

UDC 378.014:330.831.8

Georgios Pappas

ORCID iD 0000-0001-7139-9432

PhD (Philology),
Academic tutor for the subject «ISP12:
Understanding the Language and Civilization:
from Latin to Spanish» [Linguistics],
Dpt. of Hispanic Language and Civilization Studies,
Hellenic Open University (EAP),
18 Parodos Aristotelous, 26 335 Patra,
Greece, gspappasuo@gmail.com

EDUCATIONAL SYSTEM AND NEOLIBERAL EDUCATIONAL POLICY

The aim of this paper is to track, record and highlight the implications of the application of market principles in education. The supporters of the above mentioned view, consider that the pedagogical science is allowed to provoke to its clientele neither «spleeniness» nor fleeing. On the contrary, those who oppose the application of the principles of the market in education, consider that by the logic of the market, schools and universities are turned into businesses and students into a two-category workforce, depending on their degrees and financial capacity.

Through the examination of labour market's implementation in education, the aims that are served and the social inequalities which are established, become apparent. Moreover, in this paper, an effort is attempted to highlight the true nature of education and the role that all participants in the educational system should play.

Key words: commercialization of knowledge; globalization; liberalism; labor market; technical education; true nature of education.

<https://doi.org/10.28925/1609-8595.2020.2.2>

Introduction. Today, commercial logic has invaded, throughout the developed world, all stages of the production and circulation of cultural goods. Indeed, according to Bourdieu, a cultural tradition is attempting to spread throughout the world, within which commercial logic was fully developed. Bourdieu believes that the fields of cultural production, which have been gradually built up and endlessly sacrificed, are extremely vulnerable to the forces of technology and the economy (Panagiotopoulos, 2004).

The introduction of market value chains into the educational form of socialization is linked both to the strong social mobility observed in recent decades in western societies and to the prevalence of a technical-instrumental discourse, linking progress with the use of new technical-scientific achievements (Pavlidis, 2006).

This educational model is, consequently, dominated by a model that seeks to acquire practical skills for future vocational rehabilitation and on the other hand seeks to develop a «meritocratic» competitive educational system, which emphasizes the acquisition of formal qualifications through rigorous procedures. In this system, school education is evaluated on the basis of the criteria of «productivity» and «efficiency». Emphasis is placed on accountability, tests, assessment of student performance in areas related to the technical productive field of knowledge and application. According to Bourdieu, many even talk about the «education market», as education, is

a market that the economy is interested in, in two ways: education is concerned with business not only as a place where a disciplined workforce can be produced but also as a market, in which, products can be sold for its education (Panagiotopoulos, 2004).

This study will briefly present the new system linking education with the labor market, examining the pros and cons of applying market principles in education, and then attempting to redefine and highlight the true and essential nature of education.

The aim of this paper is to highlight the implications of the application of market principles in education.

The new relationship system that connects education with the labor market. In the context of globalization, national policies are subject to the principles of liberalism and the market, and the role of the state is mainly limited to that of the guarantor of these principles and the supplier of the necessary human resources under the conditions of globalization (Miliaronikolaki, 2003). A classic example that clearly serves the principles of globalization in education was the Bologna Declaration of 19 June 1999, the aims of which were reaffirmed at the meeting of European Ministers of Education in Prague on 9 May 2001. The main aim was, in the context of the free movement of ideas, citizens and services, in the member states of the European Union, the creation of a European Higher Education Area that would promote the mobility and employability of European citizens (Vavouras, 2001).

The Bolkestein Directive definitively adopted on 12 December 2006 by the Council of Europe, sought to

eliminate all obstacles to the free movement of services between Member States of the European Union, to the strengthening of the rights of recipients of services as users of those services, improving the quality of services and establishing effective administrative cooperation between Member States. This introduces an undergraduate and postgraduate degree system. Access to the postgraduate course requires successful completion of the undergraduate course, which lasts at least three years. The master's degree will be recognized in the European labor market as a sufficient professional qualification. Therefore, universities should contribute to producing a workforce adaptable to market needs (Bourdieu, 2001).

