



**CESE**

**Comparative Education Society in Europe**



**XXII CESE Conference**

**Changing knowledge and education:  
Communities, information societies and mobilities  
The World in Europe – Europe in the World**

**Les transformations de la connaissance et de l'éducation:  
Communautés, sociétés de l'information et mobilités  
Le Monde en Europe – L'Europe dans le Monde**

**Conocimiento y educación en cambio:  
Comunidades, sociedades de la información y movilidades  
El mundo en Europa – Europa en el mundo**

**Granada, 3<sup>rd</sup> - 6<sup>th</sup> July, 2006**

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## General Information

### ■ CONFERENCE VENUE

Palacio de Exposiciones y Congresos de Granada  
Paseo del Violón s/n  
E-18006 Granada (Spain)  
<http://www.pcgr.org/flash.htm>

### ■ OPENING HOURS

Sunday July 2nd	hrs. 17.00 – 20.00
Monday July 3rd	hrs. 08.00 – 19.00
Tuesday July 4th	hrs. 09.00 – 13.30
Wednesday July 5th	hrs. 09.00 – 19.30
Thursday July 6th	hrs. 09.00 – 13.30

### ■ CONFERENCE RECEPTION

A get together reception will take place Sunday 2nd July hrs. 20.30-21.30 at the terrace of HOTEL SAN ANTÓN  
C/San Antón 74  
E-18005. Granada  
Tel. (34) 958520100

### ■ CONFERENCE DINNER

The Conference gala dinner will take place at the Palacio de los Córdoba (Cuesta del Chapiz s/n, 18009 Granada Tel. 958 227 952), Wednesday July 5th at 21.30 hrs. Please remember to bring your dinner ticket with you, and present it at the entrance.

### ■ CONFERENCE LANGUAGES

The official languages of the Conference are English and French. Most Plenary sessions are in English. Parallel sessions can be organised in the language of the abstract.

### ■ ENTITLEMENTS

The participants' full rate registration includes admission to all sessions, a booklet of the Conference Programme, with the abstracts and a cd of the papers received, four lunches and refreshment breaks.

The lunches will be served at the Hotel San Antón.

### ■ LIABILITY AND INSURANCE

Neither the organiser nor Conference and Meeting Services are able to take any responsibility, whatsoever, for injury or damage to persons or property during the Conference.

### ■ ACKNOWLEDGEMENTS

The Organizing Committee gratefully acknowledge financial support for the Congress from the following institutions:



Ministerio de Educación y Ciencia



Universidad de Granada



Consejería de Innovación, Ciencia y Empresa  
Junta de Andalucía

Sunday July 2 <sup>nd</sup>	Monday July 3 <sup>rd</sup>	Tuesday July 4 <sup>th</sup>	Wednesday July 5 <sup>th</sup>	Thursday July 6 <sup>th</sup>
	<p><b>8.00</b> Registration</p> <p><b>9.15</b> Opening of the Conference: Rector of the University of Granada, Prof. David Aguilar, Prof. Miguel A. Pereyra and Prof. Robert Cowen addressing the Conference</p>	<p><b>9.00</b> Working group session 3 (Parallel Sessions)</p>	<p><b>9.00- 11.00</b> Young Researchers Working Group, Workshops &amp; seminars</p>	<p><b>9.30</b> Keynote Lecture: Prof. Manuel Crespo "La transformación de la Universidad: impactos y desafíos" (English simultaneous translation)</p>
	<p><b>10.30</b> Keynote Lecture: Prof. Agnès van Zanten "The impact of global and local processes on educational policies and activities: new modes of management and new inequalities"</p>			<p><b>10.30</b> Keynote Lecture: Prof. François Orivel "Analyse économique de l'e-formation: quelques pistes pour le futur" (English simultaneous translation)</p>
	<p><b>11.30</b> Coffee/tea break</p>	<p><b>11.00</b> Coffee/tea break</p>	<p><b>11.00</b> Coffee/tea break</p>	<p><b>11.30</b> Coffee/tea break</p>
	<p><b>12.00</b> Keynote Lecture: Prof. Hannu Simola "Researching political effects of quality assurance and evaluation (QAE) in education - Reflections on some comparative issues in sociology and politics of education in audit society"</p>	<p><b>11.30</b> Working group session 4 (Parallel Sessions)</p>	<p><b>11.30</b> Working group session 5 (Parallel Sessions)</p>	<p><b>12.00</b> The Lauwerys Lecture: Prof. John W. Meyer "Building Education for a World Society: Theories and Research"</p> <p><b>13.15</b> Closing of the Conference</p>
	<p><b>13.30</b> Lunch (Hotel San Antón)</p>	<p><b>13.30</b> Lunch (Hotel San Antón)</p>	<p><b>13.30</b> Lunch (Hotel San Antón)</p>	<p><b>13.30</b> Lunch (Hotel San Antón)</p>
<p><b>15.00</b> CESE EC Committee Meeting</p>	<p><b>15.30</b> Working group session 1 (Parallel Sessions)</p>		<p><b>15.30</b> Working group session 6 (Parallel Sessions)</p>	
<p><b>17.00</b> Registration at the Palacio de Congresos</p>	<p><b>17.00</b> Tea/coffee break</p>		<p><b>17.00</b> Tea/coffee break</p>	
<p><b>17.30</b> Women 's Network Meeting Hotel San Antón (Salón Nazaries)</p>	<p><b>17.30</b> Working group session 2 (Parallel Sessions)</p>		<p><b>17.30</b> CESE General Assembly (at the Sala Andalucía II)</p>	
	<p><b>20.00</b> Reception at the University of Granada-Hospital Real</p>	<p><b>20.00</b> Night visit to the Alhambra</p>		
<p><b>20.30</b> Get-together reception at the terrace of Hotel San Antón</p>			<p><b>21.30</b> Final dinner at Palacio de los Córdoba</p>	

## Welcome to CESE 2006

**Dear Colleague,**

On behalf of CESE and the Organizing Committee, it is with great pleasure we welcome you to the **22<sup>nd</sup> CESE Conference** held in **Granada** at the **Palacio de Congresos y Exposiciones (Congress Centre)** from July 3<sup>rd</sup> – 6<sup>th</sup> 2006. We are proud that a Conference of the CESE returns to Granada, thirteen years after the International Symposium on “Decentralisation and Evaluation of European educational systems” organised by CESE in the same place as this XXII Conference.



From the work with the Conference Programme it gives you the latest input from fields related to the Conference subjects, and create possibilities to extend and keep up your network. The programme will consist of plenary sessions and working groups, furthermore two symposia in Spanish and French on topics related to the Conference and to the Latin American and Africa francophone countries respectively.

We wish you productive work at the Conference as well as an enjoyable stay in this beautiful city.

On behalf of the Local Organizing Committee,

**Miguel A. Pereyra**

### CESE Executive Committee

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(University of Granada)

**Prof. Mónica Torres**

(University of Granada)

## CESE 2006 Conference

## Changing knowledge and education: Communities, information societies and mobilities

The World in Europe – Europe in the World



As it moves, it morphs: for example, as ideas and institutions, peoples and knowledge move around the world, they change. In comparative education, this is a classical problem and we have a contemporary interpretation of it.

Currently, we have a generalised discourse (globalisation) about 'the cause' of contemporary movements. We have new vocabularies for some of the social processes that may be involved: time-space compression, glocalization, new transnational identities, post-colonialities. We also have some assertions about the educational prospects which must follow from such a cause and such processes - the forthcoming triumphs of e-learning, new forms of knowledge management, better and better skill-formation systems (and so on).

Have such interpretations become soothing banalities? How well are we 'reading the global'? What are our contemporary forms of understanding the proposition: as it moves, it morphs?

This Conference will explore a variety of mobilities and stabilities, and the ways in which we understand them comparatively through our contemporary reading of the global.

Are we in an age of information; of knowledge economies; of globalisation; of late modernity (or all of these things at once)? What do such asserted, believed-in, or actual worlds signify for educational processes? In these worlds, what are the new mobilities? Manifestly there have been new movements of people and peoples, scientific ideas and religions, information and informational devices, models of governance and management, and commodifications of available identities.

To what extent have educational systems noticed? To which mobilities have educational systems and educational processes been asked to respond – and who has been doing the asking?

In this world of new mobilities and old belief systems, which knowledges are changing, and what are the new certainties? For example as families move about the world not only are the children of such families exposed to new school curricula but also the tacit knowledge and the accumulated cultural wisdom of families are often called into question. This is as true in the twenty-first century as it was

in the immigration societies of the nineteenth. But what are the new forms of community in our century and the new ways in which educational processes inculcate belief and social capital, and dispel disbelief and distrust? By what legitimacies are the multiple identities of an individual, of small communities, of a nation, and of regional 'societies' sustained and through which visions do we educate?

Thematically then, within the CESE tradition that a major part of the intellectual excitement of a CESE Conference is generated within seminars called the Working Groups, questions will be asked about social cohesion and identities and opportunities which the new mobilities offer as challenges to individuals, families, schools, communities, governments and governmental policies, and regional and international agencies. Economic interpretations of the global – including employment, job markets, and gendered inequality – will be discussed. The new fashions in policy knowledge including discourses about competences, international testing, and new ideologies of research will be explored. At least one Working Group will also ask about new 'empires': the world 'globalised' by the World Trade Organisation, GATS, OECD, G-7 and 'regionalised' by processes such as NAFTA and Bologna. Are these New Empires which will determine local politics, cultures, and educational forms – in what ways are they imperial? And in what ways do we now see and what do we call 'the local'? Do we persist with old or borrowed labels, such as the North and the South, developing and developed countries, nation-states and developmentalist states, and so on? Are our societies post-modern, post-colonial, post-industrial; and how are we classifying those societies and educational processes which are not – merely as post-socialist or pre-modern?

Overall, then, what are the new geographies, sociologies and emerging histories of education in our world of new information flows, mutating identities, and changing communities? How do we envision our contemporary worlds?

Indeed, what visions do we have? What are our visions of 'open learning', of new possibilities for learning and teaching, of fresh definitions of good well-educated identities? Or is academic comparative education merely a science of what is: a classificatory device for grouping contemporary facts and narratives about educational practices and trends? Have we forgotten what was, while simultaneously failing to ask what might be?

### SUB THEMES (WORKING GROUPS)

**1. Social risks and exclusions:** values, families, youth, migrant communities, winners and losers, mobilities, social exclusions; old and new communities and social capital.

**2. Information societies and economies:** employment, job markets, gender, digital divide, competencies (concepts, and impact, and use); transition to work; labour market for scientists, surpluses and shortages of scientists; brain drain; education and training.

**3. Policy knowledge and international educational assessment:** knowledge 1 knowledge 2; information societies and the cultures of competence and educational policy; PISA and TIMSS; the politics of international measurements and domestic anxieties; assumptions about the international transfer of educational practices.

**4. Open worlds and open education:** Whose worlds? Which structures? Open to what and to whom? What are the politics, principles and policies of "openness" in education, including new mobilities of students and teachers, the virtual and the real, "learning platforms" and concepts of community and identity?

**5. Old Empires and new empires:** old mobilities (Empire and education), new mobilities (GATT, WTO), diasporas and dislocations, new unifications (Bologna), diversities and communities. Old and new forms of governance in education (states, market forces, bureaucracies, professional organisations). Old and new epistemologies in education, and in school/university knowledge.

**6. International and regional developments and local constraints:** Eastern central Europe, regional development, regions, developing countries, local aspirations, unifications and dislocations.

**7. Young Researchers Group**



## Recepción

Monday July 3<sup>rd</sup> | 20,00

RECEPTION AT THE UNIVERSITY OF GRANADA: A COCKTAIL SPONSORED BY THE RECTOR OF THE UNIVERSITY OF GRANADA AT THE HOSPITAL REAL.

The **Hospital Real** (Royal Hospital), the emblematic building of the University of Granada, was created at the beginning of the 16th century, just outside the city, to attend to the many sick, wounded and mentally deranged people who wandered through **Granada** after the conquest; at a later date, it was also used to treat people from all over Spain who were suffering from venereal diseases.

Today this Renaissance historical monument is the main administrative centre -Rectorado- of the University of **Granada**.



### HOW TO GET THERE:

See the City map on the back cover; it is a nice walk from the “Palacio de Congresos”, although you can take bus number 3 and stop at the “Jardines del Triunfo” (Triunfo Garden).



## Night visit to the Alhambra

Tuesday July 4<sup>th</sup> | 20,00 - 22,00

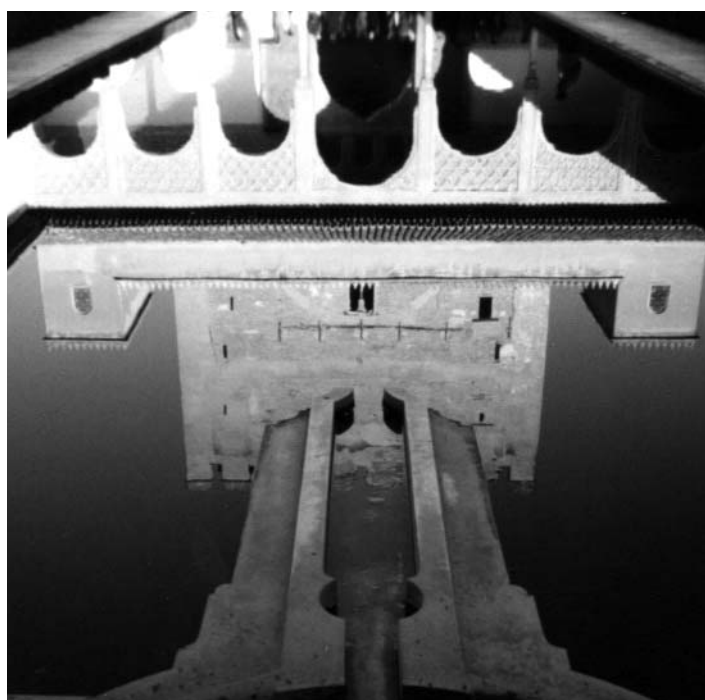
WITH YOUR REGISTRATION TO THE CESE CONFERENCE, YOU RECEIVE A TICKET FOR A SPECIAL NIGHT VISIT TO THE ALHAMBRA (FROM 20 TO 22 HOURS)

You can stay at the Alhambra and visit the Nasrid Palaces. If you would like to visit the Alhambra and all its different places in a morning or afternoon session, you can purchase your ticket:

■ At the branches of the bank Banco Bilbao Vizcaya Argentaria (look for the name **BBVA**) in Granada (the nearest branch from the Palacio de Congresos is at the street Poeta Manuel de Góngora num. 3, but there are several branches very well located through the city).

■ At the ticket office located inside the Entrance Pavilion of the Alhambra.

■ Internet purchases can be made at: [www.alhambratickets.com](http://www.alhambratickets.com) (by the BBVA). Important: The purchase is not finished until the reservation number is obtained.



### BUSES TO THE ALHAMBRA:

Lines number 32 (from Gran Vía) & 30 (from Plaza Nueva).

## Final Dinner

Wednesday July 5<sup>th</sup> | 21,30 PM

THE CONFERENCE DINNER IS TO BE HELD AT PALACIO DE LOS CÓRDOVA



The construction of the Córdoba Family Palace begun around 1530, and was not finished until 1592. It is located in a plot of land that had been chosen for its ample space and views of the Alhambra, Albayzín, Sacromonte and the valley of the river Darro, situated at the entrance to the Cuesta del Chapiz.

The Palace has a trapezoidal plan with a mixture of Arab, Gothic and Renaissance features, and constitutes an example of Granadan Mudéjar art. The City Town of Granada acquired the Palace in 1983, and at the present is the house of the Municipal Archives of Granada.

**The Flamenco group Shashara will provide the entertainment of the dinner.**

Ana Barba (Singer)  
Curro Bermejo (Guitar)  
Olga Rueda (Dancer)  
Luati (Drums)

**Shashara** tries to debunk the old idea of 'deep song' or 'grand song' as something arid and difficult to understand, trying to show that the purest Flamenco styles can make anyone enjoy

(more at <http://www.shashara.com>).



If you have already booked, your dinner ticket will be available for collection at the Conference registration desk. Tickets will also be available for purchase at the Conference desk until Tuesday July 4<sup>th</sup>, and you are welcome to book for accompanying friends and family members

**HOW TO GET THERE:**

See the City map on the back cover; it is about a twenty minutes walk from the “Palacio de Congresos”. Around the area the only traffic allowed is served by taxis and public transportation (lines numbers 31 from Gran Vía and 32 from Plaza Nueva, and stop at the beginning of Cuesta del Chapiz where the Palacio de los Córdoba is located).

## Keynote Lecture

Monday July 3<sup>rd</sup> | 10,30 - 11,30

ROOM MANUEL DE FALLA

### The impact of global and local processes on educational policies and activities: new modes of management and new inequalities

Agnès van Zanten

Agnès van Zanten is a Senior Researcher at the *Centre National de la Recherche Scientifique*. She works at the *Observatoire Sociologique du Changement* which is a research centre of the *Fondation Nationale des Sciences Politiques* and teaches at the *Institut d'Etudes Politiques* in Paris. She is also the director of RAPPE (*Réseau d'Analyse Pluridisciplinaire des Politiques Educatives*), an international network on educational policy.

Her main research areas are the reproduction and transformation of social advantage in education, elite education, the organisational and professional dynamics of schools and local public action in education. She is also interested in qualitative and comparative research methods and in international comparisons.

She has published several books and many articles on the sociology of education and on her topics of interest. Her most recent publications include *L'école. Etat des savoirs* (Paris, La Découverte, 2000), *L'école de la périphérie. Scolarité et ségrégation en banlieue* (Paris, Presses Universitaires de France, 2001), *Quand l'école se mobilise. Dynamiques professionnelles dans les établissements d'enseignement* (Paris, La Dispute, 2002), *Les politiques d'éducation* (Paris, PUF, coll. « Que sais-je ? », 2004) and *Sociologie de l'école* with M. Duru-Bellat (Paris, Armand Colin, third edition 2005).

## Keynote Lecture

Monday July 3<sup>rd</sup> | 12,00 - 13,30

ROOM MANUEL DE FALLA

### Researching political effects of quality assurance and evaluation (QAE) in education - Reflections on some comparative issues in sociology and politics of education in audit society

Hannu Simola

Hannu Simola is a Professor in Sociology of Education at the Department of Education, University of Helsinki where he is also heading the Research Unit for Social and Comparative Studies in Education (SOCE).

His research area could be characterised as sociology and politics of education. His research interest has been moving from the socio-historical construction of schooling and teaching towards education policy and politics, focusing recently on the effects of quality assessment as a new technology of governance in education. Here an ongoing comparative research project, *Fabricating Quality in European Education*, is one of his main interests at the moment. He is also interested in the growing discourse and epidemic of Evidence Based Policy and Practice in the field of education.

He has published several books in Finnish, many articles in English and a few also in Spanish and French, such as a chapter in *El desafío de Foucault: Discurso, conocimiento y poder en la educación*. (Barcelona, Ediciones Pomdores-Corredor, 2000) and an article "Fermeture Didactique, Professionnalisation et Savoir Pédagogique dans la Formation des Enseignants" in *Recherche et Formation* (38/2001). His most recent publications include "Firmly bolted into the air: Wishful rationalism as a discursive basis for educational reforms" in *Sociology of Education*, Major Themes (London, Routledge / Falmer, 2000), "From Exclusion to Self-selection: examination of behaviour in Finnish primary and comprehensive schooling from the 1860s to the 1990s" in *History of Education* (3/2002), "An Inevitable Progress? Educational restructuring in Finland, Iceland and Sweden at the turn of the millennium" in *Scandinavian Journal of Educational Research*, (3/2002; with Johannesson and Lindblad), "Shoots of revisionist education policy or just slow readjustment? The Finnish case of educational reconstruction" in *Journal of Education Policy* (6/2002; with Rinne & Kivirauma) and "The Finnish miracle of PISA: historical and sociological remarks on teaching and teacher education" in *Comparative Education* (4/2005).

## Working Groups

### Coordinators of the Conference Working Groups

- 1 Social risks and exclusions**  
Prof. Elisabeth Buk-Berge (University of Oslo)
- 2 Information societies and economies**  
Prof. Jean Jacques Paul (IREDU/CNRS, University of Bourgogne)
- 3 Policy knowledge and international educational assessment**  
Prof. Hans-Georg Kotthoff (Pedagogical University of Freiburg)
- 4 Open worlds and open education**  
Prof. Donatella Palomba (University of Roma-Tor Vergata)
- 5 Old empires and new empires**  
Prof. Dimitris Mattheou (University of Athens)
- 6 International and regional developments and local constraints**  
Prof. Willy Wielemans (University of Leuven)  
& Prof. Zlata Godler (University of Zagreb)
- 7 Young Researchers Group:**  
Prof. Thyge Winter-Jensen (The Danish University of Education)

## PARALLEL SESSIONS 1

Monday July 3<sup>rd</sup> | 15,30 - 17,00

## ● WG 1 - Social risk and exclusions

ROOM ANDALUCÍA III

1 Lennart WIKANDER *University of Uppsala (Sweden)*2 Maria-Ligia BARBOSA *Universidade Federal do Rio de Janeiro (Brazil)*3 Juan Luis BENÍTEZ, Ana B. GARCÍA BERBÉN and María FERNÁNDEZ CABEZAS *University of Granada (Spain)*1  
Lennart WIKANDER**Quotation or Discrimination? A case of increasing the proportion of immigrants in Higher Education**

**Abstract:** The changing society in Europe with an increasing number of immigrants in most countries has created a challenge for all national educational systems to have a balance in the society of educated groups representing different ethnical groups. When analysing the situation for the immigrant population, an under representation of students with an immigrant background can be identified in higher education institutions. The question is if this situation is a problem or not. Most policymakers would say it is a problem when the educational society is not reflecting the population as a whole when it comes to educational career and representation of different groups in society in different kinds of professions. In European policy documents the necessity of equal opportunities of access to education and of assuring learning opportunities for all is frequently described.

Presumably most policymakers will hold this as a problem for democratic reasons, for representative reasons, for participation in society and for representation within different kinds of professional areas. This means a need of representation from all ethnical groups in professions like teachers, lawyers and medical doctors. If this is looked as a problem the asked question will be: How to increase the proportion of students with an immigrant background in Higher Education? In the article this question will be in focus illustrated by a case from Swedish Higher Education.

2  
Maria-Ligia BARBOSA  
**La recherche sociologique sur les rapports entre éducation et race au Brésil: les enjeux identitaires et la production des inégalités sociales**

**Abstract:** La recherche sociologique sur les rapports entre éducation et race au Brésil se développe très lentement sous l'influence notamment des sociologies américaine et française. La recherche sur les trajectoires scolaires et les inégalités sociales est encore à ses premiers pas. S'il existe déjà un ensemble important de données et informations (au moins jusqu'à 2002) et si on connaît des techniques statistiques que permettent des analyses adéquates, ce sont les économistes et les scientifiques d'autres domaines, comme la statistique ou la physique, qui s'occupent de ce sujet. La sociologie reste toujours trop discursive (parfois idéologique) et très rarement on peut trouver des études significatives et qui utilisent la vaste collection d'informations disponibles. Les études faites par les économistes sont généralement de très bonne qualité mais il leur manque des concepts (plutôt sociologiques) qui permettent une approche plus fine de certains problèmes. Parmi ces concepts, on peut distinguer notamment les processus de socialisation et de formation des identités qui sont au coeur de la vie scolaire. Il a été déjà démontré, dans le cas du Brésil, que la scolarisation est devenue le principal facteur des inégalités raciales. L'objectif de cette communication serait de présenter un bilan des recherches menées actuellement sur les rapports entre éducation et race au Brésil. Nous indiquerions également les questions qui se posent dans le cadre d'une élaboration de modèles de politiques éducatives qui soient vraiment démocratiques et qui puissent conduire à la réduction de l'inégalité des chances.

3  
Juan Luis BENÍTEZ, Ana B. GARCÍA BERBÉN and María FERNÁNDEZ CABEZAS  
**Preliminaries results from a study about mobbing in the university context**

**Abstract:** Violence in the workplace or mobbing affects almost a 4% of the Spanish active population. However, the made studies are not enough specific for establishing incidence taxes among each working sector. In our case, we realized a study with employees (N=548) who belong to teachers and administration staffs from two Spanish universities. The results point out that 9.31% of university employees considered themselves as victims. Other considerations those characterize this phenomenon are that affects as men as women but is most frequent within this last collective. Mobbing is suffered in similar taxes by members of the two analyzed groups (teachers and administration staff). Finally, the results show the variability of mobbing effects because affects physical and emotional health, professional performance and social relationships.



## ● WG 2 - Informationen societies and economies

## ROOM SEMINARIO 1

**1** Ángel BUENO, Antonio FERNÁNDEZ-CANO and Tatiana CHAIKHIEVA *University of Granada (Spain)*

**2** Philippe MOGUEROU *IPTS-European Commission, Joint Research Centre, Sevilla (Spain)*

**3** Ariel GORDON and Javier CASTRO *University of the Basque Country (Spain)*

**1** Ángel BUENO, Antonio FERNÁNDEZ - CA- NO and Tatiana CHAIKHIEVA, **Scientific production on multicultural and educational integration contained in internationals databases**

**Abstract:** The sign of our time is presided by important transformations at world level that they go from the climatic worrying change to the technological revolution in the field of the communications and the information with the peak of the new technologies. The educational system is not unaware to it, rather we could say that it is in these embarked moments of full in the new problem that the immigration comes presenting in the Euro-pean societies, already enough multicultural. This implies the implementation of programs and investigations that help to understand and to improve the phenomena of the racism, the xenophobia and also the cultural conflicts that are given in the last years in most of the countries of European Union, showing up like one of the most important challenges that today should confront the democratic societies. This study is an inquiry into the productivity on integration education based on to list of documents included in the international databases of Thompson-ISI: Social Science Citation In-dex, Arts & Humanities Citation Index. Scientometrics indicators relative to longitudinal production, authors and institutional productivity, journals of edition, and citations patterns plods offered. The obtained results show the non-existence of any Spanish specific journals dedicated to this type of investigations, contrary to the international one that channel the contributions and studies in this field. A great precipitation of disciplines is also observed in this field of study of the multicultural problem and intercultural, as it testifies him the thematic diversity of the considered journals.

