

IV. SOCIALINĖ POLITIKA

SOME CHALLENGES FOR PUBLIC INSTITUTIONS IN THE DUTCH POST-MODERN SOCIETY

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Introduction

In this article I present an overview of what I call megatrends in our society. Then I will point to six scenarios of schools, developed by the OECD. These scenarios give some ideas of what can happen with public institutions that are confronted with the megatrends I will formulate. But most important is the expectations from the society to this public institutes, who can be recognise in this scenarios. I will end with the formulation of three of this in my opinion very fundamental requirements for public institutes in the post-modern society.

Megatrends

In the title of my contribution I'm talking about the post-modern society. But I will not give a definition of what I mean by that. Instead I will formulate some social, economic, political and technological changes that can be observed all over the Western world and that strongly influence our society and our institutions. This so called megatrends form so to say the actual condition of our society. And we can use the term post-modern to indicate this condition.

So I will mention some of this megatrends, although it is not always easy to disentangle more fundamental trends and some consequences of these trends whom, in turn, acts as trends.

Some important trends then are:

- People becoming more and more individualistic and acting more and more like a consumer, making choices in terms of own profit, and no longer for example in terms of tradition.
- The role of the family becomes more restricted.
- There comes more differentiation in the ways people live together. Not only the man-woman-children model, but also homosexual partnerships, sometimes with children, three generation's families and so on.

- The feelings of unsafety becomes stronger
- People also accept more and more, especially under influence of the genetic revolution, that human beings are not equal.
- There is lesser cohesion in our society, and more loneliness between people.
- There is a growing social drop-out of groups
- There is a growing importance of knowledge in the context of a global economy and the growing influence of new information technology.
- The society becomes more and more multicultural. In The Hague, you can hear 78 languages.
- The role of the government is changing: in general more limited, more liberal.
- Learning can take place not only in schools but at home, at times you choose.
- The local becomes more important: the neighbourhood, the school, and the sportsclub.. mainly as a compensation for the individualisation.
- The demands to working people become higher: People must have higher communication competence, because the tradition does not longer prescript how to act.
- Knowledge becomes in a short time obsolete. People must also be more competent in problem solving and in languages.

Consequences for institutions

What are the consequences of this megatrends for the public institutions as for example institutions for social work or schools? How will this institutions look like in for example ten or fifteen years? I will try to give some answers on this question, in the first place related to schools. That is, after all, my field of experience. But I will in the end, make it more general to public institutions.

Of course, it is not possible to predict how institutions as schools or institutes for social work will function in ten or fifteen years. But it is possible to formulate some different scenarios, which are the result of the megatrends I just mentioned, but also of imaginary choices, for example in a political sense. Scenarios describe possible reactions on the developments, so these scenarios are value-loaded. The scenarios challenge us to make choices.

The OECD developed some months ago six scenarios of schools. These scenarios can be grouped in three groups.

Group 1	Group 2	Group 3
Extrapolation of the current situation.	Reschooling society	Deschooling society
Schools as bureaucratic institutes	Schools as social centres	Learner networks
Extension of the market model	Schools as learning organizations	Melt down scenario

The first and second scenarios describe educational institutes as an extrapolation of the current situation.

In the first scenario the schools resist the criticism and the call for change. They remain strong bureaucratic institutions, because the acceptance by the public of the many important functions schools deliver (such as looking after children, selection, and socialisation). The unequal social backgrounds in the society are reflecting in the school, as it is now the case.

The second scenario describes an extension of the market model that is in some countries an important model. Because there will be a lot of dissatisfaction from the side of the public, there come a rapid growth of demand-drive education. The role of the

government becomes lesser important. Aside a system of public education a lot of new, providers of education are entering the market. –Drive in some countries. The public system runs the risk to become the system for the people in the lower classes.

The third and fourth scenarios are scenarios that represent stronger schools. We can talk of reschooling.

In the third educational institutes are seen by the society as the most important institute to tackle the fragmentation and the value–crises in the society. So the social function of the school becomes stronger. Schools, especially in poor regions, receive more funds. Schools are not only for the children, but function as the centre for services in the neighbourhood, for example with courses for adults, as a meetingpoint for the neighbourhood. There is a lot of co–operation with institutes for social work, social nursery and so on.

The fourth scenario emphasises high quality levels for schools. Teachers are very high–qualified professionals, looking to develop the talents of every child. The teachers are not only teaching, but do also research, develop materials, work together in teams and with other schools. There is a lot of funds for the schools, because the society belief that knowledge is power. And the school as institutes stress the equality of every child.

And if these dreams are too expensive, there are a fifth and sixth scenario. We are talking here of deschooling scenarios, because in this scenarios the schools are more or less disappearing.

In the fifth scenario we see that out of the dissatisfaction with the system, more and more social groups are looking for alternatives. Distant learning, home teaching, on–line help–desks are examples of that. Education becomes very strong individualised. But this works only for who can pay for it.

And in the sixth scenarios schools are disappearing because they collapse as a result of the lack of teachers. Education is no longer an attractive field of working. There are expectations that in some years we lack in the NL, if nothing changed about 44 000 teachers. So this scenario describe the melting down of the schoolsystem. And what happens then is difficult to predict. It can taken the form of the fifth scenario with distant learning, home–learning and so on; or maybe the government realise that a lot of money is needed for making the school stronger.

