

The Redistribution of Competencies in Five European Educational Systems: Global and National Perspectives

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Research Framework



- Aim: provide a comparative reflection on the redistribution of competencies in EU context;

- Comparative and comprehensive approach (Van Zanten & Ball, 2000);
 - Common orientations among EU education policies;
 - Typology of patterns of relations and educational actor's competencies;
 - Socio-historical approach at the educational system level.

- Sources: indicators from international organizations (OECD, EURYDICE), national reports and scientific studies.

Global trends: the role of evaluation

- Theoretical framework and tools of public policies: *modes/ models of regulation* (Maroy, 2005);
- *Evaluative State* (Neave, 1988; Broadfoot, 1996), *Quasi-Market* (Whitty, 1996);

- Role of evaluation in the distribution of responsibilities at EU level:
 - Curriculum and minimal national competencies;
 - Decentralization of resources and management responsibilities;
 - Evaluation mechanisms

Global and national perspectives: for a typology



- Centralized systems with limited school autonomy (ex: France; Portugal; Malta);
- Predominantly centralized systems with local certification (ex: Greece; Italy; Romania);
- Federalized systems with importance of regions (ex: Germany; Belgium; Spain);
- Systems of collaboration between central and local levels (ex: Denmark; Finland; Poland)
- Decentralized systems with larger school autonomy (ex: Sweden; England; Hungary)

Between global trends and historical constraints

Portuguese Educational system

Evaluative State	Quasi-Market
School autonomy legislation (since 89)	Geographical criteria less rigid
New curriculum organization (2001)	Legislation on families participation
School's external evaluation (2006)	Systematic publication of results
National exams (since 2005)	
Teacher's evaluation (2007)	

System's particularities:

- Advances and retreats in school autonomy legislation;
 - Limits of families' participation;
- Difficult implementation of teacher's evaluation.

Between global trends and historical constraints

Italian Educational system

Evaluative State	Quasi-Market
School autonomy legislation (2001)	Increased competition between schools
National Guidelines (2004, 2007)	School choice + financial aids
National exam reestructuration (2007)	

System's particularities:

- Few evaluation/ control mechanisms;
 - Limits of school autonomy;
- No systematic publication of results (school's decision).

Between global trends and historical constraints

French Community of Belgium Educational system

Evaluative State	Quasi-Market
Missions' decree (1997)	Principle of education freedom (1831)
Consolidation of external exams	Transformations in the use of school choice
Inspection Service Reform (2007)	Private sector funded

System's particularities:

- Pillared and fragment nature of education continues to exist;
- No public information about results nor comparisons between schools;
 - Formative use of external evaluation.

Between global trends and historical constraints

Danish Educational system

Evaluative State	Quasi-Market
Danish Evaluation Institute (1999)	Growing publication of results
New Act on Folkeskole (2003)	Legislation on families participation
Reinforcement of external assessments and exams (since 2006)	School choice and financial incentives for private education
School evaluation more systematized (2006)	

System's particularities:

- Traditional importance of local authorities (municipalities);
- Improving quality presented as a central reason for many of the changes introduced.

Between global trends and historical constraints

English Educational system

Evaluative State	Quasi-Market
Educational Act (1988)	School choice + financial mechanisms
Standardized tests	Publication of “league-tables”
OFSTED (1992); Schools inspections	Families representation in school boards

System’s particularities:

- A “high-risk” accountability but some trends towards a new kind of school evaluation;
 - Great power of school boards vs weakened power of LEAs.

Final Remarks



- Evaluation as the visible common element could explain EU trends in terms of redistribution of competencies;
- The socio-historical approach allows the identification of global trends and system's particularities;

- Future challenges:
 - A study of the “global” in the European context;
 - Deeper socio-historical approach of concrete educational systems which considers the various stages of education policy;
 - Consideration of local contexts: “glocalization” in education (Van Haecht, 2003).