

NEW STRATEGIES FOR PROFESSIONAL TRAINING OF TEACHERS IN THE CONTEXT OF EUROPEAN INTEGRATION

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Abstract: The tendencies and directions of development of teachers vocational education in the EU in frames of integrative processes and concepts are considered. Its system-forming factor is indicated a deep integration of all its processes and subsystems (pre-professional training - secondary specialized education - universities - postgraduate education), the integrity of which is ensured by continuity and advanced education. The concept of transprofessionalism and convergence in the multidisciplinary training of specialists is substantiated. The educational programs of a new type based on this concept are characterized. A logical-semantic model of a modern teacher has been constructed, which can serve as an empirical basis for designing a professional educational platform that integrates socio-humanitarian and natural science disciplines and related innovative technologies for training teachers for a system of continuous professional education. Strategic guidelines for the implementation of such training in EU are noted strategies for transprofessionalism, cooperation / collaboration, advanced, high-speed education.

Keywords: Education, EU, Integration, Teachers training, Transprofessionalism.

1 Introduction

The problem of teacher training has been especially hotly discussed recently. The new requirements of society for a modern teacher, the requirements of the state for the quality of teacher training for all levels of education, the features of the modern digital generation of children and adolescents pose new challenges for teacher education.

Strategies for the professional training of future teachers require systemic changes in the content of educational programs focused not only on the subject area, but also on the standards of general education and on the professional standard of the teacher, in the technological support of the educational process and in the methodological training of scientific and pedagogical personnel implementing these educational programs.

In the current education literature, most researchers define learning strategies as learning models that define clear learning outcomes and aim to achieve them through specially designed curricula. The introduction of the concept of "learning strategy" into the theory and practice of education was caused by the need to emphasize the importance of taking into account the many contextual factors of learning and to identify the most significant changes in the interpretation of the curricular topic.

Based on research in the field of educational strategies, the personal-professional strategy for preparing a future teacher can be defined by us as a target value-semantic model for designing a personal educational trajectory focused on student activity, built on the basis of the principles of flexibility, mobility, variability, the purpose of which is to satisfy educational student deficits in pedagogical activity and the formation of educational results and professional competencies.

2 Materials and Methods

The theoretical and methodological basis of the study are the philosophical theory of knowledge; provisions on the universal connection, interdependence and integrity of phenomena; philosophical provisions on education as a factor in the socio-

economic and historical development of society; scientific views on man as the most important value and subject of social relations and development; theory of professional activity; ideas of humanistic psychology and pedagogy in the professional and personal development of a specialist; systemic, activity, personal, culturological, integrative, polysubjective, competence-based and andragogical approaches; concepts of continuous and additional professional education.

The purpose, objectives, and specifics of the subject determined the choice of a set of research methods: theoretical problem analysis of socio-pedagogical and psychological-pedagogical literature, synthesis and generalization of the material.

In the course of the study, the authors were guided by a set of research methods, including comparative and retrospective analysis. One of the main methods used was system-structural analysis, which made it possible to reveal the object of study in relation to other systems and processes.

3 Results and Discussion

Existing studies of educational management processes in the course of European educational integration are usually developed within the framework of one of five paradigms. Cultural studies consider the development of education as a cultural form and cultural value. Their authors are primarily interested in the general laws governing the development of education as a sphere of cultural life [8]. Pedagogical research focuses on new technologies of education, training, and development brought by European integration into the educational process of certain countries [5]. Sociological studies focus on public opinion about the reforms or on the social consequences of the changes [9]. Research within the framework of the economic paradigm tends to quantify and clearly model the management processes of educational institutions and educational systems [7]. Finally, researchers of international relations approach the processes of transnational, interstate and supranational management of educational processes as a form of political cooperation, revealing the consequences of the formation of common educational spaces for states and international organizations [18]. A special place is occupied by major interdisciplinary studies that implement the principle of multiparadigmality and cover various aspects of the development of common educational spaces [20]. However, academic discourse has not developed ideas about the advantages and disadvantages of management systems for common educational spaces at the European level.

