
CURRENT GLOBALISTIC PROJECTS EDUCATION IN EUROPE

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Abstract: The main purpose of this paper is to explore from a sociological point of view the most important and current globalist educational projects, which have been adopted or supported by relevant institutions and associations of the European Union. Therefore, this paper deals with the synthesis of previous knowledge on education policy issues in the Union and the analysis of its documents related to education. Accordingly, a method of content analysis was applied to identify and describe the most important educational projects in the European Union, and then determine their interconnectedness, correlation and coherence with European integration and globalization processes in the world, as well as their impact on educational reforms. system of European countries. Based on the research results, three dominant projects crystallized: a) *Global education* - as a project of political education and upbringing, which is aimed at developing a globalist political culture and is intended for formal and non-formal education and upbringing, with special attention to increasing knowledge on globalization and gaining political awareness of the interdependence of people on the planet and the improvement of their lives on European values and the principles of multiculturalism and sustainable development; b) *Dual education* - a project aimed at creating a professional, cheap, mobile and usable workforce of predominantly secondary education, which can be included in the work process immediately after graduation, mainly in industry, financial institutions and the service sector; and c) *The Bologna Process* - as a project of higher education reform, defined in order to create a European higher education zone, internationally competitive, adaptable to social change and knowledge markets, but also education that would allow greater mobility of students, teachers and non-teaching staff, as and faster mobility and the ability to employ a highly educated workforce. The common feature of Dual Education and the Bologna Process is that these projects are directly related to the world of work and the global market, so the requirements for the development of entrepreneurship within the educational process at these levels of education are increasingly emphasized. Education policy makers in the European Union strive to follow the rhythm of European integration and globalization processes and in the function of these processes create new concepts of education, which include: new methods of learning with the help of information and communication technologies, modernization of educational content in accordance with new technological challenges. educational profiles, as well as intercultural values and knowledge in order to overcome language and cultural barriers. In addition, the accelerated progress of the global society requires a constant need to improve the acquired competencies, but also to learn new ones, which is also involved in the mentioned projects. In the conclusion of this paper, it is pointed out that the mentioned educational projects are in accordance with the processes of European integration and globalization; that they are caused by external political and economic influences, and not by the internal dynamics of the development of education and the demands of the academic community; and that these projects determine educational reforms and thus become a *condicio sine quo non* in European countries that are not members of the European Union. It is recommended, especially for researchers, teachers and education policy makers, to get acquainted with the results of this research, in order to better understand the role of education in European integration and globalist processes in the modern world.

Keywords: Global education, Dual education, Bologna process.

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1. INTRODUCTION

Modern education in Europe is increasingly determined by European integration and globalist processes directed by the institutions of the European Union (EU). In EU development strategies, for the first two decades of the 21st century, the basic dimensions of education permeate issues of knowledge, innovation and lifelong learning, especially their role in the global market. In order to better coordinate and divide the work between the EU institutions and member states, as well as mechanisms for implementing strategic commitments, there are tendencies to unify national education systems to enable a single approach, accelerate the mobility of the workforce and its competitiveness in the global market. (Bazić & Knežević, 2016, 88). Different ideas, concepts and projects of

education in Europe function in correlation with these strategic commitments. Many ideas and concepts are expressed in the context of other issues in various documents of the EU, the Council of Europe, as well as various European institutions and associations. However, there are also complete projects of different segments of the education system that were conceived in the second half of the XX century and which developed simultaneously with the evointegration processes and in their harmony. The main goal of this paper is to explore the most important current globalist education projects, which have been adopted or supported by European institutions and associations, especially the EU. Therefore, this paper deals with the synthesis of previous knowledge on education policy issues in the EU and the analysis of its documents related to education. Accordingly, the method of content analysis will be applied in order to identify and describe the most important European educational projects, and then determine their interconnection, correlation and coherence with European integration and globalization processes in the world, as well as their impact on reforms of European education systems country On the basis of previous knowledge and analysis of various documents, three characteristic projects can be singled out, which mostly correspond to the processes of European integration and globalization, and they are: a) Global education; b) Dual education; and c) The Bologna Process. The research results on these projects will be methodologically presented in the same way. The process of their origin will be pointed out first; then, to their goals and content; as well as the effects they cause in the implementation process.

