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PROFKNOW



PROFESSIONAL KNOWLEDGE IN EDUCATION AND HEALTH:
Restructuring work and life between state and citizens in Europe

STREPs

Priority 7

Final Activity Report

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1 Project execution

1.1 Objectives

The overarching ambition with the PROFKNOW project is to understand knowledge “at work” among professional actors situated between state on one side and citizens on the other side. This is a way to consider opportunities and constraints for change as well as a means to capture issues of social cohesion and integration in Europe of today.

More specifically the project objectives are:

- 1) To produce an improved knowledge base on professional knowledge and organisation of work in education and health in Europe.
- 2) To present comparisons of professional work and life in different European contexts within and between the professions of teaching and nursing.
- 3) To achieve a more developed view of professional knowledge in the fields of teaching and nursing as a basis for the development of organisational, professional and educational strategies by the professions as well as administrators and policy makers.
- 4) To describe, analyse and evaluate current restructuring in education and health in different parts of Europe from the point of view of teachers and nurses and their experiences from their interaction with clients.
- 5) To inform the public and professional discourse on integrating and segregating tendencies in education and health sectors in Europe.
- 6) To inform teacher education and nurse education programmes about the practical professional knowledge at work among professional actors in the changing fields of education and health in different European contexts.
- 7) To contribute to the integration of the European research arena.

1.2 Contractors

The contractors involved in the PROFKNOW project are:

- 1) University of Gothenburg (UGOT), Sweden (coordinating partner)
- 2) University of Brighton (UoB), England
- 3) National and Kapodistrian University of Athens (NKUA), Greece
- 4) University of Joensuu (UJOE), Finland
- 5) University of Barcelona (UB), Spain
- 6) University of the Azores (UAC), Portugal
- 7) St. Patrick’s College, Dublin City University (ST.Pat’s, DCU), Ireland
- 8) University of Stockholm (SU), Sweden

1.3 Work performed

The overarching ambition for the Profknow project was to capture knowledge at work among professional actors in education and health care in relation to ongoing institutional restructuring in European welfare states. Our research was carried out by research teams in England, Finland, Greece, Ireland, Portugal, Spain and Sweden.

A main idea was to get an understanding of professional experiences and expertise from a bottom-up perspective in order to consider opportunities and constraints for institutional change as well as issues of social cohesion and integration in Europe of today. This meant that we put the professional actors in focus and their experiences of ongoing changes in important welfare state institution – education and health care. Though we dealt with issues of policy changes and different measures concerning issues of professional knowledge – e.g. in terms of professional education programmes – the PROFKNOW research was *not* about policy implementation. A more proper way to conceive of the Profknow research focus is to deal with a problematic concerning “professional work life under restructuring”.

Given such a professional work life focus our research was organised around six work-packages. These work packages were contributing in different ways in order to describe and analyse professional work life under restructuring from the professionals’ perspective. Thus, in order to understand the work performed in the Profknow project we also organise information given here on the basis of the work packages. In this section we will give a short presentation and overview of how the work was carried out in the PROFKNOW research presenting the design of the research.

1.3.1 An overview of the PROFKNOW research as work packages

The PROFKNOW project was based on six work-packages of research and three work-packages dealing with project management, dissemination and audits. The latter three work-packages will be dealt with in other parts of the final reporting. Thus, we focus here on the research work-packages and their main results as open access research reports at the Profknow web-site www.profknow.net. An overview of workpackages and main results are presented in table 1.

In addition to these results in terms of research reports a large number of international and national conferences were carried out and also a large number of conference papers. Furthermore, PROFKNOW consortium members are now in the process of publishing results from the PROFKNOW research in a number of scientific articles plus two contracted books that now are in production.

In table 1 we also note the distribution of responsibilities in the PROFKNOW research work-packages over contractors. Considering work-package 6 this was carried out as cooperation between the universities of Brighton and Gothenburg. However, Gothenburg had the final responsibility in the production of this cross-professional study of working life under restructuring. This distribution of responsibilities was regarded as a means towards more integrated research activities in PROFKNOW.

Table 1: Workpackages, lead contractors and main results of the PROFKNOW research.

Work-package No	Title	Lead contractor	Main results in terms of deliverables presented at the Profknow website www.profknow.net
1	Research review	UoB	Review of research on welfare state restructuring in education and health care: implications of restructuring for the teaching and the nursing professions and their professional knowledge. Finalised in October 2005.
2	Restructuring work life	UGOT	National case of restructuring work life and professions in education and health care in Europe. Finalised in November 2005.
3	Survey	SU	Comparative studies on professional expertise, authority and work life organisation in education and health in European contexts. Distribution, collection and analysis of a survey to 8 800 nurses and teachers in Finland, Ireland, Spain, and Sweden. Finalised in March 2008.
4	School teachers	UB	European teachers' work and life under restructuring. Professional experiences, knowledge and expertise in changing contexts. This was finalised in June 2007.
5	Nurses	UJOE	European nurses work and life under restructuring. Professional experiences, knowledge and expertise in changing contexts. Finalised in June 2007.
6	Comparative studies	UGOT/UoB	Cross-professional studies. Restructuring professions and professional knowledge in education and health care in European contexts. Draft version finalised in March 2008.

1.3.2 Specific considerations concerning the research process

Special attention was given to *ethical issues* in the research process in terms of guidelines within the EC as well as within different national contexts, e.g. in terms of confidentiality, informed consent and collaboration. This had specific implications, for instance since focus groups interviews were impossible to carry out in one national context due to the professionals wishes. Furthermore, ethical issues were dealt with differently in the nursing and teaching profession, which made it a bit more difficult to carry out research in health care institutions.

Another problematic issue concerned the *cultural constraints* in carrying out postal surveys to samples of professionals. This was regarded as an impossible task in several of the national contexts. Thus, the selection ended up in two northern welfare states (Finland and Sweden), a western Europe welfare state (Ireland) and a Mediterranean welfare state (Spain). As a consequence, results are presented and analysed over national contexts with little generalisations over the seven national contexts where PROFKNOW research was carried out, and, of course, relative continental and eastern Europe contexts. However, by means of secondary data analysis the PROFKNOW results were related to different European contexts.

Issues of gender are of importance in the PROFKNOW problematic in different ways. Notions of *gender* are also present in several PROFKNOW publications. However, we decided to devote a special publication on this issue based on our research. This text will be firstly be presented and discussed in an international symposium in 2008 and secondly be submitted to a scientific journal.

1.3.3 Review of research on welfare state restructuring in education and health care

The research review was delivered in October 2005 and presented differences in research focusing on relations between institutional restructuring and professional work and life, where education had been in focus for much more of research compared to health care. Furthermore the extent of research differed as well, where the Nordic welfare states of Finland and Sweden

had much more of research compared to Ireland, Greece, Spain and Portugal. In addition, using search engines such as the Thompson Web of Science and Ingenta the Anglo-Saxon predominance was quite visible and research in continental Europe was present to little extent. Considering the amount of literature we identified 958 studies which to was of relevance in broad terms for our studies. However, few studies dealt with institutional restructuring from a bottom-up perspective which is the distinct focus of the PROFKNOW project.

1.3.4 National cases of restructuring work life and professions in education and health care in Europe.

The seven national case studies report was delivered in November 2005 and complements the research review in several ways. The case studies present the different ways that institutional restructuring are having impacts on welfare state professions such as teaching and nursing. We find here large similarities in the rhetoric of institutional restructuring but differences in the institutional practices as noted by different studies. The report from the work package put forwards: The case studies present both winners and losers in the situation of increased commercialisation described in the case studies, but two groups seem to have suffered the most, or at least most directly. These groups are the people who need an education or care but have been left without for (primarily) economic reasons on the one hand and, on the other, over-managed and/or uprooted teachers and nurses from the service sector who have either lost the possibility to exercise professional control over their work or the possibility of working with the jobs they desire and the right to seek public service employment as opposed to private. Service professionals have in this sense suffered a deflation of their professional freedom and capacity and have been forced to accept and adapt to the requirements of a new-market identity or leave (or be excluded from) the service sector. In addition it has to be stated that institutional restructuring is a multi-voiced transition with different tendencies for professionals, institutions and their clients.

1.3.5 Comparative studies on professional expertise, authority and work life organisation in education and health in European contexts

A survey-study was carried out within the PROFKNOW-project encompasses postal-surveys conducted in Finland, Ireland, Spain and Sweden, directed in sum to 8.800 nurses and teachers in respective country. Due to problems with the quality of Spanish data delivered by a Spanish Gallup Institute we have so far chosen to exclude results from the Spanish survey. The survey studies were carried out with good response ratios (66-77 percent of the professionals replied to the questionnaire). This report gives the theoretical background and context for the survey-study conducted within the *PROFKNOW-project*. In addition to this, the report gives a brief overview of some empirical results related to main themes of the *PROFKNOW-project* and also a presentation of research-strategies and actual research questions to be further elaborated on the basis of the empirical material collected within the survey.

In addition, secondary data analyses were carried out and a set of links to international statistics of relevance for the PROFKNOW problematic was put together and presented at the PROFKNOW website.

1.3.6 European teachers' work and life under restructuring. Professional experiences, knowledge and expertise in changing contexts.

This study was carried out in seven multicultural European sites and consisted of 22 professional life histories and ethnographies and and six focus group interviews with teachers.

The results of the analysis were contrasted with a focus group of primary school teachers. In sum 58 professionals participated in this intensive work-life study.

Starting from a general schedule, informants and sites were identified and access to the field was negotiated and an ethical agreement signed with the informants. Access to schools was relatively easy in all participating countries, except England. The first round of in-depth life history interviews was held between November 2005 and March 2006. These interviews were transcribed and translated into English. During the same period each teacher was shadowed in their daily school work. During the same period a second, in-depth interview was held with the teachers to ask about specific questions emerging from the already gathered material. The second interview was transcribed but mostly not translated into English. Focus groups were held by each partner except in Finland. From the gathered materials, each partner has produced a draft report on teachers' life histories. A common analysis and writing grid was established. This helped to restructure the national reports and produce more comparable material for the final version of D04. The national reports of each partner were received by the leading partner (University of Barcelona). They were sub-sequentially analysed according to their similarities and differences. The result of this international analysis is the first chapter of the final deliverable from the work package. All national reports plus an extra introductory chapter written by the leading partner were bundled and made available on the projects web site.

1.3.7 European nurses work and life under restructuring. Professional experiences, knowledge and expertise in changing contexts

The design of this research is quite similar to that dealing with teachers. The researchers were negotiating access to the research sites, acute care hospitals and health care clinics and receiving consent from individual nurses to participate in the interviews and observations. The access required in many partner countries demanded rather a long process of getting approval from the local ethical committee or comparable organisation. There were also difficulties in some locations to find volunteers for research subjects. In sum 44 nurses participated in this study.

The gathering data according to the PROFKNOW design implied the collecting life stories and thematic interviews of three nurses representing three different generations and the observations of their work for three days each. The researchers translated life stories and summaries of thematic interviews into English were presented at the Member Area of the project's web page. Commentaries and exchange of ideas concerning emergent themes and possibilities for the analysis of data and writing of the report were carried out using email and discussions at the member area. The researchers were analysing collected data according to the guideline produced by the leading partner (University of Joensuu) who also produced guidelines for the analyses of life histories. Such life histories are life stories described and analysed into historical contexts. Draft of life histories were objects for discussions and analyses in a joint workshop before presented and reported to the lead contractor who made an over embracing analysis and report on this research on nurses' work and life under restructuring.

1.3.8 Cross-professional studies. Restructuring professions and professional knowledge in education and health care in European contexts.