**2** Philippe MOGUEROU **The brain drain of PhDs from Europe to the United States: what we know and what we would like to know**

**Abstract.** In this paper, we discuss the widely acknowledged so-called “Euro-pean brain drain”. We find that there is an asymmetry in the flows of doctoral candidates and post-doctorates between Europe and the USA, to the advantage of the latter. However, we point out that this conclusion is based on incomplete and imperfect data. This does not allow us to draw any definitive conclusion. We argue that brain drain is a complex question as the current situation tends to imply many types of return, circulation and recirculation of the highly educated. We identify three main unsolved issues. Firstly, few things are known on the return migration. Secondly, the net balances in the brain-gain and brain-loss have to be placed in relation to the stock of doctorates and post-doctorates. Thirdly, uncertainty remains about the “quality” of doctorates and post-doctorates who “circulate”.

**3** Ariel GORDON and Javier CASTRO **Mobility and Networking of Human Resources on Science and Technology (HRST). Strategies for small regions Science Technology and Innovation (STI) systems: The case of the Basque Country.**

**Abstract:** The transition towards the knowledge economy has raised Human Resources in Science and Technology (HRST) to the top of Science, Technology and Innovation academic and political debate. In this context, boosted by the development of a globalising learning economy, the international mobility of HRST has risen as a mayor issue in the international development agenda. Multilateral institutions have fostered the development of virtual research networks linking emigrate nationals with home country scientific and innovation systems. The EU has implemented two different programs to address the issue of HRST supply shortage. ERA-MORE program is intended to foster the mobility of HRST across the Union, while ERA-Link is intended to link EU researchers in the USA with EU’s research groups and institutions.

The Basque Country is a small region in transition from an industry oriented technological innovation system to a research based innovation system. The development of scientific communities and networking between academic-industry-government institutions arises as the main issues in STI agenda. Therefore, mobility and networking of HRST has emerged as a main policy for regional development. This paper assesses the theoretical background supporting different initiatives on virtual research networks, as well as brain drain and brain gain perspectives. It also outlines the idea that HRST mobility agenda impacts distinctively on small regions. Due to their small scientific community, small regions strongly depend on HRST mobility policy to catch up with next generation.

## ● WG 3 - Policy knowledge and international educational assessment

ROOM SEMINARIO 8

- 1 Eloy ALVES FILHO and Arlete SALCIDES *Universidade Federal de Viçosa (Brazil)*
- 2 Sefik YASAR *Anadolu University (Turkey)* and Senguel Saimel ANAGUN *Eskisehir Osmangazi University (Turkey)*
- 3 Ann DOYLE *Institute of Education-University of London (UK)*
- 4 Georgos FLOURIS *University of Athens (Greece)* and Georgos PASIAS *Pedagogical Institute, Athens (Greece)*

**1** Eloy Alves FILHO and Arlete SALCIDES  
**Voices of the field in the construction of an integrated and sustainable rural development: a comparative study between - Brazil and Portugal**

**Abstract:** The present study search to contribute with the current debates on the Portuguese and Brazilian rural communities' future, especially their internal social relationships and the access to necessary resources for them to surpass a historical structural poverty. In that direction, we accomplished a study that had for main objective to bring to the top some elements that can enlarge the understanding that one could have concerning similarities and action differences about rural workers' subordination, in several historical moments. Subordination to the politics and programs that have them as beneficiary principal, in the perspective that the experiences and knowledges they have accumulated and the expectations of those population contingents, in Brazil and in Portugal, be constituted in a way of giving larger visibility to the different "voices of the rural areas ". Also to seek the promotion of an integrated and sustainable rural development in the poor favor. Two case studies were accomplished, one in the area of Alentejo, in Portugal, and other in the state of Goiás, in Brazil, in wich tehey served as base for a comparative study. The case studies included consultation to documents and diplomas sent by the Governments from Brazil and of Portugal, in the period from 1960 to 2004, and registrations of histories of twenty resident workers' life in rural areas of the two countries in subject. We concluded the study, detaching subjects, in the ambits politician, social, economical and cultural, that the rural workers are, still, awaiting for solution in the two countries.

**2** Sefik YASAR and Sengul Saimel ANAGUN  
**Evaluation of Reflective Teacher Training Model in terms of Turkish Educational System**

**Abstract:** Constructivism is a learning theory that affects many developed countries' educational systems in recent years. As in the other developed countries, Turkish Educational System is affected by constructivism. Therefore, primary education programs have been reorganized and put into practice in 2005-2006 academic year in Turkey. Teacher has main responsibility in the application of the new programme successfully. Because, teacher is considered as the responsible person in taking a role reflecting the curriculum, managing and evaluating the teaching-learning process effectively. As is known, teacher directly affects the quality of teaching-learning process. Thus, it is very essential that teachers should be trained for the necessary knowledge and skills required for the new curriculum. In this paper, firstly, the basic principles of constructivism will be explained in terms of teachers and students, then, the appropriateness of reflective teacher training programme for Turkish Educational System will be discussed.

**3** Ann DOYLE  
**Educational Performance or Educational Inequality: what can we learn from PISA about France and the UK?**

**Abstract:** This paper evaluates PISA 2000 as a resource for providing information on educational attainment and inequality, focusing on France and the UK. The article goes beyond pupils' performance to assess levels of educational inequality by examining distributions of scores and the relationship between socio-economic status and performance. It raises methodological issues which hamper the comparison of performance. The prioritising of 'skills for life' over curriculum-based questions toge-

ther with PISA's sampling on the basis of pupils' age rather than their form/class, works to the advantage of the UK performance. Also, the low response rate of schools in the UK, together with the high absentee rates among the selected pupils in participating schools, point to unreliability in the UK results. The paper concludes that as a tool for comparing average performance PISA is flawed, but for assessing levels of inequality PISA is a useful resource.

**4** Georgos FLOURIS and Geogos PASIAS  
**Education at risk? Discourses of Dystopia and the new Panopticon in the Europe of knowledge.**

**Abstract:** The new context of 'late-', 'post-' or 'second' modernity societies is shaped under the influence of new 'discourses' and 'regimes of truth', such as: 'globalization', 'marketization', 'new world order', 'knowledge society', 'risk society', etc. This paper probes the transition process towards the 'postmodern condition' according to which fundamental meanings of modernity, such as 'logos', 'work', 'history', 'education', 'citizen', 'national character', 'collective subjectivity', are disputed, altered and transformed in ambiguous conjectures of new postmodern narratives. Furthermore, the paper emphasizes the construct of an 'economy based Europe of knowledge' and analyses the inner-connections of an educational 'dystopia' between the imaginary idea of 'life long learning' and its symbolic idol concerning a 'totally pedagogised society'. More specifically, in the frame of the EU Lisbon strategy in education, the paper discusses aspects of Open Method of Coordination (OMC), as policy of 'learning', as practice of 'theasis', as technology of 'custody' and as model of 'governance' in the European Union, which are connected with the establishment of a modern educational 'Panoptikon' in the Europe of knowledge.



## ● WG 4 - Open Worlds and Open Education

ROOM ANDALUCÍA I

**1** Atsuko KOMUKAI *Josai International University (Japan)***2** Jeffrey BALE *Arizona State University (USA)***3** Victoria ROBLES and José Luis ARÓSTEGUI *University of Granada (Spain)***4** Cathie PIERCE *Manchester Metropolitan University (UK)***1**  
Atsuko KOMUKAI**The emerging trend of e-learning in Japan: Can education adapt to the cultural and socioeconomic evolution?**

**Abstract:** The year 2007 will be extremely significant not only for the Japanese economy as a whole but also for Japan's educational establishments. In 2007, an entire generation of baby boomers will retire, and due to the shrinking population of 18-year-olds, the number of college applicants will be equal to the number of seats available. In this presentation, I will examine the complex background of – the reasons for and the mechanism of – e-learning in Japan from the perspective of international comparative education. It is my basic belief that education reflects a society's changing needs, an economy's current situation, and cultural assumptions that are often centuries old. This period being crucial for Japan, my analysis focuses on the five distinctive types of e-learning: (1) e-learning at support schools and "juku" that admit young people who cannot or will not attend schools (2) e-learning universities that compete aggressively with conventional universities (3) e-learning for people who need to obtain additional job-related qualifications (4) e-learning for senior citizens who want to enjoy lifelong learning, and (5) e-learning for people who are physically handicapped or hospitalized. Further, I will discuss e-learning in Japan from a global perspective. I will also suggest steps that can and must be taken in the future.

**2**  
Jeffrey BALE**"Ooh! I get to spy on 'em!" Conflicted Motivations and Language-for-National-Security Educational Policies**

**Abstract:** US President George Bush again intervened into the realm of public education in January 2006 with a policy initiative to promote foreign language education in the United States. At a cost of \$114 million, the National Security Language Initiative (NSLI) aims to bolster competency in what the Bush administration labels "strategic" languages, including Arabic, Farsi, Hindi, Japanese, Mandarin and Russian (Capriccioso 2006; US Department of State 2006). The NSLI has to date received conflicted appraisal from

both the academic and language educator communities (Peyton 2006). Through an exploratory case study, this paper analyzes some of the responses of language educators to the NSLI and other language-for-national-security education policies. The data for this exploratory study were gathered through semi-structured interviews, media accounts of the NSLI, and archive research. The interviews were conducted with language educators at the secondary and post-secondary level and focused on these educators' evolution as language learners; their impressions of the NSLI and the perceived motivations behind it; and what parallels and contradictions they see between the motivations of "typical" language learners and federal educational language policies. The findings indicate at once an optimism that the United States may finally be embracing language education and a deep skepticism about the impact of such politically motivated educational policies. Furthermore, the data suggest several avenues for further research, especially concerning efficacy of language acquisition when the learner is motivated by suspicion of or hostility towards speakers of the target language.

**3**  
Victoria ROBLES and José Luis ARÓSTEGUI  
**Spaces and resources in university teaching and female and male student learning needs: the case of the Faculty of Sciences of Education at the University of Granada.**

**Abstract:** The participation of students in their own learning is an essential tool for achieving learning that have an impact on their training. In this proposal we present part of the results of research carried out in this Faculty where we have wanted to observe the reality of this educative centre within the perspective of female and male students in relation to three topics: the use and demand of educative spaces; access to the resources and to the information; to such a point that satisfy the necessities of formation of the students, and how. Following a qualitative methodology, we start making our own categories about what we understand as quality university teaching. We grouped the categories in six blocks, together with gender, which acted as a transversal category: 1) resources and instruments available for teaching; 2)

adaptation of the spaces for teaching the different disciplines; 3) general services for the Faculty; 4) free time out of the classroom; 5) external services; 6) tutorial following. The main results are summarized in a differential participation of students depending of their degree and gender. Finally, we reflected about how we could improve the present situation, as well as to think about up to what point the official discourse about quality takes into account the necessities of the students for their formation.

**4**  
Cathie PIERCE  
**Singing Difference from the Universal Hymn Sheets**

**Abstract:** In some fields of qualitative educational research we have come to see identity as movement not as destination. Notions of identity that are singular, bounded and embodied in individuals appeal to a now, arguably, outmoded form of humanistic discourse. At the same time notions of plurality and multiplicity have meant distributed identities, through systems, objects and processes. Humanisms that appeal to transcendental discourses and philosophies have become increasingly problematic in our contemporary world. It is difficult to think of a crime that has not been committed in the name of humanity but to abandon all attempts at humanistic discourse seems a dangerous folly. This paper will explore how an historical humanism may help us rethink the politics and principles of heuristic 'openness' in teaching and research. If learning is to be open to new possibilities and discoveries rather than acquisition of skills and facts, what conditions create such possibilities? How do we make sense of fragmentary experiences? In what ways can we, and do we, connect the disparate? Drawing from research undertaken in schools in the UK with CAPE (Creative Partnerships in Education) which focussed on themes of race, identity and community, the paper will seek to explore some theoretical perspectives that illustrate both the possibilities and the constraints that we face in trying to invoke humanistic discourses. The paper will also draw upon various engagements of pedagogical approaches from a recently completed EU project which focussed on language learning, for children up to eleven across five European countries.

## ● WG 5 - Old Empires and New Empires

## ROOM SEMINARIO 3

1 Jagdish GUNDARA *Institute of Education – University of London (UK)*

2 Anthony SWEETING *University of Hong Kong (China)*

3 Tobias WERLER *Agder University College (Norway)*

1  
Jagdish Gundara

**Educating the Police for an old internal and socially diverse empire in Britain.**

**Abstract:** This paper will analyse the nature of the old internal English empire within the British Isles. This internal colonialism has left a historical legacy of social diversity which presents a challenge for public and social policies within the British state.

Amongst these policies there are issues about how to police the previously dominant and subordinate nations. These historical challenges for the police services are made more complex by contemporary societal changes. Some of these changes result from the dismantling of the external colonial empire and increased globalisation leading to migration of diverse groups into Britain.

There are also complex constitutional arrangements which have led to devolution of powers within the British Isles and an increased centralization of powers at the European Union level.

The paper will examine in some detail issues related to the 'training' and the 'education' of the police services appropriate for contemporary British society. These issues have relevance for other European states which may also need to examine the implications of the historical inheritances of social difference and to connect them to the current challenges presented by the rise of xenophobia, narrow nationalism, terrorism and the necessity of safety of diverse and inter-dependent communities.

2  
Anthony SWEETING  
**Ernest Eitel's "Europe in China": A Reappraisal of the Message and the Man.**

**Abstract:** The paper focuses upon one of the first efforts to create a history of Hong Kong and upon its author. Its purpose is to investigate why both attracted, if not a universally 'bad press', at best a mixed reception, contemporaneously and subsequently. In an analysis of the book's main messages, the investigator emphasizes its role as an apologia for British imperialism, comparisons with other histories of Hong Kong, the relative importance it accorded to the history of education, and the opportunities taken to conduct personal agendas. As background to the book, he also offers a multi-layered profile of the man, himself, concentrating specifically on Ernest Eitel as a missionary, a scholar, a husband aware of the vicissitudes of marriage, a government official, an ally to the most controversial Governor in Hong Kong's history, a rival to other officials and educators, a German who was branded as seeking to become more British than the British, and possibly as an anonymous pamphleteer. The paper concludes by suggesting reasons for the mixed reception of the book and the man in the form of a reappraisal that provides a balanced, historically-informed verdict on both, while illuminating the nature of old and new empires.

3  
Tobias WERLER  
**When Education becomes Health. A new dogma for education?**

**Abstract:** The welfare state points to the protection of the individuals by rules of law, economical security and by health-protection. On the other side one may observe the dissolution of the nation state. One of the main tasks of the nation state was the launch efficient educational arenas (books, celebrations, teacher's education, school system). Also the globalization challenges the nation state and changes its tasks. Education seems to be under attack by an amalgamation of supranational bodies and the health system discourses. WHO's health definition (1948) and the Ottawa charter on empowerment (1986) seems to change the entire concept of education. Education as a now "unprotected" system is challenged by the health system. The discourse on schools focus changes from knowledge to care, from cultural communication to enabling personal health and employment provision. The paper provides answers on following occurring didactical questions in Scandinavian perspective: Who gains hegemony/ power? The "soft power" (social care discourse derived from the welfare state) or the "hard power" (technical knowledge discourse derived from globalization and neo liberal ideology) How can we explain the seemingly success of the health system? Why does the school system have to take the blame?

● **WG 6 - International and regional developments and local constraints**

ROOM ANDALUCÍA II

**1** Jan Germen JANMAAT *Institute of Education, University of London (UK)* and Nelli PIATTOEVA *University of Tampere (Finland)*

**2** Flavia VIRGILIO *University of Udine (Italy)*

**3** Andreas, M. KAZAMIAS *Universities of Athens (Greece) and Wisconsin-Madison (USA)*

**1** Jan Germen JANMAAT and Nelli PIATTOEVA

**Citizenship education in Ukraine and Russia: shifting discourses and diverging trends.**

**Abstract:** This paper examines the discourses framing citizenship education in Ukraine and Russia from perestroika to the present. We argue that there is a tension between the discourses of democratization and state consolidation and that the intensity of these discourses varies in time in both countries. Russia and Ukraine display both similarities and differences in the kind and intensity of discourses, which we relate to differential points of departure and domestic political events. An important similarity is the emphasis on state cohesion from the mid 1990s. This concern was sparked by the emergence of separatist movements in peripheral regions. Pressure from the Council of Europe to implement the programme Education for Democratic Citizenship in the national curricula is not seen as an important factor shaping the citizenship education policies of Ukraine and Russia. From this we conclude that national politics and anxieties about state cohesion still far outweigh international pressures in the realm of citizenship education.

**2** Flavia VIRGILIO

**Citizenship at large: learning about cooperation for policy Making**

**Abstract:** In this paper I have analyzed some seminars on cooperation carried out by Friuli Venezia Giulia Region to optimize its policy on development cooperation by promoting shared knowledge on cooperation and participation of stakeholders. My aim was to investigate: (i) how the cooperation process is represented in the official discourse of local political agenda, (ii) how this discourse is built up in a learning framework and (iii) how these discourses are connected to the broader scenario of governance policies in the development field. I consider the seminars critical interfaces where contradictions and discontinuities between the different (and sometimes incompatible) actors life worlds are depicted. My first purpose was to de-naturalise the current dominant development discourse on participation as a paradoxical product of the broader neo-liberal strategies of welfare state reform combined with the diffusion and increased importance of NGO and "civil society associations" in the field of development and to explore the implication of its assumptions for the concept of citizenship. The relevance of this kind of analyses in the domain of comparative education lies in defining a new space, transnational (imagined?) communities, in which at the same time we can analyze and compare different knowledge systems and life worlds and we can also observe how global phenomena as social audit, active-global citizenship or emerging economical practices such as commoditization of water, have a distinct capacity for decontextualization and recontextualization across diverse social and cultural situations and spheres of life.

**3** Andreas, M. KAZAMIAS

**The Turkish Sisyphus Reprised and Revised: Ataturk, Islam and the Quest for European Modernity**

**Abstract:** This paper revisits Turkey's historic East-to-West modernity trek, a continuing Sisyphian uphill toil. Forty years ago, in the comparative-historical study Education and the Quest for Modernity in Turkey (1966) I employed the theory of Modernization to interpret Turkey's "grand transformation"—lock, stock and fez—associated with Kemal Ataturk.. The new Turkish State, built after 1923, unlike the Ottoman Empire, was to be national, secular, etatist, republican, populist and revolutionary, and sustained by a national and secular state system of education and culture. In retrospect, the "Kemalist Paradigm" has been assessed as "an ersatz modernism." The modern Turkish State was Turco-ethnocentric and culturally monochromatic, nationalistic, paternalistic and authoritarian—a papa state. It smothered civil society and repressed traditional Islamic values. Since our first historical visit, and as a consequence of the formation of the supra-national and multi-cultural European Union, the Euro-Western Paradigm of Modernity has been re-conceptualized and reconstituted into what may be called a Neo-European Post-modernization Paradigm. On the other hand: (a) the "Kemalist Paradigm of Modernity" has remained substantially the same, and (b) the Turkish westward trek has become even more tortuous, because of political instability and social upheavals, the rise of political Islam, entrenched authoritarian and patriarchal state structures, democratic deficits, and the overpowering hegemony of Kemalist nationalism. In view of the above developments, in revisiting Turkey forty years after, we shall argue that the Turkish westward modernization paradigm, that was centered in Kemal Ataturk, must be re-conceptualized, reconstituted and transformed into a Post-Kemalist Post-modernization Paradigm.

## PARALLEL SESSIONS 2

Monday July 3<sup>rd</sup> | 17,30 - 19,30

## ● WG 1 - Social risk and exclusions

ROOM ANDALUCÍA III

1 John SCHOSTAK *Manchester Metropolitan University (UK)*  
and Jill SCHOSTAK *University of East Anglia, Norwich (UK)*2 Elke PLOVIE *University of Groningen (Nederland)*3 Ana ANCHETA *University of Valencia (Spain)*1 John SCHOSTAK and Jill SCHOSTAK  
**Risking education – including the excluded**

**Abstract:** Education and 'radicality' is explored to discuss issues of risk, inclusion and exclusion in relation to 'emancipation', 'empowerment', social justice and 'action'. Education, we argue, is fundamentally political in a sense intended by Rancière, particularly in 'Le maître ignorant' (1987, Fayard). Education, we contend, paves the way for the emergence of the political as described by Rancière and developed in the radical democratic perspectives of Laclau and Mouffe. Moreover, 'schooling' is employed here as the process through which the political is tamed to become what Rancière calls the 'policed'. Education becomes a process of opening up possibilities for including the excluded by transforming the given, in contrast to the process of schooling which closes them down, moulding minds and behaviours to fit the prevailing status quo. The process of education, we argue, occurs not under conditions of consensus but rather under conditions of dissensus where 'disagreements' are irresolvable, but yet, are considered to be a fundamental condition of possibility for 'freedom', 'emancipation', and the 'inclusion' of the 'excluded', the 'abject' (Kristeva). Hence education risks including that which is excluded by the normalising processes of schooling that are undertaken to fit people to what Rancière calls the 'police' order. That which does not fit is rendered invisible, abject. Education risks rendering the excluded visible. We concretely illustrate these ideas from data drawn from research projects involving the UK, France, Spain, Portugal, Canada, Finland and from our theoretical innovations currently being written for a book commissioned by Routledge on 'radical research'.

2 Elke PLOVIE  
**Opportunities and challenges of social activation for combating social exclusion**

**Abstract:** Social exclusion is a recurrent theme in the policy areas of reintegration of longterm unemployed individuals and integration of ethnic minorities. To tackle this problem of social exclusion, Dutch local authorities initialise 'social activation' programs to stimulate these individuals to take part in society. One of these programs is called 'Voorwerk'. Specific in this project is the diversity of participants (in terms of age, race, level of education etc.) and the individual approach through trajectory guidance which results in a unique trajectory plan with activities tailored to the needs, possibilities and wishes of the participants. The aim of my PhD-research is to analyse how taking part in the program contributes to the (re-)integration process of the participants. Citizenship, participation and social exclusion are the main concepts used in this evaluation study. In the first stage I conducted a survey-research to investigate to what extent Voorwerk participants took part in society, their level of competences and their well-being as well as how they made progress in these areas. These data are matched with data from the project administration concerning personal features and characteristics of individual trajectory plans. Results of these statistical analyses will be presented at the conference as well as critical reflections on the programs possibilities to bring about transformation and tackle the problem of social exclusion. In reference to these reflections, I will elaborate upon some relevant notions and methods to analyse the transformation and the related learning process of participants in the program.

3 Ana ANCHETA  
**The protection of the equality of educational opportunities for the first childhood in the Europe of the education and the knowledge.**

**Abstract:** The vital benefits that you takes get the education in the infantile stage they show the necessity to assure the equal access to her for all the children and girls with the purpose of guaranteeing the equality of opportunities among them. In this sense, the expansion and improvement of the education and the care of quality during the first childhood have been recognized as one from the fundamental priorities to carry out for the current educational systems to a global scale. You is picked up this way in the current context of the "Objective communes for the educational systems of the European" Union, outlined in the European Council of Stockholm (2001) and Barcelona (2002), and in the objectives quantified for your educational systems that these include. On the other hand, the integration of the vulnerable groups in the society, in general, and especially in the school he/she has become a matter of interest for the responsible politicians of the European Union. This fact, you has given place to the adoption of different types of measures in the European countries for the provision of an answer of your educational systems to the challenge that outlines the institutionalisation and provision of this stage. This work seeks to examine how you is contemplated in the diverse European politicians the attention and the development from the equal access to the care and the education of quality in the infantile stage, in the perspective of the integration processes in the systems educational Europeans of the pupil in situation of social risk and exclusion.



## ● WG 2 - Informationen societies and economies

## ROOM SEMINARIO 1

1 Lihong HUAN NOVA *Norwegian Social Research (Norway)*

2 Sam KHOURY *Concordia University (Canada)*

3 Maria Jesús RODRÍGUEZ ENTRENA *University of Granada (Spain)*

1  
Lihong HUANG

### Learning for Work: Student Career Aspirations in China and Norway

**Abstract:** China and Norway are two completely different countries in all social, economic and historical dimensions. Yet, globally similar educational systems have been conducting the same project in the two countries at present time, i.e. to prepare young people for working in their adult lives. Using empirical data collected respectively from these two countries in 2002, the paper compares future career aspirations among 19-year olds students in the two countries. Different dimensions of student career aspirations are also considered and explored. In addition, the relationships between family socio-economic background and future career aspirations of the students are investigated using linear structural relations (LISREL) techniques. Finally, the statistic results are explained within the social and economic context of the two countries.

2  
Sam KHOURY

### Diversity: Learning and development

**Abstract:** This research stems from a review of mostly empirical-based sources on the subject of diversity-in-workplace-learning-and-development. Key words searched in peer review journals and online databases include ageism, ethnicity, discrimination, language-identity, equity, glass-ceiling, feminization of work, hetero-sexism – but to name a few! A meta-analytical synthesis of the literature in this report feature five main categories which are more so identified with workplace learning, training, and development. Four of these are: (1) age (2) gender (3) ethnicity, and (4) sexual orientation. The fifth looked focuses on French-as-a-minority-language. This last is relevant in light of theories that reflect on language as a cultural-identity and especially over the debate on language policies in Quebec and the rest of Canada and North-America as a whole; although, studies on this issue are not easily obtainable. With regards to the other categories, the consensus found in the readings indicates the need for more empirical data on the aforementioned issues. Throughout this study, no conclusive data was found that implicates a sure-fire mean of addressing and incorporating diversity training and development programs within organizations. Simply, different groups require different solutions. However, “best practice” recommendations offered and evaluated by most of the literature in this study maintain that diversity training programs need be designed and implemented in ways that might easily transition from one diverse group to another. Basically, a template for diversity training and development can be applicable to all forms of diversity – with albeit minute alterations curtailed to specific groups and interests!

3  
Maria Jesús RODRÍGUEZ ENTRENA  
**Active Methodology, Learning Styles and Academic Success.**

**Abstract:** This work wants to take a step further in the investigation on learning styles that is currently at work in the field's researches. This will be achieved by presenting a correlation of three variables, which are of considerable importance in the current educational systems. These are: a) Teaching styles, specifically that one characterizing an active methodology that meets diversity, b) Learning styles, where strategies are also included and c) Academic performance, as a factor to keep in mind for the assessment of academic success.

At the moment, due to social changes, new challenges for the school are coming to the fore, which should be answered. Among them we must highlight the following: the individualization of teaching and learning how to learn. These topics are very linked to the main axis of our work: paying attention to learning styles. It is evident that each person learns in a different way. We have preferences for certain educational methods, materials, atmospheres and work habits, structuring levels...that make us different in learning and, therefore, the fact of them being present or not; will affect the results to be obtained from the teaching-learning process.