2. GLOBAL EDUCATION

This project is based on the belief that modern man lives and works in a global world and that it is therefore necessary to provide people, especially young people, with a global education that will provide them with thinking competencies and exchange their own views and roles in global society so as to understand complex relationships between mutual social, environmental, economic and political issues and to perform from it new ways of thinking and acting. (Da Silva, 2010, 10). *The Global Education* project began in the mid-1990s and is being developed by The North South Center of the Council of Europe (NSC), which adopted the Charter on Global Education in 1997 (Da Silva, 2010, 4). In the following years, this center worked on networking experts from Council of Europe member states who worked together on the development of the project, which resulted in the establishment of the Global Education Week network (2000). A congress on global education (2002) was soon held in Maastricht and the Declaration on Global Education was adopted. This declaration defines global education as “holistic education that encompasses developmental education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education, as it has a global dimension for citizenship”(Council of Europe 2002). In addition to this declaration, many international documents regulate the development of global education from various aspects (Da Silva, 2010, 13). Thus, the 2030 Agenda emphasizes global education and points out that it is necessary to ensure the acquisition of “knowledge and skills (...) for sustainable development and sustainable living, human rights, gender equality, promotion of a culture of peace and non-violence by 2030. , global citizenship and respect for cultural diversity and the contribution of culture to sustainable development ”(United Nations, 2020). The North-South Center has signed an agreement with the European Commission (2008) on joint project management with the aim of working together to achieve the United Nations Millennium Development Goals through global education. This project was finally formulated in Lisbon (2008) and published as a handbook entitled “Guidelines for Global Education”, and the Committee of Ministers of the Council of Europe adopted the Recommendation on Education for Global Interdependence and Solidarity (2011), which became the first European standard on global education. The goals of global education are essentially to enable people to understand world issues through the process of learning and accepting new values and to empower them with the knowledge, skills, values and attitudes they need to face the problems of the modern world (Da Silva, 2010, 12). Global education is based on a holistic and transformative approach based on multidisciplinary, the promotion of intercultural communication, a culture of dialogue and respect for diversity. It nurtures the principles of pluralism, non-discrimination, social justice, dialogue and cooperation. Therefore, as indicated in the Guidelines, global education enables individuals to develop: a) knowledge about the process of globalization and the development of world society, history and philosophy of the universal concept of humanity and about different lifestyles, cultures, religions and generations; b) skills, such as critical thinking and analysis, perceiving situations from a different angle, recognizing negative stereotypes and prejudices, teamwork and cooperation, empathy, assertiveness, creativity, etc.; and c) values, such as self-confidence, self-esteem and respect for other people, social responsibility, environmental responsibility, impartiality, etc., necessary to ensure a just and sustainable world in which everyone has the right to realize their potential (Da Silva, 2010, 22). Then, that global education teaches appropriate behavior, respecting the foundations of equality in the differences of people, other cultures and races, but at the same time condemning violence, coercion and repression as mechanisms of social control. In this context, it is emphasized that global education implies: strengthening skills, knowledge and values for work in the global economy and society in

general, recognizing one's role in understanding personal and shared responsibility as active members of the global community in order to act for social and economic justice. and for the protection and restoration of ecosystems; and that global education is aimed at individuals who need to become aware of the importance of global challenges and, accordingly, actively engage in creating a sustainable way of life. The basic feature of global education is the transformative learning process, which implies “a deep structural change of the basic premises of thinking, feeling and acting”. Such education, at the local and global level, covers various areas of education: development education, human rights education, education for sustainability, education for peace and conflict prevention, civic education, social and economic education, environmental education, etc. This will influence formal and non-formal education, which should play a major role in raising individuals' awareness of its power in shaping the future (Da Silva, 2010, 21).

