

**SCIENTIFIC REPORT
ESF/SCSS EXPLORATORY WORKSHOP**

**GLOBALIZATION, EDUCATION RESTRUCTURING AND SOCIAL
COHESION IN EUROPE
Barcelona, 3-5 October 2002**

Convenor: Xavier Bonal, *Universitat Autònoma de Barcelona*

1. EXECUTIVE SUMMARY

The ESF/SCSS Exploratory Workshop on “Globalisation, Education Restructuring and Social Cohesion in Europe” gathered in Barcelona (3-5 October) several experts from EU and candidate countries. The general aim was to discuss the relationship between these concepts, as well as the possibilities to launch a general research programme in base to several projects and initiatives.

The papers dealt with a range of topics that suggested how globalisation impinges on European educational systems. As the programme had scheduled and the discussions concluded, four analytical focuses are crucial to spell out these effects. To start with, the EU has constructed a new educational agenda by deploying new policy instruments such as the Open Method of Coordination. The implementation, the contradictions and the legitimacy effects of this policy innovation were analysed. Secondly, globalisation is a process of rescaling and reterritorialisation. European educational systems have undergone these transformations by the very constitution of a EU agenda, but also by means of devolution, deregulation and decentralisation policies. Thirdly, some researchers have highlighted the current changes and the influence of the distribution of qualifications and income on social cohesion. Finally, social cohesion also entails the recognition of differences. Here, Southern European countries provide relevant case studies due to their almost simultaneous universalisation of social rights and recognition of these cultural rights.

Besides the former research framework, the conclusions also pointed out the interest of participants to keep in contact. The project to celebrate another exploratory workshop was suggested. Furthermore, the new Globalisation and Europeanisation Network in

Education was presented. The near publication of the 'Globalisation, Societies and Education' journal was also announced.

Participants have valued the seminar in a highly positive way regarding to both academic quality and organisation.

2. SCIENTIFIC CONTENT OF THE EVENT

The event included papers, discussions and debates on a significant range of topics relevant to the relationship between globalisation, education and social cohesion. This fact has to be considered as one of the strengths of the workshop along with multidisciplinary. The convenor organised the seminar in 7 sessions of 2-3 papers. In most of these sessions there was an interesting relationship among the papers selected, so discussion, led by the chair, was very focused on the topic of the session. In other occasions, when papers were not significantly related discussions run in parallel without problem. The distribution of all papers among participants before the workshop facilitated and enriched discussion. In the following paragraphs a brief account of the main topics discussed in the workshop is provided. Of course, the report does not include all the issues addressed in the workshop. Rather, it provides a selection of four main areas of research and debate that emerged from the papers and the discussion among participants.

The EU educational policy agenda

The three papers presented in the first session mainly addressed this topic. However, a number of papers referred to EU education policies. Papers highlighted the growing protagonism of the EU in education policy making. Interestingly, the mechanisms used by the Commission to broaden its policy-making capacity are different from those of the nation-states. The remaining principle of subsidiarity of the EU in education implies the search for strategies to achieve some harmonisation among educational systems of the member states. Here, participants emphasised the importance of the agenda set up in the Lisbon summit in 2000. In particular, the Open Method of Coordination was identified as the most significant input to define a European educational space. The 16 quality indicators and the idea of benchmarking play nowadays a significant role to achieve convergence and supra-national coordination. These mechanisms, however, carry contradiction and some contestation. Member states may not always be willing to accept detailed evaluations of their educational system if results are not positive, some countries might also aim to maintain more autonomy in the educational field. At the same time, the OMC presents some discontinuities with other supranational projects like PISA; led by the OECD. Participants also highlighted the importance of aspects

like lifelong learning or active citizenship as new elements of the EU educational discourses. However, as discussion evidenced, these tools seem to play more a legitimacy role than a real policy option. Although the EU agenda does not include pedagogy, some trends related to the emergence of a global pedagogy can be identified. Case studies suggest that such pedagogy re-articulates the long-term established distinction between child-centred and content-centred teaching.