## ● WG 3 - Policy knowledge and international educational assessment

ROOM SEMINARIO 8

1 David SOLOMON and Danny WILDEMEERSCH *Katholieke Universiteit Leuven (Belgium)*

2 Myrian ANDRADA-MOGUÉROU *IREDU-Université de Bourgogne (France)*

3 Eleni KARATZIA, George STAMELOS and Yaris LAMBROPOULOS *University of Patras (Greece)*

4 Juan Carlos HERNÁNDEZ BELTRÁN *University of Salamanca (Spain)*

1 David SOLOMON and Danny WILDEMEERSCH

### Dealing with Cross-Border Higher Education: Comparing the Chinese and the Indian Ways

**Abstract:** Cross-border higher education is one of the serious issues of the present knowledge era. Knowledge transmission is becoming increasingly borderless. We understand that the forces of globalization, the neo-liberal principles and the GATS are the three important driving factors for this development in cross-border education. And higher education is the most vulnerable sector for this development. The huge higher education potentials of China and India have attracted cross-border providers very much and in the recent years there has been a remarkable growth in the cross-border higher education of these two countries. The accession of China and India to WTO and the agreement on GATS allowed the free entry of for-profit cross-border educational providers both in and out. The primary concern about the cross-border higher education is the buying and selling of foreign degrees through non-recognized institutions abroad and within the country without proper teaching and learning process. Both of these two countries have encountered several problems in dealing with the cross-border higher education. However there have been some measures taken by these countries to regulate and manage the cross-border higher education in the recent years, we understand that many things are not clear yet. We also became more curious recently to know how these two countries differ and resemble in dealing with cross-border higher education. And therefore by this study we would like to understand and compare the similarities and the differences of the ways that China and India organize and manage the cross-border higher education.

2 Myrian ANDRADA-MOGUÉROU

### L'application des principes des théories de la justice à l'examen des politiques de choix de l'école: vers un nouveau cadre analytique?

**Abstract:** Durant les deux dernières décennies du XXe siècle, les approches de la

sociologie de l'éducation ont été largement utilisées dans les analyses des effets sur l'équité des politiques de « libre » choix de l'établissement scolaire. Les comparaisons des effets des formules de choix de l'école « isolées », au-delà d'un ensemble de régulations en mutation (décentralisation, évaluation, régulation par les résultats) ont été négligées. Cette communication vise à apporter des éléments pour analyser les principaux contributions et les principales difficultés d'une approche méthodologique relativement peu utilisée, à savoir, les différentes tentatives qui s'appuient dans les principes des théories de la justice pour repenser les effets sur l'équité des politiques éducatives, et en particulier celles qui examinent les politiques de choix de l'école sous l'angle de la pensée égalitariste libérale. Nous présentons tout d'abord une taxinomie exhaustive des approches méthodologiques (processus de choix parental, convergences/divergences, politiques empruntées, comparaisons internationales...). Nous analysons ensuite les antécédents « idéologiques » de l'approche sous l'angle de la justice sociale, ses principaux représentants, les critères qui sont suggérés pour avancer vers un système éducatif juste, ainsi que les formules de choix de l'école « égalitaristes » qui sont proposées. L'ensemble des études analysées donne leur aval à des formules de choix de l'école dans les systèmes éducatifs. Néanmoins, elles divergent dans les interprétations des bases théoriques et elles ne s'accordent pas sur le mode de gouvernance du service éducatif.

3 Eleni KARATZIA, George STAMELOS and Yaris LAMBROPOULOS

### Higher Education Quality and University Evaluation: European Political Discourse and Localized Practice. The Case of Greece

**Abstract:** The issue of higher education quality is given great attention in the European Union and, consequently, in national educational policies. Quality is related to the concept of evaluation and to the need for effectiveness and accountability in all stages of higher education policy making: policy production, implementation and strategy. The political discourse at the European level focuses on the 'tuning' towards the fulfillment of the

goals of the 'Bologna process', which faces the difficulties based on the historical, political and socio economical differences of the member states. It is, therefore, of great research interest to investigate the way that this specific European policy framework is being localized.

This paper aims at investigating the recent policy initiatives in Greek higher education with the major focus being university evaluation. Using the methodology of text analysis, informed by critical political discourse techniques and other ways of policy analysis, the relevant documents that have been produced within the last decade are analyzed. On the basis of the text analysis we set the major axons of our investigation of the current policy practice. We proceed to the study of the so called 'experimental university evaluation' that was applied to a number of Greek universities. Lastly, the findings from the various investigations are brought together in an effort to draw some conclusions in the field of university valuation in Greece, which can be considered as a 'localized European policy' in the state of implementation.

4 Juan Carlos HERNÁNDEZ BELTRÁN  
The New Role of the International Organizations and Education

**Abstract:** This paper studies the new challenges of the International Organizations involved in constructing educational development in a globally interdependent and culturally diverse world.

Therefore, the purpose is to show and focus on the development of global ethics, values, and systems related to peace, economic well-being, humans right to education, social cohesion and, over all, democratic participation. Nevertheless, in recent years there is an interesting on going debate about the real role of international organizations in the education development. For ones the international organizations are involved in a negative view of the globalization plenty of risks which impede the run of own-educational policies. On the other hand, there are another vision of the international organisations such as OECD, UN or GATT which are now contributing, or at least that is their aim, to a global well-fare state of living for all.

## ● WG 4 - Open Worlds and Open Education

ROOM ANDALUCIA 1

1 Hubert ERTL *University of Oxford (UK)*2 Serap SUGUR *Anadolu University (Turkey)*3 José Luis ORTEGA and Elvira ROSALES *University of Granada (Spain)*4 Emilie GOUILLER PADMA and Jacques SERIZEL *Université François Rabelais de Tours (France)*1  
Hubert ERTL**Pathways from Vocational to Higher Education in England and Germany**

**Abstract:** Increased participation in post-compulsory education is regarded by politicians as an important contribution to equal educational opportunities. However, international studies have shown that not all upper secondary education, particularly vocational education and training (VET), leads to improved educational opportunities. Therefore, this paper investigates the transition processes between vocational and higher education (HE) in England and Germany. Against this background, the paper will report on a project that aims at conceptualising the transition from VET into HE. This project is based on the following assumptions: HE represents a highly segmented market and it is necessary to develop a more comprehensive understanding of the ways in which, and the extent to which, HE is segmented from the perspective of both applicants from VET backgrounds and from the perspective of HE admissions staff and tutors. A major barrier to progression from VET provision into at least some HEIs may be the significant cost associated with gathering and interpreting the information needed to understand what competences and capabilities are being signalled by the vocational qualification systems. Strong linkages between institutions providing VET and HEIs are likely to result in better decision making processes by giving information meaning and increased trustworthiness as it is transmitted through social networks. The paper will discuss these assumptions in the light of the educational discourse in England and Germany and will show that different access regulations to HE influence the ways in which students from VET backgrounds enter HE in the two countries.

2  
Serap SUGUR**A Gendered Perspective on Distance-Higher Education System in Turkey**

**Abstract:** This study aims to look at men and women students in distant-higher education system, which is usually regarded as a second chance for those who have failed to get into campus-class based higher education system in Turkey. In this context, men and women student's enrolments rate, social and economic backgrounds, the reasons for participating distance-higher education and the degree courses they particularly prefer to study are analysed from a gender point of view. The study also attempts to explore critically the role of distance-higher education in gender equality, in regard to working women whose number in distance-higher education has recently been increasing worldwide, with special reference to Turkey.

3  
José Luis ORTEGA and Elvira ROSALES  
**Students and teachers' perceptions about the different methods for teaching English as a foreign language (TEFL)**

**Abstract:** At the peak of the communicative era as we are today in terms of Foreign Language Teaching (FLT), it would be ideal for teachers as well as for students to shape the theoretical aspects into the real classroom of English as a Foreign Language (EFL). Unfortunately, there seems to be a great divergence between what the Communicative Method stands for and what really occurs at the schools, and that is the main objective of this brief investigation: broadly speaking, to observe the true action of teachers in their classes as regards the method or approach they most use. Although the majority of EFL teachers highly agree with the necessity of reflecting the theory of the Communicative Method in their teaching, the reality is that they frequently encounter a variety of drawbacks (classroom size,

timetables, materials, etc) which eventually avoid the complete use of it. We will see, by means of a close-questionnaire, how EFL is taught nowadays in Secondary Education, what method is most used, through the perceptions of teachers and their students.

4  
Emilie GOUILLER PADMA and Jacques SERIZEL**Real identity, virtual identity: a device innovating in continuous and initial training on the meeting of the knowledges.**

**Abstract:** Within a device of distance learning, the actors are divested of social function of a territorial point of view, but acquire a multisocial identity, a plural identity enters domestic, professional, associative membership, of neighborhood, school, and democratic, on a multimedia mode. The development of practices of distance learning crosses by an evolution of the behavior and the competence of the formative, as apprenants. To define the identity of apprenants, it is above all to concern a glance the differentiation involved in such a device: The differentiation of times, knowledges and persons in the alternation and the educational reciprocity. All the difficulty defining the function of the actors lives here: is it a real, virtual power, a knowledge-being to incorporate or knowledge to be defined? Do we have to list the characteristics appropriate for this function and to apply them literally or is it an attitude to be adopted? We are going to try to show in what the meditative accompanying raises from a step of conscientisation, a know-how and a knowledge-being to incorporate. To do it We shall evoke the practical analysis of an experience of "new" autotraining within a device of university training which works *présentiel* and in *distanciel* there. This experience will allow us to envisage a new mode of autotraining in an alternation space-time presence / distance lived as cultural interbreeding between traditional training and E.training( E-information).



## ● WG 5 - Old Empires and New Empires

## ROOM SEMINARIO 3

1 David COULBY *Bath Spa University (UK)*2 Verónica OELSNER *Humboldt University, Berlin (Germany)*3 Ole HENCKEL *The Danish University of Education (Denmark)*1  
David COULBY**Old empires, new empires: Religion in Europe**

**Abstract:** The paper considers the impact of the Enlightenment on education in Europe. It looks at science and rationality on the one hand and nationalism and associated imperialism on the other. It considers the way in which religious bodies were able to embed their power in the educational institutions of the Enlightenment (England, Belgium, Greece). In particular it draws attention to the role of schools in reproducing religious nationalism. It considers the remarkable survival of Christian influence on education at all levels into the present time. In considering the pluralistic religious presence in European schools and societies which has been extended since 1945 the paper explicitly rejects crude, clash-of-civilisation arguments. It focuses rather on the patterns of tolerance and intolerance, from interculturalism to religious warfare (former Yugoslavia, Northern Ireland) that have characterised the relationship between educational institutions and religion. It examines the laity approach adopted in the schools and universities of France. It exposes the protection that interculturalism and post-modernity have afforded to traditionalistic beliefs. It concludes by commenting on revived religious intolerance (anti-Islam) in Europe (Denmark, Netherlands) and how this will impact on both intercultural education and projected Turkish membership of the European Union.

2  
Verónica OELSNER**Looking for models of vocational education abroad: alternative preferences in the Argentine modernization debate**

**Abstract:** This paper focuses on the search for and wishes of adoption of foreign educational models from the peripheries of the “empires”. It explores, on the basis of a concrete example, the circumstances of the emergence of local interest in transfer in the educational field as well as the conditions for certain preferences for particular foreign models. Which local circumstances incite the interest in foreign models? What influences the preferences of the local transfer promoters for one model or another? Which role do promoters’ reading of the local situation, their horizon of reference and their perception of a given foreign context play? The present paper pursues these questions focusing on the controversy that two Argentine educational authorities had around 1880 in the context of the formation of the nation-state and a generalized attempt of modernization. They argued about the creation of a vocational school, contrasting their preferences for French, North American or Latin American models. In the analysis, I shall distinguish the views of these actors regarding 1) the requirements of the country, 2) the goals to be achieved, and 3) different foreign countries as models. I will argue that these divergent visions of problems, needs and exemplary countries act as decisive factors in the selection of some foreign educational models and ideas among others. The analysis of this case should contribute to the meeting by emphasizing the role of peripheries actors in expanding “imperial” models.

3  
Ole HENCKEL**Higher Education as an upcoming Industry**

**Abstract:** During the last decade(s) Danish universities has been experiencing a permanent reform activity: Involving a completion of the bachelor/master/PhD (3+2+3 years) degree system; the introduction of steering by contractual agreement closely related to new management and governance arrangements; accelerating the institutional commitment in quality assurance and accountability measurement; altogether condensed in the passing of a new University Act in 2003 adding also a an increased emphasis on the importance of positioning the national university system in an international context. Taking my departure from this context, this paper is introducing a case study on Danish universities’ commitment and strategic responses to trans-national higher education. Making use of Pierre Bourdieu’s concept of fields, a paradigmatic shift in the policy on Danish higher education is identified to be corresponding with similar changes in the rationality of European higher education programmes: Exemplified by the Erasmus Mundus programme, broadening the attention from European integration to global competitiveness. But are Danish universities prepared for such an agenda?

● **WG 6 - International and regional developments and local constraints**

**ROOM ANDALUCÍA II**

**1 Sassia GHEDJGHOUDJ *Ecole Normale Supérieure; Kouba; (Algeria)***

**2 Bertomeu QUETGLES PONS *University of the Balearic Islands (Spain)***

**3 Duygun GOKTURK *Bogazici University (Turkey)***

**1**  
Sassia GHEDJGHOUDJ

**Education policies in a changing World: the case of Algeria**

**Abstract:** The World seems to be in effervescence; rapid and radical changes are taking place. A new order is shaping the world whereby Globalisation and Information are the salient features of international political and economic relations. Adaptations are needed to integrate and contribute to the desired transformations of the Twenty First Century. These development processes have yielded the need to question, rethink and reform education systems all over the world. Schools are no longer the exclusive centres of access to learning. The nature of knowledge itself is changing from reproductive to productive knowledge. The emphasis on the development of skills and the ability to select and use information rationally and efficiently have become the credos of contemporary education aims. However, while developed nations are resolutely engaged in the new era of globalisation and technological development; developing nations are still struggling for social and economic construction. Many of these countries, such as Algeria, even with relative economic potentialities, are still in the initial process of development. The multiform problems faced by these nations, not only reduce their chances of international integration but also constitute obstacles to their modernization. Hence, the gap between North and South, developed and developing nations seems to be widening rather than narrowing in the realms of Globalisation and Information societies.

**2**  
Bertomeu QUETGLES PONS  
**Homogeneity vs heterogeneity in Spanish school system. The case of Catholic schools.**

**Abstract:** Traditionally, State school systems have helped at homogenise according to the dominant language and religion the populations living inside their boundaries. More recently, policies have been developed to promote the inclusion of children with all sorts of disadvantages –economical, social, physical, and so on, which have introduced and valued heterogeneity in the school systems. Immigration intensifies heterogeneity in our days, by adding new linguistic, religious and ethnic components. Whereas diversity appears to be the politically correct concept, old mechanisms aiming at the homogenization of pupils according to the dominant language, religion, social groups are renewed and strengthened by new strategies. While public school systems show the largest heterogeneity ever, some schools, often receiving public funds, counteract by controlling the enrolment of their pupils in order to avoid that heterogeneity.

**3**  
Duygun GOKTURK  
**The Development of Turkish Education Policies Between 1923 to 1980 In Relation to National Education Council Reports**

**Abstract:** Basic functions of education are the same in most societies, but the importance of these functions and the means of achieving them vary greatly among societies and even among groups or social classes due to the economic, cultural and social transformations within each society. There is a wide literature about the role of education in the society. To analyze fundamental continuities of our age in relation to education, looking at the history of relationships between education, culture, economy and society has a key role to sketch the picture of interactions. The transition from Ottoman Empire to Turkish republic has socio-economic, cultural and political causes. As a nation state, Turkey came into being in 1923, which also means transforming Ottoman Islamic institutions, concepts, and a way of life into those of secular, constitutional republic. The Turkish Revolution was more than a political event; it was also a cultural, social and economic revolution which aims not only to overthrow a political system, but to transform the society along modern Western lines. Before evaluating educational systems, it is necessary to define its implications within the society in relation to social, political and value systems of the societies. This study attempts to examine the development of education policy making process in relation to socio-economic and political transformations during republican era from 1923 to 1980 analyzing National Council of Education meetings.

## PARALLEL SESSIONS 3

Tuesday July 4<sup>th</sup> | 9,00 - 11,00

### ● WG 1 - Social risk and exclusions

ROOM ANDALUCÍA I

1 Sylvia VAN DE BUNT-KOKHUIS *University Amsterdam (Nederland)*

2 Daniel EDWARDS *Centre For Population and Urban Research Monash University (Australia)*

3 Ana BRAVO *University of Granada (Spain)*

4 Tamara POLO and M<sup>a</sup> Dolores LÓPEZ *University of Granada (Spain)*

1  
Sylvia VAN DE BUNT-KOKHUIS  
**eLearning and Cultural Inclusion How to reach content credibility at school and work?**

**Abstract:** Today we discuss the impact of culture on our daily work with the internet. The question is not only if people benefit from the learning opportunities the internet offers us. Do people across cultures, like children, students, researchers, parents or employees, have specific online working styles or has the internet created a universal non diversified workplace? Regardless of the (potential) cultural diversity, we see in everyday practice that modern technology requires most people to acquire special skills. If you do not know the rules of the game, you might be excluded. On the other hand, cross-cultural competencies to search and explore valuable content have received less attention so far. To achieve cultural inclusion of people is a common concern for companies, policymakers and schools in a complex world where lifelong learning is a must. We may learn of good practices in amongst others the Far East where people use the internet with success and are able to perform increasingly better. Some of the dilemma's that may occur online due to the cultural perceptions that various people have will briefly be introduced in Part I. The issue of online content will be reconsidered with respect to the filtering effect of, amongst others, search engines and language (Part II). Finally the future perspective will be highlighted, with some key insights and policy implications towards cross-cultural content credibility at school and work (Part III). This paper originated from the European FILTER project, see [www.filternetwork.org](http://www.filternetwork.org), coordinated by the author.

2  
Daniel EDWARDS  
**Competition, specialisation and stratification: academic outcomes of the government school system in Melbourne, Australia**

**Abstract:** Following the increase in the school-aged population as a result of the post-war baby boom, Australia, like many other nations, established a large comprehensive public school system, designed to cope with the

growth in school enrolments as well as to provide a well rounded education and promote social cohesion in its growing suburban landscapes. However, unlike many other comparable nations, Australia's non-government school sector has also played an extensive role in the provision of school education – a role which has grown substantially over the past couple of decades. The non-government sector has grown primarily as a result of generous government subsidisation, which began in the early 1970s and has escalated ever since, but also because of its growing reputation as a producer of high academic outcomes. In the past two decades, enrolments in government secondary schools have been decreasing and as a consequence, the government school system has been under increased pressure to improve academic outcomes. Results presented in this paper show that increased pressure for results has led to curriculum specialisation among government schools in metropolitan Melbourne – creating two groups of schools divided according to socioeconomic status. One group which have successfully increased academic outcomes, another which no longer seem to even bother competing for prized university places. For other nations with small, but growing private school systems, these results highlight the dynamics of an increasingly competitive education system and the impact that it can have on the academic outcomes within government school sectors.

3  
Ana BRAVO  
**Mobilities and Identities: Beyond the Boundaries of the Nation-State**

**Abstract:** The purpose of this paper is to look at how concepts of ethnicity, "race" and nation are articulated and lived within post-colonial contexts and to provide insights into the construction of "new" identities through legalisation processes. This paper attempts to throw light on how the legal status of children of undocumented migrants affects their access to education and their understanding of their political and national identities. It looks at how this new generation may develop their own strategies to maintain distinct identifications provided by their social networks and their families within a particular repertoire of political identities imposed by the state and the educational system. Different legalisation programs coexist in the

EU and in the USA which attempt to regulate the increasing number of undocumented population. The aim of this paper is to adopt the perspectives of those families who migrated to improve their lives and whose children are in legal limbo for an undefined number of years moving from one category of entrant to another between student, asylum seeker, undocumented or spouse. Their migration trajectories are continually being reformulated through their geographical mobilities and question the political authority exerted by the state as well as its "cultural authority". The dialectics between these individuals' daily activities within transnational terrains and the construction within these terrains of self, nation and state will be discussed. Immigrants and citizens live together in families: 85 percent of immigrant families with children are mixed status families (families in which at least one parent is a non-U.S. citizen and one child is a U.S. citizen).

4  
Tamara POLO and M<sup>a</sup> Dolores LÓPEZ JUSTICIA  
**Barriers of Socio labour Insertion of University Students with Visual Impairments**

**Abstract:** In the last time we attend important transformations in the psycho-pedagogic attention related by people with visual impairments. The new performances canalize through articulated projects that affect variety of opportunities, being observed every time with more frequency than the people with visual impairments can accede to an open socio-educational system to the diversity, from the variety of their personal circumstances. The result of these performances shows like the access of disabled people to higher education is a growing issue that it has generated different lines of analysis; as well as in the detection of barriers that make difficult the process of socio-labour insertion. In the present paper we present the main results based on the study of the needs of visual impairment people with higher education who experience serious difficulties in joining the labour market. Specifically, the objectives of the study are to get to analyse the main needs of psychological, educational and social intervention for the integration of this group in the labour market.

## ● WG 2 - Informationen societies and economies

## ROOM SEMINARIO 1

**1** Sakine SENSOY, Muhammet BERIGE and Adnan BAKI *Karadeniz Technical University (Turkey)*

**2** Maria NIKOLAKAKI *University of Thessaly (Greece)*

**3** Claudia LAPPING and Caroline PELLETIER *Institute of Education, London University (UK)*

**1**  
Sakine SENSOY, Muhammet BERIGE and Adnan BAKI  
**Pre-service computer teachers' perceptions of fundamental Internet concepts**

**Abstract:** Delivering correct and meaningful concepts in any subject is an important factor for learning process. If teachers have misconceptions, students can not construct meaningful concepts between information. So, faculties of education have a big role on determining misconceptions of pre-service teachers and overcoming problems related with misconceptions.

There are too many studies related with misconceptions of pre-service teachers at the area of sciences like physics, mathematics and biology. But when we investigate literature, we can meet very few research related with misconceptions, perceptions problems of pre-service teachers at the area of Computer Education and Instructional Technologies (CEIT). Aim of this study is to determine cognition level of pre-service teachers' in the department of CEIT in Karadeniz Technical University at the area of fundamental concepts which used at internet. At the parallel of this aim, written and digital computer terms dictionaries investigated, and most common concepts related with internet technologies determined. A multiple choice test which was developed with a pilot study that conducted with 29 pre-service teachers. The test is applied pre-service teachers at all grades between 1-4. Result of this study showed level of cognition of concepts of pre-service teachers at internet environment. Also making a comparison between the classes, effects of education at the CEIT department on gaining correct concepts is investigated.

**2**  
Maria NIKOLAKAKI  
**Challenges for technology education from the emerging polarities in the new computer based society**

**Abstract:** Technology and its use, during the last decades has been a very controversial issue: it is been seen either as a tool, morally neutral in itself, which we use more or less efficiently, more or less badly, or as a larger determining force to which we must adapt or with which we must strive to keep up. What these views lack is the sense of constitutive importance of technology: technologies are not external to us, but are implicated in the on-going process of self- construction. This paper explores the challenges that Technology Education is facing in the computer- based society, from a post-structuralist point of view. It is divided in two sections. In the first it describes the polarities that are emerging from today's condition: the transition from the industrial to the informational age in production, the redefinition of literacy and the relation of technology and knowledge are some of the basic ones. In the second section it explores the relation of Technology Education and the use of computers in the classroom, as well as the conditions of context. The implications of the new context for teachers of technology are also explored.

**3**  
Claudia LAPPING and Caroline PELLETIER  
**A methodology for exploring the interests represented by conceptualisations of 'technology' in contrasting academic fields**

**Abstract:** There is ongoing debate and uncertainty surrounding the changing role of knowledge and of higher education in relation to the state, and the concomitant dispersal of knowledge in to multiple fields, as opposed to its unification within 'grand narratives'. This proliferation of fields of knowledge is embodied in the development of new disciplinary fields that bring with them controversy and attack from within and outside higher education.

Contemporary conceptualisations of 'technology', emerging within contrasting disciplinary contexts and in relation to a wide variety of social interests, epitomise these social and epistemological struggles for institutional resources. Or, in other words, different social, political and economic groupings compete to load meaning onto the empty signifier 'technology' (Laclau, 1996, Laclau and Mouffe, 1985). Our study explores conceptualisations of technology legitimised through publication in peer review articles in four academic fields with contrasting social and epistemological positions: media studies, business studies, education studies and computer studies. It combines textual analysis with interviews with editors and authors of the sample journals. The presentation will report the initial development of analytical tools to describe the relationship between disciplinary conceptualisations of technology and external social formations. A preliminary analysis of sample articles was carried out, drawing on existing conceptual tools from within the sociology of knowledge (Bernstein, 1996, Bourdieu, 1996, Dowling, 1998, Lapping, 2004, 2005). This preliminary analysis identifies some characteristics of newly emerging disciplinary fields, as well as suggesting how institutional and other interests may be mediated through disciplinary practices.



## ● WG 3 - Policy knowledge and international educational assessment

## ROOM SEMINARIO 8

- 1** Marcella MILANA *The Danish University of Education (Denmark)*
- 2** Efstratia SOFOU *Pedagogical Institute* Eleni KARATZIA-STAVLIOTI *University of Patras and Chryssoula KOUTRA* *Pedagogical Institute (Greece)*
- 3** Sefik YASAR *Anadolu University (Turkey)*
- 4** Leoncio VEGA *University of Salamanca (Spain)*

**1**  
**Marcella MILANA**  
**Competence development: Key issues and trends in European competence policies**

**Abstract:** In recent years there has been a rising political attention on competence development both at national and international level. At European level in particular, since 2000, with the set of the Lisbon Strategy, different bodies representing the Union have been very productive in generating working papers, reports, and communications that led to directives and resolutions concerning the development and recognition of skills and competences in a lifelong learning perspective. This process led to the definition, in 2005, of a European Framework on Key Competences for Lifelong Learning - covering those competencies which are given priority within the Union -, as well as a European Qualification Framework, a reference tool for making qualifications - here described in terms of progressive levels of competence-, transparent and transferable within the European borders. The aim of the paper is to investigate this recent development in EU competence policies. The paper is organized in four parts. The first part describes the context. The second part engages in a methodological reflection upon ways of describing, analysing and interpreting current competence policies. It looks at discourse analysis as a theoretical framework for a comparative study of discourses and ideas that contributed to current construction of competence development as a powerful political concept at European level. The third part presents preliminary results of ongoing analysis of policy texts, showing mismatches between the political rhetoric on competence development in different political fields. Finally, the paper concludes with a brief discussion of the possible implications for policy and research.