It is known that a relationship is only significant when the development of one entity affects the current state of another entity. Meanwhile, in the conditions of a conservative academic system that determines the principles of functioning of the vast majority of educational institutions, it is not necessary to talk about their dynamic development together with economic entities. Secondly, the innovative development of the economy dictates the need to strengthen the research potential of the educational system and the use of innovative educational methods by educational institutions. This requires close integration of education and science. Thirdly, the diversification of educational programs and an increase in the share of non-state educational institutions, as well as the finally emerging trend towards mass education at the highest level, require effective management of educational institutions and the quality of education. Fourthly, the problem of lack of budget funding for classical, fundamental educational programs and the need for affordable quality education for all interested categories of the population require an effective financial policy. Fifth, the rigid structure of the educational system does not always meet the needs of society and the economy. The educational system, the core of which is a series of consistently implemented basic educational programs at different levels for children and youth, and everything else is somewhat divorced from the general core,

is not always ready to provide new necessary skills “here and now”. The Bologna Process was intended to be the answer to all the above challenges.

The overall management of the Bologna Process is carried out by the Bologna Working Group. It organizes seminars, conducts educational activities, after the London Ministerial Conference in 2007 actively carries out information support of the Bologna process, organizes monitoring of national achievements in reforming higher education in accordance with the requirements of the Bologna process, processes its results, organizes, regulates and coordinates the activities of organizations interested in the progress of higher education in Europe and those involved in the Bologna process (European Student Union, Education International, etc.).

However, in our opinion, the fundamental contradiction of the Bologna process, which made it difficult to implement it from the very beginning, was the uncertainty in its institutionalization.

The specified uncertainty arises from the fact that the implementation of the principles of the Bologna process was initiated by the rectors of universities, who declared the autonomy and independent social significance of the latter, and received institutional implementation not at the interuniversity, but at the interdepartmental level.

The initiative in managing the European integration process in the field of higher education passed to the ministries of education in 1998, when the ideas of the university-initiated process officially received international political support [1]. The Joint Declaration on the Harmonization of the Architecture of the European Higher Education System, signed at the Sorbonne by the Ministers of France, Germany, Italy, and the United Kingdom, formulated key provisions that were subsequently implemented at the state level in the course of building the European Higher Education Area: two levels of higher education, credit units, their recognition and accumulation, the recommendation to students to spend one semester outside the country [6].

Seizing the initiative led to the fact that in the Bologna Declaration, which appeared a year later, the upcoming reforms pursued a completely different goal, different from the original goals of universities: increasing the international competitiveness of the European higher education system, its attractiveness on a global scale. Therefore, the first two years of interaction between universities and ministries within the framework of the finalized Bologna process were devoted to identifying the degree of acceptability for universities of its updated provisions.

Thus, there is no single center in the management of the Bologna Process. With the formal presence of a coordinating body - the Bologna Working Group - the initiative in determining the vector of reforms passes from universities to relevant ministries and vice versa, at the same time additional actors appear here from time to time, such as UNESCO, the Council of Europe or the Commission of the European Communities.

To a large extent, a different picture is observed in the Copenhagen Process, the process of formation and development of the European Vocational Education and Training Area. This process of educational integration is clearly aimed at ensuring the competitiveness of the European economy. It was initiated in connection with the implementation of the Lisbon Economic Strategy of the EU, but is not limited to the countries of the European Union.

Objectively, one of the most relevant areas for the development of the Copenhagen Process is lifelong learning. The objectives of the Copenhagen Process are to develop mutual trust, ensure transparency and recognition of competencies and qualifications in vocational education and training to increase the mobility of citizens, and the availability of lifelong learning. There are not as many tasks as in the Bologna process, and they are not as ambitious. The priorities for international cooperation within the

framework of the Copenhagen Process are the development of the European Vocational Education and Training Area, the strengthening of transparency, information exchange and career guidance and counseling systems, the mutual recognition of competencies and qualifications and the development of quality assurance systems [4]. These priorities both correspond to those common challenges for the education of many countries, and largely repeat the principles of the Bologna process, but at a different educational level. This suggests that the priorities are objective and well-defined.

The transition to a post-industrial socio-economic structure and the information society has led to the crisis of education, which is common to the world space. The dynamic development of high technologies and the rapid obsolescence of knowledge have significantly reduced the life cycle of professions and caused profound structural changes in the field of employment. The need of the economy for workers with qualitatively new qualification characteristics – mobile, with meta-professional competencies, capable of solving complex professional problems and ready for innovative activities not only of today, but also of tomorrow – has given rise to the need for a significant update of the vocational training system and its restructuring to create conditions implementation of the formula “learning throughout life” [14]. Solving the problems of education begins with the qualitative training of teachers, since the quality of a future professional – a graduate of an educational organization – primarily depends on the level of their competence.

