineering, and actively participates in social governance among universities around the world, constantly transforming knowledge density into knowledge concentration and then into social validity. University as an academic who wears the palace of the world and the teaching research, is always to the excellence of universal knowledge and innovation spirit as own duty, will Chinese excellent knowledge to the

west, not only is the path of the cross attachment type pattern of globalization, more important is the knowledge service to the society to popular the world, also benefit the university's own learning, teaching and research, with excellent knowledge in multilateral interaction and feedback of human social science.

4.3. It Is A Strategic Choice for Our Higher Education Institutions in the Process of Globalization to Train Citizens with Both World Consciousness and National Personality

Altbach once said, "the university is an international institution with strong national roots.' Jaspers believes that citizens of the world focus on the future and common, while national citizens face reality and individuality. General secretary Jinping Xi put forward the concept of putting human interests first for the first time on November 5. As an important institution benefiting the interests of mankind, university promotes social progress through its mission of research, nurturing, spiritual communication and scholarship. EUA regards higher education as the first engine and power source to realize the sustainable development goals of the United Nations, endowing universities with unprecedented global responsibilities and missions. In the face of world consciousness and national goal, future and reality, common and personality, it is advisable to tap its two ends and hold the wisdom, and integrate the consciousness of binary opposition with just the right balance. General secretary Xi Jinping's adherence to the concept of putting human interests first as a strategic concept of globalization represents our country's attitude and responsibility in the process of globalization. As a participant in the process of globalization, jaspers values the cultivation of citizens with global awareness, knowledge, ability and national personality, which confirms that the multilateral higher education system abides by global responsibility in the process of globalization and jointly looks forward to the future of the world, there peace, justice, harmony, tolerance and freedom.

Therefore, the current globalization of higher education in China is to inherit the nation's excellent spiritual culture and value yardstick in the harmonious coexistence of subjects, and unswervingly pursue excellent knowledge and profound truth. continuously strengthen the foundation of cross-cutting and excellence, cultivate citizens with national consciousness as personality while equip world consciousness and vision, so we can do better in the globalization of higher education.

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