

## GLOBALIZATION AND EDUCATION

### GLOBALIZACIJA I OBRAZOVANJE

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#### *Abstract*

The Bologna declaration opened and offered education reform, formalized with the Bologna declaration in 1999, and which was to a large extent initiated by employers. Their request was, on the unique European market, the future candidates for the job to be educated in a standard way so the big European companies would apply the same systems of recruitment, selection and employment in different countries. Their request also was directed towards the reform of the curriculum in a manner of greater applicability. The education system was required during the education to convey to the students not only academic knowledge, but practical skills as well and to develop their abilities during education so they can from the first day of their employment to start with the performance of some tasks. The idea itself, although declaratively broadly accepted, met series of different resistances. In the adaptation of the curricula, the establishments often manifested the following failures: the formal approach, procrastination, partial application of some of the principles, declarative acceptance. The adaptation to the needs of the employers caused maybe the greatest resistances. And what was the most important for the employers, the integration of theoretical knowledge and practical concepts, the universities have often accepted only formally.

#### *Sažetak*

Bolonjska deklaracija otvorila je i ponudila reformu obrazovanja, što je formalizirano Bolonjskom deklaracijom 1999, koja je u velikoj mjeri pokrenuta od strane poslodavaca. Njihov zahtjev bio je da na jedinstvenom europskom tržištu, budući kandidati za posao budu obrazovani na standardni način, kako bi velike europske kompanije primjenjivale isti sustav zapošljavanja u različitim zemljama. Njihov zahtjev je bio usmjeren na reformu nastavnog plana i programa na način veće primjenjivosti. Od obrazovnog sustava se traži da tijekom obrazovanja prenese studentima ne samo akademsko znanje, već praktične vještine, kao i da razvijaju svoje sposobnosti tijekom školovanja tako da se mogu od prvog dana svog radnog vijeka započeti s obavljanjem nekih zadatke. Sama ideja, iako je deklarativno široko prihvaćena, naišla je na mnoštvo različitih otpora. U prilagodbi nastavnih planova i programa, često se očituju sljedeće problemi: formalni pristup, otezanje, djelomična primjena nekih od principa, deklarativno prihvaćanje. Prilagodba potrebama poslodavaca izazvala je možda najveći otpor. I što je najvažnije za poslodavce, integraciju teorijskih znanja i praktičnih koncepata, sveučilišta često prihvaćaju samo formalno.

‘ We are in a new economic order.  
Who will survive, and who will go down?’  
A.M. Naik, L&T

At the beginning of the third millennium, the future of humanity seems open. Thus begins what, besides other things, have foretold Friedrich Nietzsche, Karl Marx, Immanuel Kant and Max Weber. One hundred fifty years ago, Nietzsche demanded ‘Europe has to open...in order to finish the long created comedy of its factionalism on small countries, and at the same time its dynastic as well as its democratic exaggerated demand has to do the same. The time for small politics has gone: not later

but the next century will introduce a struggle for world domination – constrain on implementation of big politics. Immanuel Kant had a vision of cosmopolitan guiding idea of that big politics. ‘ Thinking about oneself as a member involved in the society of the citizens of the world on the basis of the right of citizenship, is the most elevated idea a man can imagine as its determinant and of which cannot be contemplated without delight.’ Karl Marx foretold that the capital that is globalizing breaks the national politics and opens a game of big politics, and that isn’t done by the state politics. ‘Instead of the old global, national self-sufficiency and closeness, a versatile circulation arises with