This work-package is based on constellations and combinations of the research presented previously. Thus, the literature review presented research positions, asymmetries and blind spots in previous research, while the national case studies presented the state of the art in

restructuring in health care and education in England, Finland, Greece, Ireland, Portugal, Spain and Sweden. In the survey studies national samples of nurses and teachers informed us about their experiences and perspective of their professional work life in a more extensive way, while the life histories and ethnographies presented in depth studies and analyses of professional work life under restructuring at fourteen multicultural sites in their respective countries. The design of this comparative work were based on the work of the national teams in PROFKNOW who each presented national reports on professional work life to the lead contractors. It was also based on the extensive survey results and analyses of international and national statistics. Comparisons over variables and national cases were combined with a structural analysis of professional responses and strategies to institutional restructuring. A special problem in comparisons concerned comparisons over national cases using the intensive studies on life histories and ethnographies in different contexts. The solution was to present comparisons over professions and generations in national contexts, preserving the complexities in the field of study.

1.4 End results

As stated above the overarching ambition with the PROFKNOW research is to understand knowledge “at work” among professional actors situated between the state on one side and the citizens on the other side. This is a way to consider opportunities and constraints for change as well as a means to capture issues of social cohesion and integration in Europe of today.

In figure 1 we have summarised the research approach chosen in the project.

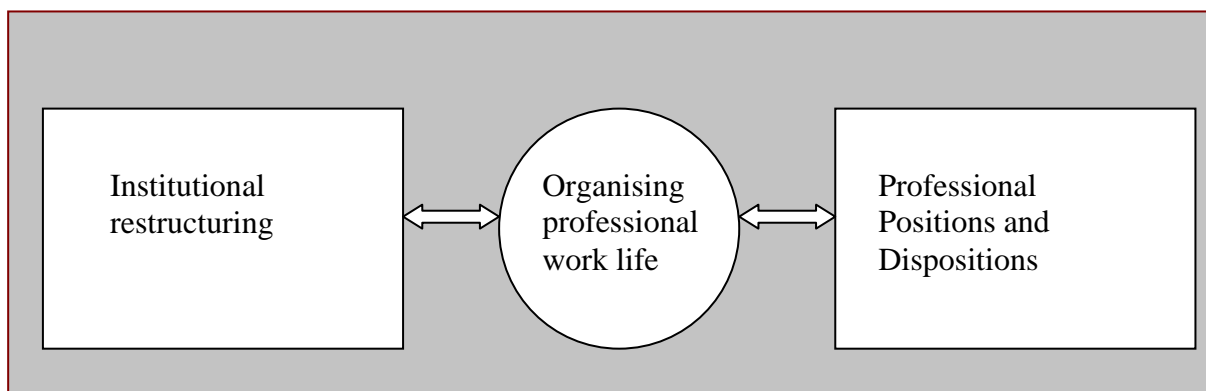


Figure 1: Research approach in the PROFKNOW research project.

Focus in research is professional work life based on professional experiences and perspectives. To a large extent our data are produced by the professionals based on their positions and dispositions of organising work life under restructuring. In sum, we are studying institutional restructuring and professional work life from the point of view of “professional habitus” structured by professional trajectories and structuring experiences and perspectives.

In order to fulfil the PROFKNOW purpose we put forwards five objectives in combination with a number of instruments to achieve these objectives we will organise the presentation of PROFKNOW results in relation to these research instruments and instruments. Given the complexity of our research with different methodologies and approaches it was regarded as reasonable to do the presentation based on the summaries from the six main reports in the research project.

1.4.1 To produce an improved knowledge base on professional knowledge and organisation of work in education and health in Europe:

Such a knowledge base on professional expertise and organisation of work in Europe is achieved by five knowledge producing activities:

- Review of research on welfare state restructuring and the professions in education and health care. This was delivered as a report on the PROFKNOW website www.profknow.net
- Production of national cases on professional education and restructuring in education and health in seven European countries. This was delivered as a report on the PROFKNOW website www.profknow.net
- Comparative studies on professional expertise based on surveys to 8 800 teachers and nurses in four European contexts. This was delivered as a report on the PROFKNOW website www.profknow.net
- A database of surveys to 8 800 teachers and students available for further advanced analyses and for training of researchers. This was delivered as a database plus information on instruments and variables on the PROFKNOW member website www.profknow.net
- Production of life histories and thematic life histories with teachers and nurses in seven European contexts. This was delivered as two reports on the PROFKNOW website www.profknow.net

The outcomes of these activities are presented in the next section. The texts are here based on edited versions of report summaries.

1.4.2 To present comparisons of professional work and life in different European contexts within and between the professions of teaching and nursing.

This objective is to be achieved by

- Data achieved in case studies, comparative quantitative analyses as well as comparisons over life histories as presented in the section above.
- A further basis is the production of comparisons within national contexts by the PROFKNOW partners. It is presented as national comparative reports.
- Analysing national comparative reports and editing a cross-professional report. This is delivered at the PROFKNOW website www.profknow.net.

1.4.3 To achieve a more developed view of professional knowledge in the fields of teaching and health care.

This objective was achieved by:

- *Review of research on welfare state restructuring and the professions in education and health care.*

This literature review was edited in a PROFKNOW report by Caroline Norrie and Ivor Goodson (2005) based on national reviews of research in combination with international literature searching: *Review of research on welfare state restructuring in education and health care: implications of restructuring for the teaching and the nursing professions and their professional knowledge*. The review was summarised as follows:

The aims were to present research from seven European countries on restructuring in education and health care and the implications for the professional knowledge of teachers and nurses.

This review presents literature from Northern European welfare states (Sweden and Finland) and compares it with Southern European welfare states (Greece, Portugal and Spain) and offshore countries (England and Ireland). The Northern European social democratic outlook is contrasted with the Southern European subsistence model with its increased reliance on *social capital*. Meanwhile, Ireland appears to be an anomaly, situated in the North but having retained its religious heritage and high levels of *social capital* while England can be seen as the advance guard of the Neo-Liberal zeitgeist in Europe.

Examination of the different national trajectories in health and education partly explains the crisis in Europe over the failure to ratify the EU Constitution. The argument can be read as a conflict over restructuring between those who favour the ‘Anglo-Saxon’ model with liberalisation of markets, long working hours and flexible employment against those who favour the continental model with its more regulated labour markets.

An international research review of welfare restructuring in education and health care and the professions and professional knowledge found that there is disagreement in the literature over the extent of convergence of welfare provision internationally and within Europe with some commentators seeing the Neo-Liberal agenda as having a worldwide impact on professions and others envisaging it more as a rhetorical discourse.

Periodised national reviews of literature on the restructuring of education and health care of Profknow countries demonstrate the dramatically different development of the teaching and nursing professions over time and highlight how professional knowledge is deeply dependent on national and local contexts.

- *Production of national cases on professional education and restructuring in education and health in seven European countries.*

This study was based on research from the seven national teams. Their case reports were edited in a PROFKNOW report by Dennis Beach (2005) *National case of restructuring work life and professions in education and health care in Europe*. A somewhat revised summary of this report states:

Like the international research review of professions, professional knowledge and welfare restructuring the national cases shows evidence of a varied development of the teaching and nursing professions over time with different trajectories for the North, South and offshore States, highlighting thus once again how professional knowledge is deeply dependent on national contexts. However, variety seems to be greatest in the periods 1945 – 1995 and there is strong evidence that a Neo-liberal convergence has occurred since 1995, particularly at the level of government discourse in national policy rhetoric, perhaps as a reflection of pan-European and global trends which also seems to be leading toward a change in the nature of teaching and nursing and changes in the knowledge base of these professions from a (partially) autonomous professionalism toward a neo-liberal standards driven practice.

These outcomes and descriptions from the case studies are very important indicators that suggest that we cannot understand the historical moments of the professions in question properly without considering the concept of *the socialisation of labour* in its cultural and sociological form. This concept of socialisation is importantly different from common social psychological interpretations and representations of the term, where socialisation is a descriptive term for processes of the formation of individual identity (the self and the psyche)

through the internalisation of social values and beliefs through interaction and education, and represents instead the processes by which specific domestic activities and relationships of production and labour move out of private domains into the broader social spheres of public activity.

Examples include the two professions researched in the present investigation: teaching and nursing and their movement from on the one hand the domestic spheres of the home, regarding above all the education and care of the young, elderly and infirmed of the poorer social classes (i.e. the commonly referred to masses of society) and the small scale independent private spheres of production for the wealthier and elite categories who have historically always had private access to education and care, from small-scale private and independent organisations.

For the poor and the mass of the populations *the socialisation of teaching and nursing* was accomplished in two stages according to the case studies, first through the development of church and/or charitable/voluntary organisations and then by the ‘absorption’ of these activities into the public domain as State enterprises (services) through the expansion of the service sector, by which means the kinds of labour originally carried out by women within a system of kinship relationships and small family groups have successively been moved into the general economy. This expansion is described as occurring in the last seventy years in each of the countries in question, earlier for some and later for others.

For the wealthier sectors of society the socialisation of education and care is a different kind of process and involves what is often termed as a ‘de-commodification’ of services through the absorption into the public sector of private activities. This process has been incompletely carried through in the case study countries however, giving rise to a continuation of previously existing parallel systems of education and care in new forms.

These are a public system of health and education for the mass of the population (mainly the poorer social groups) and a private system for the wealthier elite. This is an important point. The professions we are looking at have never actually been of ‘one kind’ in ‘one system’ for all members equally of ‘one classless State’. They always have been divided and distributed on class lines. This applies even in the most egalitarian periods of history for the most social democratic welfare States in the project. The socialisation of education and care has not been a completed project in any country as the wealthier sections of society have always been able to buy out of the system of social services established by the State.

Teaching and caring/nursing are principally described as historically and contemporaneously female professions/occupations by all the case studies. This means that the socialisation processes in question are principally referring to the socialisation of women’s labour and its initial movement from the home to church/voluntary arrangements and then (subsequently) to the public service domain with the establishment of the Welfare state and the growth of the service sector. Through the welfare State the system of needs and forms of (free) labour that were formerly confined to the domestic sphere were shifted into the broader social arena and public view such that the socialisation of women’s labour is equally then also a feminisation of the economy. This is very visible and repeatedly discussed in the case study descriptions and has resulted in, on the one hand, the often spoken of job opportunities for women in paid employment outside the home and on the other, a less openly discussed general ‘dampening’ effect on real income levels, by means of which it has now become impossible for any family from the working class sections (or, as in the present case, lower salariate) of society to survive economically on a single income. This is also an important point which suggests that the often spoken on liberation of women implied by feminists through the explosion of

women's labour has not resulted in the liberation and independence but in a more effective extraction of surplus value from production.

The transformation of education and care (basically teaching and nursing) labour has not stopped at the socialisation of these practices in the countries in the project: i.e. has not stopped at the provision of 'de-commoditised' production (from the private sector for the rich/upper classes) and/or 'absorbed domestic and voluntary work' (for the poor/lower classes) as public services for the mass of the population through the expansion of the welfare-State. (Re-)privatisation, at times referred to also as (re-)commodification, has been the next step. For education and care in the wealthier sections of the national populations this means really very little, in the sense that to greater or lesser extents these sections of the populace have constantly exploited private facilities anyway. However, with respect to education and care as mass projects within a service economy it means a great deal, as it is the final step in a process of conversion of the initially domestic (but also socially useful) labour of women to an objectified form of labour. Also significant is that this has taken place via (for a relatively short period of time in all countries – more so in some than others) State intervention and mediation in the form of welfare State supply. Teaching and nursing, from being *useful labour* in the home has been transformed into *economically productive* labour in society and is now a direct large-scale factor of economic production carried out in private economic interests and arrangements.