**2**  
**Efstratia SOFOU, Eleni KARATZIA-STAVLIOTI and Chryssoula KOUTRA**  
**Teachers' evaluation and educational policy reflections on the European policy framework: The case of Greece**

**Abstract:** The issue of the educational evaluation has always been a main theme in the dis-

ussions around the educational, social and economic parameters of the contemporary world. Within the framework of the globalization of the economy and the emergence of the society of knowledge, great changes take place nowadays, leading to the reconceptualization and the reframing of educational evaluation and more specifically to teacher evaluation both at the national and international levels. On this basis this study investigates the field of teacher evaluation with special reference to the educational policy framework. It aims at analyzing the issue of teacher evaluation in compulsory education in Greece during the last decade. Special reference is made to the recent trends in the relevant field of research as well as to the political-public debate around the theme of teacher evaluation at the local level in Greece and Spain and at the level of the European Union. Using the methodology of text analysis informed by critical political discourse analysis we study the relevant local policy documents on the basis that policy can be treated as text as well as discourse and ideology. Thus, the relative analysis aims at: (i) illuminating the major issues of policy construction and implementation, taking into consideration the local as well as the European teacher evaluation debate; (ii) verifying the major themes, ideas, concepts and discourses in dominance and (iii) investigating the way the teacher evaluation policy documents are constructed with special focus on the discourse in dominance.

**3**  
**Sefik YASAR**  
**2003 PISA Assessment and its outcomes in terms of Turkish educational system**

**Abstract:** PISA assessment is carried out to measure how well students at age 15 are prepared to challenges of today's societies. The primary aim of PISA is to assess knowledge and skills that reflect the current change in curricula, moving beyond the school based approach towards the use of knowledge in everyday tasks and challenges. These skills reflect the ability of students to continue learning through their lives by applying what they learn in school to non-school environments, evaluating their choices and making decisions. PISA assessment is designed to collect data on the domains of reading, mathematical and scientific literacy of students. The 2003

assessment, carried out in forty-one countries including Turkey, covered the domains of reading, mathematical and scientific literacy, with the major focus shifting from reading literacy to mathematical literacy. Turkish educational system was also affected by the 2003 assessment as in other participating countries. Therefore, many reforms were realized in education in Turkey. The most important one of the reforms was the curriculum development study for primary education. In the curriculum development process, understandings of the successful countries in the 2003 assessment were modelled and primary education programs for the first five grades were prepared in light of constructivism. After piloting the programs in certain primary schools for a year, they were generalized throughout Turkey in the 2005-2006 academic year. This paper will discuss the 2003 assessment in detail and evaluate its outcomes in terms of Turkish Educational System.

**4**  
**Leoncio VEGA**  
**La répercussion de l'évaluation internationale PISA sur la politique de l'éducation en Espagne.**

**Abstract :** Premièrement, nous devons considérer l'interprétation de la politique éducative à partir de les régulations (rapports, lois, décrets, circulaires, résolutions). Deuxièmement, nous parlons de l'emploi des termes qui font partie du corpus sémantique international, surtout des mots comme "résultats" et "compétences". Troisièmement, nous abordons les éléments caractéristiques des réformes du curriculum (matières, élargissement de l'emploi du temps, renfort de thèmes transversaux). Finalement, nous nous posons une analyse des cadres de l'évaluation (du système; des établissements; de la fonction directive et des évaluations de diagnostique) comme des outils d'amélioration du rendement et, par conséquent, des politiques éducatives.

## ● WG 4 - Open Worlds and Open Education

ROOM ANDALUCIA I

1 Leslie BASH *Anglia Ruskin University (UK)*2 Laura PERRY *Murdoch University (Australia)*3 John SCHOSTAK *Manchester Metropolitan University (UK)*; Concha BLANCO *University of Coruña (Spain)*; Cathie PEARCE *Manchester Metropolitan University (UK)* and Jill SCHOSTAK *University of East Anglia (UK)*4 Julia RESNICK *Hebrew University of Jerusalem (Israel)*1  
Leslie BASH**Faith, science and modernity: some issues for education in the 21st century**

**Abstract:** Science appears to have managed to withstand post-modern scepticism with a more or less assured place on school curricula across the globe. Tensions, however, remain as faith-based education ostensibly seeks to reinvent itself as rationally based scientific discourse. The impact on education may be quite significant unless either faith-based education is excluded from publicly maintained schools or scientific and religious explanations of existence are treated as separate discursive realms. There are two fundamental questions here which require some attention. The first concerns the overarching paradigmatic assumptions regarding the nature of education while the second concerns the legitimate territory of religion. Accordingly, this paper offers a model which suggests a continuum of dynamic tension rather than a simple binary opposition between religion and secularism and that this has clear implications for education at the levels of system and process. The paper will, necessarily, focus upon religious complexity and attempt to address the impact of change. While a distinction between 'fundamentalist' and 'reformed' might be helpful, reformed religious sects or denominations may eventually take on a fundamentalist character as they move from a position of critique to one of conservatism (c.f. political movements). On the other hand, where reformed movements have been permeated by Enlightenment and modernist ideas and beliefs there may be an increased possibility of a rapprochement between religion and science and support for the secular dimension of the curriculum.

2  
Laura PERRY,**A model for conceptualizing democratic education**

**Abstract:** The relationship between democracy and education is complex and situational. While education scholars and policy makers in democratic countries agree that schooling should be democratic, what this

exactly means varies by national context. Moreover, educational practices or models are sometimes assumed to be democratic (or not), without a clear explanation why. This paper problematizes the notion of democratic education, showing that the concept is not amenable to simplistic pronouncements. It also establishes a conceptual model for analyzing democratic education. The model includes the key concepts of equity, diversity, participation, choice, and cohesion. The model allows one to assess educational democratization, compare differing national conceptualizations, and appreciate the wide diversity of democratic schooling. As an analytical tool, it also improves understanding of the ways in which educational systems continually adjust to changing theory and economic, political, and social forces.

3  
John SCHOSTAK, Concha BLANCO, Cathie PEARCE and Jill SCHOSTAK  
**Violence – Children's Rights and Educational Challenges for an Open World**

**Abstract:** Violence comes in many forms. Whatever form it takes represents a challenge to education. Many argue that violence derives from an essential element of human nature, founded upon the 'law' of the 'survival of the fittest'. For others, human beings are essentially good, their natures perverted by 'society' (Rousseau, Godwin, Rogers) and that people who are by nature cooperative rather than competitive (Kropotkin) can through mutual education empower themselves (Freire). This paper does not take a position either for or against these alternatives concerning human nature. Rather, the focus is upon the social, political, cultural, legal structures and processes through which everyday life is staged, framed and education rendered open or closed. These issues are discussed using data from events and projects that have taken place in the UK and Spain in order to explore more general European and global issues. Central to our analyses is the role of education in promoting children's rights as a foundation for adult democratic rights. We argue education fails if it is not open to the conditions appropriate for children to learn to engage in democratic processes and practices. Conflict of views,

interests and demands are pervasive throughout societies. For political theorists like Laclau, Mouffe and Rancière conflict is essential to the political, and thus of a world open to change. In concrete terms, the paper discusses the challenges to open education posed by events like the Madrid and London bombings, street riots in the UK and France and everyday conflicts between individuals.

4  
Julia RESNICK**International education: the decline of the Israeli School in Paris and the awakening of the Anglican School in Jerusalem**

**Abstract:** Alongside of the increasing global mobility of professionals in the past 30 years, the number of "international schools" that cater to globally mobile children has grown considerably. Both the Israeli School in Paris and the Anglican School in Jerusalem are examples of the international schools; however, the schools do not share the same fate. The Israeli School in Paris was founded by the State of Israel in the 1970s, at a time when the French-Israeli cooperation had reached its peak. The majority of the students were Israeli citizens in Paris with their parents (diplomats, businessmen, etc.). This school, similar to many other international Israeli schools, closed its doors last year. The Anglican School in Jerusalem was founded in the mid 19th century as part of a larger missionary endeavour in the Holy Land. It became an international school in the 1960s, in response to the needs of a growing foreign population, arriving to the country (for business, with NGOs, diplomats, or international media workers) on a temporary basis. Recently, efforts to attract a larger local population (mainly Arab) have been undertaken. Although the target for these schools had been exclusively for families of expatriates, today international education is perceived as a convenient path for preparing the children of elites to succeed in a globalized world. This tendency led to the closure of the Israeli school in Paris. Today Israelis abroad prefer to guarantee that their children experience the global culture instead of an exported national culture.

## ● WG 5 - Old Empires and New Empires

## ROOM SEMINARIO 3

**1** Shin'ichi SUZUKI *Waseda University (Japan)*

**2** Christel ADICK *Ruhr-Universitaet Bochum (Germany)*

**3** Eleni PROKOU *Panteion University (Greece)*

**1**  
Shin'ichi SUZUKI

### Toward New Learning beyond Nation-State

**Abstract:** East Asian countries are busy with restructuring their national scheme of life-long learning. All are striving forward to appropriating their nationhood to the emerging Empire (M.Hardt & A. Negri: Empire, 2000). In practice more politicians of each country are unaware of the essential issues and task for them. It is natural in these regions for the observers to view rather conventional governmental policies of educational reforms, which are nationalistic and may have no reference to the tidal movement of global governance. Defining knowledge as basic tools for cultivating human livelihood and as generative elements for building world views, it is not only possible to argue for the relevance of local knowledge to local livelihood but also urgent to find a new framework of the global trends towards the new Empire, by and in which people may systematically rebuild knowledge to respond to a new intellectual sphere: Imperium Knowledge Constellation". What hinders most people from renewing knowledge is the Centralism/Foundationalism in philosophical and cultural reasoning. Illustrating some of the recent political/ educational conflicts among three nations (China, Korea and Japan), the author will postulate an alternative and supplementary paradigm, 'bodies educational', to that of Hardt & Negri; Multitudes.

**2**  
Christel ADICK

### National, international and transnational educational spaces

**Abstract:** Developments and phenomena called 'transnational' have already largely been discussed in economics (e.g. transnational corporations) and in parts of sociology (e.g. transnational migration), whereas they are as yet rather marginal in education, the reason for this being the fact that education is rather 'national' in character. The paper addresses questions of education and knowledge transfer which occur and are handled across national borders in comparison to those within national contexts. Largely, such educational transfer falls under the heading of 'international'. But it is suggested here to distinguish between 'international' in the sense of 'inter-' or 'supra-governmental' (e.g. Unesco or the European Union), and 'transnational' in the sense of 'non-governmental'; e.g. education and knowledge transfer by members, networks or organisations of transmigrant communities, or by transnational nongovernmental advocacy organisations such as Oxfam, or educational facilities offered by 'offshore' or 'overseas' degree awarding institutions. The paper distinguishes between 'national', 'international' and 'transnational' educational spaces; 'educational spaces' meaning social spaces in which people interact in order to transmit and/or acquire knowledge, qualifications, competences and attitudes; 'education' used in a broad sense including 'formal', 'non-formal' and 'informal' education. Transnational educational spaces thus comprise all forms of transnational interactions, networks, programs and institutions which operate for the sake of education and knowledge transfer, and in which the actors do neither represent governmental, nor international agencies, however, though, they may cooperate with them, e.g. for the sake of recognition, accreditation, or financing. A typology of transnational educational spaces will be part of the presentation.

**3**  
Eleni PROKOU

### Regulation or deregulation in Greek lifelong education?

**Abstract:** This paper focuses on government control in adult/continuing education in Greece since the beginning of the 1980s. The paper argues that the case of lifelong education in Greece is representative of the "statist" model, among the other three models that have prevailed in Europe, namely the "ideal-typical" model (driven by the market, e.g. U.K.) and the 'social partnership' model (which stresses the limitations of the market and the importance of regulation, e.g. Sweden). Government control remained strong in Greece partly due to the use of European funds, which enabled the growth of adult/continuing education since the beginning of the 1980s. Despite the emphasis on decentralisation in the decision-making processes of the educational centres of the major types of lifelong education, government control is still quite strong in Greece. However, lately, increasing privatisation and the growth of continuing vocational education and training to the expense of general adult education, shows that in Greece, one can notify a general trend that has prevailed in many other European countries: the withdrawal of state control from the field of lifelong education which is no longer a priority of the welfare state.



## ● WG 6 - International and regional developments and local constraints

ROOM ANDALUCÍA II

1 Eva YERENDE *University of Texas at Arlington (USA)*

2 Masako SHIBATA *University of Tsukuba (Japan)*

3 Inci Zeynep OZONAY *Anadolu University (Turkey)*

4 Evie ZAMBETA *University of Athens (Greece)*

1  
Eva YERENDE

### Heritage language programs among the Greek Diaspora of the USA

**Abstract:** This poster offers an overview of heritage language programs among the Greek American communities of Chicago (USA) using a comparative educational approach. It compares and contrasts heritage language programs before and after 1989 focusing on the interaction of local, regional, and international stakeholders (ex. the Greek Orthodox Church in Greece and the USA, the Greek Ministry of Education, and Greek-American associations). The information presented in this poster forms part of an on-going longitudinal study in private and parish schools in Chicago, Illinois (USA). In addition to an extensive literature review, the poster presents information from classroom observations and semi-informal interviews with teachers, students, and parents in schools that teach Greek as a second/foreign language and/or use Greek as a language of instruction. Preliminary findings from this study indicate that in the pre-1989 period, the growth of heritage language programs among the Greek-American communities of Chicago were for the most part influenced by the continuous influx of new immigrants from Greece. In the post-1989 period, the demographics of the Greek American communities of Chicago indicate that English-speaking people have by far outnumbered Greek-speaking people from Greece. This has resulted into a lot of speculation about the future of Modern Greek as a viable language of communication within the Greek diaspora of the USA. This study questions these speculations by looking at the interaction of local, regional, and international forces that have revitalized the teaching of Modern Greek as a second/foreign language in the post-1989 period, in Greece and the USA.

2  
Masako SHIBATA  
**New geographies and regionalism: Assumptions and implications of educational interaction in Asia**

**Abstract:** The paper explores the ways in which policy makers attempt to draw a new geography of 'Asia' through educational interaction. While aiming to counterplot against the consolidations of other regional blocs, this attempt, the paper argues, faces the specifically 'Asian' struggles in the creation of a new geography. Cross-national educational interaction has increasingly been a key issue in international relations. After the end of the Cold War, the traffic of people, commodities and information is blocked less and less by the barriers of state political ideologies, and has begun to hinge on the new notions of boundaries. Free trade blocs are formed by agreements among 'neighbours', sharing economic advantage and the quality of basic values, such as 'democracy' and 'human rights'. Such communal values play a powerful role in the redefinition of 'us' and the legitimisation of regional societies.

The vigour of cross-national educational interaction in the past two decades, as is argued in this paper, has been used for the formation of new identities of individual nations and for the promotion of new aspirations for regional alliances, with difficulties in dealing with great diversities of ethnicity, language and religion as well as in dislodging colonial legacies in the region.

3  
Inci Zeynep OZONAY  
**Probationary Teacher Training in Turkey**

**Abstract:** In Turkey, after completing pre-service teacher training and passing the teacher selection exam, individuals are appointed as probationary teachers by Ministry of National Education (MNE). In a year time, the probationary teachers participate Probationary Teacher Program and those who are successful are appointed as permanent teachers. The main aim of probationary training is ensuring, the profes-

sional adaptation and increasing the success and production on job. According to this regulation, the training of probationary teachers should involve a three-leveled training as primary training, preparatory training, and applied training. The aim of 60 hour-long primary training is to give fundamental information about the common features of teacher profession. It is completed in 10 days or at most in 2 months. Those who completed the primary training get right to involve 120 hour-long preparatory training level. The aim of this level is to ensure the candidates to gain fundamental knowledge and skills related to their profession. It is completed in a month or at most in 3 months. Those who are successful get right to participate the next level; applied training. In this 220 hour-long training, it is aimed at ensuring the candidates to apply their knowledge and skills learned before. This training is completed at least in 2 months or at most in 5 months. In this study, process of Probationary Teacher Training in Turkey held since 1995 will be discussed.

4  
Evie ZAMBETA  
**Restructuring Welfare and Professional Teaching: the Greek Way**

**Abstract:** The aim of this paper is to conceptualise the term of restructuring in the Greek socio-political context. The notion of restructuring has been analysed with regard to developed systems of welfare provision, especially in northern and central European states. This paper analyses the historical trajectory of welfare state building in Greece in the post-war period and the continuities of the Greek political culture (notably civil war, clientelism and traditional social networking, substantial grey economy, the state as an employer, lack of secularisation and constant tensions between tradition and Modernity) that have led to a welfare state deficit. By using the case of professional teaching in the Greek locality, this paper argues that neoliberal restructuring has found fertile grounds in the traditional Greek political culture and its impacts are evident in the idiosyncratic translation of Europeanization and policy transfer since the 1990s.

## PARALLEL SESSIONS 4

Tuesday July 4<sup>th</sup> | 11,30 - 13,30

### ● WG 1 - Social risk and exclusions

ROOM ANDALUCÍA III

1 **Elvira LOZUPONE** *Tor Vergata University, Rome (Italy)*

2 **Dominique VERDONI** *Université de Corse (France)*

3 **Richard VERDUGO** *National Education Association (USA)* and **Claus MUELLER** *Hunter College, New York (USA)*

4 **Pedro ABRANTES** *Centro de Investigação e Estudos de Sociologia, Lisboa (Portugal)*

1 **Elvira LOZUPONE**  
**Exclusion and social risk: the young and the mentally ill**

**Abstract:** Among the most invisible, of exclusions, are the mentally ill. This form of exclusion varies from society to society. In this cultural and historical context, the mentally ill emerge as "loser". The question becomes how to minimize the cultural and social stigmata of mentally illness. This study illustrates a very small investigation to educate the sensibility of young people by introducing them to the problems of perception which they hold by stereotyping the mentally ill. Internationally, similar results emphasise the importance of giving correct information which in itself tends to change stereotypes. The form which this research took was to arrange that a group of young people met the clients of public rehabilitation centre in Rome. The first step in the research was to prepare the young people to meet members of this centre who were all schizophrenics. This preparation was by showing films about mental disease; by discussing the interpretation of the films; and by offering to the young people precise, and correct, information on hallucination and delirium. Two instruments were used to measure the change in stereotypes. The first, was an Adjective Check List, and the second was the analysis of essays written by the young people. These essays were subjected to a content analysis.

2 **Dominique VERDONI**  
**Approche anthropologique de l'interculturalité: enseigner "le régional" en France.**

**Abstract:** Enseigner la région: est-ce enseigner une langue? Assurer la transmission d'un patrimoine entre savoir-faire et savoir-être? Faire valoir une culture? D'emblée, les termes de "langues et de cultures régionales" désignent une ambiguïté -à moins que ce ne soit une "exiguïté" pour reprendre le terme de François Paréinhérente aux savoirs non-institués. Dans les années 1980, est affirmée de plus en plus clairement la volonté de rénover le cadre éducatif français, et ce notamment sous l'influence des mouvements régionalistes et/ou nationalistes, Occitan, Breton, Basque ou Corse. En se

lestant ainsi d'une forte charge sociale, la remise en cause institutionnelle ne se fait plus seulement par le biais des instances politiques mais aussi et surtout par l'action de la société civile. À partir du milieu des années 80, l'idée d'une crise du modèle français se diffuse partout, traduisant d'abord des inquiétudes liées au fonctionnement des institutions: la capacité de la République à intégrer des différences culturelles n'est-elle pas de plus en plus limitée? L'échec de la mission de socialisation, ou celui de l'accès dans la nation à une réelle citoyenneté sont autant de symptômes d'une perte d'efficacité sociale de la République. Il devient alors nécessaire de penser la réactualisation de ce qui se défait ou se sépare, l'économie et la culture; l'Etat, la société et les identités culturelles; le système éducatif et les acteurs sociaux, de façon à mettre particulièrement en relief l'enjeu réel d'une telle remise à plat: préparer un "aggiornamento de l'école de la République".

3 **Richard VERDUGO and Claus MUELLER**  
**Is Education an Integrating Factor?: Education, Social Embeddedness, and the Integration of the Turkish Community in Germany.**

**Abstract:** Education serves valuable societal functions. Among these functions are the inculcation of important societal norms and values so students become knowledgeable participants in the larger social system. Education is society's primary socializing agent that integrates children into the larger social system. But how successful are such systems? In many societies, the socializing effectiveness of education has been called into question, especially those social systems characterized by various kinds of diversity. One important diversity trait is immigrant status. The success of education in socializing immigrants, however, depends on many factors, but three are crucial: what society means by integration, the willingness of immigrants to accept such a definition, and the degree to which immigrants are substantially embedded in the larger social system. The status of the Turkish-German population in Germany has been a contentious issue for many years. Much of this debate stems from the sense that Turkish-Germans are not fully "integrated" into German society. Indeed, Germany wants Turks to be integrated, but Turks balk at such a notion.

Why? The purpose of our paper is to examine the role education takes in integrating Turks in Germany. We argue that integration as currently defined by Germany may not be the best strategy, and that even if an appropriate definition were to be found, Turks need to be fully embedded in other German social institutions for education to work effectively and for integration to be a viable outcome.

4 **Pedro ABRANTES**  
**On the Strange Habit of Reading Adversity Instead of Diversity: Madrid's Middle-Schools and their Latin-American Students**

**Abstract:** To provide an education for all teenagers, sustaining cultural diversity as well as social integration and economic opportunities, is possibly the bigger challenge of contemporary educational systems. Mediterranean countries face particular resistances to fill the gap between a moralizing primary school and an elitist secondary tradition, a key for social development and equality, since school failure and early retirement remain massive phenomena on intermediary stages, within lower classes and growing immigrant groups. This theme inspires an ongoing PhD project, comparing Portuguese and Spanish educational systems. Both countries are experiencing deep structural changes, facing new opportunities and challenges, including the recent arrival of a huge number of immigrants, mostly from ex-colonies. Used to cultural homogeneity and still in the first steps towards comprehensivity, there are evidences that schools can hardly deal with this radical change on their publics. Meanwhile, many immigrants are disintegrated at school, not acquire core-skills, and leave school before accomplishing compulsory education. First-hand results are presented, particularly qualitative and quantitative data collected in 3 public and 2 private secondary schools from Madrid city center. Major tensions are observed. While teachers are sceptical and conservative concerning their role, 22% of the students are retained in ESO first year, most of them from Ecuador. Latinamerican children (1/3 of all students) have 3 times more probability to fail. ESO arises as mostly unable to integrate the increasing diversity of its publics, colonized by a traditional secondary culture, including the strange habit of conceiving diversity not as richness but as adversity.

## ● WG 2 - Informationen societies and economies

## ROOM SEMINARIO 1

**1** Guglielmo MALIZIA *Università Pontificia Salesiana, Rome (Italy)*

**2** Virpi HONKANEN *University of Turku/ Research (Finland)*

**3** Vlatka DOMOVIC and Zlata GODLER *Zagreb University (Croatia)*

**4** Michael LEE *The Chinese University of Hong Kong*

**1**  
Guglielmo MALIZIA

### The school reform in Italy and the information society. Problems and perspectives

**Abstract:** All international reports, both at the world and European level, highlight the fact that in comparison to its traditional functions, today the school in the industrialized countries faces a radically different scenario, that is, that of the information society, of the complex, pluralistic and multicultural society and of globalization. Italy also faces the new educational demand and tries to give an articulated answer, reformulating its educational system. More specifically, the demand of a new structure of the system arose from the existing problems in the organisation itself and from reflections over the transformation of the society. The accelerated changes and their consequent effects as that of outdated professions and of unemployment, made it replace the traditional model, focussing on the transmission of knowledge, with one centred on the acquisition of competences and methods.

At the same time, this showed equally necessary to strengthen the general cultural education. In the new social order towards which we are moving, the person must be trained to cope with complex situations and with unpredictable developments; it is called to face the continuously increasing diversity of social situations, of geographical and cultural contexts, of objects, and it is bombarded with fragmentary and inconsistent information, based on which interpretations and partial analysis are multiplied. It is the general culture that opens the road to intelligence in the world in as much as it facilitates the ability to acknowledge the meaning of reality, to understand it in a creative way and to pass a judgment.

A first answer to these demands of innovation came from the so-called "Berlinguer Reform" (2000). A second attempt was made by the so called "Moratti Reform" (2003). The paper will briefly present the two reforms and will try to highlight the positive and critical aspects of both; besides, it will try to offer some indications for the future which appears uncertain because of the change of government.

**2**  
Virpi HONKANEN  
Higher Education Graduates' Self-Employment in Europe

**Abstract:** Within the increased importance of graduate employability set out in the Lisbon declaration, it is important to look at the varied ways that graduates can be employed. Indeed, in several European countries, there is strong political encouragement of self-employment. Our proposal focuses on the degree of higher education graduates' self-employment in Europe. The aim of the presentation is to give insight into the factors that leads individuals take up self-employment after graduation using a unique comparative database, CHEERS. We present the percentage of self-employed and the nature of self-employment in each country. Secondly, We analyze the determinants of self-employment within the different countries.

**3**  
Vlatka DOMOVIC and Zlata GODLER  
Development of Professional Teacher Competencies

**Abstract:** Development of Professional Teacher Competencies This Poster Presentation displays: 1. Principal international recommendations, particularly the Common European Principles for Teacher Competencies and Qualifications (EC 2004); 2. Results of the research conducted in Croatia on selected teacher competencies (2005); 3. The outline of the proposed research in Croatia defining priorities in setting the national standards of professional teacher competencies with the aims of: 1. securing a competency-oriented approach to teacher education; 2. establishing a pre-service model of competency-based teacher education and training; and 3. defining a basis for a model-building of lifelong learning and career development of teachers. Hopefully, this presentation ought to draw at least some interest of the participants of the 2006 CESE conference in Granada

who would be willing to partake in the discussion sharing their views, opinions, experiences and expert knowledge. In this manner they would provide a significant contribution to aiding and improving the ongoing research in Croatia and similar undertakings

**4**  
Michael LEE  
Internationalization of Universities in the Context of Marketization: A Comparison between Hong Kong and Singapore

**Abstract:** Internationalization has become a major policy agenda for the university sectors of Hong Kong and Singapore, where both cities have been keen to develop themselves as regional hubs for university education in Asia-Pacific over the past decade. The meaning of internationalization does not only confine to the promotion of international collaboration of university education among different countries, it also denotes the growing mobility of students, academics, programs, and institutions in line with the liberalization of trade in education, which has widely been perceived to be with full potential to become one of the most lucrative exporting service industries. Comparing the rationales and strategies of internationalizing university education in Hong Kong and Singapore, this paper aims at analyzing critically how internationalization affects the development of university education in both cities. The paper also seeks to reflect the ways that internationalization is being linked with marketization, which is interpreted as the predominance of market forces and mechanisms, for university education. The core argument of the paper is that, for Hong Kong and Singapore, internationalization does not only mean the broadening of the international dimensions of university education, but it also reveals the tendency to expand international market shares for generating incomes and transforming both cities as exporters rather than importers of university education.