versatile mutual dependency of the nations. This is in a material and spiritual production. Spiritual products...will become common good. National unilateralism and limitedness becomes less possible, and from the many national and local literatures a world literature is created.' Max Weber finally determined the consequences for the history. 'But in one moment the colour changes: the knowledge without contemplating of the represented positions becomes insecure, the road is lost in the dusk. The light of the big cultural problems has gone even further. Then even the science prepares to change its position and its conceptual apparatus, and from the thinking heights observes the course of events.' /1/. Daily events in the society cause the feeling that we live in a society whose contours we can only catch a dim sight of. With the term 'globalisation' we are trying to explain all these courses. However, the first question which imposes is what globalisation actually is. Or even better, what do we want to say when we use the term 'globalisation'? Unfortunately, there is not a single meaningful answer with which everybody agrees. There is a multitude of answers, but as in a miracle, every next reduces the accuracy of the former, and none is truer than the others. There is not one unique definition of the globalisation which would be liked by everybody, the simple reason being there are various opinions on what actually globalisation is. This is not a question of linguistic powerlessness, but we all don't mean the same thing. Alessandro Baricco considers globalisation a phenomenon which by itself is absurd but which recently, from the moment when the fashion of giving definitions stopped, became logical. The definition of globalisation doesn't exist, because there are no definitions any more /2/. Anthony Giddens thinks that globalisation changes the structure of our life from the foundations. /3/. There are two approaches to the term 'globalisation'. The first thesis explores globalisation in the sense of more frequent intertwining interdependency, flows, identities and social networks which do not know about borders. The other observation stresses 'the abolition of space with time' which is enabled by new communication media. 'Globalisation means two things: a new game is opened with which the rules and basic principles of the old game became unreal, even though it is still played.' In any case, the old game itself, which has a lot of names, such as 'national state', 'national industrial', 'national capitalism' or 'national social state', is no longer possible. With the globalisation, new spaces and framework of action emerged: the politics no longer acts within determined borders and countries, and a consequence of this is appearance of new players,

new roles, new resources, unknown rules, new contradictions and conflicts. In the old game, everything led to only one move, which for the new game is not valid.' /4/. In this nameless game for power and authority, the old rules have no worth any more. We are facing mobility, which resembles a strategic phase in a chess game, where risky and strange moves are drawn. The risk as a word comes into use only in a society which is faced towards future, the society which regards future as a territory to be won. The risk is present in the society which actively tries to tear itself away from its past, which is an initiator of the dynamics in a society turned towards change, which wishes to determine its own destiny. 'Active acceptance of the risk presents essential factor of dynamic economy and innovative society.' /5/ It is interesting to remind, that one root of the word 'risk' in the original in Portuguese means 'dare to'. The globalisation has stepped into Serbia, but Serbia (except in a negligible extent) hasn't stepped into globalisation. /6/ The interpretation that for this process are crucial the size of the country and number of population, is wrong – the substantial factor is the capability of the social and technological innovations as well as the competitiveness on the international market. The empirical researches show that majority of the citizens of Serbia possess developed consciousness about the globalisation. The majority properly interprets the contents of globalisation, as well as everything the globalisation brings with itself. What is not recognised are the modes of joining in it and it is, with a reason, turned towards 'personal, local concerns not thinking of the factors of globalisation on the prospects in its own house. /7/ The examples of Ireland and Finland show us that small countries (in territory and/or population) can reach enviable degree of development even in globalization conditions. Ireland has a larger national income per capita than the Great Britain, while Finland is a superpower in telecommunication technology of the highest rank. /8/ Both countries rely on high quality knowledge, modern management and designed development policy. The creation of 'learned Europe is one of the basic goals which the Lisbon declaration defined and which was especially stressed on the meetings of the Council of Europe held in Stockholm 2001 and Barcelona 2002. This extracted a new and different role of all the participants in creation and realisation of the high education. One of the changes includes the modification of the high education i.e., the traditional role of the education – teaching/learning and research, is supplemented with a whole set of new elements. Primarily, the high education gained a complex role in the development process and in

providing support to the innovations which contribute to the development of economic competition and social cohesion regarding community development and regional development. The sole concept of the society based on knowledge influenced the change of the role of high education. However, as the new configuration of production, transmission and application of the knowledge is rapidly developing and spreading, its effects introduce and connect quite larger number of participants, which, as a consequence has creation of large international network where these participants function. In such conditions, high education establishments, especially universities, and through the processes of research, education and training, become key centres of the economy development and societies based on knowledge. From 1999, the European economic environment is strengthened with another pillar of the development of economy. Besides the common market, common currency, administration and other levers of the union of the European economy, with the signing of the Bologna declaration European countries have committed themselves on creation of unique European environment of high education and unique European research environment.