The effectiveness or productivity of the process of professional training of a future teacher within the framework of the educational paradigm in the EU is achieved by managing the activity of students in order to achieve educational results [21]. Activities can take place also outside the university and include different ways of acquiring competencies. The development of a personal-professional strategy was based on the main provisions of the modernization of teacher education [8, 13]:

- The modular principle of building educational programs, where the module is understood as the main unit for building an independently planned unit of educational activity that helps to achieve clearly defined goals. The modules of the program are built into the individual educational trajectory of the student, the core of which is practice. The content of the modules is determined not by academic disciplines, but by labor functions and stages of the formation of professional competencies;
- Student-centered dynamic organization of the educational program, which implies the satisfaction of the student's educational deficits in mastering labor functions and labor activities;
- Variability and practice orientation of the educational program, when a student is included in the field of professional communications through various forms of interaction with practicing teachers, network informal associations of teachers in the Internet environment, as well as the possibility of mastering training courses in a network digital educational environment through mass online courses;
- Designing the content of the educational program from educational results.

In the European Credit Transfer System ECTS, the concept of “learning outcomes” is defined as what a student should know, understand and/or be able to show after completing the educational process [15, 16]. When defining the concept of “educational result”, scientific discourse refers to B. Bloom's taxonomy of goals, whose categorization of levels of mental behavior offers a ready-made structure and a list of terms describing educational results. It is stated that educational results should be measurable [11].

An analysis of research in the field of determining educational outcomes has allowed us to define them as a written description of what the student will need to know, understand and demonstrate after the completion of the learning process. The

learning process can mean a single lesson, a course/module, or the entire educational program [4].

Thus, the personal-professional strategy of professional training of the future teacher is focused on achieving educational results, focused on the student's activities, flexibly adjusting to his educational deficits.

The main idea of the implementation of the personal-professional strategy is to develop built-in modules of additional professional programs for advanced training and professional retraining aimed at improving and (or) obtaining new competencies necessary for professional activities, and (or) professional development within the existing qualifications. The student is invited to master additional professional programs and receive, along with a diploma of higher education, documents on education confirming the development of a new qualification and / or additional labor functions. Developing the ideology of designing the educational trajectory of a student, the following contexts of the development of modern education is taken into account.

The characteristics of building a personal educational trajectory of a student are the free personal choice of activities that meet his individual needs, the variability of the content and forms of organization of the educational process, and adaptability to emerging changes [12].

The widespread dissemination of info communication technologies has led to the emergence of a new socio-cultural space that integrates real and virtual reality; The development of digital education has given rise to the need to develop a network identity - a new form of identification of a person and social consciousness, which has significantly transformed the system of moral values. The acceleration of the transformations of the socio-technological reality required the development of pre-adaptation in the subjects of educational and professional activities, that is, readiness for the uncertainty of the professional future.

These processes have actualized the discussion of the further development of the vocational education system, which, as it is known, belongs to the most conservative areas: many training programs have not changed for decades. The destructive factors hindering the renewal of the education system include the traditional disciplinary boundaries that have developed in pedagogical thinking and scientific culture, disciplinary disunity; narrow specialization of training; the gap between the content of vocational education and real professional activity. The conservation of experience leads to the stagnation of professional development, professional deformations, a decrease in the motivation for achievements, and the loss of the meaning of professional activity.

One of the most balanced, from the point of view of training a modern specialist, and integrated into a comprehensive innovative professional activity, is the idea of convergence, which attracts the attention of scientists from various fields in modern science. The theory of convergence, explicated in the works of O. E. Baksansky, M. Castells, M. V. Kovalchuk, M. K. Roko and W. S. Bainbridge, and others, means the process of convergence (convergence from Latin *convergo* - "I bring together", "converge") and the synergistic interaction of heterogeneous features of humanitarian and natural science knowledge, methods from different fields of activity and their corresponding technologies. Scientists see the possibility of a breakthrough in understanding human abilities, in particular, the ability to know, in overcoming the barrier between the humanities, natural and technical sciences. That is, an alternative to the sectoral orientation of vocational education can be a target orientation towards a more generalized and convergent qualification structure of teacher training - social and professional technologies [12, 13].