The case studies, both individually and collectively, single out developments of firstly socialisation (of domestic, voluntary and also to a degree previously private labour) and then (re-)privatisation and (re-)commodification of (social/public) labour as *the key developmental junctures* within the education and care that bear on the research interest in the project on *the changing relationships between the State, professions and individuals* in the countries in question (and therefore also 'western', southern and northern Europe more generally). And grasping the importance and characteristics of these moments is fully salient, according to the case studies to our being able to understand and describe the past, present and possibly future developments of care and education labour (including specifically teaching and nursing). In the countries in question at the present time the case studies are also extremely conclusive about what these developments are most easily and clearly characterised by, with this being primarily commercialisation through *the out-sourcing of functions* that were formerly carried out within State structures (and in some cases charities and the church) to capitalist enterprises (usually mediated by State bureaucracy) on the one hand and the (in some cases) *full-scale privatisation* of public services for capitalisation processes on the other, with negative consequences for teacher and nurse job satisfaction.

The activities of conversion denoted by the case studies entail the completion of what could be described as a full cycle of (private to public to private) conversion of the production relations of the education and care sectors and involve a massive movement of labour from domestic work, to the service sector, to private industries (and corporations). In this sense the processes of professional conversion imply the overwhelming historical presence of *commodification* via *State intermediary involvement* and the *transformation* of relationships formerly untainted by direct commerce, into commercial relationships of buying and selling. This has been the pathway of service professional activities of teaching and nursing in the past 150 years in the countries in question according to the case studies. In some of them (e.g. Greece, Spain, Portugal, and regarding education and care for the poor) most of the transformations of labour involved have been compressed into the most recent fifty years of national history. In some other countries (Sweden, UK) developments have been spread over a longer time period. The case studies also suggest that State and State education, including professional education and training, are both culpable in the processes of the objectification

and exploitation of female work described and that the rate of conversion may now be expanding at an alarming rate.

- *Comparative studies on professional expertise based on surveys to 8 800 teachers and nurses in four European contexts.*

This research was carried out by Peter Sohlberg and Magdalena Czaplicka in cooperation with Sverker Lindblad, Jarmo Houtsonen, Jörg Müller, Mark Morgan, Gun-Britt Wärvik, Maeve Dupont, Caroline Norris, Karl Kitching, and Toni Kosonen. The main result is the PROFKNOW report: *Comparative studies on professional expertise, authority and work life organisation in education and health in European contexts*. The main results are summarised as follows:

The theoretical background of the survey-study is closely connected to the over-arching questions of the PROFKNOW-project related to matters of restructuring and professional knowledge – its content and active use by nurses and teachers. General questions are:

1. What does restructuring mean to professional work and life?
2. How is restructuring operating in professional working life?
3. What are the strategies to organise professional life under restructuring?
4. What are the professional configurations in restructuring?

In order to be handled within the survey study those general questions have been operationalised into more concrete terms. This is done in several steps in the present paper. At the concrete item-level the survey covers a wide variety of topics concerning e.g. educational history, organizational activities, work-organization, work-autonomy, decision-power, attitudes, and perceptions of change.

The conclusions of the survey studies are summarised in the following way by

- Both nurses and teachers have had a rather strong position on the labour market, but there is a great discrepancy between the occupations in that nurses to a higher degree have a positive expectation to get an alternative job.
- There is a great discrepancy between the holistic subjective experience of control of the work-situation and the actual influence on substantial decisions influencing the everyday-work.
- Even if there is a trend of decentralisation(as well on a legislative as an organisational level) it is not the case that the average nurse or teachers have the opportunity to participate in crucial decisions concerning her/his work-place
- There is a great discrepancy between nurses and teachers concerning their estimate of the authority of their own profession.
- The social field of nursing and teaching have an organizational structure with few promotions and career-trajectories and where production of knowledge applicable in the own field often is missing.
- The “Scandinavian model” of nursing and health-care seems to be as heterogeneous concerning professional education and work-tasks of nurses and teachers, as to make it reasonable to question it as a unitary model.

- In light of the low possibilities of promotion and few systematic opportunities to update the knowledge one can question the professional capacity of the labour-market of nurses and teachers.

Of special interest is the fact that large part of the professionals are experiencing a work life that on one side is characterised by professional autonomy and on the other side by little of participation in organisational decision-making. From this point of view we can talk about nursing and teaching as decoupled professions. Given this, little of organisational and administrative knowledge is part of the professional knowledge base.

- *A database of surveys to teachers and students available for further advanced analyses and for training of researchers.*

This database is available at the PROFKNOW website – at present at the members area. In addition the main report from the survey studies contain the survey instruments and variable reporting from the studies. The database from surveys in Finland, Ireland and Sweden is based on 4 519 individuals and 117 variables. In addition the survey in Spain contains data from 1 492 individuals over 125 variables. This is an anonymised database for further analyses.

- *Production of life histories and thematic life histories with teachers and nurses in seven European contexts.*

This research was based on life history research with teachers and nurses working in multi-cultural sites in England, Finland, Greece, Ireland, Portugal, Spain and Sweden. The main results are presented in two reports published at the PROFKNOW website:

Müller, J., Hernández, F., Sancho, J., Creus, A., Muntadas, M., Larrain, V. & Giro, X. (Eds). (2007). *European Schoolteachers work and life under restructuring: Professional experiences, knowledge and expertise in changing context*. Report No 4 from the Profknow Project. www.profknow.net

Kosonen, T. & Houtsonen, J.(Eds). (2007). *European Nurses' Life and Work under Restructuring: Professional Experiences, Knowledge and Expertise in Changing Contexts*. Report No 5 from the Profknow project. www.profknow.net

The main findings are summarised as follows:

Teachers' life histories

When comparing the seven reports from a bird's eye perspective one can discern *three common themes*:

- Literally all teachers reported the difficulties they face through a more and more heterogeneous student population involving students with disabilities, immigrant students, or simply students with different learning needs.
- Teachers also reported their students to be more rebellious, harder to control and discipline.
- All teachers across the countries were distressed with a loss of prestige and respect of their profession. Loss of class barriers, a consumerist attitude towards education, or public blaming of teachers (in mass media) for the “failures” of the younger generation all contributed a sense of status-loss.

In contrast to these commonalties between the cases, teachers reported very differently on their *working conditions*.

- Virtually all teachers reported an increase in terms of documentation and paper work they had to fulfil. However, real impact in terms of accountability and evaluation were very diverse and ranged from “control by the educational authorities coupled to consequences” to simply “formal compliance and paper work.”
- Educational, state initiated reforms occurred in all participating countries; however their effect and impact on teachers were very diverse. No simple, one dimensional process of professionalization or de-professionalization can be described. What appears to be common between the cases is rather a certain “tiredness” of educational reform by teachers.
- Very different levels of infrastructure (equipment, building) were found and described in all cases as “improvable.” The most decisive factor for working conditions, however, remains tied to class size and competent, professionally committed staff. The entry into the profession was reported by most teachers as being especially difficult and unstable due to the precarious types of temporary contracts.

Concerning teachers’ *professional knowledge*.

- Teachers appeared to be fairly confident in terms of their academic knowledge. However, they have to demonstrate expertise in many more fields that go beyond the traditional subject matter of their discipline. Their main request for knowledge concerned tools and techniques for teaching strategies. This mirrors their preoccupation of being able to continue teaching when students have become more diverse and demanding.
- But teachers also voiced their lack of knowledge when having to deal with all the new players in the educational community such as the new managerial authorities, parents as clients, or teaching assistants and specialists. Most teachers were not satisfied with their initial education. In contrast, they learn on the job during in-service training, by being with students and in cooperation with colleagues. Despite the importance of learning during work, very few formal channels are in place that would support and catalyze this process. Mainly it happens in a ad-hoc manner which somehow is in sharp contrast to the importance attributed to this type of learning by teachers.
- What emerges from the case studies is also a certain duality between a notion of professionalism tied to successful teaching of competencies/skills on the one hand, and a notion of professionalism that gravitates primarily around a concern for the formation and development of the individual (pupil) as part of larger society. This implied different types of knowledge: skills in following government directives in the first case and more encompassing knowledge of the wider social and educational dimensions of teachers work in the second. It has to be noted, however, that both types of knowledges are equally embraced and valued by teachers.

Given the huge variety of school contexts and biographies across the seven countries makes it difficult to provide a list of general *policy recommendations*. What becomes clear from the research, are the differences that exist within the teaching profession and between teachers themselves. Easily, this diversity gets levelled out when speaking about “teachers” in general:

- Therefore, it is important for experts and educational authorities alike to take into account the specific identity of individual teacher (groups) instead of speaking about “teachers” in general. The Life Histories imply that teachers authorize themselves to speak up. This is important in times of social change because the very process of reconstructing ones trajectory opens new perspectives on one's reality and pays witness to the diversity and heterogeneity found within the teaching profession.

- As the various cases have shown, working in the school is a privileged site of learning for many teachers. It is important to foster structures that allow teachers to learn at work. For example, in-service training can be tied to the emergent situations inside of the school as it was the case in Spain. Or formal structures and spaces of cooperation between colleagues can be firmly rooted into the school organization as it was the case especially in Ireland. This way it puts cooperation between colleagues on a firm ground and guarantees not only a collective learning process but also the transmission of existing knowledge from the more experience to the new and arriving teachers.

To this we add that compared to the research literature review and the national case studies presented above this life history research produced a much more varied picture of teachers' work under restructuring with quite different tendencies compared to the previous – more convergent neo-liberal tendencies.

Nurses Life histories:

This work-package includes the national case study reports from the seven countries and the common comparative report that summarises and compares the findings of the national case studies.

These life history studies aim at finding out how *restructuring* impacts nurses' work and lives and their professional knowledge. Restructuring refers to the changes in policy, regulation and administration of health care institutions, organisations and services.

While it is admitted that the widespread neo liberal and new public management doctrines and policies often drive these changes, the case studies show how the process and outcomes of restructuring vary across the national/regional contexts. Moreover, it is not only the calls for economic efficiency and accountability, but also the rationalisation of administration (bureaucracy) and scientific/technological progress that contributes to the change of nurses' work, work lives and professional knowledge.

Even though there is convergence of the contexts due to the common trend of restructuring, the different histories and trajectories of the national/regional contexts contribute to how this trend *refracts* in each respective context, producing different outcomes at the level of various localities and nurses' everyday work.

The studies focus on practical and situational aspects of *professional knowledge* at work in the context of restructuring of the welfare state institutions. Restructuring and knowledge are approached by looking at the issues that are meaningful for the nurses themselves. The case studies and the common report analyse these general issues through a set of common themes including conditions of work, control and autonomy, social relations, social position and status, education and learning, work-life balance and professional knowledge and expertise. The issue of generations is also looked at across the themes. By looking at the nurses' actions, perceptions and experiences from a bottom-up perspective in their respective localities, we analyse how restructuring measures are materialized, enacted or even resisted by nurses. Moreover, we aim to analyse the extent to which these measures are re-contextualized as new conceptions of valued professional knowledge. The national case studies draw on the life story and thematic interviews that were conducted in urban multicultural hospital or public health care settings in each study context.

There are two general major sets of conditions that contribute to nurses' everyday work, with different emphasises in each national/regional context.

- The contracting model of employment is becoming more general and the civil service model of employment is decreasing.

- The management and administrative models for hospitals, clinics and health care system as a whole is driven by demands for increasing cost-efficiency, throughput and results, accomplished through guidelines, standardization, evaluation and rewards.

For practicing nurses these two factors mean precarious career and the tight resources contributing to increasing experiences of workloads and haste, stress and exhaustion. Such conditions of work and life have implications for nurses' professional knowledge and their notions of expertise.

The comparative study investigates the notions of curing and caring, and theory and practice, as well as a number of other related categories.