Concurrently, with the signing of the Copenhagen declaration in 2002 /9/ on professional education, the system of unique education area on a high level is rounded. Europe ensured all the member states and countries applicants, and even those countries preparing to join the Community, to put maximum effort towards standardisation of their education systems. That concern is realized through different programmes such as TEMPUS, CARDS, etc. On the intensity of the efforts witness the estimations that only through TEMPUS in SCG in 2003 and 2004 is invested around 45 millions EUR for the development of education /10/, and through the CARDS program in the period 2000–2006 almost 5, 13 billions of euro /11/. The experts and analysts of the member states of the OECD have set very ambitious goals to high education, regarding it as a means to a faster economic development – regarding its capability to create highly professional work force and the research which supports economy based on knowledge – and as a main instrument for encouragement of social cohesion. In many OECD member states, the high education was becoming wider and included more than half of the young generation. In this regard, the high education was becoming more and more flexible and diversified, especially when it comes to providers, users, the offered skills, connection with the economy. In this context, many governments have started with the essential changes in the organization of high

education systems, and the way of management in them. Faced with the expansion, differentiation and spreading the influence of the international competition in the high education, the policy creators have started to consider and seek solutions in the best coordination of the activities of the high education institutions with the national education goals and development of the society. Many countries, such as Japan for example, have chosen to create new managerial structures and thus enable high education institutions to conduct broader autonomy over their finance and the management. In other countries, such is New Zealand, where the systems used to develop rather independently from the educational authorities, the authorities decided to help the institutions to be even more responsible for achieving public goals by conducting controls over their results and achievements. The flow of the Bologna process is greatly under the influence of the opposed perceptions of globalisation, trade issues and, more specifically, GATS negotiations. The relation between the Bologna process and the globalisation is at least ambivalent. Briefly, there are two divergent interpretations and each has its agents and opponents. The first one is that Bologna is a first but important step towards the integration of European high-education systems onto the global market. Approaching in the degree structures, developing the system of credits accumulation and internationalised systems of quality assurance and accreditation in Europe opens the road for broader level of integrations worldwide. As mentioned before, one of the ambitions of the Bologna process is to strengthen the competitiveness of the European high education on the global market, in order it to compete with the American and Australian regions which are more active in 'export' of high education. The other interpretation is more defensive. Here, the Bologna process is regarded as strengthening of the intra-european education system, to make it stronger in the struggle with the global tendencies including commoditisation, privatisation and commercialisation and it can easier defend and promote its own heritage priorities on the global scene. Obviously, the ministers took to this other position on the conference in Prague 2001, defending the European approach of "common good" and emphasising the European value of the democratic approach. The state – and that can only be the national state - is regarded as a protector of the cultural diversity, democratic approach and quality standard. Taken in a somewhat extreme form, this approach tends towards safe European shelter against the storms on the global market. The Bologna process is initiated for the academic community to be drawn towards a

unique European labour market. All the structural reforms reflected through the Bologna process are connected to two objective and important facts in the education development. The first one is a promotion of competitiveness and attractiveness on the education services market. The other one is preparation of highly educated personnel on the universities for the labour market. The reform of the labour market is closely connected to the social and educational system, and therefore the role of the universities is even more important. Because of that, it is expected in the European economic and social environment through modern education the competitiveness on the world labour market to be improved. The Bologna process from the academic community requires a clear application of the employment processes as a factor in the way of financing certain organizational programme issues. The states have to define and clearly accept the standards of involvement in the European environment of high education. Monitoring of the actual position of the labour market is not only duty of the state, but of the academic community as well. Because of this, in the application of the Bologna process, the academic community has to involve social partners in order to provide them with the help in exercising knowledge applicability. It also indicates on the common tendency of opening labour market in Europe and termination of the employment problems treatment, not only as a national problem but a European problem as well (through the process of mobility). And that will have the following consequences:

- aggressive competition of private and state faculties,
- inclusion of larger number of businessmen in the processes of high education,
- different relation towards students,
- different relation towards the sources of financing.