Globalisation as a process of rescaling and reterritorialisation

It is important to point out that many papers focused, as a topic or as a methodological strategy, in the forms and processes of reallocation of decision-making embedded in globalisation. Education, as part of public policies, is also a space being redefined by the changing scale process of political relations. To focus in these processes, identified and developed by critical social geographers, is an interesting method to understand how power relations are reallocated and to understand the new forms of governance in education. The process of rescaling takes two main forms: upward, towards supra-national bodies or regional organisations, and downward, towards local actors and the community. The rescaling process was identified as a central aspect to understand how social cohesion is understood and how can it be achieved. What is being rescaled becomes therefore one of the most important aspects to analyse the relationship between globalisation and education. In Europe, the clearest example is of course the new role of the EU in education described above. The governance of education may be viewed therefore as a process that does not necessarily entail a government. On the other hand, a number of D-policies (devolution, deregulation, decentralisation) are signs of a rescaling process towards the local level. The mechanisms through which nation states are forced or are willing to transfer decision making capacity towards supranational or local actors becomes an interesting object of study about the impacts of globalisation on education and a central aspect to understand policies or strategies for social cohesion. In this context, participants provided examples about the strategic positional role of the private sector in the rescaling process of educational governance. New public-private partnerships in ICT were pointed out as new means of delivering educational services that can have important consequences on educational equality. Some papers also stressed the impact of the private sector and the new accountability systems brought by globalisation on the university sector. The rescaling process was also used as a

framework to analyse educational policies with special reference to the teaching profession. Examples from France, Greece, UK or Bulgaria showed the same tendencies towards the implementation of D-policies, though there was also different modes of implementing those policies and different degrees of contestation. The later shows the importance of the configuration of national social forces to understand how processes of policy convergence may have different impacts depending on the power and political roles of national actors. This is of course a central issue in the searching for a *social cohesion-side* of educational policies: the same policy strategy does not ensure a cohesive or disruptive impact.

Defining and measuring social cohesion

This was of course one of the central topics of the workshop. Although it may seem an obvious question, the conceptualisation and measurement of social cohesion is a central aspect in the academic literature. As some papers pointed out, there has been a kind of ‘official’ understanding of concepts like social cohesion or social capital that have not been questioned enough. For instance, correlational analyses have reported positive effects of membership to associations (as a proxy for social capital) and social cohesion. However, international comparisons have shown contradictory results among countries with high degrees of association and low levels of social cohesion. Thus, association index may also evidence a high degree of corporatism and self-interest and low levels of trust. On the other hand, the education effects on social cohesion and social capital present similar problems. Some papers stressed the fact that social distribution of qualifications and income distribution rather than absolute levels of education are better factors to explain social cohesion. With regard to educational distribution, other papers stressed the importance of providing empirical evidence to distinguish between short-term and long-term effects of educational policies on the income redistribution processes. The structure of skills and institutional changes can be important factors to explain more long-term redistribution effects that are not considered in the short-term analyses. Generally speaking, one of the facts evidenced in the workshop was the need towards a type of research to better understand social cohesion measurement and its relationship with education. It was pointed out the need for more international comparisons and the need for new methodological approaches to account for a broader

understanding of social cohesion, educational equality and social capital.

Social cohesion, education and identity

Finally, another important topic addressed in the workshop focused on the important question of 'difference' and equality in education. Southern Europe provides critical case studies in this sense, since this question emerged there at the same time as social rights became definitely institutionalised. Thus, co-education was generalised in Spanish schools during the second half of the eighties. Current debates and experiences have shown the possibilities to transform schools in a critical co-educational way beyond the mere fact of mixing male and female students. These possibilities are connected with new approaches to such general educational problems as preventing aggressive behaviours or promoting parental involvement. On the other hand, the passage from the status of emigration countries to the status of immigration countries has also dramatically impinged on their social and educational policies. Here papers and discussion referred to the importance to analyse the educational response to demographic, economic and cultural changes that European societies have to face. Migratory movements carry challenges in knowledge, language, equality of opportunities, cultural integration and so on, all of them related in one way or another with education. Of course, any policy towards social cohesion has to take into account the fact that European societies are becoming more and more multicultural. Some important aspects arise from these challenges: how to harmonise redistribution with cultural recognition of differences, what is a multicultural curriculum, school choice and cultural integration, national identity in multicultural societies, and so forth. One of the questions discussed focused on the paradox between invisibility of minorities (in terms of social rights) and its overexposure (in terms of social conflict and media treatment), something that difficulties the development of inclusive policies. Policies may have sometimes the unintended effect of generating stigmatisation processes that stimulate more social prejudices and weaken social cohesion.

3. ASSESSMENT OF THE RESULTS, CONTRIBUTION TO THE FUTURE DIRECTION OF THE FIELD

All participants positively valued the exploratory workshop. With regard to organisational aspects, the fact that all participants had the papers available before the event and the considerable time left for discussion improved the quality of debates. This organisation strategy also helped to identify and stress the type of research that is needed in the future. The following table summarises some of the research topics that emerged during the last session. Three columns try to summarise the range of research interests brought about by participants under a number of research priorities that might shape a future research agenda. The first one identifies three main questions as headings to develop future research on globalisation, education and social cohesion. The second column tries to sort the analytical dimensions that emerged during the workshop. A third column provides examples of research questions and research tools associated to the former columns.