- What the nurses consider that nursing knowledge and expertise, that is, the core of their professional self-understanding and self-definition, is often in contradiction with what is required by the changes at work, namely by restructuring. Particularly, they feel that they do not have time to *care*, to be with the patients and respond to their personal, social and emotional needs holistically. It is not the professional culture or rigid attitudes that cause inertia in relation to restructuring, rather the nurses may have internalised the new expectations and requirements well. Yet, they still may feel that they are not able to work according to their professional ethos, which is embedded in the idea of caring.
- Moreover, tightening of resources and increasing workload coupled with the shortage of staff may lead to negligence of required guidelines. Thus, expectations and requirements are often in contradiction with the real possibilities to realise guidelines in practice due to various shortages. Consequently, nurses are often in between the demands of the management that is increasingly concerned of economic standards, goals, and efficiency, and the patients, that are increasingly knowledgeable about health care and more demanding about their rights.
- The findings also indicate that the centralized, external and direct managerial regulation and control with clear hierarchies between different professional groups has been replaced by more decentralised regulation and control operating locally and in-directly through various guidelines and instructions. The nursing profession has become more independent and functionally distinct with its special area of practice and expertise.
- Parallel to this is the increasing self-regulation and self-organisation in the form of planning and evaluating one's activities. These regulative instruments are in many contexts connected to financial systems aimed to control the health care costs and increase efficiency and output. Many case studies, most clearly England, report on various restructuring measures, which can be characterised as neo liberal, being activated.

While there are notable similarities in the patterns regarding how the nurses experience the effects of restructuring, the case study contexts also vary, and different issues surface as focal and typical in each respective context. While the different emphasises of the case studies may contribute to which characteristics are stressed, the open-ended life story methodology and the common set of themes provide us with grounds for identifying what is pertinent and typical in each case.

- In the *English* case, the introduction of multiple career paths, flexible work arrangements and opportunities for professional development are the positive changes, while instability by fear of redundancies and uncertainty about the cost-efficiency driven changes contribute low working morale, and threaten work- life balance and coping. Also the load and pace of work has increased with consequences for nurses' coping with stress and burn out and for their ability to work according to their ideals and the more official demands.

- In the *Irish* case, nurses voice discontents about intensity of work load, low salaries, about lack of resources and about some impracticalities regarding their decision-making power at work. Similarly to the English case, the consequent low morale is a concern for them. Formal education plays a significant part in the Irish context. In general, negative effects of restructuring seem milder than in England, and it seems that the nurses are highly responsive to the changes and have quite successfully adapted to them.
- In the *Greece* case, gender roles and recent significant entry of men in nursing is a topical issue for nurses. It is expected that the entry of men having a positive impact for the image and status of nursing profession. Staff shortages and outdated attitudes are reported of creating hindrances of 11 acquiring and applying scientific nursing knowledge. Upgrading of nursing education at the university level and making nursing a more independent profession by legislation are also seen as significant change contributing to image and status of nursing.
- Development of nursing education plays particularly significant part in the *Portuguese* case. While new educational opportunities are seen as means for enhancing professional status, the nurses are frustrated by the lack of related economic and professional rewards. Also while nurses' autonomous sphere is more clearly defined by legislation, as in the Greek context, the nurses still do not feel being fully recognised within institutional medical teams. Specifically, recent change into contracting model has made work life more precarious.
- The *Spanish* case brings forward how restructuring has affected the working conditions. Contractual conditions have been made more flexible which has meant more precarious work life. Everyday work has changed into more demanding with increased work load, due to increased through-put of patients, and stress on efficiency, economic criteria and cost control. These changes have made work lives more instable and work more stressful. As in the Portuguese case, the Spanish nurses do feel that educating themselves does not translate into economic or professional rewards. Still, they feel pressure to educate themselves, while the administration does not foster education.
- The *Swedish* and *Finnish* cases differ from other cases because their study contexts were health centres instead of hospital ward or clinics. This contributes to the relative autonomy the nurses enjoy in the both contexts. However, their work is regulated by computerised appointment systems, which is in the Swedish context connected to the financial system of reimbursement.
- A pertinent issue in the *Swedish* context is the demands the nurses face in between the administration, with its economic standards and goals, and the patients, with their increasing demands for cure and care. In the context of scarcity of doctor's appointments, the nurses feel stressed in a position where they have to determine the patients need for care. Also the role determined by a purchasing procedure and the nurses' own perception of their role may sometimes conflict. The case study notes how nurses' professional "no" is weak, and they feel they just have to adapt to the demands.
- The *Finnish* case brings forward quite a trouble-free picture of its consultancy nurses work. They have enough opportunities to participate in decision-making concerning their unit. Further, they are able to train and educate themselves relatively independently. They are also quite satisfied with the conditions of their work, excluding perhaps salary which they consider too small in relation to the heavy responsibility, physical and mental demands of the work, and their long education. A recent change of broadening nurses'

The case studies handle *generations* often in terms of nurses' references, for instance, to the groups of 'older' and 'younger' professionals and their attributes. The experiential generations, in Mannheimian sense, are hard to discern with our intensively studied, but few professionals.

- Yet, the initial assumption about the structural and regulatory conditions of the formation of *professional habitus* can be related especially to employment and educational changes. The previous generation that had benefited from the expansion of welfare state and related opportunities is contrasted with the recent generation experiencing short term employment and precarious careers. However, distinguishing between generational and career effects is difficult on a basis of cross-section design with a few individual cases.
- The transfer of nurse education to the tertiary level has created a corresponding division in the nurses' perceptions and accounts into practical non-academic 'older' generation and theoretical academic 'younger' generation. Such division is sometimes a source of tension, with the 'older' generation of nurses claiming the 'younger' generation to be too theoretical and not practically capable to realize their tasks.

- *To present comparisons of professional work and life in different European contexts.*

The main results from this research is found in Goodson, I., Lindblad, S. (Eds). (2008). *Crossprofessional Studies on Nursing and Teaching in Europe*. Draft report No 6 from the Profknow project. This report is based on reanalyses of previous main results from the our research in combination with analyses of international statistics. Of special importance are the detailed national reports presenting system narratives and comparing actor narratives over professions and generations.

A comparative grid

Going back to the PROFKNOW research review (Norrie & Goodson, op cit) little of research was devoted to the fact that restructuring is part and parcel of professional work life carried out by actors such as teachers and nurses with their orientations and experiences based on previous actions, interactions under given preconditions and boundaries. Thus, we focused our studies on the professionals and their ways of organising work in interaction with their clients. For such reasons, this turned out to be the focus of the PROFKNOW project.

With this focus – and its limits – we are learning about professions and restructuring from a specific point of view, which is the professionals and their experiences and strategies when dealing with work life in change. We are learning about the meaning of restructuring from these actors' perspective and their conceptions of how restructuring is working. We are also capturing their strategies to deal with the tools and technologies of restructuring. Based on this we get versions of restructuring from professional actors' perspectives. This means that restructuring is dealt with as part and parcel of professional work life, where other aspects are integrated into the set of processes, resources and events that make up this work life. Stated otherwise, with this contextualising research strategy we will capture ongoing processes of institutional restructuring in their lived working, as experienced by central actors in these institutions.

1. Firstly, we need to understand *the meaning of restructuring*. What is restructuring about, e.g. in terms of marketisation, deregulation, etc. Why are restructuring measures carried out and what are they replacing? What are the experiences of restructuring measures and

2. Secondly, we are trying to capture *how restructuring is working* – by means of what work processes, technologies and competences? Here, we can use descriptions from our ethnographies and work life narratives in order to capture different instruments and technologies used to make restructuring work.
3. Thirdly, we ask what *strategies* the professional actors are using in order to translate e.g. policy discourses and restructuring technologies in their work life. This aspect deals with different kinds of studies – from professional organisations as well as individual professionals and teams. A main idea is that restructuring is something that professionals are actively dealing with and translating into their contexts
4. And fourthly, what are the implications of the meaning and working of restructuring as well as teacher strategies for the *configuration* of the professions of teaching and nursing? To us simplistic dimensions of professionalization and de-professionalization are problematic. They are obsolete in their ways of understanding changes in the professions. And they are simplistic in their ways of capturing professional work life and discourses on professionalism and professionalism.

Given the notions about what is to be compared in relation to the basic distinction between work life narratives and system narratives we are getting a grid for comparisons over professions and generations for work life narratives as well as system narratives.

Table 2: Grid for Comparisons in the PROFKNOW project.

	<i>What does restructuring mean?</i>	<i>How is restructuring working?</i>	<i>What are the professional strategies and responses?</i>	<i>What are the professional configurations?</i>
System narratives				
Work life narratives				

The policy discourses/system narratives are constructed on periodisations as well as on comparisons between national contexts. Thus, when dealing with national systems we need to deal with periodisations and we need to compare these over national contexts. Here, we need to identify similarities as well as differences in these narratives.

System narratives and periodisations

It is crucial when dealing with educational transitions and reform initiatives to identify and understand historical periodisation and its conceptual and methodological limitations. The definition of periods allows us to define the possibility for professional action and professional narratives at particular points in historical time. We have found in the PROFKNOW project that the capacities for action and narrative construction differ greatly according to the historical periods studied. Moreover we can begin to see how each country, and in some cases regions, have different systemic *trajectories*. These historical trajectories mean that restructuring approaches each state or region from, so to speak, a different angle. Historical periods and trajectories can be seen as *refracting* restructuring initiatives. As we argued in studying translation and diffusion gives us access to the processes of refraction.

Because of the complexity of historical periodisation we asked each national team to prepare their own historical analysis which is summarised above. Their periodisation tells us important facts about changes in education and health care in their respective national

contexts. But they also tell us about the manner in which different national teams organise their ways of dealing with these state institutions.

We enclose a summary chart of these perceptions. Although we have employed the term dictatorship in the Southern European cases, our national team has pointed to internal ‘transitions’ within those periods and to growing patterns of modernisation. Nonetheless the late evolution of welfare states in the South stands in sharp juxtaposition to the post-war social democracies in the North. Sweden and Finland and England see fast expansion after 1945. But England, and Ireland, move rapidly into reform mode through the 1980’s. This neo-liberal style of restructuring then becomes a broad-based movement across all countries but building on sharply different trajectory foundations.

Table 3: System narratives and periodisations of welfare state trajectories

National Case	Periods	Basis for distinctions
ENGLAND	1945 -1979: Progressive narrative on welfare state expansion. 1979 -1997: Marketisation narrative. 1997 - 2007: Narrative of the middle way: targets, tests and tables.	The neo-liberal breakthrough as an organising principle.
FINLAND	1945 - 1969: Preparatory phase building the welfare state. 1970 - 1989: the golden age. 1990 - 2007: restructuring.	The welfare state as an organising principle and the planning romanticism.
GREECE	1945 -1967: Post war period. 1967 -1974: dictatorship. 1975 - 1989: welfare state building. 1991 - 2007: restructuring.	Dictatorship and welfare state building under restructuring
IRELAND	1970 -1986 - the demise of apprenticeship and increasing secularisation. 1987 -1997 - envisioning the future partnership a new approach. 1997 - 2007 - opening the floodgates of reform.	Secularisation and modernisation stories.
PORTUGAL	1945 -1974: dictatorship. 1974 -1976: revolutionary period. 1977 - 1985: normalisation. 1985 - 2007: restructuring.	Dictatorship, revolution and welfare state building under restructuring
SPAIN	1939 -1976 Dictatorship. 1977 - 1990 Normalising. 1990 - 2000: welfare state building. 2000 - 2007: restructuring.	Dictatorship and welfare state building under restructuring
SWEDEN	1945 - 1975 Welfare state expansion - services for all. 1975 - 1992: decentralisation and deregulation. 1992-2000: marketisation. 2000 - 2007: quality agenda.	Welfare state story.

Given the overview in table 3 it is easy to capture the differences in national contexts and distinctive features of what could be called system narratives where restructuring is built into larger pictures of institutional transition in historical and social contexts. Thus, restructuring is part of a different narrative when located in narratives dealing with transitions from totalitarian regimes compared to transitions from developed welfare state models.

While we notice these differences the periodisations also present notions of homogenisation related to the notion of institutional restructuring and its techniques in terms of privatisation, re-regulation, and governing by means of outcomes or quality indicators.