## ● WG 3 - Policy knowledge and international educational assessment

## ROOM SEMINARIO 8

**1** Stefan Th. HOPMANN *Institut für Bildungswissenschaft, Universität Wien, (Austria)*

**2** Jan MASSCHELEIN and Maarten SIMONS *K. University Leuven (Belgium)*

**3** Luis Alberto D'ELIA *University of Alberta, AB, (Canada)*

**4** Alexandre VENTURA, António NETO-MENDES, Jorge Adelino COSTA and Sara AZEVEDO *University of Aveiro (Portugal)*

**1**  
Stefan Th. HOPMANN

### Accountability and Schooling or: The End of Schooling as We Know It?

**Abstract:** Based on preliminary results of an international research project on "Achieving School Accountability in Practice" (ASAP) the paper discusses the recent development of European schooling in the wake of PISA, of the emerging national testing systems, and of the many different attempts to introduce some kind of "accountability" into the public arena. No doubt, that the often disturbing results of international comparative research have had some remarkable impact on the ways of governing and discussing schooling in many European countries. However, the important issues are not the international league tables or the national shame-and-blame-discourses following each new wave of international comparisons. They will soon be history. My argument is rather that PISA and the like are only indicators of a far more fundamental, historical change in the nature and placement of schooling, a change process not yet fully understood by the current theorizing on PISA and its impact, on accountability and the New Public Management, or on "governmentality". For me it seems, comparative historical analysis shows that we are witness to a lasting change of the "rules of engagement" of the welfare state, of the ways and means how (post-)modern societies address and deal with ill-defined social problems like security, health, resurrection, and education!

**2**  
Jan MASSCHELEIN and Maarten SIMONS

### The governmentalization of learning and its questionable promise of freedom

**Abstract:** The word learning has become indispensable for speaking about ourselves, others, society. Not only as students, teachers, employees or managers, we recognise our need for competencies, thereby regarding learning as a process/force to generate these competencies. A range of activities (child-rearing, having sex, communication, travelling, ...) are regarded as being competency-based and in need of a prior learning process. Learning thus plays a major role in our experience and we consider ourselves facing

needs that can be addressed by learning. We want to analyse this overwhelming importance of learning today. Foucault's ontology of the present offers the framework to formulate our main questions: who are we, we for whom learning is of major importance, we who refer to learning as a way to constantly position and reposition ourselves? This question presupposes – as a kind of 'theoretical and methodological decision' - that learning and the 'will to learn' is not a kind of anthropological universal that has finally received attention, but that it is part of an historically shaped (governed) form of subjectivity. We want to analyse this form of subjectivity in which learning is objectified as a fundamental process/force and how this subjectivation and objectivation emerges within present practices and discourses. The 'governmentalization of learning' implies that, inasmuch as we consider learning to be a fundamental process and govern ourselves accordingly, we are part of a particular governmental regime. We will question whether the experience of learning indeed results in the freedom and well-being being promised by this regime.

**3**  
Luis Alberto D'Elia

### Police Educational Models & Public Dissent

**Abstract:** In the context of new (and old) "security" policing, North countries have witnessed significant police-public demonstration interactions at international gatherings in the last few years. There have been serious concerns about the way the police interacted with the crowds at most—but not all—of the intergovernmental meetings. Given the important human rights implications that the police response to the protesting public has in demonstrations, I have recently studied some aspects of the Canadian police officers' education and their influence in upholding the protestors' rights or abusing them. With original data collected recently in Canada and in Europe, my study compares two continental approaches and further examines the theoretical framework that informs a particular Canadian police program planning, filling the apparent vacuum in this research area. In my analysis, the Canadian police service's internal training program studied in Western Canada has institutional and planning cons-

straints that limit its ability to deliver the community servicing goals and does little to promote the need of the modern police to understand and uphold the rights of peaceful dissenters. Alternative, community-based educational models are suggested in the study. In the end, if the improvement in the planning process is to be effective, important power asymmetries among the police institutional players have to be addressed. Positive strategies like these will give the Canadian police educational programs' planners and trainers more realistic opportunities to commit the law enforcers to uphold the right of the community to dissent without fear of police.

**4**  
Alexandre VENTURA António NETO-MENDES, Jorge Adelino COSTA, Sara AZEVEDO

### The private tutoring scenario: contributions to a comparative analysis

**Abstract:** Private tutoring, which we will analyse in this paper, has earned our attention due to several reasons: i) the fact that it is practically a worldwide phenomenon, even though educational systems vary from country to country; ii) the fact that the repercussions of private tutoring on pupils' results may provoke a reequation of equity and equality of opportunity principles; iii) the belief that the financial costs sustained by the pupils' families, on one hand, and the rising number of private tutors available (working part-time or full-time), on the other, grant this phenomenon a considerable social and economic importance. This approach privileges a qualitative analysis of the private tutoring scenario, with the aim of getting to know better some of its forms: its exercise as the sole employment of the tutor or as a supplement to the salary earned in another activity; private tutoring as a self-employment or employee activity; private tutoring that takes place in a local tutoring centre; private tutoring that takes place in a tutoring franchise, at a national or multinational level. By conducting a comparative analysis of the phenomenon, we will try to show how private tutoring is increasingly being carried out in organized businesses (tutoring centres), especially in big cities. These tutoring centres are supplementing or competing with schools increasingly using systematization and specialization parameters.

## ● WG 4 - Open Worlds and Open Education

ROOM ANDALUCIA I

1 Margarita PÉREZ-GARCÍA *SCIENTER, Bologna (Italy)*

2 Nadir SUGUR *Anadolu University (Turkey)*

3 Julia SPINTHOURAKIS, Eleni KARATZIA and Yiannis ROUSSAKIS *University of Patras (Greece)*

4 Megan GOLDMAN *University of Cambridge (UK)*  
and SUZANNE GREENWALD *Massachusetts Institute of Technology (USA)*

1 Margarita PÉREZ-GARCÍA

**Mobikid: Analyse de l'impact de la mobilité géographique sur la performance scolaire des enfants mobiles dans 12 pays de l'Union Européenne**

**Abstract :** Le phénomène de la mobilité géographique a profondément changé de nature au cours des cinquante dernières années. La mobilité constitue une réalité au sein de l'Union. Toutefois le sens de cette expérience souvent synonyme d'opportunités professionnelles peut être bien différent pour les enfants accompagnant leurs parents dans un changement de lieu de vie, ne serait-ce tout d'abord que parce que la mobilité des enfants, elle, est nécessairement subie. Les observations menées jusqu'à présent attestent du fait que la mobilité est un facteur de risque pour la scolarité réussie des enfants et des jeunes. La complexité du phénomène de la mobilité géographique entraînant une mobilité scolaire transnationale n'a pas encore fait l'objet d'une étude comparée en Europe. Aujourd'hui, plusieurs sont les interrogations auxquelles on apporte des réponses qui tiennent le plus souvent de l'intuition et de ce que les faits épars permettent de pressentir. Ces interrogations abordent tout autant l'état des lieux que la prospective. C'est l'objectif du projet de recherche comparée Mobikid, de contribuer à approfondir les connaissances sur la relation entre la mobilité géographique et la sous-performance scolaire en vue d'apporter aux décideurs politiques et institutionnels ainsi qu'aux acteurs du monde éducatif des éléments leur permettant d'agir pour l'éducation réussie des enfants et des jeunes mobiles en Europe. Au cours de la présentation seront exposés les résultats de l'étude descriptive sur les conditions de scolarisation des enfants mobiles dans 12 pays de l'Union européenne et des bonnes pratiques afin d'apporter une réponse européenne au problème de la mobilité scolaire.

2 Nadir SUGUR

**Distance Education System in Turkey: A Sociological Research on Students Enrolled in Open Education**

**Abstract:** This paper examines social and economic profiles of students who are enrolled in open education in Turkey. In Turkey, open

education system was firstly introduced by Anadolu University in 1982. As of 2005, numbers of students who are currently registered in open education in Turkey, Northern Republic of Cyprus and Europe approached one million. The most of these students presently reside in Turkey. Since the number of students in open education increases rapidly in Turkey, it sociologically becomes necessary to look at social and economic characteristics of those students who study in open education. Thus, it is important to understand those students' level of income, gender formation, rural-urban origins, age groups, type of employment, preferences for open education and opinions about the education system in Turkey. This paper aims to fill this void and understand the world of students in open education in Turkey.

3 Julia SPINTHOURAKIS  
Eleni KARATZIA and Yiannis ROUSSAKIS  
**Teacher Intercultural Sensitivity Assessment and Recent Educational Initiatives. The case of Greece**

**Abstract:** One of the major characteristics of today's information era is the issue of multiculturalism that the various societies experience. On this basis, researchers have pointed out that many countries, including Greece, are experiencing a 'transition' period, which is also affecting the pupil composition in school classrooms. As a consequence, educational policy initiatives have been undertaken in order to effectively affect the major parameters of school practice: curriculum, teaching methodologies and pupil assessment techniques. A major actor in this 'transition' period to 'quality education for all' is the teacher, with his/her initial and in-service training being critical inputs towards the effectiveness of the whole process. The aim of this paper is to investigate the impact various teacher education initiatives have had on student teacher preparedness to face multiculturalism in their classrooms through an examination of their intercultural sensitivity. We firstly attempt a review of the factors that have led to policies that have been adopted in the Greek educational system of compulsory education, while also focusing on the university education programmes of future elementary education teachers in relation to issues of interculturalism and multiculturalism. Using empirical research methodologies and specific techniques for

analysis we assess the intercultural sensitivity of a random sample of students at the Elementary Education Department (EED) of the University of Patras (UoP) and study the probable interrelationships with the applied educational policies. Within this framework, we expect to shed light on the field of effective intercultural educational policy and practice.

4 Megan GOLDMAN and Suzanne GREENWALD  
**Insights into Interdisciplinary Education: Definitions, Practices, and Long-Term Implications**

This chapter, which brings together four separately sponsored educational projects involving aspects of interdisciplinary education, uses case studies as a way of illustrating several of the most meaningful discussions going on in the literature about interdisciplinary education. There is an initial introduction to this literature and the questions being raised in addition to descriptions of the projects that have taken place at Cambridge and MIT over the past several years. In subsequent sections we identify and elaborate on three of the most important themes: defining interdisciplinary education, practical elements of interdisciplinary education, and longer-term implications to universities. The significance of these areas is espoused via the case studies, mainly through interviews with the academics involved in their creation and implementation. Overall, the chapter serves as a literature review of interdisciplinary education enmeshed with relevant, ongoing examples of the educational theory in the form of the four case studies. It provides unique insight into the three themes presented through reflections of academics in the midst of the real practice of their own interdisciplinary undergraduate educational projects. The conclusion ties these themes and the examples presented back into the goals of the Cambridge-MIT Institute (CMI), showing how interdisciplinary education can be one more tool in providing support for a knowledge-based economy and the shifting mission of universities in the UK and around the world.



## ● WG 5 - Old Empires and New Empires

## ROOM SEMINARIO 3

**1** Patricia WALKER *University of East London (UK)*

**2** Koji NAKAMURA *Konan University (Japan)*

**3** Suk-Ying WONG *The Chinese University of Hong Kong and Yasemin N. SOYSAL University of Essex (UK)*

**4** Stavros MOUTSIOS *The Danish University of Education (Denmark)*

**1**  
Patricia WALKER

**Benefactors and beneficiaries: international student mobility, commodification and diversification in British universities. Listening to the voices within**

**Abstract:** One of the most numerous groups in motion around the world are students who cross national boundaries seeking opportunities or experiences not available or differently available in their home countries. As they engage with new experiences, ideas and knowledge, they change themselves, one another, and importantly, the educational systems they enter. This paper examines how consumer power of international students in Britain impacted on the previously immutable curriculum, ideologies, policies and practices in universities charting the transition of roles from subsidized guest to full fee paying clients. The instituting of full cost fees, coinciding with rising demand in the mid 80s, moved international student affairs from the margins of university policy to the mainstream. International revenue and the success of UKHE plc began the inexorable move towards the modification of British higher education. International students became harbingers of changes throughout the HE sector, paving the way for widening participation of British non-traditional students. The preparatory enabling curriculum designed for the internationals has impacted on provision for home students especially but not exclusively ethnic minorities who have as a result become the unexpected beneficiaries of their international student benefactors. Listening to the voices of international students British universities heard the cries within.

**2**  
Koji NAKAMURA

**Compatibility of National and EU Identities among British and German University Students as a Lesson for Japanese Identities within Asia**

**Abstract:** Compatibility of National and EU Identities among British and German University Students as a Lesson for

Japanese Identities within Asia The harmony between national identity and European identities based on European citizenship will be a cornerstone of the coexistence of dual and multiple identities in the twenty-first century. Can British people harmonise their national identities with European citizenship? This question applies not only to the possibility of becoming a European citizen without losing British identity, but also on a broader scale the prospect of becoming global citizens without losing each national identity. The purpose of this paper is to discuss the underlying question of how Euro-skeptical Britain can balance her national identities with European citizenship through qualitative and quantitative approaches. Firstly, it examines the kernel of "British national identity". Secondly, it discusses the significance of European citizenship and its relevance to "British national identity". Thirdly, it examines the question of how Britain can join the flow of European integration without losing its identity through the responses to interviews and questionnaires given to 100 British citizens, including 46 British students of Leeds University, in comparison with those of 49 German students of Bochum University in 2005. Exploring the compatibility of British national identity with European citizenship can serve as a useful precedent for the rest of the world, especially Japanese identities within Asia as a point of departure for global citizenship and peaceful coexistence.

**3**  
Suk-Ying WONG and Yasemin N. SOYSAL  
**Rethinking the Meaning of Citizenship: Citizenship Education in Europe and Asia**

**Abstract:** The teaching of some form of citizenship has been gaining prominence in education worldwide. While the current world order poses uncertainties and challenges about the most appropriate socialization model for educating future citizens, research studies in this area have been scant especially in a comparative context. In what ways should citizenship be defined and constituted in a changing world? What

are the educational requirements of an informed, functioning citizenry in different national societies? To what extent would a new model of citizenship education begin to emerge given the increasing emphasis on individual rights and global connectedness, or might this set off a stronger force of resistance to regional integration or global trends resulting in a more diverse citizenship education? These inquiries regarding citizenship instruction constitute the major agenda of this paper. Specifically, we seek to examine the trends and differences in the organization of and emphasis on citizenship instructional content through the assessment of secondary school syllabi and textbooks. Our major effort is on analyzing and comparing these curricular materials among five countries in Europe and Asia, namely, China, France, Germany, Japan and the United Kingdom. Our purpose is to identify trends that shape the transformation of curricula and textbooks towards a new citizenship model and a new civic consciousness.

**4**  
Stavros MOUTSIOS

**The transnationalisation of education policy making: agencies, directions and implications**

**Abstract:** This paper will argue that the globalisation of economy entails the transnationalisation of education policy making. The new transnational structure is comprised of nation-states, international organisations, inter-state unions, and private corporations which, through formal and informal processes of negotiations, make, directly or indirectly, policies in education. The paper will describe the processes, directions and aims of main transnational policy agencies as well their role on national policy making in education. The paper will also argue that, through these agencies, contemporary education policy making is now subjecting most expressions of knowledge production and transmission to economic growth. Finally, the paper will consider the main implications for the comparative study of education policy making.

## ● WG 6 - International and regional developments and local constraints

ROOM ANDALUCÍA II

- 1 Oktay Cem ADIGUZEL *Anadolu University (Turkey)*
- 2 Kingsley BANYA *Florida International University (USA)*
- 3 Mustafa SAGLAM and Ismail YUKSEL *Anadolu University (Turkey)*
- 4 Maria GEORGIU *Institute of Education-University of London (UK)*

### 1 Oktay Cem ADIGUZEL

#### Les enjeux et les différentes formes de l'alternance dans le système éducatif professionnel en France et en Turquie

**Abstract:** En France et en Turquie, il existe actuellement plusieurs types de formation en alternance dans le système éducatif professionnel comme l'apprentissage, l'alternance sous statut scolaire, les stages de formation alternée. En Turquie, les réformes visent à faire rapprocher l'école et l'entreprise dans la formation professionnelle des jeunes. La Turquie cherche également rapprocher son système d'enseignement professionnel de ceux des autres pays d'européennes. En France, l'alternance à une longue histoire dans l'enseignement professionnel, en 2004, elle a été encore généralisée, réorganisée au niveau collégial. On peut dire que, sous différentes formes, l'alternance se généralise dans les deux pays avec des objectifs spécifiques, des collègues jusqu'à l'enseignement supérieur. Elle augmente sa visibilité et conforte sa place, les récentes réformes de l'enseignement professionnel donnent aussi une actualité certaine au thème de la formation par l'alternance. Sur ce point précis, notre contribution, apporterait les éléments sur les enjeux de l'alternance et sur ses différentes formes en France et en Turquie afin de dissocier les spécificités de chacune d'entre elles. Nous chercherons à savoir également, si on pourrait établir une mise en relation et les échanges possibles qui peuvent avoir lieu entre ces deux expériences.

Les réponses à ces questions pourraient favoriser la compréhension et l'interprétation de la nature des contextes dans lesquels l'alternance s'est progressivement imposée dans les systèmes éducatifs français et turc.

### 2 Kingsley BANYA

#### Knowledge Capitalism and the Rise of Private Universities in Sub-Saharan Africa

**Abstract:** One of the major changes in higher education policy in the last ten years in sub-Saharan Africa is the proliferation of private institutions of advanced studies. As a relatively "new" phenomenon, private higher education is promoted by some as a potentially important way of diversifying the financial base of national higher education systems, expanding access without adding significant government costs and a price for the revitalization of higher education in the sub-region. Based on an empirical study as well as document analysis, this presentation critically examines the rapid growth of private universities and their impact on sub-Saharan Africa.

### 3 Mustafa SAGLAM and Ismail YUKSEL

#### Turkey's Quality Pursuits in Teacher Education

**Abstract:** Nowadays, the rapid globalisation across the nations, production and sharing of the compact information and technology are changing the goals and means of social life. Thus, individuals are expected to gain the skills and information due to this change. This fact, as in other social systems, entails the educational system to rearrange its mechanism and functions. In educational system, one of the fundamental conditions to perform a duty of training individuals with qualities required by this change is "teacher qualities". Therefore, the structural and educational regulations done in accordance with the social developments and changes naturally influence the teacher education in terms of both pre-service and in-service dimensions. In Turkey, with the influences of both social dynamics of Turkey and various international facts and formations like EU adaptation process, comprehensive regulations regarding the education system and teacher education have started recently. In this context, teacher education programs have been rearranged and standard development and accreditation studies have been conducted. Along with this regulation, teacher education institutions have been planned to be accredited by Teacher Training Turkish National Committee. The other regu-

lation to increase the teachers' qualities in Turkey is career steps application in teacher education based on teachers' seniority and professional success. With this regulation, it is aimed at ensuring professional and individual development of teachers and improving the status of them in accordance with importance, difficulty, and responsibility of their duty. In this study, the structure of teacher education in Turkey and the important regulations mentioned will be explained.

### 4 Maria GEORGIU

#### The Teachers' Perceptions on Identity Formation in Regard to History Teaching within Southern and Northern Cyprus

**Abstract:** The educational institutions have been mostly used in such a way so as to serve the 'imagined community' by emphasizing and even constructing its homogenization. At the same time societies change, along with knowledge and education. Especially in the case of Cyprus this is truer than ever. After the rejection of the Anan Plan and Cyprus' attachment to the EU a week after, Cyprus is today undergoing tremendous pressures for some kind of unification. Thereafter, it could be said that the Cyprus problem which is both an internal and external problem imposes the need for action and change. Between other in terms of education, also. The rationale of this paper has been the urgent need for change. One of the topics of the Conference: 'How do we envision our contemporary worlds' in relationship to 'mutating identities, and changing communities', has been in other words the research question of the empirical study that took place and the discussion following. In specific, this paper deals with the teachers' role and perceptions within Southern and Northern Cyprus on identity formation in regard to history teaching. 20 interviews in both sides of the divided capital in September 2005, took place: The teachers' discourse has indicated that the problem in both sides is not nationalism itself but the 'problematic' ethnic identity formation. Cyprus as a new born country is still in close connection to both motherlands has not been able to cut the umbilical cord and develop its own voice. And that is exactly the challenge; not to stay immobile when the world is rapidly changing.

## PARALLEL SESSIONS 5

Wednesday July 5<sup>th</sup> | 11,30 - 13,30

### ● WG 1 - Social risk and exclusions

ROOM ANDALUCÍA III

**1** Holger DAUN *Institute of International Education-Stockholm University (Sweden)*

**2** Jacques ZEELLEN *University of Groningen (Netherlands)*

**3** Terese STENFORS-HAYES *Karolinska Institute (Sweden)*, Chris GRIFFITHS, James OGUNLEYE and Trevor CORNER *Middlesex University, London (UK)*

**4** Arlete SALCIDES and Eloy ALVES FILHO *Universidade Federal de Viçosa (Brazil)*

**1**  
Holger DAUN  
**Educational Diversity and Policy Standardization in Europe**

**Abstract:** The member states of the European Union differ considerably economically, politically, culturally and educationally, and EU policy documents subscribe to variety in the way to attain the overall goal of global competitiveness and social cohesion. However, if the more detailed levels of policy-making, these differences are underestimated or even neglected; for instance, countries are treated as if their economies and labour markets were similar. The paper makes an overview of some of the most important differences and discusses some of the items in educational policy-making related to inclusion and cohesion.

**2**  
Jacques ZEELLEN  
**Young adults at risk between education and the labour market: research experiences from South Africa**

**Abstract:** "South Africa cannot afford to continue to let young people steer by the stars. They need to be provided by reliable compasses to enable them to develop self-confidence and face the future with hope... The full extent of the impact of apartheid on society needs to be accepted. Families are in crisis. Schools are in crisis. Communities are in crisis. The triumphalism of the immediate post-apartheid period has led to a delay in appropriate interventions." (Rampele, 2002)

This statement shows the difficult situation in which many young people find themselves, almost ten years after the first democratic elections in South Africa. Dropping out of school, unemployment, crime, violence, HIV/AIDS, sexual abuse and emotional neglect are the main features. Informed by these social problems the Limpopo Department of Education together with the Adult Education Programme at the Univer-

sity of Limpopo and supported by the University of Groningen (The Netherlands) initiated in 2000 the BASWA at RISK project. Besides the establishment of good practices the project also entails the execution of supporting research. In this paper the project and research experiences in this area will be discussed. Furthermore, a framework of a follow up research project will be outlined which will be conducted in several African countries, such as Tanzania, Uganda, South Africa and Mozambique.

**3**  
Terese STENFORS-HAYES  
Chris GRIFFITHS, James OGUNLEYE and Trevor CORNER  
**Lifelong learning for all? Policies, barriers and practical reality for a disadvantaged group**

**Abstract:** Lifelong learning is recognized as an important tool to reduce social exclusion, but out of the many investigations into the provision of lifelong learning in Europe none has yet sought to examine the specific situation of mental health care service users. This study examines the provision of lifelong learning for mental health care service users and is part of the research being undertaken through the EMILIA European Framework 6 project. This is a project designed to improve the learning opportunities, and explore those aspects of learning that encourage social inclusion for users of mental health services. In this study we will identify current policies and explore the access to, and nature of, lifelong learning practices for mental health care service users in eight European countries. Data has been collected through a literature and policy review and through questionnaires completed by mental health practitioners in the eight countries. This study examines the practical application of lifelong learning, the extent to which policy relates to practice, and the potential barriers in the provision of lifelong learning in the selected countries. In addition, the impact of specific aspects of lifelong learning to enable increased social

inclusion of mental health care service users will be discussed, and suggestions will also be made for improving the lifelong learning provision in the EU with respect to this disadvantaged group.

**4**  
Arlete SALCIDES and Eloy ALVES FILHO  
**Decade of the Literacy: Contextualizing the Advantages of the Literacy in the Voices of the Beneficiaries of Brazil and of Portugal**

**Abstract:** We enrolled this study among those that seek contribute in the construction of alternatives capable to assist the recommendations of Unesco for the call "Decade of the Literacy", whose forecast is to alphabetize 861 million adults in the world. In that direction, we problematized what has been continuously announced by experts as advantages of the literacy in positions that remove it from its partner-historical-cultural context, accomplishing three studies of cases involving, as participants, farmers' resident adults groups in rural areas of Concelho de Sabrosa, in the area of Trás-Os-Montes and Douro, in Portugal, and in reformed areas of the states of Goiás and of Pará, in Brazil, that served as base for a comparative study. Through consultation to documents, available information in databases, application of questionnaire socio-demographic and registrations of life histories, we located aspects that are characterizing the public politics in vigour in the two countries. We also try to characterize the participants of the study and, still, to build analysis categories that resulted in the recurrences identification among the speeches granted by the participants of the two countries. That descriptive-analytic effort made possible to verify that, for most of the farmers, the non adhesion to Programs of Education would be so much related to your private or collective way of resistance to actions or public politics, harnessed to the government's new forms of actions.



## ● WG 2 - Informations societies and economies

## ROOM SEMINARIO 1

**1** Li SHANGBO *Obirin University (Japan)*

**2** Marie Michéle VENTURINI *Université de Corse Pascal Pao (France)*

**3** Jesper ECKHARDT LARSEN *The Danish University of Education (Denmark)*

**4** Kulamergen MUSSIN, Nazira BAIMULDINA, Akmaral DUISEBAEVA and Saltanat KALMUKHANBETOVA *Kazakh National Pedagogical University (Kazakhstan)*

**1**  
Li SHANGBO

### Analysis into the Problems of Japanese Higher Education for Female

**Abstract:** Analysis into the Problems of Japanese Higher Education for Female This study draws attention to empirical evidence for the problems of female higher education in Japan from a Chinese scholar's viewpoint. In Japan, higher education for women has made its start in 1945. Thereafter, the higher education common to male and female has expanded. However, the educational policy on the human resource development in the process of economic development has tacitly benefited the male only. It is due to the fact that female students expect the academic background of University Graduate to help them to get married to better men rather than to help them establishing the political / economic status in the society. The following three points can be pointed out as the main problems in connection with above tendency among the Japanese female students. First, there are functional limitations in the higher education for female to correct the inequality between man and woman. Secondly, the effect of higher education is limited to cultivate the Woman Power. The third problem is the function of the academic background of University Graduate. The ability signal of University Graduate functions for male and female differently and vests each gender with different titles. In this presentation, I would like to argue these three points mainly.