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some tasks. The idea itself, although declaratively broadly accepted, met series of different resistances. In the adaptation of the curricula, the establishments often manifested the following failures: the formal approach, procrastination, partial application of some of the principles, declarative acceptance. The adaptation to the needs of the employers caused maybe the greatest resistances. And what was the most important for the employers, the integration of theoretical knowledge and practical concepts, the universities have often accepted only formally. The employer's essential request is to get candidates for the job that will have analytical capabilities, to rule over concepts but over tools as well (for example, software) in which those concepts are materialized. The curricula in which theory and practice are like oil and water in the same pot, but completely separated, doesn't enable the students to resolve the problems they will face in their future job positions. At the same time, it has to be concluded, the preparation of curricula that would enable that satisfying balance between the theory and its practical application is not a simple task. Such a preparation requires additional efforts by both the teachers and employers. Although, generally both the groups support the idea, the lack of time, financial means and even ideas, limits the realization of this idea. After the Bologna declaration, a series of the so called Bologna seminars started where many elements recommended or indicated in the Bologna declaration were developed. One of the big issues is the creation of developed qualification frame acquired in the high education in Europe. The defining of the Dublin descriptor, then realization of transeuropean evaluation project and 'Tuning' project signified approaching towards common idea on creation of a broad qualification frame. That idea is finally formulated on the Berlin meeting 2003. However, in order for the talks on the qualification frame to start, it was necessary some other previous elements to be defined, especially learning outcome and competencies. So, in the final communiqué of the Berlin meeting it was recommended that the first and the second cycle of the high education should have a different orientation and different profiles so they could respond to different individual and academic needs, and to the needs of the labour market as well. The first cycle, in accordance with the Lisbon Convention on recognition of diplomas should enable continuation of education in the second cycle, and the second cycle should enable an approach to doctoral studies. The whole discussion on creating European framework for higher education qualifications followed the Bologna process agenda and it signified establishing and defining (or acknowledging the

existing) national frameworks for qualification. By its characteristics, the Bologna process seems contradictory, but it actually gives Europe an opportunity in the competitive struggle with the USA the Far East. Although the old European universities often oppose to the introduction of the Bologna instruments, this process is actually their

only chance for survival in the competition with the American universities. The criticism of certain European scientists, although justified due to the flood of formalism and paperwork of the reform ideas, gives Europe an opportunity to save its original scientific thought and in that way remain a factor of education elitism.

#### Notes

/1/ Ulrich Beck, "Moć protiv moći u doba globalizacije", Školska knjiga, Zagreb, 2004., str.20

/2/ Aleksandar Bariko, "Next", Mala knjiga o globalizaciji i svetu budućnosti, Narodna knjiga, Alfa, Beograd, 2002., str.64

/3/ Entoni Gidens, 'Odbegli svet', Stubovi culture, Beograd, 2005., str. 45

/4/ Byatt, A.S., 'What is a European?', The New York Times magazine, 31 october 2002

/5/ E. Gidens: 'Odbegli svet', Stubovi culture, Beograd, str. 61

/6/ Not according to a single indicator of economic globalisation is this country globalised, nor it stepped on that path' (V. Vuletić,

Punkt globaliteta i antiglobaliteta, Politika, 10. Februar 2003., str. A6)

/7/ Z. Golubović, Svet i mi, in "Politika i svakodnevni život, Srbija 1999-2002", Institut za filozofiju i društvenu teoriju, Beograd, 2003, str. 213

/8/ S. Žižek, Ameriški i imperij je v zatonu, Delo, 13 jul 2002., Sobotna priloga, str. 13

/9/ [http://europa.eu.int/comm/education/copenhagen/index\\_en.html](http://europa.eu.int/comm/education/copenhagen/index_en.html)

/10/ Bojan Komnenović, Evropski prostor nauke, istraživanja i visokog obrazovanja, AOM, Beograd, 2005., str 10

/11/ E:/ European Commission – Enlargement The Programme Cards.htm