System narratives and work life narratives

Based on previous workpackages in terms of life histories, surveys and ethnographies the following way of conceptualising relations between system narratives and work life narratives where restructuring tools and strategies are put into the model as mediating concepts. It was possible to identify four different responses among teachers and nurses to institutional restructuring. Stated otherwise, the conceptual model is a way to organise relations between system narratives and work life narratives. We saw how the restructuring of educational systems in European nation states builds on different trajectorial foundations and historical periodisations. There turn out to be critical zones of refraction in understanding how restructuring initiatives are translated and diffused in a specific milieu.

We have been able to discern a range of responses when juxtaposing systems narratives and work life narratives. In the next section we provide examples from most of our case study countries. But this should not be taken to mean countries react monolithically to restructuring initiatives. There are a variety of points of refraction or milieu membranes through which restructuring policies must pass: national systems, regional systems, school board systems – right through to individual schools and individual classrooms and teachers. This means that a wide range of responses are possible even if certain national characteristics of response can be evidenced.

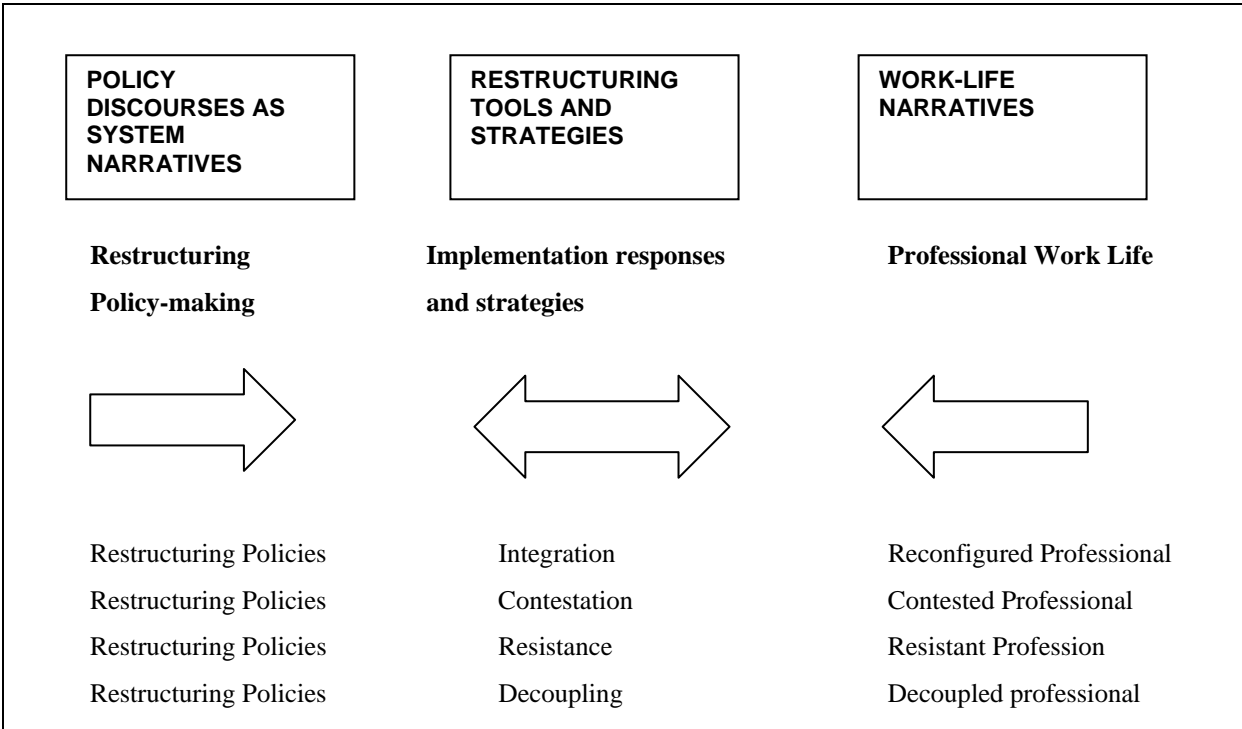


Figure 1: System narratives and professional work life narratives in education and health.

In figure 1 we are identifying four different responses to restructuring policies.

Integration means here responding to restructuring in an adapting way. This means not only to follow the trend – it might also imply developing professional strategies to deal with e.g. marketisation or quality assurance measures in order to e.g. protect or enhance professional positions. Contestation is a response where restructuring in different ways are questioned, e.g.

criticism of evaluation tools or management systems. Resistance is an active response in attempts to counteracting ongoing restructuring in different ways. Decoupling is a response where the work life is isolated from ongoing restructuring measures – e.g. by not considering decisions concerning evaluation and planning in professional activities.

A number of national case studies highlight the different juxtapositions but as noted this is not to argue that national responses are monolithic or that restructuring is based on identical or similar technologies. Thus, and this is an important conclusion, the measures as well as the meanings of restructuring differ over context. Thus, in comparison to figure 1 we cannot base our comparisons over a tight field on which the professionals operate. In turn, this makes it problematic to formulate general conclusions on working life under restructuring in Europe. Instead, we are combining the model presented above with different examples of the complex working of institutional restructuring and professional work life.

The English case study for instance finds compelling evidence of integration and of restructuring effecting professional change towards what we here call ‘re-configured professionals.

‘Traditional professionalism was contested under Thatcherism with the rise of market narratives and socialist discourses were silenced to a great extent during this period...Under New Labour teachers and nurses have become re-framed to work in new circumstances.’

The report adds.

In the last ten years under New Labour professionals have been re-framed. Teachers and nurses are now more flexible professionals, their authority has to be earned through team-working, collaborating with clients and life long learning. Meanwhile increased regulation has been introduced...’ (p. 310)

Teachers and nurses are trapped in the gap between government rhetoric and political narrative about choices and entitlements and the reality of the classroom or the hospital situation. (p. 310)

The interviews highlight in this case the unease of professionals with overriding national policies. Using choice and competition as methods of raising standards in public services is seen as intrinsically contradictory and causing greater inequalities in society and taking professionals away from the aims of putting clients first. However the lack of a national underlying oppositional ideology (with socialism having been dropped by the Labour Party) leads to inward motivation and increased professional localism.’

In Sweden and Finland the welfare system seem to be more durable and politically sustainable compared to England. Hence both the Swedish and Finnish studies show how restructuring has been contested and often, if attempted, sidestepped by professionalism.

The slogan *personality is the most important instrument of work* is predominant among Finnish teachers, indeed the practicing teachers emphasise that the long science-based teacher education, except practical training periods, provides only a theoretical foundation for professional work. For them the most important source of knowledge is the practical activities, common sense, everyday experiences and learning by doing. In addition, personal hobbies and activities outside the school are valued as well. Indeed according to some recent studies the opportunities to draw on personal interests and to exercise independent judgement are among the most important motivations for being a teacher. (p. 82)

The belief in professional autonomy as motivation and creative leaves loosely-coupled or decoupled restructuring strategies. This was also clearly evident in the survey studies where a main result was professional decoupling from different kinds of restructuring measures. This could be exemplified by the figure 3 below based on Sohlberg et al (2008):

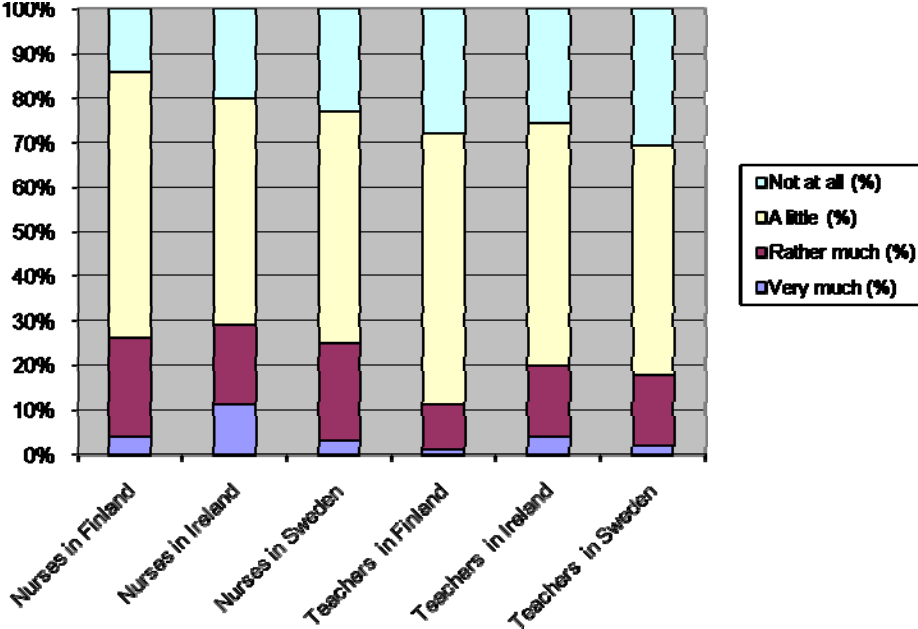


Figure 3: How much would you say that the following factors influence your everyday-work as a teacher/nurse? Control by my supervisors.

We can note that supervisory control is conceived of as having little impact on everyday work according to the professionals. This is consistent with other results concerning control of work. Other results show also that these professionals emphasize their professional autonomy at work. In figure 3 we also note that a larger share of teachers experience less of supervisory control compared to nurses.

On the other hand we note in life histories as well as in surveys that demands on visibility and documentation has increased, according to nurses as well as teachers. To us this signify that restructuring measures are at place – but that they often seem to be decoupled in professional work life. We also note that the professionals themselves mostly are decoupled at work in their professional organisations – since rather few of them are participating in organised decision-making. Thus, the de-coupling is a bilateral phenomenon in professional work life.

Certainly restructuring has the features of a world movement that political elites are promoting but we can see how the different historical periodisations and trajectory crucially *refract* this process. In Sweden and Finland deeply entrenched systems of social democracy and professional expertise appear to enduring. Now let us turn to the very different historical periodisations and trajectories in Southern Europe.

As we noted these countries: Portugal, Spain and Greece, came late to welfare systems and social democracy. Hence the restructuring world movement enters these societies at a different stage, and so to speak, at a different angle. The result of this trajectory of engagement is clear in the way that restructuring initiatives are refracted. In Portugal contestation and resistance seem endemic. The national report is eloquent and very clear. We quote:

The strategies developed by the teaching profession have been mainly reactive: they express mostly a systematic rejection of the initiatives proposed by the central administrator than a proactive and anticipatory presentation of new forms of structuring and promoting the professional group....Only recently (since the end of the eighties have the unions discussed a structure for the teaching career, but even then, they have done so... in a primarily reactive manner, trying to keep things the way they were and resisting any attempts of change, rather than proposing structural changes that might improve the quality of professional practice and its outcomes. (p. 220)

This Portuguese response shows how the role of periods and trajectories is a vital conceptual tool in understanding how restructuring initiatives are received by professional groups, received and then refracted. The periodisation and trajectory in Greece have considerable similarities and for the older generation who knew the revolutionary period can be clearly evidenced. Here though, generational restrictions can more clearly be drawn than was the case in Portugal where generational conformity seems more substantial.

The Spanish national comparative report presents an analysis of some of the complexities and refractions of restructuring when viewed from below at the local level. Their analysis confirms the essential point about periodisation and trajectories and generations.

Talking about restructuring both in education and health requires us to talk briefly about structuring. As we have already said, the very late development of Welfare State in Spain has to be acknowledged when dealing with restructuring. Only doing this one can understand the specificity of the Spanish case, which is something like a compressed and anomalous history of the Welfare State in Europe. Public health and education institutions were firstly developed in democracy in the 90's. Before that, as we know, there were timid build-ups by Franco's regime. Up until 1967 in health and 1970 in education there wasn't a comprehensive system for providing basic services to most citizens. So basically what we see during the nineties is the building of the kind of welfare institutions that most European countries developed after the Second World War. A decade later, the first clear symptoms of their dismantling were manifest. (p.235)

The Spanish case points up to conceptual complexity of professional responses, highlights the differences between the teachers noted above and nurses, and between diverse local settings. Their warning is important, a health warning against conceptual over-generalisation.