At the same time, the intention was to gradually move towards a single system of internal and external evaluation of European universities, with the creation of a system of accreditation or a process of comparison of one institution with another. At the same time, it is emphasized that first and second degree diplomas should have different orientations to meet the variety of individual needs, academic needs and market needs (Berlin Summit decision) (Miliaronikolaki, 2003). Finally, it is promoted the introduction of a European credit transfer system allowing students to concentrate on the number of credits needed to obtain one or the other degree (Montlibert, 2007).

The realm of education, however, encompasses a very wide range of services that, while technically do not belong in the field of education, are related to, and affect, the quality of education. Such services are, for example, the function of libraries, and research (Zebylas, Petrou, Papastefanou 2008). In this way, educational institutions are gradually turning into competing companies, trying to ensure their viability, while the knowledge generated by them tends to become financially negotiated and transacted, and thus ceases to be a product of genuine and unrelenting intellectual activity.

In favor of applying market principles to education – political extensions. The Organization for Economic Cooperation and Development (OECD) and the European Commission argue that, as education suffers from a lack of funding, the private sector is invited to invest in it with various measures in exchange for the control of educational and research orientations, and, the consolidation of patents. He further affirms that the lack of flexibility of university systems, their inability to adapt to change, their inability to put knowledge into practice, are due to a highly collective administration, organized around consensus and affirmation of universalistic values (Montlibert, 2007).

Those who support the application of market principles to education use four basic arguments. First, state control systems often fail to control low levels of success. This was according to Chubb and Moe (1990 and 1992), mainly due to the excessive bureaucracy of systems that did not understand the preferences of their customers and the market. Secondly, the free market can provide better service delivery by providing the best response to the needs at the lowest possible cost. Third, commercialization increases consumer choice

and empowers those who receive educational benefits. In addition, the development of virtues such as self-sufficiency, independence, personalization, contributes to the expansion of market practices in traditional public service sectors. Fourthly, competition provides an incentive for markets to strive to satisfy their customers' preferences (Zebylas, Petrou, Papastefanou 2008).

Many even argue that the emergence of the idea of universities' evaluation can be attributed to a number of reasons, such as the extension to the university, of the logic of privatization in the 1970s. Indeed, today there is a growing concern that voices say that universities should act as private companies. In addition, the integration of the European market has led, inter alia, to the need to create a European Higher Education Area which will allow for comparability of degrees.

At the same time, those who defend these reforms enjoy partial legitimacy because of the fact that the way the university and research function in Greek universities, in many areas, is not characterized by the qualities that govern all developed and autonomous scientific fields (Panagiotopoulos, 2009). However, it is still considered that the credit system frees the student from the anachronistic and rigid structure of formal curricula in the name of employability, mobility, and adaptability of graduates. By accumulating credits from various courses and educational institutions, they lead to university degrees. In this way, it is argued, «lifelong learning» is being prepared (Miliaronikolaki, 2003).

Impact of applying market principles on education.

The application of free-market rules to education has at times received criticism that has to do with both the quality of education provided and the ideological background that governs it, as well as the end product that is the knowledge produced. The first criticism that disputes the rationality of individual thinking in a market environment, argues that individuals who make decisions in their own interests cannot make the best decision for the common good. The second criticism argues that those who market education are confused about what education is and thus turn it into a commercial product, thereby turning schools into product lines. The third criticism of the application of market principles to education focuses on the idea that only co-operation can contribute to the development of community, brotherhood and equality. The fourth focuses on what we have said above, that there will be unequal access to better education, as the poorer will not have much choice (Zebylas, Petrou, Papastefanou, 2008).