**2**  
Jesper ECKHARDT LARSEN

### The politics of knowledge -the connection between research and education

**Abstract:** Research policy is more and more influenced by educational policy, and educational policy is in turn experiencing a turn towards stronger employability concerns. This in total constitutes what I here will call a change to performativity (Lyotard) in the politics of knowledge which constitutes a highly relevant area in comparative educational policy. How are these agendas inter-

wined in different national cases? The more general discussion of the relationships between research policy and educational policy should be exemplified in choices of German, Danish and American cases with a discussion of path-dependency, i.e. the influence of differing historical traditions. This is to be discussed comparatively with a view to all disciplines: technology and natural sciences, social sciences and the humanities.

**3**  
Marie Michéle VENTURINI

### TIC (Technologies de l'information et de la communication), construction des savoirs, patrimoine et développement territorial

**Abstract:** Notre proposition s'inscrit à l'intersection des axes 2 (Société de l'information et économie) et 4 (mondes ouverts et éducation à distance) du Congrès. En effet, si nous vivons à l'âge de l'information, de l'économie de la connaissance, de l'accès au savoir pour tous, nous souhaitons dans cette communication inclure le bassin de l'éducation et de la formation dans une problématique de développement territorial. Pendant des décennies, la qualité de la formation disponible et accessible sur un territoire était mise en avant comme facteur d'attractivité de ce territoire. Nous constatons que la complexité du territoire éducatif est renforcée par la diffusion des TIC. Ces quelques phrases posent le préambule de notre communication que nous désignons par un mot: la territorialité ou l'appropriation des ressources d'un espace par les acteurs locaux dans une perspective de valorisation. Nous souhaitons donc démontrer que le local serait la bonne dimension pour une politique d'aménagement du territoire éducatif et que les TIC doivent être considérées comme un levier appartenant à cette politique de développement et relevant d'elle. Selon nous donc les TIC ne peuvent que favoriser la stratégie collective, la mutualisation des savoirs et des actions.

Nous nous appuyons sur deux exemples concrets: d'une part celui de la MITIC (Mission des Technologies de l'Information pour la Corse) et d'autre part sur la numérisation du patrimoine.

**4**  
Kulamergen MUSSIN, Nazira BAIMULDINA, Akmaral DUISEBAEVA and Saltanat KALMUKHANBETOVA  
**Ancient tests**

**Abstract:** In this presentation we discuss historical aspects of the process of introducing tests and requirements to Common National Testing (2004), which combined final exams in secondary school and entrance examinations to the university in education system of Kazakhstan. Methods and rules of testing in different types of civilization in accordance with needs of traditions, social norms, etc. are described also. The use of methods in the form similar to the modern test in Christian (Bible) and Muslim (Koran) religions and religion of tchan-budism (in Japan, dzen-budism) and in ancient China for claimant to the civil post, Schumer and Iran (twenty types of clerks in accordance with degree of erudition and specializations), Grease and Sparta (series of tests for demonstration smartness and courage), Egypt (biographical facts, a level of education, appearance, ability to give a talk, to work, to listen to, to keep silence, tests through fire, water, under threat of death) countries and Kazakh nomadic society (shamanism and Aityts).

● **WG 3 - Policy knowledge and international educational assessment**

**ROOM SEMINARIO 8**

- 1** **Andreas KAZAMIAS** *Universities of Athens and Wisconsin-Madison (USA)* and **Yiannis ROUSSAKIS** *University of Athens (Greece)*
- 2** **Sari HOSOYA** *Kanto Gakuin University (Japan)*
- 3** **Davide ZOLETTO** *University of Udine (Italy)*
- 4** **M<sup>a</sup> Asunción ROMERO LÓPEZ** *University of Granada (Spain)*

**1** **Andreas KAZAMIAS and Yiannis ROUSSAKIS**

**Education for and Beyond the Knowledge Society: A Critical Analysis of the European Discourse on Education.**

**Abstract:** In the first part of this paper we shall examine the European discourse on education by focusing on significant texts e.g., the White Paper on Education and Training (1995), the Green Paper on Entrepreneurship in Europe (2003), The Future Objectives of European Education Systems (2001) and Education & Training 2010 (2002). In the second and main part of the presentation we shall argue: (a) that the European discourse on education (policy talk and policy action) constructs a concept of "knowledge society" that privileges instrumental rationality, techno-scientific knowledge, and what Manuel Castells has called an "Information-Technology Epistemological Paradigm"; (b) that such "knowledge society" and the kindred "knowledge economy" make certain demands on schools and universities to provide education and training, to produce knowledge, and to form skills/ competences that are believed to be instrumentally useful for employability and "sustainable economic development;"(c) that in responding to such demands, schools and universities run the risk of underemphasizing one of their main educational functions, namely the cultivation of "minds and souls," the quintessential elements of being "human"; (d) that the type of education demanded by the "knowledge society" diminishes the capacity for individual autonomy and social and cultural inclusion, which are fundamental aspects of a democratic, multicultural and equitable society. In the third and final part, we shall briefly argue for the necessary re-invention of a "liberal humanistic education" that aims at the construction of reflective democratic citizens-persons, with the recently proposed educational reform in Cyprus as an illustrative example.

**2** **Sari HOSOYA**  
**Coping with the diversity of students: A comparative study of Finland and Japan.**

**Abstract:** In the 2003 PISA examination, Finnish students scores were higher than Japanese students in all four areas. Although there are some discussion and interpretations of the result, it can be explained by the good support systems for low achievers, and the systems are attained by qualified teachers and small class size. Both Finland and Japan have homogeneous societies, and this might explain why the students in both countries could have relatively good scores. However, Japan is becoming diverse in terms of socio-economic aspects such as income and social stratification, while in Finland, immigrants are increasing rapidly. The trend of increasing diversity in background is affecting the variation of students' ability in both countries. To cope with the situation, both countries should consider not only pedagogical aspect but also social, economical, and cultural impact on academic performance. In this presentation, I attempt to examine current situation of education sociologically then try to make suggestions. Finnish system of supplementary classes to assist low achievers and Japanese international classes for new immigrants can be something to take into consideration.

**3** **Davide ZOLETTO**  
**The "value" of cultural diversity. Integration cultures and global intercultural management**

**Abstract:** All too often multicultural debates, policies and practices deal with the social and educational integration of immigrants as if it depended solely on their cultures and the one of the host country, as if it were simply a matter of preserving, losing or claiming the immigrants' ethnic identity and mother tongue. More recent integration policies, instead, have placed more emphasis on social and economic (i.e. "employability") aspects. Drawing on the latest develop-

ments in transnational anthropology and governmentality studies, the paper will suggest a more complex approach which attempts to examine "integration cultures" as local and global assemblages of four different elements: 1) national, local and immigrants/minorities cultures; 2) old and new forms of governmentality; 3) local and transnational economic aspects; 4) old and new epistemologies found in disciplines of "otherness". As a result, the paper will examine global intercultural management, one of the most influential and widely spread contemporary integration cultures and carry out an analysis of its theoretical assumptions and ambiguous effects on the intercultural training of teachers and social operators.

**4** **M<sup>a</sup> Asunción ROMERO LÓPEZ**  
**Initial Training by competences for Teachers in the European environment. Implications for the educational formation in the Faculty of Educational Sciences of Granada**

**Abstract:** There are many concepts and definitions dealing with competence, there has been an extensive literature on this topic from the first half of the previous century. Generally, when defining what competences are, there are aspects that are repeated in specialized literature which ratify their essence: systems of knowledge; systems of habits and abilities; attitudes; expectations; activity-related; problem-solving; and decision-taking. In the analysis of General Psychology, the concept of competence contains, from a theoretical point of view, what is related to the formation and development of human abilities, understanding them as individual psychological particularities of personality, these being the conditions to carry out a given activity successfully. They reveal the differences in the mastering of knowledge, the abilities and habits necessary for it. These capacities may refer to five fields of human development and learning: the cognitive and intellectual field; the motor and skills field; the affective and emotional field; the relational and communicative field or the socio-professional insertion field.



## ● WG 4 - Open Worlds and Open Education

## ROOM ANDALUCIA II

1 Panayota GOUNARI *University of Massachusetts Boston (USA)*2 Javier VALLE *Madrid Autonoma University (Spain)*3 Kirk PERRIS *University of Toronto (Canada)*4 John SCHOSTAK *Manchester Metropolitan University (UK)* and Jill SCHOSTAK *University of East Anglia (UK)*1  
Panayota GOUNARI**Consumer or Citizen? Pedagogies, Identities and Discourses for a Globalized World**

**Abstract:** My proposed paper explores the ways education can translate private worries into public issues in a global ever-changing world where neoliberalism is rapidly becoming the hegemonic discourse and as an economic, political, and cultural practice is dismantling the bridges between private and public life. I am looking into the use of language as discourses and discursive practices in commodified spaces. Neoliberalism has managed in part to achieve a measure of transparency and inevitability through a powerful discourse of “universality” and “Truth.” One way that market ideology is naturalized and disseminated is through the use of a de-historicized language. I suggest a revitalization of politics through a historical language and the invention of new vocabularies, the emergence of counter discourses, the cultivation of a culture of inquiry that will produce an active political identity for individuals and communities. By denuding the language that is used to legitimize the current social and political (dis)order, we can recognize the limits and social costs of a neoliberal philosophy that reduces all relationships to the exchange of goods and money. Education is a vital space for the materialization of this project. I propose a type of literacy that moves beyond “communicative action” and “interpretive understanding” to structure and inform a language of critique and possibility. In addition, there needs to be a link between a decommodified language and a notion of human agency as the mediation between constraints and possibilities. Again, education can and should be the arena of such struggle.

2  
Javier M. VALLE**Analysing the flows of the ERASMUS Spanish students in the education field. Which are their favourite countries of destination?**

**Abstract:** This presentation tries to show the fluxes of the ERASMUS students in the field of education of five Spanish universities. It is a part of a wider research presented in October 2005 on “Mobility of university students in Spain” conducted by Ferran Ferrer from University Autònoma de Barcelona. This presentation focuses on the chapter related to the “Eligibility Index”, an instrument created in the doctoral thesis of Dr. Valle, that allows to know the potential of attraction of different countries when receiving ERASMUS students.

3  
Kirk PERRIS**Social mobility through open education: The open university systems in the emerging powers of India and China.**

**Abstract:** The provision of open and distance education has gained transnational prominence as a cost-effective, equitable and accessible means towards enhancing quality higher education opportunities, particularly in the developing world. The respective open university systems in China and India, for example, have a well established and widespread institutional network educating nearly 10% of their respective tertiary-attending populations in these non-formal settings. This paper first traces the origins of the open university system from its European roots to its current variants in the emerging nations of India and China. A comparative study of these Asian giants ensues. The comparison focuses on the following: historical beginnings, programmes and methods of delivery/instruction, technological sophistication, enrolment, institutional organization, funding, geographical penetration and the associated obstacles to learning in a single mode system. The paper concludes drawing on the future expansion of the open university system and how the distinctly unique models of open and distance education in India and China deserve attention from other areas of the developing

world facing a largely unmet demand for higher learning. Finally, a re-thinking of open and distance education provision in terms of curricular offerings to new areas of employment in the economy, employment opportunities availed to open university graduates in comparison to formal university graduates and the impact of the internationalization of higher education is addressed.

4  
John SCHOSTAK, and Jill SCHOSTAK  
**Education, radical democracy and the politics of place, community, person and time.**

**Abstract:** The role of education is explored in the context of the emergent or ‘next generation’ information technologies which through the European Union’s FP6 and upcoming FP7 programmes are developing ambient, intelligent, anywhere, anytime technologies. Traditional approaches to ‘schooling’, ‘training’, ‘education’ are inadequate to meet the challenges. The concepts of person, place, community and time are rendered out of joint by these technologies. It is argued that education in such globalised, technicised contexts needs to be informed by the radical democratic approaches of such political theorists as Laclau and Mouffe, Rancière and Castoriadis if it is to remain relevant. In order to explore these ideas a range of recent research projects – funded by DfES, Creative Partnerships and the EU - on the use of information technology to support on-line communities are drawn upon. One contemporary commercial organisation currently has 100,000 school aged children on-line as well as over 11,000 teachers and is aiming for 2 million across the world. What now does this mean for the concept of ‘school’, community/national/cultural identity, ‘place’? Who is it for? Who ‘controls’ its agendas, its courses, its contents, its ‘standards’? And ‘who’ is on-line, what are their intentions? How are the vulnerable to be protected? Education is intimately tied up with the rights of individuals, issues of freedom and of equality. The paper explores what it means for education to be open to cultural, individual, social difference critically examining the principles, the practices, the frameworks that need to be considered and implemented.

## ● WG 5 - Old Empires and New Empires

## ROOM SEMINARIO III

**1** Erwin EPSTEIN *Loyola University of Chicago (USA)*

**2** Oliver MEUNIER *Institut National de Recherche Pédagogique (France)*

**3** Veronika SUSOVA *Charles University of Prague (Czech Republic)*

**4** Maria PAGOURTZI *Greek Society of Comparative Education (Greece)*

**1**  
Erwin EPSTEIN

### **A Dark Hidden Chapter in the History of Comparative Education: The Nazi Quest for Domination**

**Abstract:** Comparative education has on occasion been a vicious battlefield of rival ideologies. Never was this truer than in the 1930s when the Nazis came to power in Germany, a period of time that was critical in the professionalization of the field. The blessings bestowed on Nazism by intellectuals gave fascists much of the justification they needed to convince the masses that a feeling of Nazi superiority was morally correct. This paper is about the role that comparative education played in the Nazi plan for domination as well as its role in the struggle to contain the Nazi quest. It focuses mainly on three principal actors: the Nazi, Alfred Baeumler, and two comparativists who opposed Nazi domination, Izak Kandel and Friedrich Schneider. At the center of this struggle was the effort to control the first internationally recognized journal in comparative education, the *International Review of Education*.

**2**  
Oliver MEUNIER

### **Towards a recognition of the knowledge forms of diversity in contrast to the globalisation of education systems?**

**Abstract:** In front of the international organizations rhetoric preaching for a standardization and a homogenisation of the school systems, other alternatives remain possible. They are still visible in certain countries of the South where the knowledge can more easily circulate and reformulate itself while adapting to the various sociocultural contexts by successive dialectical ones between school education and traditional education. Through the Niger case, we will see how a system, which is unaware of diversity and refuse dialectical forms of knowledge, leads to the school failure and the rejection of the school. With the Brazilian Amazonian case, we will see that it is by the cultural diversity recognition and the dialectical of the various forms of knowledge inside the school, that it is possible

to support the school success and the school desire. Thus, the analysis of Southern countries and their aporias can help the countries of Northern countries to solve theirs. A nation being generally intercultural, the cultures must be implemented into dialectical to build a system which takes into account diversity, which is opposite to the standard concept. This dialectical intercultural has got all its place in the European construction, being presented then like an alternative to the homogenizing models coming from the international organizations rhetorics (OECD, the IMF, OMC, the World Bank, etc.) and taken back by the European Commission.

**3**  
Veronika SUSOVA

### **Empire in the School: Political Socialization Strategies within Educational System of Multiethnic Empires: Habsburg Monarchy and Russia in Comparative Perspective**

**Abstract:** This contribution aims to analyze political socialization's strategies introduced by the imperial regimes of two Central and East European multiethnic states: Habsburg Monarchy and Russia in cca 1875-1917. I understand the school (primary & secondary) as a field for political communication and as an agent of political socialization process. By means of an interdisciplinary analysis of school textbooks of geography, history, civic education and homeland study, reading books and language textbooks I observe particular strategies aimed to spread and reproduce "an imperial identity" within educational system. I focus on formative strategies (a construction of desired attitudes and relations to political authority), historical narrations (as a legitimization strategy of both empires) and integrative strategies (ways of construction of state unity within multiethnic context). However textbooks represent a crucial source of my research, I also focus on their contextual analysis. Textbooks were appointed for school use and were tied to a special ethos of the school with its organization of time and work, strict hierarchy, hidden curricula, disciplinary and labelling powers. But I don't ignore the whole political context of official school

curricula and I analyze some legislative regulations of the educational systems in Habsburg Monarchy and Russia. My contribution explores ideological contents as well as disciplinary strategies, which participated in regulation and reproduction of political culture or transmission of desired attitudes to politics (and authorities) in both empires.

**4**  
Maria PAGOURTZI  
**The European University Association and the Bologna Process**

**Abstract:** European University Association (EUA) has been closely involved in the Bologna Process, since it was conceived, firmly supporting the need for a more coherent higher education and research system in Europe. EUA's major role is to ensure the full involvement of the universities at each step in the Process as the only way of ensuring sustainable reforms and a lasting impact. The Bologna Process aims to establish a European Area of Higher Education by 2010. The objectives are the introduction of undergraduate and postgraduate levels in all countries, with first degrees no shorter than 3 years; a European Credit Transfer System; the elimination of remaining obstacles to the mobility of students and teachers. EUA believes that the full support of Europe's higher education institutions is essential to achieving the objectives of the Bologna Process. It is for this reason that EUA actively promotes activities in a variety of fields, in order to enable its members across Europe to work together in addressing the Bologna objectives and in finding the best methods for their implementation. The main question is the following: will the involvement of the EUA promote excellence - and not only "quality" - in the field of higher education and research, as the Bologna Process aims?

## ● WG 6 - International and regional developments and local constraints

ROOM ANDALUCÍA II

**1** Richard VERDUGO *National Education Association (USA)* and Gabriela LEMUS *League of United Latin American Citizens*

**2** Mustafa SAGLAM and Dilruba KURUM *Anadolu University (Turkey)*

**3** Zeynep TATLI, Tuba GOKCEK and Selcen CALIK *Karadeniz Technical University (Turkey)*

**1** Richard VERDUGO and Gabriela LEMUS  
**The Education of the Hispanic Population, 1870 to 2000: A Birth Cohort Analysis**

**Abstract:** The education of the US Hispanic population is not an exemplary story. Examined in terms of achievement and attainment, Hispanics are more likely to drop out of school than other ethnic-racial groups, less likely to attend college and complete college, and do not perform as well on national standardized tests and whites and Asian Americans. Has the educational status of the US Hispanic population gotten better over time? The purpose of our paper is to assess change in the education of the US Hispanic population by examining data for Hispanic birth cohorts for the years 1870 to 2000. Data for our study are the 5 percent samples from the 1970, 1980, 1990, and 2000 Decennial Census, or the 5 percent IPUMS data set. Birth cohorts are determined by persons in each Census year who are age 25 to 100 and who have completed their education. With this in mind, we create the following birth cohort (BC) categories: 25-29, 30-39, 40-49, 50-59, 60-69, 70-79, 80-89, and 90-100. These categories apply to all years of the Census data being used in our study. Thus, persons age 90-100 in 1970 were born in the years 1870 to 1880. In 2000, persons age 25-29 were born between 1971 and 1975. For each BC we examine four educational statuses: average number of schooling completed, school level completed, college enrolment, and college degree. Our analysis also controls for gender, Hispanic ethnicity, and immigration/citizenship status.

**2** Mustafa SAGLAM and Dilruba KURUM  
**Turkey's Pursuits in Training and Quality Development of Academic Staffs in Higher Education**

**Abstract:** In Turkey, to maintain and to develop the radical changes done in political, economic, and cultural fields, along with state's fundamental policy- development and becoming contemporary great efforts are made in education in terms of not only ensuring quantitative developments, but also improving qualities. In Turkey, one of the fields in education to be improved in terms of quality is higher education. Higher education in Turkey includes all institutions serving two-year programs after secondary education, undergraduate and postgraduate programs. In accordance with the state's science policy, the aim of higher education is to train students according to their interest, skill, and talent with respect to the needs of high quality human power in production, government, and service fields. Moreover, doing researches, publishing the results, noticing informative spoken and written data that increase the living standard of society and finally, serving informal education are among the aims of higher education in Turkey. The main role to reach these aims in higher education institutions is undertaken by academic staff. Having important roles and responsibilities in teaching, doing researches, and governing dimensions, the academic staffs are the main productive power to ensure the structural development and to increase the quality of the institution. There are some criterion set by Higher Education Committee University Senates for ensuring academic progress and giving academic title of staffs working in higher education institutions. 1. Anadolu University In this study, steps followed to train the academic staffs working in Turkish higher education institutions, and studies regarding to improve their qualities.

**3** Zeynep TATLI  
**Tuba GOKCEK and Selcen CALIK, Comparison of Turkey and European Union in Primary Education**

**Abstract:** As among the candidates of European Union (EU), it is known that one of the most important issue that Turkey sensitively emphasize during the adaptation process is "education system". Adaptation works at EU in the field of education begin before taking the deliberation date. With the decision of Ministry of Education in 2001, "EU Adaptation Committee" was set up. The committee reviewed the EU education system, determined the topics related to the vision of Turkish Ministry of Education and legislated laws and regulations to ensure Turkish laws' adaptation to EU. In this direction, with the agreement between Turkish Republic and EU, Support to Basic Education Programme (SBEP) was started under the control of Ministry of Education Project Coordination Center Presidency (PCCP). At the scope of this programme, reformed elementary curriculum (1-5th grade) was tested in nine cities (Ankara, Bolu, Hatay, İzmir, Kocaeli, Van, Diyarbakır, İstanbul, Samsun) and 120 elementary schools during the 2004-2005 instructional years. After the pilot study, reformed programs (grade 1-5th) went into effect in overall Turkey. Reconstruction studies for grade 6-8th curriculum still continue to develop and planning to be finished successively in three years. The purpose of this study which was conducted by literature review method is to put forward the existed situation in Turkish primary education from the point of it's perception of the education, compulsory education process, physical opportunities and teacher sufficiency then on the basis of these criteria make comparison with EU system.

## PARALLEL SESSIONS 6

Wednesday July 5<sup>th</sup> | 15,30 - 17,00

### ● WG 1 - Social risk and exclusions

ROOM ANDALUCÍA III

1 Jacqueline MOSSELSON *University of Massachusetts (USA)*

2 Janet YOUNGBLOOD *Teachers College/Columbia University (USA)*

3 Thomas PEDRONI *Oakland University (USA)*

4 Antonio BURGOS GARCÍA *Granada University (Spain)*

1  
Jacqueline MOSSELSON

**Critical psychology and social exclusion: refugee identity concerns and the implications for comparative education**

**Abstract:** Notions such as the power of discourse, the discourse of power, governmentality and the dissemination of knowledge have allowed scholars in the field of Comparative Education to chronicle the circular effects of global pressure coupled with the responses of local practice. This presentation uses this theoretical challenge to explore how mainstream psychology, as the dominant theoretical influence on education, positions refugees on the peripheries of their new societies. I will discuss the gap between identity development paradigms and the actual experiences of refugees, and conclude that in this era of broadened cultural contexts, refugees may be more concerned with their own personal cultural hybridity and less concerned with issues of assimilation or adaptation to local cultural norms. Through a critical discourse analysis of the self-narratives of fifteen Bosnian refugees, I articulate an alternative approach to refugee education. This emergent paradigm captures ways refugees consciously balance their ethnic and new national identities in understanding themselves, their lives and how they represent themselves to others. Implicit throughout will be an analysis of the conditions of social exclusion produced in the educational field and suggestions for change. I discuss how different notions of integration and adaptation were understood and acted upon by the various actors, and how understandings of refugee adaptation and identity development have evolved over time. By examining the role of schools in adaptation, I will explore how existing paradigms enclose and confine the individual, and how the needs of refugee populations can be better met by teachers and schools.

2  
Janet YOUNGBLOOD  
**Social Capital and Political Efficacy: How is one translated into the other?**

**Abstract:** This paper examines a problem posed in the literature about how social capital is translated into political efficacy and, more precisely, how the issue of generalized trust and other attitudinal components of social capital emerge within one of the central institutions of democracy—the political party. This paper focuses on the role of government in stimulating or preventing people from participating in public life in the United States. Some of the paper looks at findings from a research study of active political party members in the United States.

3  
Thomas PEDRONI  
**The Social Epistemology of "Homelife": The State, the Family, and Curriculum Reform as a Form of Governance**

**Abstract:** Over the past twenty years the scholarship of Thomas Popkewitz has dramatically refigured the ways in which educational researchers are able to understand the interaction of the normative discourses structuring curriculum policy with those populations—particularly parents, students, and teachers—who emerge as the subjects of such policy. For Popkewitz, “systems of reason [conceived in the social sciences] generate principles of differentiation and division through which the representations of actors and standards of action are constructed” (1999b, p. 21). He asserts that these systems of reason should be approached “as historically constructed systems that classify, differentiate, and divide the objects of the world and ‘self’ to be known.” Popkewitz concludes that “the systems of classification thus function as governing principles in which individuals ‘see,’ think, feel, and act.” As a set of brief examples from policy documents concerning the role of parents in education will help illustrate, current educational reform discourses represent a struggle for monolithic notions of identity of the parent and child which produce new exclusions. Notions of parents as partners with the school in the education of their children, and of parents as empowered consumers

within flexible and responsive educational markets—the hallmarks of many present reform efforts—produce disciplining strategies in administering the inner capabilities of the individual parent and child who are to act as self-responsible and self-motivated citizens. Tools of analysis developed by Popkewitz assist us in identifying, and therefore countering, the exclusions that such discourses and disciplining strategies produce.

4  
Antonio BURGOS GARCÍA  
**The Integration of Occupational Safety and Health into Education in the European Union. Politicians based In Good Practical in the Education and the Professional Formation**

**Abstract:** In the strategy of the European Union, as regards security and health in the work, the education and the prevention they are two factors key for to maintain and to improve the quality of the work. In this presentation I offer a general vision of examples of good practical coming from all Europe as well as rules that allow to elaborate a systematic strategy to integrate the security and the labour health in the education and the professional formation. The European Union wish integrate occupational safety and health into education like one priority policy area. This means that different systems - with different institutions and different thinking - have to communicate with each other and to take joint action. The European Union strategy on health and safety has identified education and training as key factors to strengthen the prevention culture. There is a general description of good practice examples from Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, the Netherlands, Austria, Finland, Sweden and the United Kingdom. It covers all stages of education until the end of compulsory education: kindergarten, primary and secondary school, vocational education. As there is such a broad range of examples at different levels, with different organisations initiating the projects and different partners involved, the examples are divided according to three approaches: a 'holistic' approach, a curriculum approach and a workplace approach.