3. DUAL EDUCATION

The processes of globalization and rapid technological development at the beginning of the 21st century bring with them many challenges and secondary education that needs to create an efficient, professional, cheap and quickly employable workforce. One of the models that offers an answer to these challenges in Europe is the Dual Education project. That is first defined and applied in Germany in the early 1970s, where it gave the best results, and then in Austria and Switzerland, as well as in other European countries. Therefore, dual education, from the perspective of the comparative study of education, has become a “global education policy” (Valiente & Scandurra, 2017). This is a model of secondary vocational education that is arranged so that knowledge is acquired in school and in the company. Combining learning in school and in the workplace is arranged so that theoretical knowledge is acquired in school, and practical training in the workplace. However, the share of theoretical education acquired in school is far smaller compared to the practical training that takes place in the company. In addition to the systematically organized change of the period of learning at school and in the workplace, dual education is characterized by other factors: a) it belongs to the formal education by which a socially recognized diploma is obtained; b) is based on a contract signed between the student and the company; c) the student receives financial compensation for work; and d) schools, employers and social partners have the competence in defining and implementing education and training programs (Bliem, Schmid & Petanowitsch, 2014, according to: Spasenović, 2019, 124). After finishing school, a student can get a job with an employer or start his own business, but at the same time he has access to further education. On the other hand, the employer in this way reduces the costs of training new employees and invests in the future of his company. In addition, it is believed that learning through work contributes to better work socialization, acquisition of market-recognized skills, easier transition from the world of education to the world of work and meeting the needs of the labor market (Despotović, 2019: 32). Dual education in European countries is regulated differently and is realized in different ways and to different extents. Typical dual education systems are considered to be German, Austrian and Swiss. In these countries, employers and other social partners have a significant role to play in the design and delivery of dual education. There are clearly defined rules and responsibilities at national, regional, local and enterprise levels that ensure that the short-term needs of the employer do not undermine wider educational goals. International associations such as the OECD, the World Bank, UNESCO and the European Commission see dual education as a successful and forward-looking model of vocational education, and countries with a long tradition of dual education are seen as examples of good practice whose experiences can be used by those who want to improve system of secondary vocational education. The OECD analysis states that the model of dual education and training is a good way to develop the necessary skills and employment (Spasenović, 2019, 124). Economic, business, educational and other relevant indicators show that countries with a dual model of vocational education have a relatively low and stable youth unemployment rate, a successful transition from school to the world of work and an education sector that is in line with the needs of the economy (European Commission 2012). At the same time, they are companies that have a strong economy and are economically stable. This situation has encouraged many countries to rely on the experiences of countries with developed dual systems when reforming secondary vocational education and to implement their own reform in accordance with the principles characteristic of this model. Although the dual education model exists in many countries, it is represented to varying degrees (European Commission 2012). Countries like Germany, Austria and Switzerland are intensively promoting their dual education system, but are providing support and assistance to other countries. For many years now, Germany has been an important partner in reforming vocational education and training in various European, Asian and Latin American countries (Spasenović, 2019, 125). Germany's engagement in this field is encouraged by its own interests, because wherever German companies operate, they need a qualified workforce.

Dual education, as indicated in many documents, not only has the role of preparation for the world of work, but should also contribute to the development of individuality, civic responsibility, independence in making life

decisions in various spheres of life, ie. in other words, it should include preparation for life (Spariosu & Bodroški Spariosu 2017). General education, which in this sense has a significant role, is present in dual education to a lesser extent than in school-based models of vocational education. Germany's engagement in this field is encouraged by its own interests, because wherever German companies operate, they need a qualified workforce.

