

## UNIVERSITY –INTEGRATOR AND CREATOR OF MODERN SOCIETY

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***Abstract:** Today, in a global society of the totality sharing era, the world still lives together and parallel. The context of the relations in the Balkans is defined by cultural, economic, political and normative aspects burdened by stereotypes and prejudices. All this generates a situation in which the global is closer than the regional. The dialogue on cooperation towards the global is inexorably moving parallel with the local and the regional. Education in this context is the key and strategic factor of development and progress in creating knowledge and encouraging people to build an environment of evolution. Strengthening ties and sustainability through education is not only a provocation but also a task both of the key decision makers and the University as an institution and generator of the overall activities of the societies.*

***Key words:** Globalization, Education, University*

### 1. INTRODUCTION

Education has always represented a specific area in which multiple relations and interests are intermingled, starting from personal (image, prestige, social position) up to values defining the world as a whole. Thus, the education position has always been the pandan of its assets, although its significance is not rarely minimized. As any other activity of vital importance, it represents the essential system of values verification, position of the society, and regulation of its relations, thus building and fostering progress and development. Evaluation has always been the privilege and opportunity for those who have absolved such a system of relations and values, although the position of the education authorities and creators of such a system is often inappropriate. The position not always depends on the capacity and values, but on the current moment and relationship of the ruling teams as well.

In the last two decades, under the circumstances of the two blocs (the EU and the Associates), the education problem in the Balkans, due to different priorities and positions, is quite complex. So, for the countries oriented to the association (the so-called Western Balkans-WB) that understand transition as a „domestic question“, the focus has been (and

still is) turned on safeguarding the recognized borders.<sup>1</sup> These circumstances, logically, impose delayed activities in the „education adaptation“. The WBs have rushed in the process composition of education adjustment standard at quite a late stage, due to which (and other reasons, normally) criticisms against it are still current.<sup>2</sup> Regardless of that, the education (maintained on the margins of existence) has diligently traced its road basing it on strenuous personal engagement and contribution, alongside continually forgiving those it failed to „teach appropriately“ to respect it and to evaluate it adequately. Under such circumstances, it is clear that it is focused on international equitation and curriculum quality based on the engagement of the teaching staff.<sup>3</sup>

## 2. ACTUALITIES & CHALLENGES

In respecting the paradigm change and the current moment, it is clear that the computing era has promoted a different style and manner of work and living. The computing science has even tried to raise itself above the very knowledge by promoting its instruments as nearly unique in significance. The computing science, by helping in the work in the context of humanization of relations, has deteriorated the matters. Linkage of people while distance is of no importance has made them more alienated. Instead of becoming closer, the global citizens have become more estranged with the help of the computer. Our rapprochement has become really virtual. Universal knowledge circulates in several billions of closed down worlds in which we all live alone instead of living together.

Nevertheless, the computing science has its own good aspects. Nothing is final any longer and what we have learned, we must constantly redefine and refresh. It is a very important segment exactly in the domain of education that is the only fundamental actor of social integration: political, economic, and normative. So, the role of education in modern context is more than just important: however, all this requires additional activities of the society itself. A sluggish system needs to be placed in a flexible framework and traditionalism should be replaced with the current trends with no delay. In learning for a whole lifetime and in being turned, first of all, to itself, the University has a historical mission: the creation of a new style of relations and learning with respect for the imperatives of the current trends and by implementing new forms, models, and techniques, thus becoming the most important potential for the integration of the present alienation.

## 3. THE BALKANS IN THE CONTEXT OF LEARNING

During the late nineties and early twenty-first century, in Serbia is increasingly feeling the trend of globalization, strong external influences and pressures of unstable environment that equally affects businesses in the economy and non-economy when it is about organs

<sup>1</sup> Pavel Zgaga, THE ROLE OF HIGHER EDUCATION IN NATIONAL DEVELOPMENT South-Eastern Europe and Reconstruction of the Western Balkans, The Europa World of Learning 2011., [www.worldoflearning.com](http://www.worldoflearning.com)

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<sup>3</sup> Graham Donaldson CB DEVELOPMENT OF NATIONAL TEACHER QUALIFICATION FRAMEWORKS ACROSS FIVE BALKAN COUNTRIES University of Glasgow January 2012 [http://www.cep.edu.rs/sites/default/files/teacher\\_qualificationsin\\_five\\_balkan\\_countries.pdf](http://www.cep.edu.rs/sites/default/files/teacher_qualificationsin_five_balkan_countries.pdf)

of state administration. We are faced with competition in all areas of business, which is very tough and businesses are forced to make full use of all their goods and available potentials.<sup>4</sup>