By comparing our cases it becomes apparent how varied and often contradictory processes of 'restructuring' are. They comprise many facets, temporalities and scales. (p.258)

Thus having been said it is clear how historical periods and trajectories operate in identifiable ways to refract restructuring initiatives. We have clear evidence that the main responses delineated in the earlier chart of restructuring, contestation, resistance and decoupling can be found in our case studies.

1.4.4 To describe, analyse and evaluate current restructuring in education and health in different parts of Europe from the point of view of teachers and nurses and their experiences from their interaction with clients.

Theory is always of specific rather than general use. We too need to be parsimonious with our general ambitions. But if there is a message to those in governing agencies who sponsor restructuring initiatives it would be to advise a similar caution in promoting over-centralised, over-generalised expectations and edicts. We have seen how a world movement like

restructuring has been widely promoted in Europe. We have also seen how the response has varied immensely and how sensitivity to generations, periodisation and national trajectories helps explain the process of *refraction*.

For instance in relation to other studies on professional actors in welfare state institutions such as the OECD studies on “Teachers matter” (2005) we put forwards that at the end point of the multi-layered refraction process sits the individual or professional. Still we should remember a key player, probably the key player in the process. Alienate your professional groups and your restructuring rhetoric will remain just that – political rhetoric. Let us end then with a recognition of the central and inestimable value of the professional contribution of teachers and nurses in the actual delivery of that about which the rest of us merely pronounce.

Indeed theory could not help if the sentiment was wrong - neither we are tempted to add will restructuring if the professional sentiment is wrong.

However, going back to our model and for instance with reference to the Portuguese case quoted above we would like to end with an empirical notion on the absence of *proactive* strategies among the professionals concerning restructuring measures. We have noted little of strategies to deal with e.g. documentation or evaluation to enhance and improve the professional position in the research we have carried out. However, according to our case reports we have for instance noted successful implementation of a nursing legitimation in Sweden as an early professional strategy that seems to be of value for professional authority.

1.4.5 To inform the public and professional discourse on integrating and segregating tendencies in education and health sectors in Europe.

Substantial efforts were carried out in the PROFKNOW consortium under the lead of the University of Barcelona. Since much of this work is presented in section 2 of this report we put forwards some main events and results:

- *The PROFKNOW website and brochure:*

A website was constructed early in the PROFKNOW research. This website www.profknow.net is giving open access to all PROFKNOW reports presenting the main results from the research of the consortium. A brochure on the PROFKNOW research was also constructed and was made downloadable at the website.

- *International conferences and symposia:*

A set of international research conferences was carried out by the PROFKNOW consortium:

- *ECER 2005 Dublin:* The European Conference on Education Research (ECER) is organized annually by the European Educational Research Association. In 2005 it was held in Dublin. You can find more information on the page <http://www.eera.ac.uk/web/eng/all/annual/2005/index.html>. The consortium held a symposium titled “National Case Studies of Restructuring in Professional Work and Professional Education in Health and Education Professions.” Some of the documents presented by the consortium can be downloaded from the project’s website (<http://profknow.net/fs-dissemination.html>.)
- *AERA 2006 San Francisco:* The American Educational Research Association holds an annual meeting and exhibition. In 2006 the paper “Knowledge at work” was presented by Rita Foss Lindblad and Sverker Lindblad with the support of the entire consortium.

- *ECER 2006 Geneva*: In 2006 the ECER was held in Geneva. You can find more information on the page <http://www.eera.ac.uk/web/eng/all/annual/2006/index.html>. The consortium held a symposium titled “Comparative Studies on Professional Expertise, Authority and Work Life Organization in Education and Health”.
- *AERA 2007 Chicago*: In 2007 the AERA held its annual conference in Chicago. You can find more information on the page http://www.aera.net/meetings/Default.aspx?menu_id=24&id=282. The consortium held a symposium titled “Atlantic Crossings: Comparative Conversations on Professional Cultures of Teaching and Institutional Restructuring as a World Movement.” Some of the documents presented can be downloaded from the project’s website (<http://profknow.net/fs-dissemination.html>.)
- *ECER 2007 Ghent*: In 2007 the ECER was held in Ghent. More information is found on the page <http://www.eera.ac.uk/web/eng/all/annual/2007/index.html>. The consortium held a symposium titled “Professional work and life under restructuring: comparative studies of teachers and nurses in different European political contexts.” Some of the document presented by the consortium can be downloaded from the project’s website (<http://profknow.net/fs-dissemination.html>.)

1.4.6 To inform teacher education and nurse education programmes about the practical professional knowledge at work among professional actors in the changing fields of education and health in different European contexts.

- In sum 19 national conferences has been held within the PROFKNOW project up to march 30. These conferences have been with national stake holders, researchers and professional educators. They are presented in table 2.1 below.
- The open access research reports are available on the PROFKNOW website to be used by professional educators and others.
- A large number of articles from the PROFKNOW research has been published as presented in section 2.

In addition, two edited books from the PROFKNOW research are accepted for publication

- **Teachers’ life and work in Europe in an age of restructuring.** Edited by Ivor Goodson and Sverker Lindblad. (Sense Publishers):
- **European Nurses’ Life and Work under Restructuring.** Edited by Jarmo Houtsonen and Gun-Britt Wärvik. (Sense Publishers):

1.4.7 To contribute to the integration of the European research arena.

This objective was accomplished by the research cooperation – including conferences and symposia – in the project as presented above. To this is added that research and research publication has been decentralised in the PROFKNOW project. At the same time different kinds of research cooperation has been encouraged in different ways – over research specialities and fields of expertise as well as over national contexts. Thus, a large number of PROFKNOW publications are produced by researchers coming from different universities and countries.

The PROFKNOW consortium has been productive concerning international conferences – in sum 17 meeting of different kinds as presented in table 2.2. below. Taken together we have

presented and discussed our research in 36 seminars and symposia. We have also contributed to and been participating in the construction of international networks, such as the European Educational Research Association network on Politics of Education and Education Policy Analysis (see www.eera.ac.uk) and the European Education Policy Network (<http://www.educationpolicy.eu>).

Putting these activities together, the PROFKNOW project has contributed significantly to the integration of the European research arena. An ambition with the PROFKNOW research is to provide increased research cooperation with researchers from an enlarged Europe. This was partly done in two ways: by inviting researchers from the former eastern Europe as discussants in international conferences and by having a two day conference on PROFKNOW research in 2006 in Tallin, Estonia. However, the last step is still to be taken – to invite to research cooperation using the PROFKNOW experiences with researchers from eastern and southern Europe. We will try to get funds for this after the formal finalisation of the PROFKNOW project.

2 Dissemination and use of the PROFKNOW research

In the profknow project we have systematically worked in terms of dissemination and research use. Thus all research reports are presented at our website and can be downloaded with no costs for the users. We have published and are publishing a number of articles in scientific journals and academic books and we are presenting two books intended for use in professional education. We have also held a number of national conferences with different stakeholders and national and international conferences with researchers as presented previously. In sum these activities are as follows:

2.1 Publication production

2.1.1 Open access publications

The PROFKNOW research reports and databases are available at the website www.profknow.net to be downloaded by interested researchers, stakeholders and professionals:

- Norrie, C., and Goodson, I.(2005). A literature review of welfare state restructuring in education and health care in European contexts. Report 1 from the Profknow project.
- Beach, D (Ed) (2005): Welfare State Restructuring in Education and Health Care:Implications for the Teaching and Nursing Professions and their Professional Knowledge. Report No 2 from the Profknow project.
- Sohlberg, Peter; Magdalena Czaplicka, Sverker Lindblad, Jarmo Houtsonen, , Jörg Müller, Mark Morgan, Gun-Britt Wärvik, Maeve Dupont, Karl Kitching (2007): professional expertise under restructuring: comparative studies of education and health care. Report No 3 from the Profknow project.
- Müller, Jörg ; Fernando Hernández, Juana Sancho, Amalia Creus, Max Muntadas, Verónica Larrain, Xavier Giro (2007). European Schoolteachers work and life under restructuring: Professional experiences, knowledge and expertise in changing context. Report No 4 from the Profknow Project.

- Toni Kosonen and Jarmo Houtsonen, (2007). University of Joensuu: European Nurses' Life and Work under Restructuring: Professional Experiences, Knowledge and Expertise in Changing Contexts. Report No 5 from the Profknow project.
- Goodson, Ivor & Sverker Lindblad (Eds): Crossprofessional Studies on Nursing and Teaching in Europe. Manus to report No 6 from the Profknow project. (To be published at www.profknow.net)

These reports are presenting the PROFKNOW research from different work-packages – in sum around 1 500 pages distributed over six volumes.

2.1.2 Conference papers

Specific contributions (conference paper) are indicated by countries' members (N.B: contributions with authors from different countries are repeated over countries) as followed:

Partner 1: Göteborg University in cooperation with University College of Borås, Sweden

- 2008: Wärvik, G. Restructuring policies and Politics of Expertise. Comparing nurses' work in seven European countries. Paper presented at the NERA conference in Copenhagen March 2008.
- 2007: Beach, D. *Changing service relations between citizens and the State*. Conference paper presented at ECER 2007 Conference, Ghent, Belgium, Sept 19-22, 2007. [Submitted for publication to European Educational Researcher Journal, Oct 2007.]
- 2007: Beach, D. *The Socialisation and Commercialisation of Professional Work in Education and Health Professions*. Conference paper presented at the ISA RC04 (Sociology of Education) mid term conference "New Directions in Sociology of Education in/ for the 21st century" in Nicosia, Cyprus, 25-27, May. [Submitted for publication to Current Sociology, August 2007.]
- 2007: Foss Lindblad, R., Zambeta, E. & de Lima, J. (2007). *Education restructuring as a world movement: On the production of educational change in political and professional contexts*. A contribution to the symposium "Atlantic Crossings: Comparative Conversations on Professional Cultures of Teaching and Institutional Restructuring as a World Movement" at the AERA 2007 Conference in Chicago, April 10-15.
- 2007: Foss Lindblad, R., Zambeta, E. & de Lima, J. (2007). *Professional knowledge on tour in the knowledge society*. A contribution to the symposium "Professional Work and Life under Restructuring. Comparative Studies of Teachers and Nurses in Different European Political Contexts" at the EERA annual meeting in Ghent, September 2007.
- 2007: Lindblad, S. (2007). *Teachers at work: Narrating and practising educational restructuring*. Presented at European Education Policy Network conference, "Defining the European Education Agenda", 11 January, 2007, Cambridge, United Kingdom
- 2007: Lindblad, S., Foss Lindblad, R., de Lima, J., Wärvik, G-B., Zambeta, E. (2007). *On knowledge societies and epistemic cultures of teaching*. A contribution to the symposium "Atlantic Crossings: Comparative Conversations on Professional Cultures of Teaching and Institutional Restructuring as a World Movement" at the AERA 2007 meeting in Chicago, April 10-15.
- 2007: Lindblad, S., Houtsonen, J., Lindblad, S., Sugrue, C., Dupont, M. (2007). *Teachers Organising Their Work in an Era of World-Wide Institutional Restructuring: A Comparative Study of Teachers in Finland, Ireland and Sweden*. A contribution to the symposium "Atlantic Crossings: Comparative Conversations on Professional Cultures

