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*European educational discourse from the local perspective
– opportunities and barriers*

This author wants to know how deeply various elements of European discourse are penetrating into local educational activity and how they are processed by teachers, the principal actors of the educational system. To what extent and in what way are representatives of the local elite developing heterogeneous local interpretative suggestions for the different elements of European projects.

Within the broad context of the discourse on education within the European Union the article presents the differences and similarities in the Europeanization of education viewed from the perspective of local communities at Poland's southern and eastern borderlands.

Teachers were interviewed and the material was analyzed. The results of these analyses suggest that one of the tangible effects of EU membership on local schools are new opportunities for international cooperation which the studied communities are taking advantage of to a various extent. According to the author, the interviewed teachers feel that Europeanization is basically about openness, mobility and new communication options. The teachers attribute much less significance to those elements of the European educational discourse which refer to concepts such as "key competencies" or "life-long education".