Several scholars go a few steps further and look at the implications for the education system of linking it to the market economy. One primary consequence, they argue, is the fact that pupils – at their most critical period of socialization – are self-contained in the form of «systemic integration», while the field of «social integration» plays a secondary and complementary role. This is due to the fact that the administrative, structural and functional forms of the educational system prove to be powerful (Giddens, 1984). This development has the effect of directly linking education to social recognition, growth

and integration into the most favorable terms of division of labor. Personality formation and critical knowledge are secondary factors in this context.

There is, therefore, a «dual role» that education is required to «satisfy». At the level of macroeconomic strategies, it must «provide» the necessary technical and vocational «skills» in order to harmonize with labor market needs. The other side of the role of Education, concerns the socio-political field, where it is called, to contribute to social reproduction through the «politicization» of the educational function itself (Gravaris & Papadakis, 2005).

The first «role» of Education, is harmonized with market value schemes (competitiveness, knowledge technicalization, specialization, productivity) and symbolized through the «qualifications» and «pluralism of choices» scheme. The second role is to integrate citizens into the political system and its institutional – regulatory expressions. Consequently, it is expressed through the «shape» of the collective / indivisible «good» ('education for all), whose participation, on the basis of the principle of equality, parallels the concept of political participation in the public (Gravaris & Papadakis, 2005).

That is to say, there is an emphasis on the acquisition of economic and political «capital», according to Bourdieu's standardization, which aims at economic prosperity and the occupation of high positions in either the structures of free economy or state bureaucracy. In this respect, the type of «cultural capital» seems to be neglected (Pavlidis, 2006).

This «socioeconomic» education primarily refers to higher education and according to Bourdieu is divided into two subcategories. The first will include mass, cheap and low-quality education (undergraduate course), while the second will include «centers of excellence» (graduate course). The homogenization of higher education is therefore obviously only nominal and not real. According to Bourdieu, the Bologna Declaration does not therefore lead to a substantial expansion of access to higher education, but rather to its restriction (Panagiotopoulos, 2004).

Another implication for higher education course is that universities are required to produce a flexible mid-level workforce so that it can work with relatively low pay and the illusion of a university degree. The tooling of education is obvious (Vavouras, 2001). Especially for students who lack financial and cultural «capital», the risk of marginalization and exclusion is immediate. Thus, upon completion of their studies, they realize that they are individuals of «no social value», possessing diminished titles.

At the same time, it is argued that what is set in motion is the imposition of a «cultural arbitrariness» tailored to the symbolic interests of the economically ruling classes. For this reason, Bourdieu says, Europe's cultural diversity is ignored by the convergence of an education system. That is, the particularities of national education systems are ignored, as well as the educational tradition of each country. Homogenization of education means elimination of its social dimension (Bourdieu, 2001).

The removal of this social dimension of education

in relation to the constitutionally guaranteed right of the individual to work is frowned upon, since the reform has been implemented, the number of higher education teachers has stabilized considerably, if not reduced. Students then have to choose the most rational alternatives by composing the course of their training in a transparent information system on the quality / price relationship of each offer (Montlibert, 2007).

At the same time, however, these arrangements mark the definitive rupture of the degree with the right to work, since it typically, stops to certify a cycle of basic studies in a particular scientific subject. The qualifications will henceforth, be mere certificates of successful attendance of various apprenticeships, which will be displayed to the employers in order for them to decide on the competence of the certificates' holders (Miliaronikolaki, 2003).

In addition, the credit accumulation and transfer system, expresses the understanding that the proper assessment of market needs and their corresponding choice of educational goods, is now purely individual. But here the principle of the educational process is being circumvented as a gradual, systematic, step-by-step deepening of the knowledge-understanding of a specific scientific field (Pavlidis, 2006).

Economically, schools are forced to review their mission of preparing young people for the labor market in the light of the rapid changes in employment. Consequently, new skills, flexibility and adaptability are needed, as young people will change careers throughout their lives. Therefore, schools should prepare their students to be not only «producers» but also «consumers». In addition, schools need to develop pupils' abilities and behaviors, necessary for their further transition to the workplace. Organizing various activities within the classroom, within the context of curriculum, or beyond, may give students opportunities to have practice in confronting various difficulties. In other words, there seems to be a tendency to transform the school environment into a business, which also satisfies the intentions of globalization at this level (Whitty & Edwards, 1998).