## ● WG 2 - Informationen societies and economies

## ROOM SEMINARIO 1

1 Zeynep HALILOGLU TATLI *Karadeniz Technical (Turkey)*2 Lorenzo DALVIT, Alfredo TERZOLI, Mamello THINYANE *Rhodes University, Grahamstown (South Africa)* and Naomi ISABIRYE *University of Fort Hare, East London (South Africa)*3 Adnan BAKI and Sakine SENSOY *Karadeniz Technical University, Faculty of Education (Turkey)*4 Mohamed HRIMECH *University of Montreal (Canada)*

1 Zeynep HALILOGLU TATLI  
**Differences in the Perceptions of the Fundamental Concepts Related to Computer According to Student Grades**

**Abstract:** In this paper, it is tried to be found out whether there is a relationship among fundamental concepts related to computer and if there is, does this relationship change among students from different grades. For this purpose, clinic interviews are held to learn students' opinions about the fundamental concepts related to computer and how did he/she shape those concepts in his/her mind. In addition to this, observation forms are used to determine how students use the concepts that they have shaped in their minds. This study is done in 2005-2006 academic year in Turkey. 20 students ( 50% male, 50% female ) were randomly selected from Grade 4, Grade 6, Grade 8 classes of a public elementary school, and Grade 10 class of a public high school located in the center of Trabzon. As a result of the study, it is found that the development of concepts among students from different grades shows no consistency and the most successful student group was Grade 4.

2 Lorenzo DALVIT, Alfredo TERZOLI, Mamello THINYANE, and Naomi ISABIRYE  
**A case study on the teaching of computer training in a rural area in South Africa**

**Abstract:** In our paper we describe an initial experience in introducing computers in a rural setting in Africa. Our focus group are school teachers in Dwesa, a rural community in Transkei, South Africa. Because of its proximity to a nature reserve and its history as the site of extensive ethnographic research, Dwesa has been chosen as the testing ground for the development and implementation of an e-commerce platform, designed to promote tourism and advertise local arts, crafts and music. The purpose of our intervention is to support the project by promoting computer literacy. A small computer laboratory has been deployed in one of the schools in the area and it has recently been connected to the Internet. Teaching and

tutoring activities take place during monthly visits of approximately one week, and involve young researchers from a previously disadvantaged as well as an historically privileged university. This ensures a synergy between technical expertise and understanding of the local context. In the initial phase, we trained teachers in the use of computers. Reflections on our activity so far clearly highlight three main peculiarities of teaching computer literacy in a rural setting in Africa. First of all, teaching material had to be reinterpreted and simplified. This has been done partly in collaboration with the teachers themselves. Secondly, it became clear that some basic technical expertise in loco is necessary to keep the laboratory "up and running". Thirdly, in order to avoid the creation of a relationship of passive dependency, it was crucial to activate the teachers in various ways. We are now at the beginning of the second phase. Some of the teachers have been trained as trainers and are teaching computer literacy to students and members of the community. Hopefully, this will activate the people involved and promote a sense of ownership of the project. To our knowledge, the training of members of the community as trainers is a novel approach to ICT education in rural areas in Africa.

3 Adnan BAKI and Sakine SENSOY ONGOZ  
**Development of a Web Based Instructional Site for Pre-service Teacher Education and Investigation of its Usability**

**Abstract:** A web based instruction site for Computer and Instructional Technology Education Department in Karadeniz Technical University was developed in this study. Before design of the site, a needs analysis survey was prepared with the participation of 145 students and 6 academicians. Through the suggestions and expectations of them, the site which contained the messaging system, synchronous and asynchronous classrooms, the project / homework system, various archives, academic forum parts was developed. A coding system which required the user name and key words to enter to the areas where the learning and teaching activities were made was added. ASP program-

ming language and M.SQL Server database were used while designing the site.

4 Mohamed HRIMECH  
**Compétences d'autoformation dans le milieu de travail stratégies et conditions d'efficacité**

**Abstract:** Dans un contexte de progrès rapide des savoirs et des technologies, les entreprises utilisent aujourd'hui des connaissances complexes, en évolution rapide et constante. Elles sont appelées à innover et à s'adapter aux changements pour rester compétitifs. Cette situation exige de la part de leurs employés une maîtrise de compétences professionnelles complexes et rapidement obsolètes. Pour se maintenir à jour et garder leur emploi, les travailleurs doivent savoir apprendre en utilisant des stratégies d'apprentissage adaptées et efficaces et le faire souvent par eux-mêmes, par autoformation. La formation formelle initiale ou continue, toujours indispensable, mais s'avère insuffisante, ne répondant que partiellement aux besoins des travailleurs et des entreprises. En effet, l'autoformation s'illustre comme une approche complémentaire, incontournable pour le développement et le maintien de compétences. Elle présente une souplesse et une spécificité inégalables pour mener à bien les tâches exigées des employés-apprenants d'aujourd'hui. Mais tous les employés maîtrisent-ils les stratégies d'apprentissage indispensables pour apprendre par eux-mêmes et acquérir ces compétences au travail? Cette communication rend compte des résultats d'une recherche sur les stratégies d'autoformation utilisées pour développer des compétences dans le milieu de travail. Elle permet d'identifier des stratégies efficaces, transférables et adaptables qui pourraient faciliter l'autoformation des travailleurs. Ceux-ci seraient ainsi en mesure de s'appuyer sur un répertoire de stratégies éprouvées, sorte de guide de ressources méthodologiques, qui les aiderait dans les tâches de recherche et de traitement de l'information reliées au travail.



## ● WG 4 - Open Worlds and Open Education

ROOM ANDALUCIA I

**1** M<sup>a</sup> Pilar O'CADIZ *California State Polytechnic University (USA)*

**2** Patricia PETERSON *Northern Arizona University (USA)*

**3** Yucel SIMSEK *Anadolu University (Turkey)*

**4** Philippe GABRIEL *Université d'Avignon (France)*

**1**  
M<sup>a</sup> Pilar O'CADIZ

**Identity Formation and Community Engagement: The California Living Histories Project, a Multi-Media Arts-Based Literacy Program.**

**Abstract:** This paper presents research of a successful arts-based literacy project, California Living Histories (CLH)—operating since 1996 as part of publicly funded after school programs in Pasadena California (serving K-12 students). Through self-exploration, collective research and artistic expression CLH participants re-create the world in images that reflect their individual and group identities in the face of urban anonymity and immigrant marginalization, affirming their active presence as part of a larger multidimensional community. A series of project-based enrichment classes develop participants' artistic and literary skills while fostering a sense of civic participation through public art installations. The CLH project is documented and analyzed from a critical pedagogy perspective, for its use of new media technologies to engage inner city children of diverse ethnic background in an exploration of self identity, cultural expression and the multiple meanings of community. This participant-observation case study builds on multiple data sources, such as student focus group interviews and individual surveys as well as staff and parent interviews conducted in 2005-2006, to inform the analysis. This qualitative narrative seeks to answer the following questions: How does the CLH experience impact the cultural identity and cross-cultural understanding of participants given its implementation in a multiethnic urban setting with high percentages of both Latino newcomer immigrants into a historically African-American community? How does CLH work to further enrich participant self-awareness and understanding of the cultural and social world in which they live? Does CLH engage participants in their community and foster their sense of citizenry?

**2**  
Patricia PETERSON  
**Utilizing Technology to Prepare Bilingual Special Education Teachers**

**Abstract:** As diverse cultural and linguistic populations enter the schools of the world, there is an especially critical need for additional special education teachers for students with disabilities from culturally and linguistically diverse backgrounds. Bilingual special educators are needed to appropriately identify, assess, and teach second language learners who may also have a disability. In response to the need for bilingual special education teachers in rural areas five innovative distance education programs have been developed to serve rural areas of the southwestern United States. FIRST is a doctoral program with ten students of Native American and Latino backgrounds. BRIDGE and BEST are graduate masters degree programs, and RISE and DREAMS are bachelors degree programs. Through technology, we have overcome the barriers involved with pursuing university study for rural students. This is especially important for Indigenous students who live in very remote reservation areas, do not have running water, chop wood for cooking and heat, power their lights and home computers with a generator, and must drive 50 miles on dirt roads to their local school teaching jobs. In addition, many Latino students who live in the border states with Mexico could become effective bilingual special education teachers if distance education can connect them with teacher preparation programs. This session will describe the components of each distance education program along with the challenges and solutions we have faced in the implementation of the programs. In this way, other educators can learn to replicate similar programs in their countries and local communities.

**3**  
Yucel SIMSEK  
**The Externalities of Distance Education**

**Abstract:** Economists say that one of the biggest logical reasons of governments to support and to encourage the education is the externalities which education reveals in various areas. According to Taylor (1999:15) educational externalities are some benefits which individuals that don't take into consid-

eration while they take some decisions about their education and go beyond the student reach the society. These benefits come out from education which decision makers should take into consideration and these are over monetary and non monetary benefits (Kavak ve Burgaz, 1994:29). It isn't easy to notice nor measure educational externalities which are generally non monetary. This situation can limit educational applications and especially the decisions of decision makers. However comprehensive researches indicated that educational investments reveal very important benefits. There are many positive impacts of educational externalities on productivity, technology, health condition, attitude of parents towards their children' education, reducing of crime rate and so on (Bennell, 1998:107-120). For example, it is put forward that the development of non profit organizations are the result of educational externalities. The researches show that educational externalities with in this context contribute 150 billion dollars which are 5 % to gross national revenue every year to American economy (Drucker, 1994:209). It can be seen that the externalities of education carry importance as much importance as direct and indirect functions of formal education. However, the externalities of distance education haven't been researched to show the potential till now enough. For that reason, a research was designed to reveal of distance education.

**4**  
Philippe GABRIEL  
**De la massification à la personnalisation dans l'enseignement supérieur européen: approche comparée de la diversité dans les capacités d'apprentissage, lors de l'accueil d'étudiants en mobilité.**

**Abstract:** Cette communication présente les résultats d'une enquête conduite par courrier électronique auprès de 300 universités de 9 pays européens. De mon point de vue elle s'inscrit vraiment bien dans le thème de la conférence. Elle visait à étudier les modalités d'accueil des étudiants présentant des troubles d'apprentissage de type dyslexique, dans l'enseignement supérieur européen. Différentes tendances fortes sont repérées ainsi que des 3 grands types de modalités de prise en charge.

## ● WG 5 - Old Empires and New Empires

## ROOM SEMINARIO 3

**1** Christine FOX *WCCES and University of Wollongong (Australia)*

**2** Angeliki KAPSAKI *Greece*

**3** Askarbek KUSSAINOV *Kazakhstan Academy of Pedagogical Sciences*  
and Kulamerger MUSSIN *Kazakh National Pedagogical University (Kazakhstan)*

**1**  
Christine FOX

### Doing narrative research in the postcolonial world

**Abstract:** Narrative research is a particularly exciting field of exploration and analysis in comparative and international education contexts, given the comparativists' critical awareness of the complex nature of the different discourses of power and ideology across cultural, geographical and national boundaries. Human life is narratively structured and constructed; narrative research captures the lived experience of human interaction, often by means of metaphor. Paul Ricoeur (1991) talks about narrative identity, 'the sort of identity to which a human being has access thanks to the mediation of the narrative function', the narrative being a fusion of both the historical and fictional. There is a compelling need to embrace narrative as a method of listening to and heeding the voices of experience across borders; a method of dissolving the artificial boundaries that divide one culture from another. The focus of the seminar will be on 'doing' narrative research in the metaphorical 'field', drawing on the presenter's recent experience in Indonesia, Sri Lanka and Laos, and exploring the joys, benefits, contradictions and concerns of documenting research with practitioners in the field in an intercultural context. Discussion will centre on how the 'doing' fits within our theoretical frameworks, drawing out ideas from a postcolonial perspective.

**2**  
Angeliki KAPSAKI

### Unesco and EU as actors of globalisation of educational policy in Higher Education: Stabilities and mobilities in international transfer in 1974, and 2006 in Greece

**Abstract:** In this paper first we present the proposals of UNESCO for the agenda setting and the concrete policy measures suggested for the Greek Tertiary Education by an experts Reconnaissance mission in collaboration with the World Bank in 1974 just before the collapse of the military dictatorship. These measures are compared to: a) the policy agenda for Higher Education of Unesco at that time b) the Greek dictatorial government's agenda for Higher Education and c) Western governments reforms. These comparisons show that the changes promulgated were linear solutions within the education-economic growth paradigm that approximated education systems to the same pattern regardless of their cultural and sociopolitical context. Then the experts proposals are compared to the E.U. Bologna and other recent EU declarations for Tertiary Education to show the convergences of the UNESCO experts proposals e.g the recognition of economic importance of higher education, the goals set by the EU concerning adoption of a Higher Education system based on cycles of studies, establishment of a credit accumulation system, relevance to the labour market, lifelong learning, new governance rules, e.t.c. These convergences are interpreted in relation to neoliberalism, economism and discourses about the knowledge economy. Finally, an attempt is made to specify the processes of influence and the impact of the E.U. directives on the current university law proposal in Greece, considering the outcoming reactions and local-national constraints.

**3**  
Askarbek KUSSAINOV and Kulamerger MUSSIN

### Educational changes in Kazakhstan: Purposes of reforms

**Abstract:** In this presentation we discuss the process of changes in education system of Kazakhstan: stages of reforming; main goals of the education system reforms; provision of high quality of education; national culture; education and science development for human capital and sustainable development in accordance with the country economy demands, satisfaction of the society, personalities and state requirements, purposes and tasks arising during a transition from 11 year on 12 year secondary education schools... On each educational level will be marketed corresponding educational programs.

● **WG 6 - International and regional developments and local constraints**

**ROOM ANDALUCÍA II**

**1 Alexis OVIEDO and Danny WILDEMEERSCH *K.U. Leuven (Belgium)***

**2 Stephanie WILDE *Oxford University (UK)***

**3 Oktay Cem ADIGUZEL and Çetin TERZI *Anadolu Üniversitesi (Turkey)***

**4 Giovanni PAMPANINI *University of Catania (Italy)***

**1 Alexis OVIEDO and Danny WILDEMEERSCH**  
**Intercultural Education and Curricular Diversification. The Case of the Ecuadorian Intercultural Bilingual Education System (Moseib)**

**Abstract:** This paper discusses the Intercultural Bilingual Education System Model in Ecuador (MOSEIB). The main purpose of this paper is to analyse MOSEIB's present situation as an achievement of indigenous nationalities which for a long time have struggled for their right to have an educational curriculum of their own, in accordance with their own culture and expectations. Our analysis of MOSEIB will be based on three research questions: The first one is how MOSEIB today gives an answer to the intercultural tensions of the past. For this reason it is necessary to make a historical reconstruction of Ecuadorian education from the moment when institutions were created to spread Hispanic catholic indoctrination across the Indians, until the official recognition of MOSEIB, as a cultural right of indigenous peoples. Another question is about the particularity of the MOSEIB model as compared with other solutions developed in neighbouring countries in Latin America and elsewhere. Therefore we ask how and to what extent the intercultural education policies and practices in Ecuador differ from the models which have been developed in other countries, especially in Latin America. A third question concerns the perspectives of curricular diversification in the Ecuadorian school system. The question is: how do the curricula relate to the reality of the the Quichua indigenous nationality and its communal environment, rituals and agricultural schedules? In our paper, we will clarify why these questions are relevant to direct our research activities and how we hope to find answers.

**2 Stephanie WILDE**  
**Further Education in England and Wales: a particular comparative challenge?**

**Abstract:** The research reported in this paper examines the further education (FE)

sector in England in comparative context, focusing particularly on New South Wales (Australia), Sweden, Finland and Ireland. Difficulties in comparing the post-compulsory provision in the countries are outlined, as well as the major emergent themes. These include: the role of governance, the role of employers in the system, the role of the social partners, as well as the importance of the attractiveness and flexibility of provision in order to engage young people with education and training. Issues of progression routes, to both employment and HE, and lifelong learning are also considered. The paper examines the particularity of the further education sector in England, and the problems associated with the current 'policy busyness' and 'policy amnesia' in that country. OECD indicators show that post-compulsory participation in the UK is moderate, at around 76%, and relatively static. This is viewed as a policy problem in England, and a raft of policy initiatives has been deployed in order to raise participation levels, without significant success. Short-termism in further education reforms in England is critically assessed, and the benefits of a longer term approach to reform, as evidenced by Sweden, are discussed, as well as the potential pitfalls of over-emphasis on the demands of employers, as evidenced by New South Wales (Australia).

**3 Oktay Cem ADIGUZEL and Çetin TERZI**  
**Apprendre tout au long de la vie : quels objectifs et quelles strategies dans le Système Éducatif turc**

**Abstract:** Développement des relations entre les états membres de l'Union Européenne et la Turquie, « candidate actuelle » nécessite un partage de l'ensemble des concepts dans le domaine d'éducation tout en gardant chacun ses spécificités. Le concept d'apprentissage tout au long de la vie constitue donc l'un des concepts dans cette dimension. L'apprentissage tout au long de la vie vise à atteindre plusieurs objectifs parmi lesquels : améliorer la transition entre l'éducation et la vie active, diminuer le chômage, diversifier l'offre d'éducation et /ou de formation, reconnaître les apprentissages informels,

valider les acquis professionnels. Le concept d'apprentissage tout au long de la vie trouve les définitions et les objectifs différents liés à la diversité des systèmes d'éducation et de formation dans l'Union Européenne. Dans notre contribution, nous définirons ce concept et ses objectifs principaux dans le système éducatif turc afin de dissocier ses spécificités par rapport aux autres pays de l'Union Européenne. Ce concept peut impliquer également aux différents niveaux d'éducation. Dans notre contribution, nous identifierons les niveaux d'enseignement explicitement concernés dans le système éducatif turc et les besoins qui nécessitent une éducation tout au long de la vie. Nous chercherons à caractériser également les dispositifs institutionnels qui ont été mis en place par les pouvoirs publics turcs pour le structurer et coordonner. Pour conclure, notre contribution, apporterait les analyses concrètes pour favoriser la compréhension et l'interprétation de la nature des contextes dans lesquels le concept d'apprentissage tout au long de la vie s'est progressivement intégré dans les systèmes éducatifs turc.

**4 Giovanni PAMPANINI**  
**My town towards Sarajevo": lessons for the field of Comparative Education taken from the preparations for the World Congress.**

**Abstract:** As a proponent of the next World Congress of Comparative Education to be held in Sarajevo from 3rd to 7th September, 2007, I have set up the project "Catania towards Sarajevo" in order to let the whole of my town, Catania (Italy) participate in the World Congress. The project "Catania towards Sarajevo" represents, therefore, a kind of democratic, co-operative initiative aiming towards an overall cognitive and peace end. In this presentation I would like to stress the educational meaning of this project by describing in some detail the specific activities being undertaken by different sectors of the population in Catania "towards Sarajevo"

## Young Researchers Group

Wednesday July 5<sup>th</sup> | 11,30 - 13,30

## ROOM SEMINARIO 7

- 1 Christopher MEDALIS *Columbia University, New York (USA)*
- 2 Bärbel SINGER KOLB-BON *Universidad de Baja California Sur (Mexico)/Arizona State University (USA)*
- 3 Miao ZHAO and Danny WILDEMEERSCH *Centre for Comparative, Intercultural and Development, K.U.Leuven (Belgium)*

### 1 Christopher MEDALIS

**Educational exchange programs and their influence on Higher Education Reform in Central Europe since 1989: A Case Study of the Fulbright Program in Hungary**

**Abstract:** My paper is a presentation of the preliminary results of my dissertation research, in which I examine the role that exchange programs may play in the transformation of a country's higher education system and the influence that they may have on higher education reform processes. I focus on post-1989 Hungary as a case study, and particularly on the Fulbright Program as a possible agent of change. The focus of my research is the Hungarian higher education reforms and university transformation of the 1990's. I trace these reforms, explore the role of motivating factors and key players, and examine what Fulbright scholars, students, and professors, both Hungarian and American, contributed to this process. I present my analysis of contemporary documents of the Hungarian Ministry of Education, universities, and education legislation; as well as results of a questionnaires and interviews I have conducted with key contributors in Hungary's higher education reform process, including Hungarian education experts, officials, professors, university leaders, and Fulbright scholars themselves. My paper explores questions concerning the results of international academic exchange activities, both the new identities and outlooks which are often formed in their participants and the forum for international educational dialogue which arises. I present the impact that such an international movement of scholars has, and link it to results in macro-level policy shifts and reforms. I also address educational transference and its local contestation and adaptation, as well as the transformation of post-Communist higher education systems in Central and Eastern Europe.

### 2 Bärbel SINGER KOLB-BON

**Mexican Higher Education Policies from 1990-2006 or the Fate of Mexican Public Universities**

**Abstract:** This paper will analyze the main policies implemented during the last fifteen years in the system of higher education in Mexico. The author argues that in order to understand these policies, the concept of neoliberalism, and particularly Milton Friedman's ideas about education and the role of the market and the government, need to be discussed and critically examined. As an alternative to Friedman's framework the author will present Noam Chomsky's and Robert McChesney's critique of neoliberalism. Finally, this work concludes with some thoughts about the future of Mexican public universities and quality instruction.

### 3 Miao ZHAO and Danny WILDEMEERSCH

**Internationalisation of higher education in Europe: towards an inclusive university environment for foreign students**

**Abstract:** This presentation will be cooperated with Prof. Danny Wildemeersch. Higher education is characterized now more than ever by globalisation and internationalisation. In recent years, with an attempt to occupy a larger chunk of the lucrative international market, Europe has started to catch up with the pace of the US and Australia in recruiting foreign students. It intends to establish the European area of higher education by 2010 through the Bologna process and further enhance the attractiveness and competitiveness of the EU higher education to other parts of the world. However, as the number of foreign students grows, the traditional euro-centric education deeply rooted in Western European universities has to be questioned. The term "inclusiveness", which sits alongside "diversity", is therefore a key term for internationalisation of higher education in Europe. This paper will start with an overview of the conceptual framework of globalisation and internationalisation; followed by a brief introduction of the educational policies within the EU and the corresponding reforms in the member states. It will then analyze the multicultural education from a numeric orientation to a comprehensive one. In the final part, international dimensions at the K.U.Leuven will be explored to look at how we create an inclusive university environment for foreign students through the international student support services, the internationalised curricula, and the recognition of diverse teaching and learning.



**1** Sameena EIDOO *University of Toronto (Canada)*

**2** Sarah CROCHÉ *Facultés universitaires catholiques de Mons (Belgique)*

**1**  
Sameena EIDOO

**The Organization of the Islamic Conference (OIC) and the Islamic Educational, Scientific and Cultural Organization (ISESCO): Governance, Education and Social Cohesion in the Transnational Muslim Community**

**Abstract:** This paper discusses issues of identity and social cohesion from the perspective and practice of new mobilities—the educational initiatives of two intergovernmental organizations: the Organization of the Islamic Conference (OIC) and the Islamic Educational, Scientific and Cultural Organization (ISESCO). The OIC and its specialized institutions, such as ISESCO represent present-day versions of governance in the Islamic world. The OIC and ISESCO are concerned with the promotion and protection of the world’s estimated 1.4 billion Muslims. The transnational Muslim community is characterized by diversities: ethnic, racial, linguistic, denominational, socio-economic, etc. Achieving unity and harmony or “social cohesion” among all Muslims is the penultimate goal of the OIC and ISESCO. Under its charter, the OIC aims, for example, to promote Islamic solidarity among member states; to support the struggle of the Palestinian people; to support all Muslim people in their struggle to safeguard their dignity; and, to contribute to the eradication of racial discrimination and all forms of colonialism. Working within the framework of the OIC, ISESCO seeks, for example, to strengthen and promote cooperation among member states in the fields of education, science, culture and communication according to Islamic values and ideals; and, to contribute to the achievement of world peace and security. This paper pays particular attention to the Muslim identities and interpretations of Islam legitimated by the organizations’ educational initiatives. The challenges, prospects and implications of the work of the OIC and ISESCO in education for social cohesion within the transnational Muslim community are addressed.

**2**  
Sarah CROCHÉ

**Le rôle de la Commission européenne dans le processus de Bologne**

**Abstract:** Cette proposition s’appuie sur une recherche doctorale en cours qui porte sur le rôle de la Commission européenne dans le processus de Bologne. Elle vise à mettre en évidence les mécanismes par lesquels la Commission européenne est parvenue à s’imposer dans un projet dont elle était exclue à ses débuts en 1998. La Commission européenne était explicitement écartée de l’initiative de la Sorbonne en 1998. L’observation longue de l’avancée du processus de Bologne montre pourtant son influence croissante jusqu’à son contrôle partiel du processus en 2005. Le passage d’un statut d’observateur en 1998 à celui d’acteur incontournable dans le processus décisionnel en 2001, et plus encore en 2005, incite à s’interroger sur les mécanismes qui ont permis à la Commission européenne d’intégrer le processus de Bologne et d’acquérir une influence déterminante dans son pilotage. En partant de l’analyse selon laquelle le processus de Bologne est un mécanisme de coopération/compétition, cette communication veut discuter l’hypothèse selon laquelle la Commission est parvenue à contrôler partiellement le processus parce que d’une part, elle met à disposition des pays membres du projet les outils qui leur permettent de coopérer au niveau européen et d’entretenir à l’extérieur l’illusion de la construction d’un espace européen de l’enseignement supérieur (cadre global de qualifications, agence ENQA, etc.); d’autre part, elle fournit aux états du continent européen les instruments qui leur permettent de se placer au mieux sur la scène internationale et dans la chasse aux meilleurs cerveaux (Erasmus Mundus, Programme communautaire Tempus Meda, etc.).



## Seminars & Workshops

### Cultural Diversification of Global Knowledge Patterns

*Coordinator: Jürgen Schriewer (Humboldt University, Berlin)*

Modern educational systems have been constructed on the premise that the advancement of educational institutions is a national task, thus bringing nationalist and modernization forces together. Educational reformers and political leaders alike promoted the advancement of the nation as a political community in order to enforce educational expansion. Despite the national undertone of these programmes, national educational systems can nevertheless be said to have followed "global" or "universal" patterns of development, at least with regard to many institutional aspects. Almost all countries created central administrative agencies for the steering of educational systems, guaranteed the right to education in their constitution, introduced laws of compulsory education, and extended educational services to the majority of the population. Even if policy implementation does not meet these goals, these topics remain unchallenged in policy talk and in the discourses on the legitimization of institutionalized education. School curricula around the world display, in their overall design, more commonalities than differences in content and models of class teaching, suggesting that many aspects of daily life in educational institutions are also "universally" patterned.

Similarly, it has been argued that not only institutional developments follow patterns which can be described as "global" or "universal". Also forms of knowledge, most of them of Western descent like science, research and rationalization, are depicted as spreading in ways indifferent to context or culture. Current developments resulting from increasing economic and cultural entanglement on a global scale, normally referred to as "globalization", reinforce the idea of global knowledge patterns, further enhanced by the increasing possibilities of communication and exchange.

