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TRANSNATIONAL EDUCATION IN CONTEXT OF GLOBAL LEARNING ENVIRONMENT

In the global educational environment, different systems exist, and their success in the international dimension depends on transnational cooperation. Moreover, at the beginning of the XXI century, transnational higher education is becoming an effective means of human capital development in the context of national, regional and world transformations [1].

Our investigation shows that from 19 – 22 May, 2015, UNESCO together with UNICEF, and the World Bank organized the World Education Forum, hosted by the Republic of Korea in Incheon. Over 1,600 participants from 160 countries, including 120 Ministers, adopted the Incheon Declaration for Education 2030, which set out a new vision for the contemporary education. On this historic occasion, the vision of the worldwide movement towards inclusive, and equitable, quality education, and lifelong learning for all, initiated in Jomtien in 1990 and reiterated in Dakar in 2000, has been reaffirmed as the most important commitment to culture in recent decades, which has helped gain significant progress in education [6]. So, the UNESCO Incheon Declaration “Education 2030” and “Framework for Action” for the implementation of sustainable development goal, adopted in 2015, has become an important milestone in this case.

According to the Declaration, in today's world, lives should be transformed through humanistic education based on human rights and dignity, social justice, inclusion, protection, cultural, linguistic, and ethnic diversity, sharing responsibility and accountability [3]. Therefore, the main features of current transnational education should embrace: 1) accessibility for all; 2) inclusion and equity; 3) gender equality; 4) quality; 5) continuity.

To implement these principles is the fundamental responsibility of governments which are going to ensure global and regional cooperation and collaboration, allocating efficiently at least 4– 6% of Gross Domestic Product and at least 15–20% of total public expenditure to transformative education for sustainable development [6]. So the postmodern world has come to the conclusion that all countries must face the collective responsibility to implement transnational education plans as the opportunity to be educated is central to advancing lifelong human development.

In this part of our research, we determine the meaning of the transnational education notion. Based on the UNESCO Incheon Declaration, the abovementioned notion has much broader context including not only contemporary development, but a lot of other characteristics. Education of postmodernity must be relevant and responsive to rapidly changing labor markets, technological advances, urbanization, migration, political insecurity, environmental degradation, natural hazards and disasters, competition for natural resources, demographic challenges, rising global unemployment, persistent poverty, widening inequality, and expanding threats to peace and security [4].

Thus, transnational education must be meaningful and supportive for youth and adults to develop, in a lifelong process, the flexible skills and competencies required to live and work in a more secure, sustainable, interdependent, knowledge-based, and technology-driven world [5].

Another feature of transnational education is its inclusion into global citizenship, as well as its promotion of democracy, human rights, tolerance, civic engagement, and long-term growth. As a result, to achieve relevant, equitable, and effective learning outcomes at all levels and in all settings, contemporary education must also be responsive and resilient [2].

To put the concept of transnational education into action it is necessary to mobilize national, regional and global efforts according to the following strategic approaches: 1) achieving effective and inclusive international partnerships; 2)collaborative improving education policies and the way of cooperative work; 3)ensuring highly equitable, inclusive and quality education systems for all;

4) mobilizing resources for adequate financing for education; 5) implementing multinational system of monitoring, general admission, assessment, and follow-up of all programs and targets [6].

The recent situation with COVID-19 demonstrated that entire generations could be left traumatized and unprepared to contribute to the social and economic recovery of their country or region. We believe that the concept of transnational education is current because only broad educational efforts can provide individuals with life-saving knowledge and skills, as well as psychosocial support to those affected by crisis or disease.

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