MAIN QUESTIONS	ANALYTICAL DIMENSIONS	RESEARCH QUESTIONS/ RESEARCH TOOLS
<i>What</i> is social cohesion? (Defining and Measuring Social Cohesion)	<ul style="list-style-type: none"> • Conceptualising SC • Relationship between SC and Social Capital • How to account for difference when measuring SC 	<ul style="list-style-type: none"> • Methodological explorations (to account for broader definitions of Social Capital) • Cross-national comparisons • Relationship between social cohesion and equality
<i>Who</i> is responsible for Social Cohesion?	<p style="text-align: center;"><u>RESCALING</u></p> <ul style="list-style-type: none"> • Changing governance • New state roles • EU educational space • Configuration of national social forces 	<p style="text-align: center;"><u>What is being rescaled upwards and downwards?</u></p> <ul style="list-style-type: none"> • Public-private partnerships • New public management • State responses to competitiveness • Conceptual definitions of Lifelong Learning and active citizenship
<i>Which</i> are the social and institutional mechanisms for Social Cohesion?	<ul style="list-style-type: none"> • Organisation of National Education Systems • EU Indicators of the OMC • Pedagogy • Social Movements 	<ul style="list-style-type: none"> • Exploring the relationship between organisation of ES and equality/effectiveness (sources: PISA, OMC) • Forms of resistance

Of course, this table does not cover all the research agenda related to the topic. However, it fixes a number of research priorities that emerged from discussion. Actually, some participants launched the idea that another exploratory workshop was necessary to follow discussion and to set a more detailed research agenda. On the other hand, all participants agreed to elaborate these conclusions and to send them to the European Commission (DG Research, Unit for Research in the Social Sciences and Humanities) as an important input for the next Framework Six Programme.

There are already spaces for future encounters among most of the participants. Firstly, the Socrates/Erasmus Thematic Network on *Globalisation and Europeanisation Network in Education*, led by Roger Dale and Susan Robertson from the University of Bristol, is a crucial space to continue discussion on these topics, to produce teaching materials and to prepare future research projects. Secondly, the new journal, *Globalisation, Societies and Education*, edited also by those two scholars, is the perfect place where ideas and research projects can be published and exchanged. Those two spaces will be the European reference for knowledge production and circulation of research results with regard to globalisation and education.

4. FINAL PROGRAMME

THURSDAY 3

9.15-10.00:

- **Welcome: overview of meeting format and intended outcomes**, *Xavier Bonal, Convenor*
- **Presentation of the European Science Foundation and the Standing Committee for the Social Sciences**, *Henryk Domansky, ESF-SCSS representative*

10.00-11.30:

Session 1: The EU Agenda: new discourses and policies

Papers:

- Performance, Citizenship and the Knowledge Society: a new mandate for European education policy, *Stephen Stoer & Antonio Magalhaes*
- Changes in education policies within the European Union in the light of globalisation, *Ulf Fredriksson*
- The construction of a European education space and education policy, *Roger Dale*

Chair: Susan Robertson

11.30-12.00:

Coffee break

12.00-13.00:

Discussion

13.00-14.30:

Lunch

14.30-15.30:

Session 2: Globalisation, the nation state and the social functions of schooling

Papers:

- The new roles of the state in welfare: towards an agenda of social innovation, *Pep Adelantado & Ricard Gomà*
- How much State does education need?, *Heinz Suenker*

Chair: M'hammed Sabour

15.30-16.00:

Coffee break

16.00-17.00:

Discussion

17.00-18.30:

Guided visit

19.30:

Reception at *Ajuntament de Barcelona*

FRIDAY 4

9.30-10.30: **Session 3: Conceptualizing education and social cohesion**

Papers:

- Education policies, social cohesion, societal coherence, *Annie Vinokur*
- Education and social cohesion: re-centring the debate, *Andy Green*

Chair: Roger Dale

10.30-11.15: Discussion

11.15-11.45: *Coffee break*

11.45-12.45: **Session 4: Assessing equity: educational policies, governance and social cohesion impacts**

Papers:

- Changing governance/changing equality? Understanding the politics of *public-private* partnerships in education in Europe, *Susan Robertson*
- Exploring the long-term effects of educational policies on the income redistribution processes, *Jorge Calero*

Chair: Andy Green

12.45-13.30: Discussion

13.30-15.00: *Lunch*

15.00-16.00: **Session 5: Restructuring educational policies: national responses to globalisation**

- Globalization, education restructuring and teacher unions in France and Greece: decentralization policies or disciplinary parochialism?, *Harris Athanassiades & Alexandros Patramanis*
- Constructing legitimation through educational quality. The restructuring of secondary education in Spain, *Xavier Bonal & Xavier Rambla*