The very changes emerging from the technological and computing revolution have already adopted new styles of attitude, habits and practices by simultaneously imposing new imperatives. In the wish to accomplish its two elementary functions (pedagogic and educational), the education needs to be engaged on its own. We have new requirements, new skills are necessary, and new different people have totally different expectations. The technology and computing science have developed a different atmosphere, while global tendencies and challenges must be overcome in the era of knowledge that forgives not inabilities and improvisations.

Being turned to the global implies that we have absolved the local and the regional that have been already harmonized. In the Balkan case, the imperatives of the globality are overcome parallel to the regional and the local. The global is even less difficult than the latter. Nevertheless, we cannot free ourselves of the impression that while recognizing and fitting-in the global values we come to the conclusion that we have already had them. The region (the Balkans) in which we live has spent the past two decades of globalization in conflicts (military, economic, political . . .). Instead of being turned to creations, innovations, and developments, we were turned to functional survival. An industry bereft of its strength and, as a result of that, a stagnating education are the outcomes of the past transition. A lot of time has been wasted in the absence of deliberations and activities on the current trends. By developing it upon frustrations, burdens, and accusations, instead of making it one and joint, the Balkans has become a multitude of sad worlds that are still conducting parallel lives. Thus it happened for the neighbors to become distant, while the global world became close. In the frameworks of the previous context, the education was lagging behind, awaiting better days which, after all, does not liberate it from its responsibilities.

#### 4. PERSPECTIVES & RESPONSIBILITIES

At least partly, the blame for the poor cooperation in the Balkans is on the governments in the region that considered themselves the only legitimate representatives of the public interest and in that context they have continually ignored the suggestions for partnership links.<sup>5</sup> Knowledge and education are the most important resources of a long-term global society equally for the society and for the individuals. The very importance of the education emerges from the fact that educational politics is an appeal for peace.<sup>6</sup> It is clear that the practice of the successful is based on the individual capacities of the individuals who

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<sup>4</sup>Dragiša Vićentijević, Milan Janković: KNOWLEDGE MANAGEMENT IN SERVICE INDUSTRY. *International Journal of Economics and Law*, Vol. 2, No. 6, December 2012, Novi Sad, p. 36

<sup>5</sup>Rosa Balfour and Corina Stratulat, The democratic transformation of the Balkans EPC ISSUE PAPER NO.66, 2011

<sup>6</sup>Cultural relations and education policy in an age of globalization Gaining partners, spreading values, representing interests, p. 8, [www.auswaertiges-amt.de/cae/servlet/.../AKBP-Konzeption-2011.pdf](http://www.auswaertiges-amt.de/cae/servlet/.../AKBP-Konzeption-2011.pdf).

manage to attain the thrones more by intuition than by a scientific approach. The desire and hope as the last elements of human existence improve this trend of activities.

All the above mentioned points to the complexity of the relations and environment that have to be upgraded. Education as a system of measures and activities in this area has far more compound duties than anywhere else in the world. While learning, it is necessary to create an atmosphere of cooperation, with simultaneous respect for the traditional local values that have to be both incorporated and then harmonized. Overcoming parties' problems and disunity on the local level in the black-and-white world is one of the imperatives. Fighting bureaucratic environments of expressed authoritarianism is one of the barriers that also need to be overcome. To develop a different relationship towards creation and innovation instead of raising status-quo to the peak means to impose competence instead of positioning those who are learning, which is another mission. Incorporation of knowledge instead of inert action and flexibility is something that all the areas are lacking. To elevate the significance of the intellectualism and to transform the values of the society by the system of competition is more than just necessary.

The only option is to incorporate novelties via changes with respect for the traditional and tested values that are turned to the future while incorporating the ambient into the global. Flexibility, quality of labor, competition, institutional democratization, aspiration to achievements, constant evaluation, high standards . . . are the principles that inspire and create progress. In this context, by forgetting what has been once achieved and by forgetting one's own pride, with newly redefined views first of all in relation to the labor manners and transfer of the real and truly needed knowledge and skills is the easiest way to the integration of the region.

