



Sanja S. Petkovska¹ 

**Institute for Criminological and Sociological Research, Belgrade,
Serbia**

Jovan R. Miljković

University of Belgrade, Faculty of Philosophy, Belgrade, Serbia

**Scientific
review**

Paper received: Oct 10 2023
Paper accepted: Feb 25 2024
Article Published: Mar 31 2024

A Contribution to Understanding the Process of Globalisation of Higher Education and Approaches to Its Study

Extended summary

Higher education is the driving force and a prerequisite for economic and social prosperity and progress of any society in the twenty-first century, and globalization is the context that determines higher education and sets demands on it that cannot be ignored. Given that previous papers on the globalization of higher education mostly offer a fragmented and partial view of this phenomenon, starting from a broad definition and focusing on some specific aspects of this process, the goal of this paper is a more complete and systematic definition of the phenomenon of the globalization of higher education and its impact on higher education systems. The study is theoretical, based on a descriptive and comparative method, and an analysis of the content, discourse and narrative of the relevant and available literature was used. In addition to the stated goal, the paper specifies the approaches to the study of the impact of globalization on higher education, both the initial ones that were developed within international organizations, and the academic ones that marked a deeper and more comprehensive understanding of the phenomenon of the globalization of higher education.

Through the approach of defining the analyzed phenomenon, in the paper we divided it into two basic dimensions, epistemological and ontological, in an effort to modify the current point of view developed in the existing literature, within which globalization is understood as a modern phenomenon and its impact on higher education is observed after a certain period from which it supposedly originates. Given that the globalization of higher education at our

1 sanja.petkovska@iksi.ac.rs;  <https://orcid.org/0000-0003-4414-6469>

Copyright © 2024 by the publisher Faculty of Education, University of Belgrade, SERBIA.

This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original paper is accurately cited.

scientific scene has been approached so far without an attempt to define more rigorously the phenomenon under discussion, in the first part of the paper we listed the basic elements and domains that provide the basis for a more precise definition of this form of globalization, and this phenomenon is determined in more detail in relation to related and similar phenomena such as internationalization and Europeanization.

This paper asserts the point of view that globalization is just a new name for a phenomenon that has existed in modern civilization for much longer than the end of the 20th century and whose genesis was also contributed to by higher education, and which leads to the changed role of modern higher education institutions is summed up in the reshaping of relations along the line of the state - the market - university. Some of the characteristics of the new model of knowledge production are: research problems are no longer set in a disciplinary manner, the forms of knowledge production are not hierarchical but heterogeneous, knowledge production no longer takes place only at universities but also outside them, and, above all, numerous actors are involved in that production and the social responsibility of higher education also plays a big role. The influence of the management approach on the production of contemporary political documents is evident, which are almost without epistemological and scientific references, and the changes in the narrative no longer include the terminology characteristic of social sciences. The understanding of the higher education management patterns is changing, which concerns the organization of individual sectors, participation in making decisions, mechanisms of their implementation, methods of evaluating the achieved results, mechanisms for allocating available resources, as well as strategic prioritization. The mentioned definitions are specified in relation to the phenomena similar to globalization, such as the Europeanization and internationalization of higher education.

In literature, various approaches to the study of the observed phenomena are identified in which the new theories of critical modernism stand out - including feminism, critical race theory, and subordinate theories of social space nested in the theoretical network of postcolonialism. These approaches change views on education in general, and on higher education as well, by re-examining their value dimensions. Numerous international organizations that are direct actors in the globalization process have expectations from higher education in terms of their direct contribution to the gross social product, but also to contribute to social cohesion, because in order for the economy and trade to function, at least a minimum of social order and stability is needed.

We expect that this paper has multiple pedagogical and andragogic implications, primarily in terms of the expectation that a comprehensive review of the current relevant and available literature will contribute to an easier navigation of researchers and the interested public in the processes, debates and analyses related to the globalization of higher education that will follow in the future.

