Constructing Europe through Constructing a European Education Space

Roger Dale

This paper considers the relationship between the construction of a European education space and the construction of 'Europe' as an entity. It argues that the construction of 'Europe' as an entity is at least as important an aim of the attempts to construct a European education policy as its effects on Member States' education policies. It focuses particularly on both the external and internal contexts of this construction. The external context is seen as comprising changes in the political economic context, in the 'architecture of education systems, in their mandates and capacities, and in the ways that their contributions are appraised. The internal context comprises the mechanisms of soft governance through which the European education space was brought into being. The paper suggests that it is possible to identify three stages of this construction, respectively, establishing 'quality', soft governance (the Open Method of Coordination), and the Lifelong Learning agenda, which are shaped by changes in global contexts and their interpretations at the European level.

Keywords: European education space; soft governance; architecture of education systems; lifelong learning; 'quality' education; mechanisms

Restructuring a Nordic Model in Education

Ari Antikainen

This article discusses the Nordic model or pattern of welfare state and education. It shows how restructuring processes are going at policy level and institutional level. Still the basic structures of the Nordic model or pattern, especially the principles of comprehensive schools and local schools, are left. By the institutional approach, a new path generation or institutional pattern is emerging, but its legitimization and establishment will take a long time. Changes in policy and organization are much faster than in sociocultural settings. Such success stories like the Danish labour market reform and the rise of the Finnish knowledge intensive ICT cluster have paved the way for this transformation. There is still a possibility that a welfare-state strategy and a competition-state strategy will coexist.

Keywords: Education; Welfare State; Workfare State; Nordic model

Market, performance, accountability. Two decades of reactionary rhetoric in education

Romuald Normand

Performance and efficiency stand as priorities in present educational politics. Which were the reasons that led them to be the paradigm of educatinal systems replacing the comprehensive education? The following paper aims at rebuild and question the fundamental thesis that contributed to the evidence of a generalized crisis in the comprehensive education and the appearance of the model of efficient school, capable of taking part in a concurrent and global market, framed by a reactionary rhethoric, installed in USA and in the United Kingdom in the past twenty years, and developping at a global scale. It is also the aim of this paper to reflect over the role of the sociologists in education in the understanding of the interaction among various educational agents at a global scale and the new implications of capitalism in educational politics.

Keywords: Market; performance; accountability; school effectiveness; neo-conservative agenda.

Continuous Progression: Why the revision of the Learning Cycles?

Maria Lucia M. Carvalho Vasconcelos

The present article aims to register and clarify the reducing of the period of the continuous progression cycles in São Paulo State public schools. Since 1997, the Education Secretary had adopted the rule of four-year cycles for the elementary schools. In

2007, these cycles were reduced and this alteration is the purpose of our discussion.

Keywords: Continuous progression; Learning assessment; Cycle Recovering

From the initial bond to the building of citizenship: a appeal to a welcoming school

Óscar C. Sousa

The article calls for a therapeutic attitude with respect to children with behavioral deviance, to be expressed by welcoming, in all areas of the community—namely, inside the school, an institution with an educational mission. One must recall that deviance can be the expression of an earlier disequilibrium of a socio-affective nature that can only be balanced by a positive experience of security and trust, involving shared rights and responsibilities.

Keywords: Bonding; comfort; security; autonomy; abandonment; rebellion.

Case studies in education. Investigation in depth with scanty resources and other way of generalization

José B. Duarte

Investigators with scarce resources and even alone, but challenging their research qualities, they can give a serious contribution for the investigation, through a case study, in alternative to studies of vaster perspective but demanding more resources in material and in persons. And that study obviously can be continued later on with future works of the own or of other investigators. The following reflection is based on several authors with major incidence in works of Stake (1995; 1998) and Yin (1994; 2005), it tries to delineate the procedures to use in the adoption of the case study in education problems and it includes, in complement, the key-ideas of some case studies about education inventoried by Yin (2005).

Keywords: Case study; investigation in depth; generalization; vicarious experience.

'As intermitências da morte': debate concerning the right to lusophone literature in the youngers and adults' literacy process.

Nilce da Silva (and others)

The article discusses the right to lusophone literature – Saramago, as example - in the process of teacher' s formation and inside of adults' literacy through formation research process at São Paulo city.

Keywords: Lusophone literature; adults; stigma; literacy; Saramago; teacher's training.

The Adult Education and Training Project in the Lisbon Municipality

Alexandra Aníbal, Helder Touças, Luísa Dornellas, Paula Morgadinho, Mafalda Seoane & Vanessa Veríssimo

The Adult Education and Training Project in the Lisbon Municipality is based on the processes of skills recognition, validation and certification, which value the skills acquired through the life and work experiences of adults, allowing them to obtain certification which is equivalent to the official certification provided by the Ministry of Education.

Keywords: Adult education; skills; life stories; certification.