4. THE BOLOGNA PROCESS

The *Bologna Process* project has a longer history than the adoption of the Bologna Declaration. The beginning of European policy in higher education dates back to 1955, when at the Conference of Foreign Ministers of the European Community (EC) in Messina, a proposal was made to establish a European university with the intention of covering the European integration process not only economic aspects but also creating a “common higher education policy in order to make better use of European intellectual and scientific potential and to bring that potential closer to the needs of the economy” (Šćukanec 2010, 99). Until the adoption of the ERASMUS program (1987), a common policy in higher education was continuously built and an institutional framework was sought for its promotion at the EC level. In particular, work was done on programs related to the establishment of joint study programs and technology transfer COMETT (*Community Program for Education and Training in Technology*) and ERASMUS programs (*European Community Action Scheme for the Mobility of University Students*). In the following period, until the adoption of the Bologna Declaration, the development of the idea of a common higher education policy progressed slowly, because it was considered that this violated the national sovereignty and autonomy of the university. During the celebration of the 900th anniversary of the University of Bologna (1988), the Grand Charter of the University (*Magna Charta Universitatum*) was issued, one of the basic goals of which is to encourage strong ties between European universities. Then, ten years later (1998), the Ministers of Education of France, Germany, Italy and Baroness Blackstone, the representative of Great Britain, signed the Sorbonne Declaration in Paris, pledging to harmonize the European system of higher education. The Bologna Process began after the Ministers of Education of 29 European countries signed the Bologna Declaration (1999) in Bologna in order to create a single European higher education area. Today, almost all European countries, Russia and Turkey participate in this process. The Bologna Process refers to the reform of higher education in the countries signatories to the Bologna Declaration, and 47 countries are participating in that process (European Commission 2020). The main goals of higher education reforms according to the Bologna Declaration are: 1) the establishment of a system of easily recognizable and comparable academic titles; 2) organization of studies at three levels of study (undergraduate, graduate and postgraduate studies); 3) introduction of a credit system (ECTS) when evaluating student obligations; 4) encouraging the mobility of students, teachers and administrative staff; 5) promotion of European participation in ensuring the quality of higher education; and 6) advancing the European dimension in higher education (Bologna Declaration, 1999). Later, the Berlin Communiqué (2003) added to these goals: a) the active participation of higher education institutions, teachers and students in the Bologna Process; b) participation of students in the management, determination of development guidelines and improvement of higher education; c) promotion of the concept of lifelong learning; and d) creating basic preconditions for building a knowledge society, namely: the European Higher Education Area and the European Research Area (Communiqué of the Conference of Ministers responsible for Higher Education, 2003). The Bologna Declaration points to the need to create a European zone of higher education, internationally competitive, adaptable to changes in society and the knowledge market, which would enable greater employment opportunities for citizens, mobility of students and teachers. The emphasis is on European values, lifelong learning and the system of obtaining credits or credits (ECTS) which are transferred to various universities. All this is accompanied by new study programs and new educational profiles. Normative concepts and protocols (standards, planning, results, networking, control, etc.) are very pronounced in the design and implementation of the Bologna Process. All this, apart from the intention to regulate and unify the space of higher education, as well as to achieve the necessary conditions, has another side. It is expressed in the desire to bring the university under control and constant supervision outside the university instances, as this reform process is controlled by government institutions, the NGO sector and universities, and the network of implementing and control institutions is constantly growing (Taylor, 2017). This excludes the autonomy of the university, which essentially defines the university as an institution based on the freedom of education and scientific research. Instead of autonomy and self-control, control is imposed on the university by politics, companies, the knowledge and education market. However, the biggest problem, which is systematically embedded in the Bologna Process, is the increasingly pronounced penetration of market mechanisms into educational processes that negatively affect the social sciences and humanities. That is why the Bologna Process causes great division in the public of the whole of Europe, between those who support and propagate it, and those who criticize and challenge it. One of the controversial issues of the Bologna Process is pointing out the danger of endangering cultural identity, unification and standardization of contemporary culture, which suppresses national cultures, collective and individual identities,

humanistic values and civilizational achievements of education (Liessmann 2008, Uzelac 2009, Bazić & Anđelković 2011, Taylor, 2017).

5. CONCLUSIONS

The processes of globalization have affected all aspects of social life, including education, so that they have determined radical reforms in education in all its segments. These reforms have given rise to many different ideas, concepts and projects, among which three dominant projects have crystallized: a) *Global education* - as a project of political education and upbringing, aimed at developing a globalist political culture and intended for formal and non-formal education and upbringing, paying particular attention to increasing knowledge about globalization and gaining political awareness of the interdependence of people on the planet and improving their lives on European values and the principles of multiculturalism and sustainable development; b) *Dual education* - a project aimed at creating a professional, cheap, mobile and usable workforce of predominantly secondary education, which can be included in the work process immediately after graduation, mainly in industry, financial institutions and the service sector; and c) *The Bologna Process* - as a project of higher education reform, defined in order to create a European higher education zone, internationally competitive, adaptable to social change and knowledge markets, but also education that would allow greater mobility of students, teachers and non-teaching staff, as and faster mobility and the ability to employ a highly educated workforce. The common feature of Dual Education and the Bologna Process is that these projects are directly related to the world of work and the global market, so the requirements for the development of entrepreneurship within the educational process at these levels of education are increasingly emphasized. All the mentioned projects are in line with the processes of European integration and globalization, they are caused by external political and economic influences, and not by the internal dynamics of the development of education and the requirements of the academic community. These projects include new methods of learning with the help of information and communication technologies, modernization of educational content, high specialization of educational profiles, intercultural values and knowledge in order to overcome language and cultural barriers.

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