This strategic, attempted reorientation of the education system insists that immediate adjustment to the needs of job sharing, full specialization and emphasis on technical – practical knowledge, can solve the problem of the relationship between the market and the education system. However, in reality, these criteria are related to short-term technical requirements and to bitty productive and social needs. Consequently, these criteria can only give bitty responses to the overall problem (Pavlidis, 2006).

We therefore observe, that linking scientific knowledge to the specific requirements of the productive structure and the so-called «market needs», deprive schools and universities of both their socializing role and the ability to cultivate a methodical-critical analytical approach in the fields of science and socio-economic relations (Givalos, 2005).

Promoting true nature of education. Redefining the relationship between education and market economy. All the reforms proposed, whether that of

Higher Education or research, threaten structures that cannot achieve their goals unless they are based on a non-hierarchical, disciplinary system, in a freedom to organize time against the norms and ways of doing business (Montlibert, 2007).

According to Panagiotopoulos (2007), thinking about the role of the state must transcend the divide between liberalism and statism. In other words, we must face the prospect of finding practical ways and means that will allow us to use the state to get rid of it. That is to say, in the moment when we should criticize the education system the most, we are obliged to defend it in every way against the ideology of the market.

The defense of the autonomy, in particular of the university, of the place of production of scientific knowledge, leads to the defense of its public character. It is its public nature that will allow it, to convey new ways of thinking that will lead not only to the synthesis of knowledge, but also to the understanding of new forms of organization of the world and of existence (Stamelos & Vassilopoulos, 2004).

Anyone can understand that scientific knowledge can never be adapted to the ephemeral needs of the market, because science, by its very definition, is the continuous effort of man to know the constant and time-resistant elements of reality, the internal relations and the laws that govern it (Miliaronikolaki, 2003).

Macmurray's views are particularly useful because he links the nature of human bliss with education, arguing that the second concerns the way we become People. He believes that the purpose of education is to learn to live with others, to live in communities. That is why more attention should be paid to the Community role of

educational institutions and less to the commercial, as the former is more important and essential in the educational process (Panousis, 2005).

According to Macmurray, when the teacher turns to technical education, having the illusion that all problems can be solved with the appropriate know-how and method, then the real nature of education is lost, which from personal and human becomes mechanical task (Zebylas, Petrou, Papastefanou, 2008).

In addition, very important for Macmurray is the quality of the relationships between students and teachers as well as between teachers. It is the community that determines the success of the educational process, as it is only within such a community that an alive culture can be developed. For example, if the relationship between teachers is not of a Community character but is simply a society of functional co-operation, then there can be no school community (Stern 2001). We also need to ask ourselves whether partnerships are created for the sake of community and education, both for us and for our students themselves.

Conclusions. The mismatch between the expectations the school system cultivates and the real opportunities it provides, leads to discontinuities between the present and the future, as well as the suspicion that it is essentially a financial transaction – secretive or not – between working «capital» and people of the spirit. As this suspicion often tends to be established as a certainty in the consciousness of the world, the educational community must be particularly careful, if not suspicious, of any cooperation of «capital» and «spirit». As P. Bourdieu points out, this may be «the denial of a future without a present and a present without a future» (Bourdieu, 2004).

