

# Preface

*Globalisation and Higher Education Reforms* (volume 15) in the 24-volume book series *Globalisation, Comparative Education and Policy Research* examines the nexus between ideology, culture and higher education reforms globally. Globalisation and the competitive market forces have generated a massive growth in the knowledge industries that are having profound effects on society and higher educational institutions. One of the effects of globalisation is that the higher education sector is compelled to embrace the corporate ethos of the efficiency, performance and profit-driven managerialism. As such, new entrepreneurial universities in the global culture succumb to the economic gains offered by the neoliberal ideology, and university governance defined fundamentally by economic factors.

Both governments, and universities, in their quest for global competitiveness, excellence, quality and accountability in education, increasingly turn to international and comparative education data analysis. All agree that the major goal of education is to enhance the individual's social and economic prospects. This can only be achieved by providing quality education for *all*.

Clearly, these new phenomena of globalisation have in different ways affected current developments in education and policy around the world. First, globalisation of policy, trade and finance has some profound implications for education and reform implementation. On the one hand, the periodic economic crises (e.g. the 1980s, the financial crisis of 2007–2008, also known as the Global Financial Crisis, or GEC in 2008) coupled with the prioritised policies of the International Monetary Fund (IMF) and the World Bank (e.g. SAPs) have seriously affected some developing nations and transitional economies in delivering quality education for all. Second, the policies of the Organisation for Economic and Cooperative Development (OECD), UNESCO, the World Trade Organisation (WTO) and the General Agreement on Trade and Services (GATS) operate as powerful forces, which, as supranational organisation, shape and influence education and policy around the world.

By examining some of the major higher education reforms and policy developments in a global culture, particularly in the light of recent shifts in higher education

reforms and policy research, the volume provides a comprehensive picture of the intersecting and diverse discourses of globalisation, higher education and global competition-driven reforms.

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