The totality of all technologies is a paradigm in which the core is the integrative unity and generalized technological actions, and the differential feature is the distinctive features that the

technology of each professional profile has. Thus, the whole variety of technologies can be differentiated according to the following profiles: informational (obtaining, analyzing and processing information), environmental (maintaining an optimal habitat), economic (management, entrepreneurship, business), production (creation of wealth), agricultural (cultivation of cultural plants), social (stabilization and improvement of human interaction), etc. Types of technologies can become the basis for designing innovative educational programs, and their convergence will be considered as a radically new stage in the development of new socio-professional technologies focused on rapprochement, mutual influence and mutual reinforcement.

At the same time, convergence as a methodological concept of professionalism led to the emergence of a new concept - "transfession", which, as a type of labor activity, is characterized by the use of convergent technologies from different industries and the synthesis of socio-professional competencies [14].

In the field of education, the theory of convergence is associated with overcoming the disciplinary boundaries traditionally established in pedagogical thinking, disciplinary disunity and the search for new concepts and educational practices focused on integration and interdisciplinarity. A process of convergence of different fields of activity and their respective technologies provides a synergistic effect of the interaction of socio-humanitarian, natural science and technical disciplines.

The most effective technologies include the foresight system, which is called "foresight technology" or a technique for staging the "inevitable future" in a specific area [15], since it allows outlining the proposed changes. As V.P. Tretyak notes, "one of the most important results of foresight is capturing the trends of what will dominate in the future, but today is not of interest to others" [15]. Foresight implies not only forecasting, but also agreed decisions about upcoming active actions in the chosen area: "Foresight differs from forecasting in that it involves building communications and networks, an expert environment that allows scenario-based implementation of the constructed image of the future" [16]. That is why it becomes a socio-humanitarian technology. The cornerstone of foresight is the recognition of the uncertainty and variability of activities. This technology is focused on the formation of readiness for change - "pre-adaptation, a new understanding of the motivation and behavior of people in conditions of uncertainty, spontaneity and diversity" [17]. The use of foresight makes it possible to foresee the necessary transformations in any relevant area. The most important result of the technology is the integration of theory and practice and the provision on this basis of the development of priority transfessional competencies.

Finnish scientists offer a new way to confirm the professional qualifications of a graduate of an educational institution - the technology of demonstration exams ("competence-based qualifications"). In contrast to the traditional system of measuring the results of education, the Finnish model evaluates the product of learning not "in an educational institution, in production, but by three independent parties [18]:

- A representative of the employer conducts an examination "from the point of view of the head", paying attention to the quality of work, the speed of its implementation, compliance with safety regulations;
- A representative of the labor collective carries out a "comparative assessment" ("how would I do it");
- A representative of an educational institution acts as a coordinator and "keeps everything under control" [18].

It should also be specially noted that, in general, the description of the continuity of professional education at its different levels was carried out based on the process approach. "Continuing prospective professional education consists of the stages of professional development from the beginning of the formation of professional intentions to the completion of professional activity. The process approach is focused on ensuring the effectiveness of education at each stage, at the input of which there are requirements for the preparedness of applicants, and at the

output concerns the quality of training of graduates. A university that has resources transforms the input requirements for students into the final product in accordance with the requirements of professional and educational standards [14]. The process approach ensures the consistency of programs and resources, the participation of all actors in transformative activities, and the ability to predict results.

The implementation of advanced professional education programs, the main trends of which are contained in professional and educational standards, requires educational and methodological support. The development of innovative educational technologies by teachers, the introduction of variant learning models (individual educational trajectories) also need program-targeted support.

Obviously, vocational school teachers cannot cope with the increased volume of program and methodological work, the implementation of which requires special qualifications. In this regard, the problem of training specialists in maintaining vocational education who perform service functions, as well as mediation between the labor market and educational organizations, has become particularly relevant.

These include foresight professions of additional education [3]. Professions that support vocational education include developers of educational trajectories, tutors, organizers of project-based learning, coordinators of online educational platforms, startup mentors, etc. [7].

In the conditions of modernization of education, there is an acute problem of restructuring its goals, content, forms, methods, means and its entire organization in accordance with the requirements of innovative national economies. Currently, a new paradigm of higher education, the so-called advanced education, is being established. In this case, the concepts of innovative (advanced) and supporting education are used [20]. Table 1 shows the differences between these two types of education.