Chair: Stephen Stoer

16.00-16.30: *Coffee break*

16.30-17.15: Discussion

SATURDAY 5

9.15-10.15:

Session 6: The changing role of European Universities

- The impact of globalisation on the mission of the University, *M'hammed Sabour*
- L'éducation et la formation tout au long de la vie, Européanisation et cohésion sociale: les cas Français et Bulgare, *Marc Dusatoy & Mila Petkov*

Chair: Annie Vinokur

10.15-11.00:

Discussion

11.00-11.30:

Coffee break

11.30-13.00:

Session 7: Rethinking recognition: globalisation, identity and social cohesion

- Critical coeducation as a tool for social cohesion. For a new gender culture, *Amparo Tomé & Marta Rovira*
- Harder borders to cross: discourses on social cohesion and educational opportunities for immigrant and minority children in Spain, *Silvia Carrasco*
- Globalisation, Europeanisation and the social scientist, *Helen Phtiaka*

Chair: Xavier Rambla

13.00-14.00:

Discussion

14.00-15.30:

Lunch

15.30-17.00:

Conclusions
Setting the agenda for future work

21.00:

Final dinner

5. FINAL LIST OF PARTICIPANTS

LIST OF PARTICIPANTS

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6. STATISTICAL INFORMATION ON PARTICIPANTS

Workshop Organiser

- Dr. Xavier Bonal (Autonomous University of Barcelona, Spain). *Expertise (key words): Education policy in Southern European countries, Sociology of education, Education and Development.* Age: 39

Participants

- Dr. José Adelantado (Autonomous University of Barcelona, Spain). *Expertise: Social Policies, Globalisation and the State.* Age bracket: 40-45.
- Professor Jorge Calero (University of Barcelona, Spain). *Economics of education, Quasi-market reforms and social policy, Educational finance.* Age bracket: 35-40
- Dr. Silvia Carrasco (Autonomous University of Barcelona, Spain). *Multicultural education, migratory movements and education, anthropology of education.* Age bracket: 40-45.
- Professor Roger Dale (University of Bristol, UK). *Educational policy, Globalisation and education, Sociology of education.* Age bracket: 55-60.
- Dr. Marc Dusautoy (Universite de Paris III (Sorbonne Nouvelle). *Economics of Education, Educational descentralisation, Educational reform in France.* Age bracket: 55-60.
- Dr. Ulf Frederickson, (Education International, Brussels): *Globalisation and education policy, Teacher Unions, Global agencies and education.* Age bracket: 45-50. Country of origin: Sweden.
- Dr. Ricard Gomà (Autonomous University of Barcelona, Spain). *Social and public policies, social exclusion, political science.* Age bracket: 35-40.
- Professor Andy Green (Institute of Education, University of London, UK). *Education and State formation, Vocational Education and Training, Globalisation and Education.* Age bracket: 45-50.
- Dr. Antonio Magalhaes (Center for Research of Higher Education/University of Porto, Portugal). *Higher Education, Educational management, pedagogy.* Age bracket: 40-45.
- Mr. Alexandros Patramianis (University of Bristol, UK): *Teachers' work, Education policy in Greece.* Age bracket: 30-35. Country of origin: Greece.
- Dr. Mila Petkov (Universite de Paris III (Sorbonne Nouvelle). *Education reform in Bulgarie, Educational decentralisation.* Age bracket: 45-50. Country of origin: Bulgarie
- Dr. Helen Phtiaka (University of Cyprus, Cyprus). *Special needs, inclusive schooling policies.* Age bracket: 40-45. Country of origin: Greece.
- Dr. Xavier Rambla (Autonomous University of Barcelona, Spain). *Education policy in Southern Europe, Gender and education, School choice policies.* Age bracket: 35-40.
- Dr. Susan Robertson (University of Bristol, UK). *Teachers' work, Globalisation and education, International organisations and education.* Age bracket: 45-50.
- Mrs. Marta Rovira (Autonomous University of Barcelona, Spain). *Sociology of education, gender and education, discourse analysis.* Age bracket: 30-35.
- Professor: M'hammed Sabour (University of Joensuu, Finland). *Education and social reproduction, philosophy of education, international education reforms.* Age bracket: 55-60. Country of origin: Morocco.

- Professor Stephen Stoer (University of Porto, Portugal). *Education policy in Southern Europe, Multicultural education, inclusive schooling policies*. Age bracket: 55-60. Country of origin: England.
- Mrs. Amparo Tome (Institute of Education, Barcelona City Council, Spain). *Gender and education, Multicultural education, inclusive schooling policies*. Age bracket: 50-55.
- Professor Annie Vinokur (Université de Paris X Nanterre). *Economics of education, international educational reforms, education and work*. Age bracket : 60-65.