- of Teaching and Institutional Restructuring as a World Movement” at the AERA 2007 meeting in Chicago, April 10-15.
- 2007: Lindblad, S., Beach, D., Czaplicka, M., Foss Lindblad, R., Sohlberg, P & Wärvik, G-B. *Professionell kunskap under omstrukturering - en internationell komparativ studie*. Presentation at Vetenskaps Rådets Resultat Dialog 2007, Göteborg, November, 6-7.
- 2007: Sohlberg, P., Czaplicka, M. Lindblad, S (2007): *Working life under restructuring. A contribution to the symposium ”Professional Work and Life under Restructuring. Comparative Studies of Teachers and Nurses in Different European Political Contexts”* at the EERA annual meeting in Ghent, September 2007.
- 2007: Sugrue, C., Maeve Dupont, Evie Zambeta, Gun-Britt Wärvik, Peter Sohlberg, and Magdalena.Czaplicka. (2007). *Teachers’ and Nurses’ Knowledge at Work. Traditions, Trajectories & Tentative Trends in Seven Countries*. A contribution to the symposium ”Professional Work and Life under Restructuring. Comparative Studies of Teachers and Nurses in Different European Political Contexts” at the EERA annual meeting in Ghent, September 2007.
- 2006: Sohlberg, P., Czaplicka, M. Lindblad, S., Antikainen, A., Houtsonen, J., Möller, J. Morgan, M., Wärvik, G-B., Dupont, M. & Kitching, K. (2006). *Professional Expertise under Restructuring: Comparative Studies of Education and health care*. A contribution to the Profknow symposium “Comparative Studies on Professional Expertise, Authority and Work Live Organisation in Education and Health” at the EERA annual meeting in Geneva, September 2006.
- 2006: Foss Lindblad, R. & Lindblad S. (2006). *A pyrrhic victory: the progressive movement into Swedish welfare state education*. Invited contribution to the symposium Policy Making in the Public Interest: The Dream and Its Consequences. Sponsored by the International Relations Committee, at the AERA 2006 meeting in San Francisco, April 7-11.
- 2006: Foss Lindblad, R., Lindblad, S. & Wärvik, G-B. (2006). *Discoursing Health Care Restructuring and Nurses Professional Expertise in Sweden*. Paper presented at the NERA conference in Örebro, Sweden. March.
- 2006: Foss Lindblad, R., Lindblad, S.& Wärvik, G-B. (2006). *On the Politics of Knowledge in the Reconfiguring of the Teaching and Nursing Profession*. A contribution to the symposium “Comparative Studies on Professional Expertise, Authority and Work Life Organisation in Education and Health”. EERA meeting in Geneva, September 13-15.
- 2005: Beach, D. & Lindblad, S. *Summarising changes in work and life between state and citizens in Europe*. A contribution to the symposium National case studies of restructuring in professional work and professional education in health and education professions at the EERA annual meeting in Dublin, September.
- 2005: Foss, R., Lindblad, S. & Wärvik, G-B. *Discoursing Working Life and Professional Expertise in Education and Health Care in Sweden*. A contribution to the symposium National case studies of restructuring in professional work and professional education in health and education professions at the EERA annual meeting in Dublin, September.
- 2005: Foss, R., Lindblad, S. & Wärvik, G-B. (2005). *Discoursing Working Life and Professional Expertise in Education and Health Care in Sweden*. A contribution to the symposium National case studies of restructuring in professional work and professional education in health and education professions at the EERA annual meeting in Dublin, September 2005.
- 2005: Goodson, I & Lindblad, S. *Professional knowledge in education and health: Restructuring work and life between state and citizens in Europe – The Profknow*

project. A contribution to the symposium National case studies of restructuring in professional work and professional education in health and education professions at the EERA annual meeting in Dublin, September 2005.

Partner 2: United University of Brighton, United Kingdom

2007: Goodson, I., & Lindblad, S., Changing policy contexts and professional work life. Different trajectories. Refraction and restructuring. Self-regulation and work-life balances. *ECER 2007 Conference*, Ghent.

2007: Norrie, C., & Goodson, I. The effects of restructuring on the professional knowledge of teachers and nurses. Poster presentation at *the RCN Nursing conference 2007*, Dundee, Scotland.

2005: Norrie, C., & Goodson, I. Implications of restructuring on the professional knowledge of teachers and nurses in England, Presentation, Dublin, ECER.

Partner 3: National and Kapodistrian University of Athens

In January 2005 the UoA team organised a roundtable on restructuring in professional teaching as part of the work prepared for WP 2 and a dissemination activity of WP 7. The invited participants were representatives from teacher unions and top-executives from the teaching profession (Athens, January 2005).

In January 2005 one member of the Greek team made a presentation of the key research questions regarding the Greek national case and the methodological approach of the PROFKNOW to an international audience of post-graduate students at the London University Institute of Education, as part of the dissemination activities of WP 7 (London, January 2005).

In September 2005 there was a presentation of the Greek national case at a seminar at the University of Athens consisting of a group of post-graduate students and an international group of academics (Athens, September 2005).

A national workshop has been organised at the University of Athens in December 2007. The aim of this workshop was to disseminate and share the project's findings with

- a. active teachers and nurses
- b. students who study in teaching and nursing
- c. political actors in education and health (trade unions)

2007: Foss Lindblad R., Zambeta E., and de Lima J., 'Education restructuring as a world movement: On the production of educational change in political and professional contexts', AERA, Chicago.

2007: Lindblad S., Foss Lindblad R., de Lima J., Wärvik G., Zambeta E., *'Epistemic Cultures of Teaching and Technologies of Restructuring'*, AERA 2007 Conference, Chicago, April.

2007: Sugrue C., Zambeta E., Dupont M., Wärvik G. *'Insider and Outsider Perspectives on the Lives and Work of Teachers and Nurses in Seven Countries: A Multi-lens Analysis'*, ECER 2007, Ghent, September.

2007: Foss Lindblad R., de Lima J., Zambeta E., *'Comparing systems of expertise in a knowledge society'*, ECER, Ghent, September.

2006: Zambeta E., *'Restructuring Welfare and Professional Teaching: the Greek Way'*, CESE, Granada, July.

2005: Zambeta E., Dakopoulou N., Thoma, D. *'Welfare state restructuring and the social construction of the teaching profession in Greece'*, ECER, Dublin, September.

Partner 4: University of Joensuu, Finland

- 2007: Antikainen, A. Restructuring a Nordic Educational System. Keynote paper presented at the International Sociological Association, RC04. Sociology of Education Conference "New Directions in Sociology of Education", Nicosia, 25-27 May, 2007.
- 2007: Houtsonen, J., T. Kosonen, I. Marrero, H.R. Pereira.. European Nurses' Work under Restructuring. Paper presented at *ECER Conference*, Ghent.
- 2007: Lima, J.A., Houtsonen J., Antikainen A. (2007). Teachers' Experiences of Restructuring: A Generational Approach. Paper presented at *ECER Conference*, Ghent.
- 2007: Houtsonen, J. Welfare State Restructuring in Finland and Accommodation of Schools to Changing Educational Institutions. Paper presented in Paper presented in International Sociological Association Research Committee 04 – *Sociology of Education Conference*, May 2007, Cyprus.
- 2007: Houtsonen, J., S. Lindblad, C. Surgue & M. Dupont. (2007). Teachers Organizing Their Work in the Era of World-Wide Institutional Restructuring: A Comparative Study of Teachers in Finland, Ireland and Sweden. Paper presented in *AERA Conference*, Chicago.
- 2006: Sohlberg, P., M.Czaplicka, S. Lindblad, J. Houtsonen, J. Möller, M. Morgan, G.-B. Wärvik, M. Dupont, K. Kitching. Studies on Professional Expertise. Authority and Work Life Organization in Education and Health. Paper presented at *ECER Conference*, Geneva.
- 2006: Houtsonen, J. & A. Antikainen.. Teachers in a Transforming Welfare State: The Case of Finland. Paper presented at *ECER Conference*, Geneva.
- 2006: Houtsonen, J. Identity/Knowledge Nexus in Teacher Profession. Insights from the Profknow Project. Paper presented at an *Estonian-Nordic Symposium on Changes in the Teaching Profession and Teacher Education*, Tallinn University, July.

Partner 5: University of Barcelona, Spain

- 2007: Sancho, J.M. "Els canvis socials i professionals a la vida i el treball dels professorat d'ensenyament primari i secundari: evidències de dues recerques" [Social and professional changes at teachers' life and work: evidences from two researches] at Profknow Dissemination Seminar "Els efectes dels canvis socials a la vida i el treball dels docents" [Social changes effects on teachers' life and work]. Scientific Parc of Barcelona. December, 18.
- 2007: Hernández, F. (coordinator) Round table on "Implicacions per a la formació i la gestió del treball dels docents" [Consequences for teachers' professional development and work] at Profknow Dissemination Seminar "Els efectes dels canvis socials a la vida i el treball dels docents". [Social changes effects on teachers' life and work] Scientific Parc of Barcelona. December, 18.
- 2007: Sancho, J.M., Hernández, F., Müller & Creus, A. Emerging issues on doing research on teachers' live histories: Postgraduate students seminar. CECACE, University of Barcelona, December, 18.
- 2007: Hernández, F. "Els canvis socials i professionals a la vida i el treball de les infermeres: evidències d'una recerca europea" [Social and professional changes at nurses' life and work: evidences from a European Research] at Profknow Dissemination Seminar "Els efectes dels canvis socials a la vida i el treball de les infermeres" [Social changes effects on nurses life and work]. Scientific Parc of Barcelona. December, 17.
- 2007: Müller, J. (coordinator) Round table on "Implicacions per a la formació i la gestió del treball de les infermeres" [Consequences for nurses' professional development and work] at Profknow Dissemination Seminar "Els efectes dels canvis socials a la vida i el

- treball de les infermeres" [Social changes effects on nurses life and work]. Scientific Parc of Barcelona. December 17.
- 2007: Hernández, F. La historia de vida como proceso formativo [Life histories as teacher development process]. At "El profesorado ¿una profesión en crisis?" [Seminar on Be a Teacher, a profession in crisis?] Cursos de Verano de la Universidad del País Vasco. Country Bask Summer University. July, 5.
- 2007: Hernández, F., Sancho, J.M., Müller, J., Larrain, V. & Creus, A. Comparing three generations of European teachers in times of accountability and work restructuring. American Educational Research Association. Chicago, April, 9 – 13.
- 2006: Hernández, F. & Sancho, J.M. Doing research on teachers' trajectories through life histories. Seminar on Life Histories. University of Sao Paulo, Brasil, April, 18.
- 2006: Sancho, J. M. & Hernández, F. Teachers coping with changes through life histories. Postgraduate Students Seminar. University of Rio Grande do Sul, Brasil, March, 21.
- 2005: Hernández, F., Müller, J. Sancho, J.M., Creus, A., Larrain, V., Muntada, M. & Giró, X. Building and restructuring the Spanish welfare system: its effects on teachers' profession. European conference on educational research (ECER) Dublin (Ireland), September, 7-10.

