

Not everything that counts in education can be measured or compared. A critique to accountability based upon standardized tests and school rankings

Almerindo Janela Afonso

Generally, the concept of accountability is polysemic and complex. However, I only intend to mention, in this paper, some aspects of a wider theoretical and conceptual contextualization. Here, at first, the concept of accountability is associated to three interrelated dimensions: evaluation, to give account and 'responsabilization'. Secondly, some relationships between assessment and accountability are analysed having as pretext standardized tests, national exams, and rankings. Finally, I conclude that accountability, based only in standardized tests and rankings of the schools, is an incomplete and reductive form of accountability, considering the complexity and plurality of the objectives, mandates and functions of school education.

Keywords: educational policies; accountability; standardized tests, national examinations, rankings.

Beyond the implementation of the bachelor's, master, and doctorate degree structure : a new framework to think out education and training policies

Jean-Louis Derouet

The purpose of this paper is to go beyond the apparently smooth implementation of the bachelor's, master, and doctorate degree structure in France. The author suggests that universities are framed by minority yet important networks – *grandes écoles* and non-academic higher education. What is essential may be a series of changes that adapt higher education to the new spirit of capitalism – a networked organisation, a project-based social philosophy, etc. These transformations are not directly related to this degree structure but take root in this

new context to make progress. The benefits of the lengthening of the study period leave some skeptical. A new conception of justice encouraging lifelong training is emerging. The administrative measures taken in the name of accountability contribute to setting up a government based on European quality standards. Finally the substitution of an international framework of reference for a national model changes how elites are trained. What counts now is less the reproduction of an academic culture than the early inclusion in international networks.

Keywords: university, Bologna process, democratisation, education of elites, globalisation, quality

Educational Expenditure in Portugal. Contradictions and Dilemmas in Educational Policies in a Global Context

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This paper aims to analyze the evolution of education funding in Portugal taking into consideration the global influences and constraints. It mentions the historic under funding of Portuguese education and reflects on the criticism from some quarters that the cost of education approached average OECD levels during the late 1990s. Traces a framework of international prospects for education and presents the current situation in the European Union in this regard. Also refers to the educational expectations of the OECD, namely for Portugal, with emphasis on the consequences for educational funding. Analyses the recent evolution of educational budgets specifically the decline in investment and the re-designation of funds to different categories, namely from payroll categories to others which correspond to European Union objectives and goals.

Keywords: Financing of education; education policy; globalization; PISA; learning outcome

Private Tutoring as a subject in a case study: some results from *Aquarela City*

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Although *private tutoring* is an activity *still in the shadows*, it is today an increasingly globalized phenomenon, whose economical-financial, political and pedagogical dimensions are still faraway from a thorough analysis and reflection. If students resorting to tutoring (family members, classmates, friends, and even teachers) has always constituted a reality present in the learning process, the exponential development that the *private tutoring market* has known in the last decades has given it very different contours, with the traditional “domestic tutor” being replaced by firms, economical groups and several types of *franchising* situations that are multiplied by thousands of centres that can be found across the world. In this text we aim to present some data gathered in the research that we have been conducting on this matter, namely the results of questionnaires filled out by 12th year students attending the secondary schools located in a Portuguese city, which we have named *Aquarela City*. We will also analyse the repercussions that the phenomenon introduces into the field of educational policies and its implications in students’ school results. If, in the sixties, Bourdieu and Passeron introduced us to the “heirs”, today, we have before us the “new heirs”, as these students, besides possessing the *cultural capital* discussed by these authors, have, simultaneously, access to more of the learning that is required by the school that they officially attend, through complementary private strategies that they use as a *competitive edge* in the competition with classmates that are less favoured by this double family inheritance.

Keywords: private tutoring; market; schools; success; heirs

Education and Social Transformation Today: Some Political-Pedagogical Challenges

Danilo R. Streck

The article discusses possibilities and limits of a transforming pedagogy today. The reflection begins with an attempt to identify some characteristics of present day education. There are pointed out two facts that may be of particular importance for an exercise of synthesis: the so called crisis of utopias and the reconfiguration of spaces and temporalities of teaching and learning. Among the challenges, which at the same time can be considered the horizon, there are identified the following ones: The necessity to listen to the many voices of dissent, among them the silenced ones; b) the effort to transform the educational spaces, the new ones as well as the older ones, in a humanizing *ethos*; c) to assume the plurality of times as an opportunity to enlarge the vision and to make room in our life world for the diversity of experience.

Keywords: Social transformation; post-modernity, utopia; dissent

Knowledge and Power of 1905 Portuguese Reform

José Viegas Brás & Maria Neves Gonçalves

In this paper, we intend to revisit the 1905 Reform focusing on the curriculum innovations and pedagogical measures that made it unique. As methodological focuses we assume the curriculum as social construction and we establish a link between the pedagogy of power and learning following Nietzsche and Foucault, considering that behind all learning and understanding what is at stake is a fight for power, being the political power intimately related with learning. We deal, at the beginning, with the new curriculum proposal of the above-mentioned document – drafted by the Director Gene-

ral of Public Instruction, Abel Andrade and undersigned by the Minister of the Reign, Eduardo José Coelho. We highlight, on one hand, the mechanisms that made physical education part of the students' curriculum at grammar school, and on the other hand, the means that opened a new way to a new learning and to a new development of the human body. In a second moment, we highlight the importance of what we call the *new mechanisms of regulation* where we include the notebook, as an incentive to the pedagogical practice of filling and exhibiting the work done by the students and at the same time the cooperation between the grammar school and the family. At last, we assume that this Reform should be seen in articulation with the previous one by Jaime Moniz, and that both correspond to two fundamental pieces of the reform movement, which was the basis of the education of the future governmental elite.

Keywords: reform; curriculum; physical education; knowledge; power.

Assessment and school failure: issues for debating on school democratization

Maria Teresa Esteban

The article discuss the relations between the consolidation of a national assessment system, based on standardized exams, and the quality production in a state school marked by stresses, conflicts, lacking of unique perception and project. It questions the standardization stimulated by homogeneous standards of assessment as procedure capable of reverting the production of the school failure. The assessment results continue exposing a failing school and impose the need of questioning what is education, what are its bases and purposes, what does it transmit and how does it transmit; require deep reflection on what is historically denied and silenced and needs to be recovered and incorporated to the pedagogical dynamic.

Keywords: assessment; working classes; quality; inclusion/exclusion; exams

From Exclusion to Inclusion. A Brief Historical Perspective

Maria Odete Emygdio da Silva

The way from exclusion to inclusion of children and youngsters with special education needs is related to the economic, social and cultural traits of each epoch, which are determinant as to how one puts difference in perspective. Exclusion, segregation, integration and, nowadays, inclusion have their paths made up according to underlying concepts and practices – which, in the case of inclusion, in the sense of inclusive education, point out to teachers' training in service as one of its main implementation tools.

Keywords: segregation; integration; inclusion; inclusive education; analysis of in service training needs

Will be specials the educational needs of students? The intentional speech

Jesús Molina Saorín

In this essay, we will offer some brief details about the educational needs, specially badly so called "special". After these considerations, we will go through the actual situation, focusing our work on the education reality. At this point we will describe the different aspects that take part in the comprehensive school.

Keywords: diversity; special education; learning difficulties.