Abstracts

The Identity of Higher Education: higher education and the university

António M. Magalhães

Higher education is a product of modernity, built in the crossroad of the Humboldtian model, the Napoleonic model and the Oxbridge model. Higher education, as we know it, was centred in the handling of knowledge, i.e., in its production (research) in its distribution (teaching) and in its dissemination across society (service to community). Knowledge and its handling defined not only the institutional mission, but also the nature of higher education organizations.

To these components of the 'idea' of higher education, others equally important elements were added: the role of higher education institutions in the consolidation and development of the nation-state. The cadres necessary to the functioning of the state apparatus found in the universities a privileged place for their training.

This paper argues that in a context in which the production, distribution and dissemination of knowledge are changing, a context in which globalization/localization processes erode – mainly in Europe – the national level, and a context in which massification and democratization of access to higher education induce sociological patterns different from the originals, higher education itself is assuming a schizo identity: tertiary education, post-secondary education, research-driven higher education, vocational higher education, etc. This situation demands increased reflexivity, by simultaneously refusing an essentialist approach to the 'idea' to higher education and stressing the need to promote educational perspectives not reducible to its adaptability, i.e., refusing the framework of a paradigm in which the criterion of an institution legitimacy is proportional to their survival capacity in an ever changing environment

Universities and Other Institutions of Higher Education in European Countries

Vítor P. Crespo

The number of Higher Education institutions in the different countries in Europe is analysed. It is calculated the number of institutions per million of habitants. To increase the degree of comparability, the European countries are separated in tree groups: the large, the medium and the small size countries.

In general are considered the various types of institutions – public and private, universities and other institutions of higher learning.

The institutions/population ratios are very similar for the institutions of the same size group, with the exception of the Portuguese non university sector. One of the reasons for such behaviour can be found on the youth, and the historical context of the creation of these institutions.

It is referred that the universities in Portugal rank low in excellence comparatively with what happens in a great number of other European countries

Some criteria that may be used to bypass the singularity of the Portuguese higher education network are advanced.

Key words: rankings; educational systems; comparative studies; Bologna process; Higher Education; academic degrees.

The Bologna process and the Czech system of education

Milan Pol

The Czech system of education has been through several years of relatively intensive transformation efforts reflecting the international processes of transformation of higher education the Czech Republic joined.

The most important external stimulus di-

recting the transformation process is the socalled Bologna process.

The Bologna process undoubtedly has been and will continue to be a significant stimulus defining the direction and character of this transformation, in virtually all main areas of operation of higher education institutions.

Educational Ideas and Trends in the School Scenery. Where we are and where are we going to?

Ernesto Candeias Martins

This paper intends to make a contribution to the educational trends nowadays. The author questions the existence of these trends /and/ or pedagogical movements and their meanings trying to answer the question 'What's the actual path of education / training?' It leads him to analyse the pedagogical issues of new timings in the several educational spaces. The emergency of educational tendencies is related with the new historical-pedagogical subject in three items: the first is connected to the dynamic and worried teachers in relation to the needs and problems of the new generations what gives floor to the dialogical debate of 'old and new ideas' and the educational proposals, the second refers to the different speeches and to the sensibility to educate, to teach and to train or to learn, i.e. the changes, contributions and research; and the last is related to innovation and development, the renewal of the pedagogical movements, with organizational expressions that lead to debates on the democratic alternatives to teaching, the mission and social role of school, the curricular management and the pedagogical contents ways of teaching and learning of the new publics and new jobs, new learning sceneries, new knowledge and cultures, and so on.

KeyWords: pedagogical trends, school scenery, school roles, new learning and publics

An aproach to the Social Pedagogy-Education

Andrés Soriano Díaz

Social Pedagogy and Social Education are situated in a joining point of educational and social aspects, and, only from this perspective, their beginnings and historical development can be understood. In their configuration, the practical requirements always have pointed the way of theoretical reflection, which has set the Social Pedagogy identity as a scientific discipline and the Social Education as a practice intervention space. Social Education is not only defined by the functions that traditionally have been of its competences, even also by those which are circumstantially attributed to it, in response to the derivated changing reality necessities. Evenly, the Social Education fundamentation and legitimation exist in different lawful texts, with international but also national character, where the philosophy of social policy is collected in every country. Therefore, there is no complete accord in the way of understanding Social Education, but different conceptions exist according to spaces and moments. All of this has made that, throughout the time, a conceptual evolution has not been produced, but different interpretations of it.

Sociology of Education: An analysis of its origins and development from an approach of the Sociology of Knowledge.

Rosilda Arruda Ferreira

This work intends to analyze aspects related the origins and to the development of the scientific field of the Sociology of the Education according to an approach of the Sociology of the Knowledge and under a perspective pair: as an intellectual process and as a social historical phenomenon. For

in such a way, it identifies to the trends theoretician methodological of prestige of the field of the Sociology of the Education and its relations with the social political context, prioritizing, in this analysis, the aspects related with the changes in the social function assumed by the school to the long one of the time. After the carried through analyses, conclude that in the interior of the scientific field of the Sociology of the Education they coexist, in the present time, theories directed toward the daily action, where they predominate, on the other hand, related subjects the social representation, the action of the daily citizen in, and, for another one, the theories come back toward ampler the social system, where the boarding of the nexuses between the social structure and the existing interactions that form the individual and collective citizens and inequalities in the educational system.

sary knowledge for working on the chose profession, allowing some of the students to reconcile themselves with school and to (re)construct plans for their lives.

Training Education of the Students A different teaching process towards the (re)construction of projects of life

Maria Helena Madeira

This study is about Initial Professional Education and it is intended to analyze the reasons and conditioning factors perceived by young people that took them to choose this way of education. The study considered two possible ways for professional education in Portugal: the Learning System (called Sistema Aprendizagem) and Professional Schools. Among the reasons pointed out by the students for choosing professional education, emerges the concern in obtaining a qualification that could facilitate their insertion in the labor market, combining a qualified education with skills obtained from real work experience during practical apprenticeship training. The welfare exhibited by young people seemed to be related with the achieved success, with the acquisition of the neces-