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- Goethe Universität Frankfurt am Main, Department of Educational Sciences, Germany (Coordination)
- Institute for regional innovation and social research (IRIS), Tübingen, Germany
- University of Ljubljana, Centre for Social Psychology (in cooperation with Faculty of Education), Slovenia
- University of Amsterdam, SCO Kohnstamm Institute for Educational Research, Netherlands
- University of Helsinki, Department of Social Policy, Finland
- University of Turku, Centre for Research on Lifelong Learning and Education, Finland
- Queens University of Belfast, School of Education, UK
- University of Bristol, Graduate School of Education, UK
- School of Higher Studies in Public Health, Rennes (in cooperation with University Cergy-Pontoise), France
- University "Rennes 2", Research Laboratory "Spaces and Societies", France
- University of Bologna, Department of Educational Sciences (in cooperation with Department of Sociology), Italy
- University of Urbino, Department of Studies on Society, Politics and Institutions, Italy
- Warsaw School of Economics, Institute of Social Economy, Poland
- University of Tübingen, Institute of Education, Germany

Funded by the European Commission's 7th Framework Programme for Research - Contract No. SSH-CT-2009-243868

Who can benefit from GOETE?

- **Researchers** in the fields of education and transition research will benefit from the rich data gained by the mixed-method approach via **GOETE working papers** and other scientific publications
- **Policymakers** and **Civil Society Organisations** will get access to local **case studies** showing how transitions within the education system are organised via **national reports** or a **European seminar**
- **Practitioners in teacher training** will be provided with new insights into how teacher training in other European countries deals with transitions via **synthesizing reports**
- **Local authorities** will benefit from GOETE's input into local planning processes
- **Policymakers responsible for education** can gain new insights into the impact of different forms of governance on individual schools

Available from www.goete.eu

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Governance of educational trajectories in Europe

Access, coping and relevance of education for young people in European knowledge societies in comparative perspective



EUROPEAN COMMISSION
European Research Area



Funded under Socio-economic Sciences & Humanities

2010—2012

Contexts and Issues

The discourse on the *knowledge society* implies that education has an ever more important role in the integration of modern societies. Public and scientific debates focus on lifelong learning but *school* education continues to be the formally institutionalized and certified backbone of lifelong learning careers. However, the monopoly of school and the adequacy of the education it provides are being questioned:

- High rates of *early school leaving* and variations in students' competencies raise questions regarding the *effectiveness* of school education;
- Increasing enrolment into private education and increasing expenditure for support teaching express a lack of satisfaction with public education;
- Employers refer to the *mismatch* between school qualifications, lacking basic skills or *key competencies* and labour market demands as reasons for not employing or training school leavers;
- *Teachers* feel overburdened by societal challenges perceived as 'invading' school from 'outside' such as poverty, violence and bullying, bad health and risky life styles of students.
- Pupils' and students' *well-being* is affected by stress, uncertainty, competition or alienation.

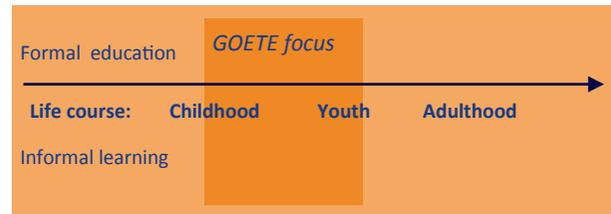
The contribution of education to social integration in terms of meaningful and secure life chances, well-prepared workforce and responsible and active citizens is no longer self-evident .



The knowledge society implies that societal decision-making processes about the adequacy of education are being recalibrated at local, regional, national and transnational level.

Objectives

The GOETE project analyses how educational trajectories are regulated between the end of primary school and the beginning of post-compulsory education and training (age group 10 to 16 years). It involves eight EU member states: *Finland, France, Germany, Italy, Netherlands, Poland, Slovenia, the UK.*



The GOETE project combines a life course and a governance perspective towards education. The life course perspective implies investigating:

- unequal *access* into and throughout education,
- strategies of *coping* with education and availability of social support,
- negotiation about subjective and economic *relevance* of education.

The governance perspective asks how different actors (school, employers, administrations, policy makers, youth services, parents and students) on different levels (local, regional, national, transnational) interact and communicate on problems of access, coping and relevance of education.

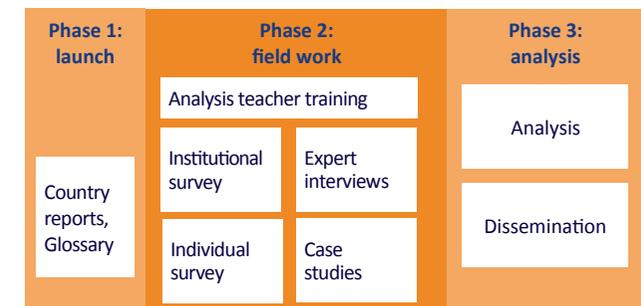
The comparative perspective focuses on differences in the institutional and informal regulation of educational trajectories across Europe.

GOETE aims at generating knowledge that contributes to securing the adequacy of education in knowledge societies through informing training and policy making.

Methodology

In order to analyse the complex interactions governing educational trajectories GOETE is organised as a mixed-method study integrating quantitative and qualitative research methods:

- Individual surveys with students and parents on experiences in school, transitions within education and availability of support.
- Institutional surveys with school headteachers on regulation of transitions , provision of support and relevance of qualifications.
- Analysis of teacher training with regard to social aspects of teaching and learning, including the necessity of social support.
- Case studies on schools and the interaction between individual and institutional decision-making inside and out of school.
- High level educational governance with regard to policy priorities and trends through expert interviews and discourse analysis.



- Findings are analysed across thematic dimensions as well as cross-nationally and made available to policy makers and practitioners through training and local policy planning.