Keywords: globalisation, higher education, higher education policies, Europeanisation, approaches to study

References

- Benjamin, R. W., Carroll, S.J., Gray, M. J., Krop, C., & Shires, M. (1993). *The Redesign of Governance in Higher Education*. RAND Corporation.
- Bodroški Spariosu, B. (2019). Istraživanja globalne politike obrazovanja: teorijski postulat racionalnog izbora. U D. Pavlović Breneselović, V. Spasenović, i Š. Alibabić (ur.). *Obrazovna politika i praksa: u skladu ili raskoraku?* (85–89). IPA, PDS.
- Corson, J. J. et al. (1976). *Changing Patterns of Governance in Higher Education. Report Series 1975-76, No. 2*. Committee on Higher Education, University of Arizona.
- Cvijanovic, V., Fumagalli, A., & Vercellone, C. (2010). *Cognitive Capitalism and its Reflections in South-Eastern Europe*. Peter Lang.
- Gačanović, I. (2010). Problemi globalnog rangiranja univerziteta ili o iskúšenjima savremenih visokoobrazovnih sistema. *Etnoantropološki problemi*, 5(2), 185–204.
- Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P., & Trow, M. (1994). *The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies (1st edition)*. SAGE Publications Ltd.
- Grandić, R., i Bosanac, M. (2019). Pedagoške implikacije povezivanja visokoškolskog obrazovanja sa širim društvenim kontekstom. U D. Pavlović Breneselović, V. Spasenović, i Š. Alibabić (ur.). *Obrazovna politika i praksa: u skladu ili raskoraku?* (90–95). IPA, PDS.
- Green, A. (2006). Education, Globalization, and the Nation-State. In H. Lauder, P. Brown, J. A. Dillabough, & A. H. Hasley (Eds.). *Education, Globalization & Social Change* (92–197). Oxford University Press.
- Grubb, W. N., & Lazerson, M. (2006). The Globalisation of Rhetoric and practice: The Education Gospel and Vocationalism. In H. Lauder, P. Brown, J. A. Dillabough, & A. H. Hasley (Eds.). *Education, Globalization & Social Change* (295–307). Oxford University Press.
- Hirst, P., & Thopson, G. (1996). *Globalization in Question: The International Economy and the Possibilities of Governance (1st edition)*. Polity.
- Jarvis, P. (2000). Globalisation, the Learning Society and Comparative Education. *Comparative Education*, 36(3), 343–355. <https://doi.org/10.1080/713656613>
- Kamat, S., Mir, A., & Mathew, B. (2006). Producing Hi-Tech: Globalization, and State and Migrant Subjects. In H. Lauder, P. Brown, J. A. Dillabough, & A. H. Hasley (Eds.). *Education, Globalization & Social Change* (341–354). Oxford University Press.
- Kannianen, J. P., Pekkola, E., & Kivistö, J. (2021). Emerging Ideas of 'New Governance' in Higher Education. In D. Branch, & B. Christiansen (Eds.). *The Marketisation of Higher Education. Marketing and Communication in Higher Education* (47–73). Palgrave Macmillan, Cham.
- Kums, H. F. (1971). *Svetska kriza obrazovanja*. Novinsko-izdavačka jedinica Interpres.
- Kundačina, M., i Ilić, M. (2015). Visoko obrazovanje i globalizacija. U D. Martinović, M. A. Brkić, i K. Lasić (ur.). *Zbornik radova Znanstveno-naučni skup Znanost-duhovnost-odgovornost* (97–112). Sveučilište Hercegovina, Fakultet društvenih znanosti dr Milenka Brkića.
- Lyotard, J. F. (2005). *Postmoderno stanje: Izvještaj o znanju*. Ibis grafika.