References

- Βαβούρας, Ι. [Vavouras, I.] (2001). Υπαγωγή της εκπαίδευσης στους νόμους της αγοράς. *Θέματα Παιδείας*, 6, 20–21.
- Bourdieu, P. (2001). Η πολιτιστική διεθνής κατά της παγκοσμιοποίησης. *Τα Νέα*, 10 Φεβρουαρίου 2001, 8–9.
- Chubb, J. E. And Moe, T. M. (1990). *Politics, Markets and America's Schools*. The Brookings Institution.
- Chubb, J. E. And Moe, T. M. (1992). *A Lesson in School Reform from Great Britain*. The Brookings Institution.
- Γκίβαλος, Μ. [Givalos, M.] (2005). *Πολιτική κοινωνικοποίηση και εκπαιδευτικό περιβάλλον*. Νήσος.
- Γράβαρης, Δ., Παπαδάκης, Ν. [Gravaris, D., Papadakis, N.] (2005). *Εκπαίδευση και Εκπαιδευτική Πολιτική*. Σαββάλας.
- Giddens, A. (1984). *The Constitution of Society*. Polity Press.
- Ζεμπύλας, Μ., Πέτρου, Α., Παπαστεφάνου, Μ. [Zebylas, M., Petrou, A., Papastefanou, M.] (2008). *Εκπαιδευτική Πολιτική και Αναλυτικά Προγράμματα*. ΑΠΚΥ.
- Montlibert, C. De. (2007). Οι ευρωπαϊκές μεταρρυθμίσεις για το πανεπιστήμιο και την έρευνα. *Επιστήμη και Κοινωνία*, (14), 119–139.
- Μηλιaronικολάκη, Ελ. [Miliaronikolaki, El.] (2003). Σύνοδος Υπουργών Παιδείας στο Βερολίνο: Ολοταχώς προς το Πανεπιστήμιο της Αγοράς. *Θέματα Παιδείας*, (14), 72–76.
- Παναγιωτόπουλος, Ν. [Panagiotopoulos, N.] (επ.) (2004) *Για την εκπαίδευση του μέλλοντος. Οι προτάσεις του Πιέρ Μπουρντιέ*. Αθήνα: Νήσος.
- Παναγιωτόπουλος, Ν. [Panagiotopoulos, N.] (2007). Υπερασπιζόμενοι το δημόσιο πανεπιστήμιο: σκέψεις in progress. *Επιστήμη και Κοινωνία*, 17–18, 237–248.
- Παναγιωτόπουλος, Ν. [Panagiotopoulos, N.] (2009). Υπεράσπιση ή κριτική του εκπαιδευτικού συστήματος: ένα πλαστό δίλημμα. *Βήμα των Κοινωνικών Επιστημών*.
- Πανούσης, Γ. [Panousis, G.] (2005). Από την κοινωνία της αγοράς στην αγοραία εκπαίδευση, στο Δ. Ν. Γράβαρης και Ν. Παπαδάκης (Επ), *Εκπαίδευση και Εκπαιδευτική Πολιτική* (162–173). Σαββάλας.
- Παυλίδης, Π. [Pavlidis, P.] (2006). Η ανώτατη εκπαίδευση στον ατραπό του ποιοτικού ελέγχου. *Εκπαιδευτική κοινότητα*, (77), 10–13.
- Stern, J. (2001). John Macmurray, Spirituality, Community and Real Schools. *International Journal of Children's Spirituality*, 6 (1), 25–39. <https://doi.org/10.1080/13644360124510>.
- Σταμέλος, Γ., Βασιλόπουλος, Αβ. [Stamelos, G., Vassilopoulos, An.] (2004). *Ευρωπαϊκή εκπαιδευτική πολιτική*. Μεταίχιμο.
- Whitty, G. & Edwards, T. (1998). School Choice Policies in England and the United States: An exploration of their origins and significance. *Comparative Education*, 34 (2), 211–227.

СИСТЕМА ОСВІТИ І НЕОЛІБЕРАЛЬНА ОСВІТНЯ ПОЛІТИКА

Паппас Георгіос, PhD (філологія), тьютор кафедри романських мов та цивілізаційних досліджень, Грецький відкритий університет, пров. Арістотеля, 18, 26 335 Патри, Греція, gsrappasuo@gmail.com

Метою даної роботи є висвітлення позитивних і негативних наслідків застосування ринкових принципів в освіті. Вища освіта забезпечує формування в майбутніх фахівців професійних компетентностей з метою узгодження з потребами ринку праці. Проте вища освіта відіграє іншу, не менш важливу суспільно-політичну роль: сприяє соціальному відтворенню. І якщо перша роль освіти гармонізована із ринковими ціннісними схемами (конкурентоспроможність, технікалізація знань, спеціалізація, продуктивність праці), то друга роль полягає в інтеграції громадян у політичну і соціальну системи.