Partner 6: University of the Azores, Portugal

Scientific events organized

- 2006: Organization of the National Symposium *Políticas Públicas e Conhecimento Profissional: o Ensino e a Enfermagem em Reestruturação* [Public policies and professional knowledge: teaching and nursing under restructuring]. Ponta Delgada, Portugal, May 18-19.
- 2007: Lima, J. A., Lindblad, S., Lindblad, R. F., Wärvik, G.-B., Pereira, H., & Zambeta, E. (2007). Culturas epistémicas nas profissões e sociedade do conhecimento: reflexões sobre alguns resultados do projecto PROFKNOW [Epistemic cultures of the professions and the knowledge society: reflections on some results of the PROFKNOW Project]. Conference presented at the *I Colóquio sobre Educação, Trabalho e Conhecimento em Grupos Profissionais* (GP_etc.), Porto, November 11.
- 2007: Lima, J. A., & Pereira, H. . Reestruturação do Estado de Providência e impacto na vida profissional de enfermeiros e professores: a perspectiva dos actores [The restructuring of the Welfare state and its impact on teachers' and nurses' professional life: actors' perspectives]. Paper presented at the *International Research in Nursing Congress*, "A consolidação do conhecimento em Enfermagem", Angra do Heroísmo, Portugal, May 17-19.
- 2007: Lima, J. A., & Pereira, H.. A reestruturação do Estado-providência e as profissões: um estudo comparativo dos professores e dos enfermeiros portugueses [The restructuring of the Welfare state and the professions: a comparative study of Portuguese teachers and nurses]. Paper presented at the *IX Portuguese Society of Educational Research Congress*, "Educação para o sucesso: políticas e actores", Funchal, Portugal, April 26-28.
- 2006: Lima, J. A.. Políticas educativas e trabalho dos professores em Portugal (1960-2004): uma revisão crítica da literatura [Educational policies and teachers' work in Portugal (1960-2004): a critical review of the literature]. Conference presented at the "*Políticas Públicas e Conhecimento Profissional: o Ensino e a Enfermagem em Reestruturação*" Symposium, Ponta Delgada, May 18-19.
- 2006: Pereira, H. (Per)curros em enfermagem: transições e identidade profissional [Trajectories in nursing: transitions and Professional identity]. Conference presented at

the “*Políticas Públicas e Conhecimento Profissional: o Ensino e a Enfermagem em Reestruturação*” Symposium, Ponta Delgada, Portugal, May 18-19.

Partner 7: St. Pat’s, DCU: St. Patrick’s College, Dublin City University, Ireland

- 2008: Dupont, M., Kitching, K., & Morgan, M. (2006) *Do Irish teachers really feel like professionals? Results from Ireland in the Profknow study*. Paper presented at ESAI, Galway, Ireland.
- 2007: Sugrue, C., Dupont, M., Zambeta, E., Wärvik, G., Sohlberg, P., & Czaplicka, M. . *Teachers’ and nurses’ knowledge at work: traditions, trajectories and tentative trends in seven countries*. Paper presented at ECER, Ghent.
- 2007: Houtsonen, J., Lindblad, S., Sugrue, C., & Dupont, M. (2007) *Teachers Organising Their Work in an Era of World-Wide Institutional Restructuring: A Comparative Study of Teachers in Finland, Ireland and Sweden*. Paper presented at AERA, Chicago.
- 2007: Dupont, M., Kitching, K., & Morgan, M. (2007) *Do Irish teachers feel like professionals? Analysing how Irish teachers may be positioned within professional discourses*. Paper presented at AERA, Chicago.
- 2006: Dupont, M., Kitching, K., & Morgan, M. (2006) *Do Irish teachers really feel like professionals? Results from Ireland in the Profknow study*. Paper presented at ECER, Geneva.
- 2006: Dupont, M., Kitching, K., & Morgan, M. (2006) *Accountability, Regulation and Trust in the Professional Lives of Teachers*. Paper presented at DCU Identities conference, May, Dublin.
- 2005: Sugrue, C. & Dupont, M. (2005) *Identifying dominant professional learning trajectories of teaching and nursing in Ireland: Deprofessionalisation or new professionalism?* Paper presented at ECER, September, Dublin.

It is also intended to present the following paper at the ESAI (Educational Studies Association of Ireland) conference in March 2008.

Dupont, M., Kitching, K., & Morgan, M. Do Irish teachers feel like professionals? Analysing how Irish teachers may be positioned within professional discourses.

An abstract has been submitted.

Partner 8: Stockholm University, Sweden

- 2007: Lindblad, S., Beach, D., Czaplicka, M., Foss Lindblad, R., Sohlberg, P. & Warvik, G-B. Professionell kunskap under omstrukturering - en internationell kompartiv studie. Presentation at *Vetenskaps Rådets Resultat Dialog 2007*, Göteborg, November, 6-7.
- 2007: Sohlberg, P., Czaplicka, M. Lindblad, S (2007): *Working life under restructuring. A contribution to the symposium ”Professional Work and Life under Restructuring. Comparative Studies of Teachers and Nurses in Different European Political Contexts”* at the EERA annual meeting in Ghent, September 2007.
- 2007: Sugrue, C., Maeve Dupont, Evie Zambeta, Gun-Britt Wärvik, Peter Sohlberg, and Magdalena.Czaplicka. (2007). *Teachers’ and Nurses’ Knowledge at Work. Traditions, Trajectories & Tentative Trends in Seven Countries*. A contribution to the symposium ”Professional Work and Life under Restructuring. Comparative Studies of Teachers and Nurses in Different European Political Contexts” at the EERA annual meeting in Ghent, September 2007.
- 2006: Sohlberg, P., M.Czaplicka, S. Lindblad, J. Houtsonen, J. Möller, M. Morgan, G.-B. Wärvik, M. Dupont, K. Kitching. *Studies on Professional Expertise. Authority and*

Work Life Organization in Education and Health. Paper presented at *ECER Conference*, Geneva.

2006: Sohlberg, P., Czaplicka, M. Lindblad, S., Antikainen, A., Houtsonen, J., Möller, J. Morgan, M., Wärvik, G-B., Dupont, M. & Kitching, K. (2006). *Professional Expertise under Restructuring: Comparative Studies of Education and health care*. A contribution to the Profknow symposium “Comparative Studies on Professional Expertise, Authority and Work Live Organisation in Education and Health” at the EERA annual meeting in Geneva, September 2006.

2.1.3 Other publications

- *Articles and book chapters:*

Antikainen, A. (2007) The Nordic Model in Education. In Antikainen, A. (ed.) *Transforming a Learning Society: the case of Finland*. Bern: Peter Lang.

Antikainen, A. (2007) Power, State and Education: Restructuring the Nordic Model. In Houtsonen, J. & Antikainen, A. (eds.) *Symbolic Power in Cultural Contexts: Uncovering Social Reality*. Rotterdam/Taipei: Sense Publishers.

Beach, D. (2007) Changing service relations between citizens and the State. [Submitted for publication to *European Educational Researcher Journal*, Oct 2007.]

Beach, D. (2007) The Socialisation and Commercialisation of Professional Work in Education and Health Professions. [Submitted for publication to *Current Sociology*, August 2007.]

Foss Lindblad, R. & Lindblad, S. (2006). Knowledge at work: On the politics of knowledge and the teaching profession. In Popkewitz, T., Olsson, U., Petersson, K. & Kowalczyk, J. (eds.) *The future is not what it appears to be. Pedagogy, Genealogy and Political Epistemology in Honour and in Memorial to Kenneth Hultqvist*. Stockholm: Stockholm Institute of Education Press.

Foss Lindblad & Lindblad (2008): The politics of professionalising talk on teaching. *In Re-reading education policies: studying the policy agenda of the 21st century* Editors: Maarten Simons, Mark Olssen, Michael Peters. Sense Publisher

Houtsonen, J. (2007). Welfare State Restructuring in Finland and the Accommodation of Schools to Changing Educational Institutions In Houtsonen, J. & Antikainen, A. (eds.) *Symbolic Power in Cultural Contexts: Uncovering Social Reality*. Rotterdam/Taipei: Sense Publishers.

Houtsonen, J., Lindblad, S., Sohlberg, P., Dupont, M. & Czaplicka, M. (2008): World-Wide Restructuring in Education and National Refractions: Finnish, Irish and Swedish Teachers' Perceptions of Current Changes. Accepted for publication in *Current Sociology*.

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- *Books for professional education:*

Two edited books intended for professional education are accepted for publication (Sense Publishers):

- **Teachers’ life and work in Europe in an age of restructuring.** Edited by Ivor Goodson and Sverker Lindblad
- **European Nurses’ Life and Work under Restructuring.** Edited by Jarmo Houtsonen and Gun-Britt Wärvik

Hopefully these books will be object for the education of teachers and nurses – and also introducing readers to the open access publications presented at the PROFKNOW web site.

2.1.4 Dissemination of knowledge

The following table summarizes dissemination activities in national contexts.

Dissemination activities, national.

Planned /actual Dates	Type	Type of audience	Countries addressed	Size of audience	Partner responsible /involved
January 2005	Roundtable	Teacher unions and top-executives from the teaching profession	Greece	20	National and Kapodistrian University of Athens
May 2005	Presentation	School head training	Sweden	30	Göteborg University
November 2005	Presentation	Teachers	Sweden	80	Göteborg University, Stockholm University.
November 2005	Presentation	Teachers	Sweden	80	Göteborg University, Stockholm University.
May 2006	Conference	Education sector	Ireland	Unknown	St. Pat’s, DCU
May 2006	Symposium	Education and health care sectors	Portugal	150	University of the Azores

December 2006	Conference	Education sector	Sweden	55	Göteborg University
January 2007	Conference	Education sector	United Kingdom	60	Göteborg University
January 2007	Conference	Health care sector	Sweden	80	Göteborg University
April 2007	Congress	Education sector	Portugal	Unknown	University of the Azores
May 2007	Congress	Health care sector	Portugal	600	University of the Azores
July 2007	Presentation	Education sector	Spain	Unknown	Barcelona University
July 2007	Poster	Health care sector	United Kingdom	Unknown	University of Brighton
October 2007	Conference	Education sector	Sweden	40	Göteborg University, Stockholm University.
December 2007	Presentation	Education sector	Sweden	25	Göteborg University
December 2007	Seminar	Health care sector (Unions, Students, Professionals, Trainers)	Spain	50	Barcelona University
December 2007	Seminar	Education sector (Unions, Students, Professionals, Trainers)	Spain	40	Barcelona University
December 2007	Workshop	University Educational Sector	Spain	25	Barcelona University
December 2007	Workshop	Education and Health sector, professionals, students, trade unions	Greece	80	National and Kapodistrian University of Athens

The following table summarizes dissemination activities international contexts:

Dissemination activities, international					
Planned /actual Dates	Type	Type of audience	Countries addressed	Size of audience	Partner responsible /involved
January 2005	Project website	General public	All	Open access for all	University of Barcelona
May 2005	Project brochure	General public	All		University of Barcelona
January 2005	Presentation	Post-graduate students	United Kingdom/ International audience	Unknown	University of the Azores

September 2005	Seminar	Post-graduate students and an international group of academics	Greece/ International audience	30	National and Kapodistrian University of Athens
September 2005	Conference	Education sector	International	45	All
March 2006	Nordic conference	Health care sector	Sweden	90	Göteborg University
March 2006	Seminar	Educational Sector	Brazil	150	Barcelona University
April 2006	Seminar	Educational Sector	Brazil	25	Barcelona University
April 2006	Conference	Education sector	USA/ International audience	35	Göteborg University of Joensuu
June 2006	Symposium	Education sector	Estonia	85	Göteborg University, University of Joensuu
September 2006	Congress	Education sector	Switzerland/ International audience	30	All
January 2007	Conference	Education sector	United Kingdom	60	Göteborg University
April 2007	Congress	Education sector	USA/ International audience	35	All
May 2007	Conference	Education sector	Cyprus	Unknown	Göteborg University of Joensuu
July 2007	Poster	Health care sector	United Kingdom	Unknown	University of Brighton
September 2007	Congress	Education sector Health care sector (some of our papers were addressed to this sector though it was ECER conference)	Belgium/ International audience	25+20	All

2.2 Continued networking and research conferences

The PROFKNOW research is formally terminated by this final activity report. However, as is shown in the previous section there is an after-work in terms of publishing and use of research carried out. An example of this is continued networking in the European educational research association. Thus at the EERA meeting in September 2008 PROFKNOW researchers are holding a symposium on PROFKNOW as an international comparative study – e.g. gender issues and comparative research approaches.

Another ambition is to further develop PROFKNOW research and dissemination in eastern and southern contexts. There is a need to discuss possibilities here e.g. in terms of further proposals to the European Research Area.