Expectations

So far the six scenario's. And although the are related to schools, we see some same developments in other regions of the society. Also the health care is treated by a lack of nurseries. The workload in institutes for social work becomes higher and higher.

But important is that in these scenarios; there is not only a lot of critic to schools. The scenarios express in my opinion very import expectations from the society to public institutions. And I will finish by mention three important expectations that will, as far as I see, give shape to the public institutions in the coming society.

The first expectation is indicated by the word **Inclusiveness**. Literally it means surrounded. It refers to the expectations that public institutions are in the society, the region, and the neighbourhood. That people in the environment of these institutes are committed at these institutes and have something to say about the policy of these institutes. Inclusiveness means also that these institutes not only deliver the services (social work, education and so on) but also care about the quality of the social relations between people.

The second expectation is indicated by **High reliable Institutions**. People become more and more consumers. They see the service of institutes like schools, hospitals, social work institutions as goods for which they pay, and they expect that this institutions deliver the service at any reasonable time and place, just as for example we expect that form the railways, or the telephone company. So public institutes must develop themselves as what we can call High reliable institutions, where the workers in that kind of institutes are aware from the service role the have to fulfil.

And a last expectations to this institutes is the expectations that, in a changing world, also the public institutions are of the changing environment, the changing expectations of the people, and adapt themselves tot this changing conditions. In other words, we expect form public institutions that they become **learning organisations**, who against the background of a strong vision, learns what is going on in the people who they are serving.

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IŠŠŪKIAI INSTITUCIJOMS ŠIUOLAIKINĖJE OLANDIJOS VISUOMENĖJE

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Santrauka

Straipsnyje aptariama Olandijos visuomenės raida: nusakomos pagrindinės šiuolaikinės visuomenės raidos kryptys, nagrinėjama visuomeninių pokyčių įtaka socialinėms institucijoms, pristatomi šeši galimi švietimo institucijų plėtros scenarijai pagal OECD, atskleidžiami visuomenės lūkesčiai, formuluojami trys pagrindiniai reikalavimai, kuriuos visuomenė kelia egzistuojančioms institucijoms.

Šiuolaikinė daugiakultūrė Olandijos visuomenė išgyvena vertybių ir gyvenimo modelių kaitą. Tai lemia individualius pokyčius, su kuriais pateiktame straipsnyje siūloma susipažinti išsamiau. Pavyzdžiui, žmonės, jausdamiesi nesaugūs, labiau vertina individualų gyvenimo būdą, keičiasi tradicinės šeimos samprata (įsigali homoseksualaus gyvenimo modelis), silpnėja socialinė visuomenės vienovė, o socialinė atskirtis didėja (tai susiję su emigraciniais procesais). Be to, stiprėjanti informacinių technologijų įtaka keičia žmonių gyvenimą ir mąstymą (būtiną komunikacinę bei problemų sprendimo kompetenciją), keičiasi valdžios pobūdis (ji vis labiau apribojama). Visuomenėje vykstantys pokyčiai keičia ir socialinių institucijų pobūdį, todėl autorius supažindina su galimais institucinių modelių taikymo scenarijais, į kuriuos dėmesį turėtų atkreipti politikai.

Pagal pirmąją scenarijų grupę mokyklos, kaip socialinės institucijos, išlieka biurokратиškai stiprios, todėl jos ir toliau visuomenėje vykdo svarbias funkcijas (ugdomąją, socializacijos ir kt.). Pagal antrąją scenarijų grupę rinka diktuoja sąlygas institucijų plėtrai ir jų pobūdžiui. Mokyklos tampa priklausomos ne nuo vyriausybės, bet nuo visuomenės poreikių. Pagal trečiąją scenarijų grupę mokyklos tampa atsakingos už vertybių krizes visuomenėje (stiprėja mokyklos socialinė funkcija). Jos atviros ne tik vaikams, bet ir visai bendruomenei. Pavyzdžiui, čia organizuojami kursai suaugusiems, glaudžiai bendradarbiaujant su slaugos centrais bei socialinio darbo institucijomis teikiamos įvairios socialinės paslaugos. Pagal ketvirtąją scenarijų grupę mokyklos tampa aukšto kvalifikacinio lygio institucijomis. Jų funkcija yra atrasti ir puoselėti kiekvieno vaiko talentą, atlikti įvairius tyrimus,

dirbti kartu su kitomis mokyklomis. Penktasis scenarijus skiriamas toms visuomenėms, kuriose vyrauja nusivylimas mokyklomis, ir kurios ieško alternatyvių mokymosi būdų, pavyzdžiui, nuotolinio mokymo, mokymosi namuose, mokymosi internetinėse konferencijose ir t. t. Švietimas tampa vis labiau individualizuotas. Pagal šeštąjį scenarijų mokyklos, kaip socialinės institucijos, nyksta. Jose niekas nebenori dirbti. Tokia padėtis jau dabar gresia Olandijai, nes šiuo metu trūksta 44 000 mokytojų.

Straipsnio autorius teigia, kad socialinių institucijų vaidmuo, funkcijos ir pobūdis priklausys nuo to, kuria kryptimi vystysis pati visuomenė.