## 5. CONCLUSION

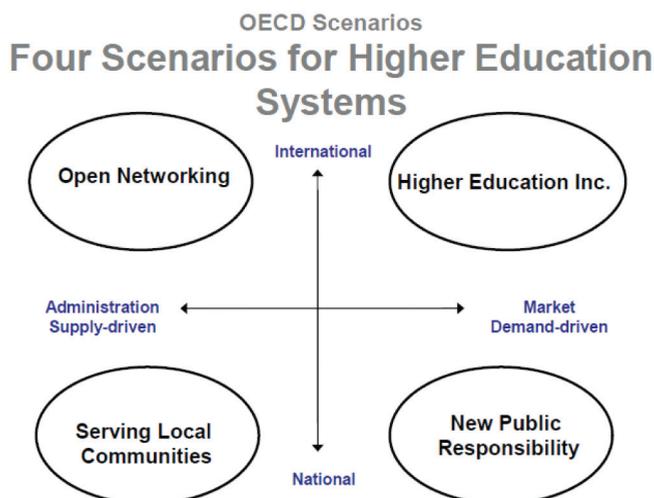
The open question is what forces and what ways should be employed for the transformation of the awareness (one's own and the one of the other) and how to find out when and to what extent we are willing, declaratively, to start it all in practice. The practice indicates that we are aware about the inevitability of globalization and the consequent implications. We are aware that we shall have to incorporate novelties, but the question is why this is not happening at the right time. Aware of the process of globalization, we must not neglect the local and the regional in order to remain as active factors rather than being passive participants in other people's programs. Starting from the joint spirit as an imperative and standard of living instead of comfort, pride, and self-contempt with parallelism, we are developing an atmosphere of higher values in which and for which the University bears a large responsibility. The University (study and research) has a crucial role in developing ways and activities in that direction, while understanding before all the others that education has already become a global matter. To that extent, the University (higher education) is simultaneously a theater stage and an answer to global competition, cooperation, mobility, and cross-cultural encounters.<sup>7</sup> With respect to these positions one can surely expect that every education delivers as subtle results as possible. Four scenarios for the educa-

<sup>7</sup> Higher Education to 2030, VOLUME 2, GLOBALISATION CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION OECD, 2009 [www.oecd.org/publishing/corrigeanda](http://www.oecd.org/publishing/corrigeanda).

tional system development are possibly expected by the year 2030, which offer realistic but also different approaches.<sup>8</sup>

It is not good to start from the situation that we expect (which is the most simple) the education in the Balkans to remain on a national level and that from the present 2 (Serving LocalCommunity) it will not go beyond position 3 (New Public Responsibility). This would imply that we may be once again engaged in dealing with one's own national aspirations instead of enhancing regionalization and fostering the global to affect the development of the scenarios 1-4 (Higher Education Inc). Real integration and cooperation can only begin by reinforced awareness and the need for internationalization of both public and private education.

**Image n. 1:** Scenarios for the higher education system in 2030 (according to OECD)



This is not an activity to be performed overnight: it is an integrated and harmonized initiative of key incentives and creators of advancement. New people need a new type of a teacher: development of educational management on all levels, impetus for life-long learning and for using all the modern achievements, the professionalization, the quality, the competition, and the great expectations of the teacher.<sup>9</sup> In this sense, the creation of development mechanisms and of teachers' careers, of new skills, expertise harmonized with current achievement standards, and harmonized procedures for entering curriculum is also of importance on the route for providing new working conditions in the educational institutions. This is not a decree; it is a joint accomplishment of all the factors and participants in the process of education. A good quality educational system that will produce future values can only be created by a professional not burdened by politics but oriented to

<sup>8</sup> The Future of Higher Education Four OECD Scenarios, Milovanovitch M., OECD Directorate for Education 3rd Congress on Innovation Porto Alegre, 18 November 2010 [http://www.fiergs.org.br/files/arq\\_ptg\\_6\\_1\\_7823.pdf](http://www.fiergs.org.br/files/arq_ptg_6_1_7823.pdf)

<sup>9</sup> Teachers for the Future – Teacher Development for Inclusive Education in the Western Balkans, Pantic, Closs, Ivosevic, 2011

knowledge. Politics should develop the framework of possibilities and leave the job to the proven and turned to the future educational authorities. The reason is because the idea for joint spirit, linkage, and integration is developed and transferred by the teacher with all his authority and credibility who, by teaching about tomorrow, is simultaneously giving data and knowledge at the right time to the pupil who will need it in the future.

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