



The 39th World  
Congress of the  
International Institute  
of Sociology  
Yerevan, Armenia

JUNE 11-14, 2009

[www.iisoc.org/iis2009](http://www.iisoc.org/iis2009)

**Title of Session:** Education in the 21st Century - Alienation or Empowerment

**Name of Session Convener(s):** Knud Jensen

**University/Organization incl. City:** Danish Educational School, Aarhus University

**Chair:** Miri Gal Eser

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**I) Title of Selected Paper:** Education and the World Financial Crisis –  
Corporation, Competition or State Regulation?

**Name/s of Author/s:** Knud Jensen; Dirk Michel

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**Abstract:** The results of the neo-liberal practice in the global finance sector, i.e. the world financial crisis, lead to a reconsideration on the relation between state and market. As consequence of the financial crisis the ideology of the free market without (state) boundaries is questioned to a certain degree.

The paper deals with the consequences of the shipwrecked ideology of the free market within the field of education. The same ideology that created the global finance crisis has been embedded into (European) education. Educational policies following the WTO agreement (GAT) lead to instrumental standardization of content, form and quantity in subject matters. Strategic goals like life long learning transferring (educational) responsibility from the state to the individual are marking the shift from “state education” to “market education”. Due to the financial crisis education as state ideology and the (lost) conflict with neo-liberal politics is back on the agenda. The idea of market rationality and ideology of competition still try to incorporate the field of education and educational institutions have to compete in both the national and the international arena of educational enterprises. To fulfill the transnational goal of commodification of education educational actors and agencies reconstruct the systems without much concern about the classical ideal of “Bildung”.

The paper will analyze strategies of (continuing) disciplining of citizens in the light of both state politics and market ideology as well as effects of political economy of competition by corporate education. Thus education as institution will be challenged with the classical ideal of education, i.e. education as a critical and democratic formation in modern society.

**II) Title of Selected Paper:** Creative cultural missionaries or alienated workers of knowledge factories – Interpreting the innovative turn in universities

**Name/s of Author/s:** Pirkkoliisa Ahponen

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**Abstract:** Productivity, innovativeness, effectiveness and creativity – those current economical keywords are adopted as strategic tools for universities to meet the challenges of 21<sup>st</sup> century. Measurements of scientific results according to indexical calculations are increasingly used. Methods of evaluation of research and teaching are developed to fill better and better the normative standards given by political authorities who decide the global structure of knowledge capitalism. This paper discusses how the commercialization of knowledge influences in the work-orientation of academic workers. Soft capitalism (Thrift) is advanced by means of new management methods in universities in their strategic planning. The question is how these strategies affect the intellectual work and its meaningfulness. What kind of knowledge is produced in the innovative knowledge factories?

**III) Title of Selected Paper:** Alienation of Semi-professions and Educational Program?

**Name/s of Author/s:** Kirsten Johansen Hørrigmo

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**Abstract:** The main characteristics of professions are monopoly of some vocational positions, autonomy in the practical work and authority in a certain field expertise. Professional development is a relatively long process. According to Wilensky(1964), first of all one has to organise the field of practise and a full time work, then establish a community of organisations and colleagues, and after that be able to build up an educational system to serve the practitioners. A critical point is the ongoing process to catch what are the core tasks of the professional work. This gives raise to certain logic in the educational programs, and is of greater challenge to semi-professional groups than professions. The connection between the educational program and the practitioners' work is of main interest. I believe that the vulnerable point of semi-professions is the missing control according to educational programs.

In this paper I will discuss the triangular relation discipline – clients – practitioners according to educational programs and different actors' interests.

Every profession includes different actors. Literature about professions tell us to focus on groups and organisations that have the possibility to influence, through acting, on the professional development (Burrage, Jarausch and Siegrist 1990). One of these organisations is the educational system. Becker (1990) has compared the education of three different professions in England. He points out that the relation between institutions of education and practice are of great relevance for the students' professional interest. Eckhoff (1967) called attention to how scientific social disciplines could survive as disciplines by letting the practitioners be subject to their knowledge. I will look further into the relation between the discipline of pedagogics and the teachers training.

**Key words:** Professions, education, practice, control, alienation

**IV) Title of Selected Paper:** Education or reproduction? Thinking about resistance and invention in academic management thinking.

**Name/s of Author/s:** Igor Vinicius Lima Valentim

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**Abstract:** The currently dominant capitalist logic takes as its basic principles the techno scientific development, the continuous economic growth, an increasing consumerism and the marketization of all spheres of our societies. As brilliantly put by Forrester (1997), for the individuals to deserve a living, they should be considered useful to society or at least to the part that administrates and dominates it: the economy. And what role do Universities play in this game? Academic courses in Management, responsible for teaching and forming the so-called managers, prepare progressively more 'market-oriented' professionals, i.e., people oriented to an individualistic market that praises values which create and strengthen misery, competition and social unfairness. These courses present little other than techniques to reproduce and naturalize the dominant logic and its values during their four or five years and there are few spaces which allow the students to have experiences in organizations that represent alternatives to private companies, such as Solidarity Economy associations and/or cooperatives. Beginning by presenting "Solidarity Residence Program", a project developed in a Brazilian Public University in which eleven Administration students worked in Solidarity Economy organizations, this paper aims to critically analyze how an experience like this can contribute to social transformation: How can it influence the world vision and sensibility of future professionals? How can it contribute to stimulate invention and the effectuation of other possible worlds via formal education? Can a project like this be considered a space of resistance and invention inside the University?