Table 1: Comparison of paradigms of supportive and innovative professional and pedagogical education

Components of educational paradigms	Traditional (supportive) education	Innovative (Advanced) Education
Type of socio-professional society	Industrial (technocratic) society	Post-industrial (information and communication) society
Methodological dominant (type of scientific rationality)	Classical type of scientific rationality. The system-forming factor of professional activity is science	Non-classical and post-non-classical types of scientific rationality. Scientific knowledge is the basis for the development of humanitarian educational technologies
Target orientation	Mastering knowledge, abilities, skills and competencies by industry, the formation of professional and pedagogical competence	Development of knowledge, skills, competencies, formation of metaprofessional qualities, humanitarian and technological educational competence
Content of education	Disciplinary organization of the content of training, isomorphic to the specialties of the industry	Interdisciplinary organization of the content of education, isomorphic to socio-professional technologies
Education technologies	Forms and methods of training focused on the transfer of ready-made knowledge, the development of skills, abilities and competencies; solving problems that have unambiguous answers	Forms and methods of teaching, focused on the development of the methodology of educational and professional activities, the formation of innovation and mobility
Means of education	Educational book, learning-spatial environment	Information and communication environment, open professional and educational space
Monitoring and evaluation of learning outcomes	Control and assessment of the formation of knowledge, skills and competencies by the teacher	Self-control and self-assessment of the formation of knowledge, skills and competencies, examination of the quality of professional training by employers

Innovative activity in education is understood as pedagogical activity aimed at introducing the results of completed scientific research and development, other scientific and technological achievements, as well as intellectual property objects into a new or improved pedagogical product sold on the educational services market, into a new or improved educational process, into practical pedagogical activity, as well as additional research and development related to this.

The implementation of an innovative approach in educational practice necessitates the use of high humanitarian teaching technologies. These include developing diagnostics, the case study method, positional discussions, reflexive, role-playing, business games, situation analysis, etc. The introduction of high humanitarian education technologies necessitates a fundamentally new block-modular structure of curricula and programs [10]:

- Methodology of educational and professional activity: invariant, supraprofessional (basic) disciplines;
- Metaprofessional, integrative training: polyvariant, technological disciplines;
- Specialized training: special and branch disciplines;
- Personality-developing training: variable and elective courses.

Innovative education is based on the integration of research, educational, and professional activities. The importance of integrating these types of activities necessitates a revision of the understanding of the fundamental nature of education. The traditional fundamentality is being replaced by a non-classical fundamentality. Disciplined education contradicts the context-based competence approach. Its implementation is possible in the conditions of interdisciplinarity in the construction of educational programs, and the development of interdisciplinary modules in vocational education is becoming a particularly topical issue.

4 Conclusion

In a modern post-industrial society, the transition to the VI technological mode of economic development becomes relevant. The technologies and areas of activity that make up the new way of life include biotechnology, nanotechnology, living design, new environmental management, robotics, new medicine, high humanitarian technologies, future design and management.

Obviously, vocational education should prepare specialists for the realities of the VI Order, and to achieve this goal, innovative teachers are needed, who own high humanitarian educational technologies, prepared for the implementation of foresight technologies for the formation of specialists, the meaning-forming qualification characteristic of which will be a humanitarian-technological personality.

From the widespread supporting education, the core of which is the classical type of scientific rationality, one should move to advanced (innovative) education based on the non-classical and post-non-classical type of scientific rationality, in which the forms and methods of teaching are adequate to the high humanitarian technologies of working with people.

The qualification of a teacher is a changing value, as the educational process becomes more dynamic and technological, on the one hand, and more creative, on the other; technologies, forms and types of educational activities are changing. The question is whether the teacher is qualified enough to solve the problems facing him in the conditions of informatization, growing competition and permanent transformations in the field of education. The competence of a teacher must now be considered from the standpoint of not only the ability to develop technological innovations, but also the readiness to respond to the challenges of a post-industrial society, since past experience often does not help, but hinders in the new reality.

Therefore, along with specialized training of vocational education teachers, it is necessary to carry out multi-channel training of teachers by mastering interdisciplinary psychological

and pedagogical modules. Interdisciplinarity ensures the integration of psychological-pedagogical and special education. The main means of its implementation is project-based and context-based competence-based learning.

The educational and methodological association of professional and pedagogical education needs a fundamental structural transformation. The example of EU integration shows that there is a need to combine it with the technological education of pedagogical universities and transform professional and pedagogical education into humanitarian and technological education.

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Primary Paper Section: A

Secondary Paper Section: AM