Прихильники застосування ринкових принципів в освіті розглядають її як модель, яка надає практичні навички для майбутньої професії і прагне до розвитку меритократичної конкурентної освітньої системи. У цій системі вища освіта оцінюється на основі критеріїв «продуктивність праці» та «ефективність». В умовах глобалізації національна політика підпорядковується принципам лібералізму та ринку, а роль держави зводиться в основному до ролі гаранта цих принципів та постачальника необхідних людських ресурсів. Противники застосування принципів ринку в освіті вважають, що в цих умовах вища освіта не може виконувати другу, суспільно-політичну, роль; формування особистості та критичного мислення стає вторинним фактором. У таких умовах студенти – в найкритичніший період їх соціалізації – не мають механізмів соціальної інтеграції і розглядаються тільки як робоча сила, а при недостатньому фінансовому та культурному капіталі студенти перетворюються на людей «без соціальної цінності», що підвищує ризик маргіналізації. Отже, в умовах ринку держава постала перед завданням пошуку практичних шляхів та засобів для подолання розриву між лібералізмом і статистизмом, тобто завданням використовувати в системі освіти ринкові механізми, в той же час захищаючи її як місце виробництва наукових знань, що дозволяє передати нові способи мислення і розуміння нових форм організації світу.

Ключові слова: вища освіта; лібералізм; освітня політика; ринок; соціальна цінність.

СИСТЕМА ОБРАЗОВАНИЯ И НЕОЛИБЕРАЛЬНАЯ ОБРАЗОВАТЕЛЬНАЯ ПОЛИТИКА

Паппас Георгиос, PhD (филология),
тьютор кафедры романских языков и цивилизационных исследований,
Греческий открытый университет, пер. Аристотеля, 18, 26 335 Патры, Греция, gsrappasuo@gmail.com

Целью данной работы является освещение положительных и отрицательных последствий применения рыночных принципов в образовании. Высшее образование обеспечивает формирование у будущих специалистов профессиональных компетенций с целью согласования с потребностями рынка труда. Однако высшее образование играет другую, не менее важную общественно-политическую роль: способствует социальному воспроизводству. И если первая роль образования гармонизирована с рыночными ценностными схемами (конкурентоспособность, техникализация знаний, специализация, производительность труда), то вторая роль заключается в интеграции граждан в политическую и социальную системы.

Сторонники применения рыночных принципов в образовании рассматривают ее как модель, которая дает практические навыки для будущей профессии и стремится к развитию меритократической конкурентной образовательной системы. В условиях глобализации национальная политика подчиняется принципам либерализма и рынка, а роль государства сводится в основном к роли гаранта этих принципов и поставщика необходимых человеческих ресурсов. Противники применения принципов рынка в образовании считают, что в этих условиях высшее образование не может выполнять другую, общественно-политическую, роль; формирование личности и критического мышления становится вторичным фактором. В таких условиях студенты – в критический период их социализации – не имеют механизмов социальной интеграции и рассматриваются только как рабочая сила, а при недостаточном финансовом и культурном капитале студенты превращаются в людей «без социальной ценности», что повышает риск маргинализации. Итак, в условиях рынка государство стоит перед задачей поиска практических путей и средств для преодоления разрыва между либерализмом и статистизмом, то есть задачей использовать в системе образования рыночные механизмы, в то же время защищая его как место производства научных знаний, позволяющее передать новые способы мышления и понимания новых форм организации мира.

Ключевые слова: высшее образование; либерализм; образовательная политика; рынок; социальная ценность.

Article was:
Received 10.04.2020
Accepted 28.05.2020