-
- Martinelli, A. (2005). *Global Modernization: Rethinking the Project of Modernity*. SAGE Publications Ltd.
 - Miljković, J., & Alibabić, Š. (2016). Diffusion of Adult Education Policies in the European Education Space. In A. Pejatović, R. Egetenmeyer & M. Slowey (Eds.). *Contribution of Research to Improvement of Adult Education Quality* (167–182). IPA, Universty of Belgrade - University of Wurzburg - Dublin City University.
 - Nelson, R. R., & Romer, P. M. (1996). Science, Economic Growth, and Public Policy, *Challenge*, 39, (2) 9–21.
 - Nowotny, H., Scott, P., & Gibbons, M. (2003). Introduction: ‘Mode 2’ Revisited: The New Production of Knowledge. *Minerva*, 41(3), 179–194.
 - Olssen, M. (2006). Neoliberalism, Globalization, Democracy: Challenges for Education. In H. Lauder, P. Brown, J. A. Dillabough, & A. H. Hasley (Eds.). *Education, Globalization & Social Change* (261–287). Oxford University Press.
 - Peters, M. (2002). Education Policy Research and the Global Knowledge Economy, *Educational Philosophy and Theory*, 34(1), 91–102. <https://doi.org/10.1111/j.1469-5812.2002.tb00288.x>
 - Petkovska, S. (2010). *Ideja univerziteta i Bolonjski proces*. Zadužbina Andrejević.
 - Petkovska, S. S. (Ed.) (2023). *Decolonial Politics in European Peripheries: Redefining Progressiveness, Coloniality and Transition Efforts (1st edition)*. Routledge.
 - Popović, K. (2014). *Globalna i evropska politika obrazovanja odraslih*. IPA, Društvo za obrazovanje odraslih.
 - *Presidency Conclusions of the Lisbon European Council* (2000). Lisbon: European Council.
 - Rizvi, F., & Lingard, B. (2009). *Globalizing Education Policy (1st edition)*. Routledge.
 - Robertson, S. L., Bonal, X., & Dale, R. (2006). GATS and the Educational Service Industry: The Politics of Scale and Global Reterritorialisation. In H. Lauder, P. Brown, J. A. Dillabough, & A. H. Hasley (Eds.). *Education, Globalization & Social Change* (228–243). Oxford University Press.
 - Scholte, J. A. (2008). Defining Globalisation. *The World Economy*, 31 (11), 1471–1502.
 - Smith, L. T. (2006). Colonizing Knowledges. In H. Lauder, P. Brown, J. A. Dillabough, & A. H. Hasley (Eds.). *Education, Globalization & Social Change* (57–569). Oxford University Press.
 - Song, S. (2019). New patterns of governance in higher education: Predictors of the shift toward academic capitalism. *Kedi Journal of Educational Policy*, 16, 21–44.
 - Torres, C. A. (2006). Democracy, Education, and Multiculturalism: Dilemmas of Citizenship in Global World. In H. Lauder, P. Brown, J. A. Dillabough, & A. H. Hasley (Eds.). *Education, Globalization & Social Change* (537–558).
 - Usher, R. (2006). Lyotard’s performance. *Stud Philos Educ*, 25, 279–288. <https://doi.org/10.1007/s11217-006-9009-z>
 - Valerštajn, I. (2005a). *Posle liberalizma*. Službeni glasnik.
 - Volerstin, I. (2005b). *Uvod u analizu svjetskog sistema*. Otvoreni kulturni forum.

-
- Waks, L. J. (2006). How Globalization Can Cause Fundamental Curriculum Change: An American Perspective. In H. Lauder, P. Brown, J. A. Dillabough, & A. H. Hasley (Eds.). *Education, Globalization & Social Change* (835–849). Oxford University Press.
 - Wolf-Phillips, L. (1987). Why ‘Third World’?: Origin, Definition and Usage. *Third World Quarterly*, 9(4), 1311–1327.
 - Yang, R. (2003). Globalisation and Higher Education Development: A Critical Analysis. *International Review of Education / Internationale Zeitschrift Für Erziehungswissenschaft / Revue Internationale de l’Education*, 49(3/4), 269–291. <https://doi.org/10.1023/A:1025303303245>