From this perspective, it remains unexplained how different paths of educational development, the cultural meanings attached to them and the regional variations in the structure and functioning of educational systems succeeded to be there. We are arguably witness to these kinds of cultural or local peculiarities in almost all educational systems. The analyses of this symposium will therefore aim to shed light on processes in which purportedly global forms of knowledge follow culturally diverse paths, both in history and in the present. The adoption, interpretation, and contextualization of global forms of knowledge will be highlighted by looking at classical authors in education within different contexts; by comparing processes of selection and reinterpretation of globally available knowledge; and by explaining mechanisms of mediation and exchange, such as local constructions of "internationality" or internationally active networks.

If institutions are culturally shaped and as meaningful realities shape the lives of societies and their members, knowledge as a symbolic construction is essentially culture-grounded. The analyses presented in the symposium aim to differentiate purportedly global patterns of knowledge and show their embeddedness and semantic implications within specific cultural contexts.

Wednesday July 5<sup>th</sup> | 9,00 - 11,00

ROOM ANDALUCÍA I

| 11,30 - 13,30

HOTEL SAN ANTÓN  
(Salón Alhamar)

#### PROGRAM:

Marcelo Caruso & Carlos Martínez Valle  
(Humboldt University, Berlin):

**Dewey in the Hispanic World:  
Argentina and Spain in the 20th century**

Rosa María Torres Hernández  
(Universidad Pedagógica Nacional,  
México)

**John Dewey and the institutionalization  
of rural schooling in post-revolutionary  
Mexico (1924-1934)**

Ana Isabel da Camara dias Madeira  
(Universidade de Lisboa):

**Dewey in Africa**

Barbara Schulte (Humboldt University,  
Berlin):

**The "Chinese" Dewey: Friend, Fiend,  
Flagship**

Jürgen Schriewer, Carlos Martínez Valle  
& GUI Qin (Humboldt University, Berlin &  
Capital Normal University, Beijing):

**Filters of Knowledge – The Cultural  
Selectivity of Intellectual Commerce**

Florian Kiuppis (Humboldt University,  
Berlin):

**World Level Nomenclatures and  
Classifications in the Context of  
Health**

Bernd Zymek (University of Münster):

**De-Constructing "Internationality"**

Eckhardt Fuchs (University of  
Mannheim):

**Bridging the Global and the Local:  
Networks in International Educational  
Politics**

Julia Resnik (Hebrew University of  
Jerusalem):

**International education: The decline  
of the Israeli School in Paris and the  
awakening of the Anglican School in  
Jerusalem**

## Seminars & Workshops

Wednesday July 5<sup>th</sup> | 9,00 - 11,00  
ROOM SEMINARIO 1

### Insecurity and the Desire for Security in North America: education at risk?

*Coordinators: Marianne Larsen (University of Western Ontario, Canada) & Sonia Mehta (Eastern Michigan University, USA)*

We argue that education is central to understanding the interplay between insecurity and desire within North American contexts. Specifically, insecurity produces desires that affect educational processes, and through educational practices, we are schooled to desire particular types of knowledge, norms, values and ideals. Our inquiry therefore revolves around two interlinking questions: How is security and insecurity understood in North America and what role do educational systems play in constructing desires for certain knowledge, values and modes of life?

Following from this, we further ask, who, and what, is excluded or privileged within this paradigm of insecurity, and what are the possibilities for educational systems within such a paradigm. Our activity in this conference is designed to complete this inquiry by provoking debates regarding the various understandings of 'fear', and 'desire' in education in a global context. We hope to present this workshop as a sociological map of the debates raised. In this way, we present our argument as necessarily incomplete, with possibilities for completion only through the active participation, or intervention of others into the discourse presented.

**AGENDA: Presenting the Argument: Marianne Larsen and Sonia Mehta**

#### WORKSHOP DEBATES:

- Perspectives on this debate from regions other than North American: similarities and differences with the North American Contexts.
- Perspectives on the Excluded: Whose insecurities, whose fears and whose education in a global context?
- Effects and Responses, Resistance, Solutions? The permeability and/or insularity of the North American context

**WORKSHOP ACTIVITY: Mapping the Debate: A Summation using Social Cartographic Methods.**

## Seminars & Workshops

Wednesday July 5<sup>th</sup> | 9,00 - 11,00  
ROOM SEMINARIO 3

### Literacy in international development frameworks and cooperation: Lessons from the EFA Global Monitoring Report Europe

*Coordinator: Leslie J. Limage (Division of Basic Education, UNESCO)*

Literacy promotion has been on international development agendas for more than sixty years. United Nations agencies, such as UNESCO, UNICEF, UNDP and the World Bank, have given considerable, if consistent attention to the role of literacy in development and the multiple contexts and ages at which literacy learning can and should take place. Prior to the creation of the UN system, a number of countries undergoing major social political and economic transformation in the first half of the twentieth century recognized the power and usefulness of literacy learning to effect that change (the former Soviet Union, China, Viet Nam, Cuba and others. The separate histories of literacy and development have also been thoroughly studied by both historians and educational researchers but policy-makers are only just beginning to learn from that knowledge.

This presentation reviews this experience in order to ask why current international development frameworks (including the Millennium Development Goals, Education for All, etc) still provide limited support for: (a) sustained resources for literacy learning opportunities in both formal education systems and integrated non formal provision; (b) quality of learning opportunities through certification equivalencies, adequate teacher training and supervision; (c) integration in national planning and policy frameworks (in all categories of countries: developing, transition, industrialized).

The presentation draws particularly on the key findings and recommendations of the **2006 EFA Global Monitoring Report: Literacy for Life** which will become a major reference tool for renewing international commitment to literacy. It will present the renewed UNESCO programme for literacy research and capacity-building networks in the Europe and North America region, and will led to triangular cooperation of experts and practitioners in the countries of the South as well. It is building on a presentation of the GMR in Oxford, United Kingdom, December, 2005; CIES, Honolulu, March 2006; NRDC, Nottingham, April 2006 and previous international literacy policy, research and practice shared during International Literacy Year 1990 at UNESCO, UIE and across many European countries.

## Keynote Lecture

Thursday July 6<sup>th</sup> | 9,00 - 10,30  
ROOM MANUEL DE FALLA

### La transformación de la Universidad: impactos y desafíos (The transformation of University: impacts and challenges)

*English simultaneous translation*

**Manuel Crespo**

Manuel Crespo, born in Cuba, a Canadian citizen, he was trained as a sociologist from McGill University and as an educationist from the Université de Montréal where he is Professor of Educational Administration.

Early in his academic career, Manuel Crespo was asked to be part of international research and evaluation teams. In the early 1980s, he was part of a France-Quebec research team funded by the French and Quebec governments to analyse school maladjustment and institutional responses in nine countries (Austria, France, Canada, German Democratic Republic, Italy, Norway, Sweden, United Kingdom, and United States). After this first major study, Manuel Crespo conducted several missions for international agencies. Lately he was often called by the Ministry of Education of the Dominican Republic and UNDP, Dominican Republic, to conduct different evaluation projects. Also he has conducted several missions in São Paulo and Brasilia on the evaluation of in-service training programmes and, in collaboration with two Brazilian academics, on the assessment of the Brazilian National System of Evaluation of Basic Education.

Manuel Crespo has published, as author or co-author, seven books, three of which were published by Presses de l'Université de Montréal. He has been extensively funded by the Canadian Research Council and has just obtained a three-year research grant from the Social Sciences and Humanities Research Council of Canada to study the professionalization of the university. He is the author or co-author of a hundred reports, chapters in books, and journal articles. He has published in such renowned journals as *British Educational Research Journal*, *Educational Administration Quarterly*, *Higher Education*, *Higher Education Policy*, *International Review of Education*, *Higher Education Management Journal*, *Canadian Journal of Higher Education*, *Canadian Journal of Education*, *Revue des sciences de l'éducation*, *Phi Delta Kappan*, and others.

## Keynote Lecture

Thursday July 6<sup>th</sup> | 10,30 - 11,30  
ROOM MANUEL DE FALLA

### Analyse économique de l'e-formation: quelques pistes pour le futur (What can we learn from the economic analysis about the future of e-learning?)

*English simultaneous translation*

**François Orivel**

François Orivel is presently Professor Emeritus with the University of Bourgogne, Dijon, France. He has spent most of its career with IREDU, the Institute for Education, specialised in both economy and sociology of education. François Orivel has been the director for eight years.

François Orivel holds a PhD in economics of education, and he has worked on issues such as cost and finance of education in different countries, has made extensive work on comparative education, and has carried out several field studies on the effectiveness of educational systems worldwide.

On the issue of educational technologies, François Orivel has made several case studies from a cost effectiveness point of view, in different geographical contexts, and has shown the potential economic advantages of distance education.

On all these subjects, François Orivel has published numerous books and articles.

## The Lauwerys Lecture

Thursday July 6<sup>th</sup> | 12,00 - 13,00  
ROOM MANUEL DE FALLA

### Building Education for a World Society: Theories and Research

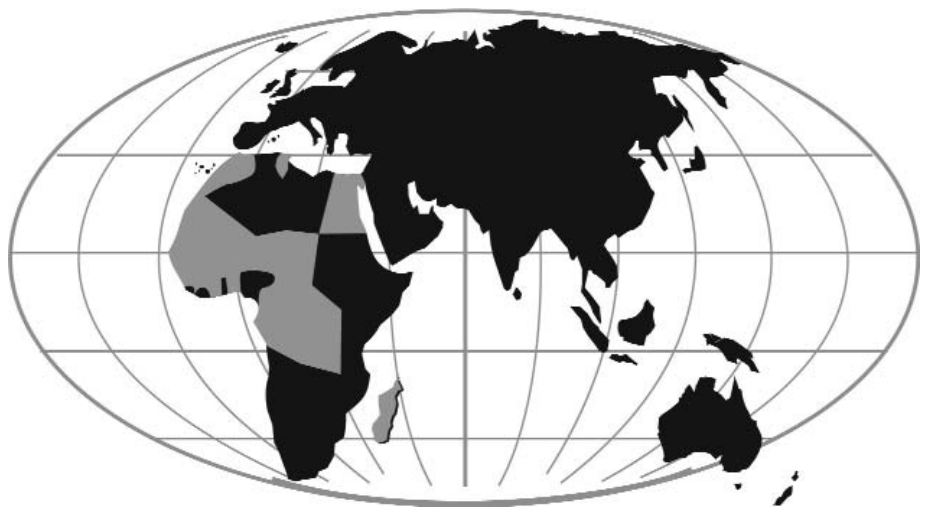
John W. Meyer

John W. Meyer is a Professor of Sociology and (by courtesy) Education Emeritus at Stanford University, where he conducts comparative and cross-national research on education and organizations by focusing on the spread of modern institutions around the world, and their impact on national states and societies, particularly in the spread and impact of scientific activity as well as in the expansion and standardization of educational models.

He received his PhD from Columbia University in 1965 and has published extensively, including *National Development and the World System* (with Michael Hannan), *Institutional Environments and Organizations* (with W. Richard Scott), *Institutional Structure* (with John Boli, George Thomas, and Francisco Ramírez), *School Knowledge for the Masses* (with David Kamens, Aaron Benavot et al.), *Science in the Modern World Polity. Institutionalization and Globalization* (with Gili Drori, Francisco Ramírez and Evan Schofer), recently awarded the Barrington Moore Award for Best Book of the American Sociological Association, and *Globalization and Organization: World Society and Organizational Change* (with Gili Drori and Hokyu Hwang). Meyer received the Waller Award for Lifetime Contributions to the Sociology of Education from the American Sociological Association's Sociology of Education section and he has an honorary doctorate from the Stockholm School of Economics.



# CESE

SYMPOSIUM **A**

"Les échanges entre l'Europe et l'Afrique francophones à l'heure de la société fondée sur la connaissance"

Ce Symposium est organisé en collaboration avec l'AFEC (Association Francophone d'Éducation Comparée)



LE SYMPOSIUM SE DÉROULERA DANS LE SALON "ALHAMAR" DE L'HÔTEL SAN ANTÓN

## Symposium Sèance 1

MARDI, 4 JUILLET | 9,00 - 11,00

Coordonnateurs

Malika Tefiani et Juan Carlos González Faraco

Conférencier

Malika TEFIANI (*Université d'Alger*)

## «Communautés d'intérêts et communautés d'actions, le rôle de l' Education Comparée dans les échanges de savoirs Nord/Sud et le partenariat »

**Malika Bedra Tefiani**

**Malika Bedra Tefiani**, est Docteur en Sciences de l'Education de l'Université d'Alger (Algérie). Elle est aussi licenciée en Sociologie et Psychologie de la même université. Elle a occupé plusieurs responsabilités en Algérie comme : Chef d'Etablissement et Inspecteur dans l'éducation primaire et secondaire, Professeur à l'Institut de Technologie en Education "Ben Aknoun" à Alger, Professeur auxiliaire à l'Institut de l'Education de la Science à l'Université d'Alger, Conseiller dans le Département d'éducation et chercheur au Centre d'Economie Appliquée pour le Développement (CREAD), où elle travaille actuellement. Elle est également Professeur Associé au Collège des Sciences Sociales d'Alger et membre du Comité Scientifique de l'Association Francophone d'Education Comparée (AFEC).

Les domaines principaux de recherche de Malika Bedra sont : la formation des professeurs dans l'enseignement supérieur et l'intégration des nouvelles technologies dans le système éducatif algérien et ses difficultés. Parmi ses publications, on peut noter : « Arabisation et fonctions linguistiques en Algérie » (1984); « Interculture et changement mental chez les jeunes Maghrébins en France » (1987); « Réforme du Système Educatif et importance de la Recherche en Education » (1993); « Scolarité des filles en Algérie et disparités régionales » (1995) « Intégrer dans la wilaya d' Alger » (2004) et « Les difficultés d'intégration des nouvelles technologies dans l'enseignement supérieur » (2004).

## Auteurs des communications:

- 1 Oukaci LOUNIS et Loukia EL HACHEMI *Université de Constantine (Algerie)*
- 2 Seraphin ALAVA et Sandra PRUVOST *Université de Toulouse (France)*
- 3 Aysegul SAGLAM-ARSLAN et Yasemin DEVECIOGLU *Karadeniz Technical University*
- 4 Philippe LEPOIVRE *Bureau Europe de l'Ouest et Maghreb*

**1** Oukaci LOUNIS et Loukia EL HACHEMI  
**L'éducation à la citoyenneté dans le Monde Arabe: Nouvelles attentes, Nouvelles orientations.**

**Résumé:** Le souci de préparer, à l'école, les enfants à leur futur rôle de citoyen semble avoir été présent dans notre société. Evidemment, selon l'évolution des sociétés arabes, les orientations de l'éducation à la citoyenneté devront être posées en termes différents. Avant l'effondrement du mur de BERLIN, l'objectif était de former un Citoyen Socialiste. Aujourd'hui, avec la mondialisation, nous sommes obligés à reconsidérer le concept traditionnel de la citoyenneté, largement fondé sur l'appartenance à une société fermée. La conscience de l'importance de revoir l'éducation à la citoyenneté à la lumière des besoins nouveaux de la société arabe s'exprime par des attentes elles-mêmes nouvelles. Comment ces nouvelles attentes s'incarneront dans les politiques, programmes et pratiques scolaires?

**2** Seraphin ALAVA et Sandra PRUVOST  
**Nouveaux espaces de formation à la maîtrise du cyberspace: le cas des médiateurs Informatiques et Internet à domicile.**

**Résumé:** L'émergence d'un cyberspace de communication mais aussi d'éducation informelle et formelle entraîne la modification importante des dispositifs de formation. L'enseignement à distance est aujourd'hui interrogé par le développement d'une demande d'assistance et de formation au domicile. La médiation Informatique et Internet qui se développe aujourd'hui en France dans le cadre de la loi sur le service aux personnes montrent que la demande de formation aux technologies numériques touche aujourd'hui une large population de seniors et d'actifs. Dans le cadre d'une commande de la délégation aux usages de l'Internet en France nous avons interrogé l'ensemble des acteurs de l'aide à domicile et de la formation à domicile. Notre communication après avoir précisé la méthodologie

de recherche que nous avons utilisé montrera quelles sont les nouvelles compétences qu'il faut attendre de ces nouveaux formateurs d'adultes au domicile. Nous montrerons ensuite comment cette question de la virtualisation de l'action d'enseignement est créatrice de nouveaux métiers que nous identifierons. La recherche que nous avons conduite en France sur ce secteur de la médiation à domicile sera alors interrogée dans une perspective comparée pour montrer les grandes lignes d'un questionnement nouveau sur les métiers de la cyber formation.

**3** Aysegul SAGLAM-ARSLAN et Yasemin DEVECIOGLU  
**Etude du rôle des TD dans la formation pédagogique des futurs enseignants: Le cas de la Turquie**

**Résumé:** En Turquie en 1998, où le système pédagogique suivi par les futurs professeurs des écoles a été renouvelé, les TD (Travaux dirigés) attachés aux cours magistraux sont devenus obligatoires. Il est admis que ce genre d'« activité » sont indispensables pour former de bons enseignants. Dans ce travail nous nous sommes focalisées sur un des cours intitulé « méthodes d'enseignement ». Ce cours est fourni lors de la 4<sup>ème</sup> année de la formation et se réalise en deux étapes: une première nécessite d'enseigner les méthodes d'enseignement, avec leurs conditions d'utilisation, tout en indiquant les cas où ces méthodes peuvent être adaptés. Dans une deuxième étape les formés pratiquent ces nouvelles méthodes afin de se familiariser avec. Notre travail cherche à trouver des éléments de réponse aux deux questions suivantes: S'agit-il vraiment des apports notables des TD pour la formation des futurs enseignants? Si oui, quels sont-ils? Les futurs enseignants trouvent-ils nécessaire ce type de formation? A ce propos quelles sont leurs idées? Nous avons observé les pratiques effectives de trente futurs enseignants dans la classe pour répondre à la première question et réalisé une enquête auprès d'eux afin de répondre à la deuxième. Ce travail montre que lors de

leurs formations il est très important de donner des occasions aux candidats des professeurs de pratiquer ceux qui sont enseignés dans la classe.

**4** Philippe LEPOIVRE  
**La politique de l'Agence Universitaire de la Francophonie en matière de mobilité**

**Résumé:** L'Agence Universitaire de la Francophonie (AUF) octroie annuellement près de 2.500 bourses de mobilité. L'effort s'est focalisé sur la relève universitaire au Sud grâce à la formation de 450 thésards et de 150 post-doctorants mais également des missions de perfectionnement scientifique ou pédagogique pour les enseignants du Sud. Une mobilité « sauvage » des étudiants, des chercheurs et des enseignants peut cependant conduire un exode accru des cerveaux qui accélèrent alors l'appauvrissement académique et scientifique des pays du Sud. L'AUF a donc mis en place un observatoire qui tente de mesurer l'impact des actions entreprises parmi lesquels la réduction des disparités entre les sexes dans l'enseignement supérieur, l'intégration professionnelle des jeunes dans leur pays d'origine et le renforcement des capacités des universités du Sud. Cette politique de mobilités est associée à la mise en œuvre et à la consolidation de pôles d'excellence régionaux, de filières universitaires de formation ancrées dans le Sud qui doivent constituer des pôles d'attractivité régionale pour les étudiants et les enseignants. Enfin, les campus numériques et autres centres d'accès à l'information mis en place par l'AUF au sein des institutions sont aujourd'hui devenus de véritables plateaux techniques pour la formation à distance de près de 1.200 étudiants soutenus par l'AUF. Près de 80% de ces apprenants se trouvent en Afrique subsaharienne (Afrique de l'ouest, Afrique centrale, Océan indien). Les cours sont élaborés par des établissements du Nord (38) et du Sud (7), l'objectif étant l'appropriation progressive d'un maximum de programmes par les institutions du Sud.

## Symposium Sèance 2

MARDI, 4 JUILLET | 11,30 - 13,30

## Coordonnateurs

Juan Carlos González Faraco et Vicente Llorens

## Conférencier

Juan Carlos GONZALEZ FARACO (*Université de Huelva- Espagne*)  
et Vicente LLORENT (*Université de Sevilla-Espagne*)

## «Immigration et éducation en Espagne: élèves marocains aux écoles andalouses»

## Juan Carlos González Faraco

Juan Carlos González Faraco, est Professeur Titulaire du Département d'Education de l'Université de Huelva (Espagne) et Adjunct Professor au Département d'Anthropologie de l'Université d'Alabama (EUA). Ses principaux domaines de recherche sont : anthropologie de l'éducation, éducation et environnement, politiques d'éducation et formation des enseignants.

Le Dr. González Faraco est le chef du groupe de recherche sur «Territoire, Culture et Recherche», financé par le gouvernement autonome de la Communauté d'Andalousie.

Il a fait partie du Projet TSER, "Gouvernement en Education et Intégration et Exclusion Sociales en Europe", financé par l'Union Européenne.

Il a publié plusieurs articles, entre autres: «Cultura y Educación Ambiental en Doñana » (culture et éducation sur l'environnement à Doñana); «Cómo se fabrican los maestros » (Comment sont fabriqués les maîtres) et «Infancia y Escolarización en la Modernidad tardía» (Enfance et scolarisation dans la modernité tardive). En outre, il a publié dans d'importantes revues comme: *Ethnology*, *Mediterranean Journal of Educational Studies*, *Revista de Educación*, *Revista Española de Pedagogía*, *Strates: Materiaux pour la Recherche en Sciences Sociales*, *Bordón*, *Revista de Dialectología y Tradiciones Populares* et *Revue Internationale d'Éducation*.

## Vicente Llorent Bedmar

Vicente Llorent Bedmar, est Professeur Associé d'Education Comparée à l'Université de Séville. Il est vice-président de la Sociedad Española de Educación Comparada et directeur du groupe de recherche en éducation comparée de l'Université de Séville. Il est très intéressé par les systèmes d'éducation du Maghreb, en particulier ce qui concerne l'enfance et la famille. Il a organisé plusieurs réunions scientifiques sur l'éducation dans ces pays, ainsi que sur les immigrés maghrébins en Espagne et en Europe.

Il a participé à plusieurs projets de recherche comme: «Famille et éducation, leur contribution contre l'absentéisme à l'école à Tanger». Dans ce projet

ont collaboré l'Université de Séville (Espagne) et l'Université d'Abdelmaled Essaâdi à Tanger et Tetouan (Maroc) ; il a été financé par le gouvernement d'Andalousie.

Vicente Llorent a participé dans un autre projet de recherche intitulé « Religion et Culture de la Paix dans les écoles de Séville et de Tanger », financé par l'Agence espagnole pour la Coopération Internationale. Enfin, il a fait partie d'une autre recherche comparative « Le rôle des femmes dans les manuels primaires au Maroc et en Espagne », financée aussi par la même Agence.

## Auteurs des communications:

**1** Teresa TERRÓN *Université Pablo Olavide (Sevilla)*

**2** Eugenia CRESPO et Cristina FERNÁNDEZ ANTORÁN *Université de Sevilla*

**3** Verónica COBANO *Université de Sevilla*

**1**  
Teresa TERRÓN

**Éducation familiale des fils et filles d'immigrants marocains dans leur pays d'origine et dans celui de son accueil**

**Résumé:** A fin de concilier l'éducation familiale et scolaire des fils et des filles des immigrants marocains habitant dans la province de Huelva, nous allons analyser leur éducation au foyer depuis la perspective des leu mères. Nous proposons une étude comparée sur les valeurs éducatives que les femmes marocaines transmettent à leurs enfants dans les régions du Maroc d'où ils procèdent : Beni Mellal et Azilal, Tanger et Tetouan, et le Grand Casablanca. Etant donnée l'importance de la mère dans l'éducation des fils dans tous les milieux culturels, nous observons que, à la société marocaine, cette importance s'agrandit. Nous avons pu vérifier que le processus migratoire implique une série de transformations dans les familles, bien que dépendant du temps de séjour en Espagne. Néanmoins, l'éducation familiale des mères marocaines n'est pas tellement différente de celle de son pays d'origine, par rapport aux valeurs qu'elles transmettent à leur fils et aussi à la façon de le faire. Nous trouvons toujours une éducation différenciée en fonction du genre, soit au Maroc, soit en Espagne. On a constaté donc des différences éducatives vraiment significatives, d'après le rôle et les fonctions que les hommes et les femmes doivent accomplir dans l'institution familiale.

**2**  
Eugenia CRESPO et Cristina FERNÁNDEZ ANTORÁN

**Les immigrants maghrébins et leur insertion sociale et au travail**

**Résumé:** L'immigration est un phénomène qui change en fonction de facteurs historiques, politiques et économiques. Le XXI siècle avance dans délai et l'on voit que l'insertion sociale et au travail des émigrants continue à produire beaucoup de problèmes pour eux et pour les pays qui les reçoivent. Sans doute, on ne prend pas toutes les mesures nécessaires pour leur véritable intégration. On ne parle pas ici de l'accueil des émigrants comme une question humanitaire, mais comme un défi pour garder et même améliorer les conditions de vie de notre pays. Pour atteindre cet objectif, il devient indispensable une pleine collaboration de toutes les institutions qui ont quelque relation avec ce phénomène, parmi lesquelles il faut mettre en relief l'école, dont le rôle est crucial par rapport à l'intégration sociale du collectif immigrant. L'éducation peut contribuer à éviter la reproduction des modèles actuels de précarité dans l'accès au travail et aussi favoriser une participation sociale plus égalitaire.

**3**  
Verónica COBANO

**La nécessité d'un changement dans l'éducation aux valeurs: Éducation pour la Paix aux sociétés orientales et occidentales.**

**Résumé:** Le sentiment de la Paix est l'une des inquiétudes et préoccupations de l'homme depuis le début de l'histoire. L'être humain a songé toujours à des contextes de vie où, ayant satisfait ses besoins matérielles, règneraient l'harmonie et le calme. A l'aube du XXI siècle on constat une série de tensions sociales et déséquilibres économiques qui favorisent des situations d'injustice. Nous pouvons citer, comme un exemple, les différences démographiques des pays riches et des pays pauvres, les catastrophes l'environnement, l'apparition des nouvelles technologies, etc. A ces conflits ils s'ajoutent actuellement beaucoup d'autres de type culturel et ethnique, la plupart d'eux liés à des questions religieuses qui continuent à l'heure actuelle. Donc, l'Éducation pour la Paix est, aujourd'hui, un moyen indispensable et l'un des principaux outils pour combattre ces inégalités sociales.



## Symposium Sèance 3

MARCREDI, 5 JUILLET | 9,00 - 11,00

Coordonnateurs

Afsata Kaboré et Juan Carlos González Faraco

Conférencier

Afsata KABORÉ (*Université de Koudougou à Burkina Faso*)

### «Conceptions et pratiques d'évaluation des systèmes éducatifs africains: le nord et le sud entre collaboration et suspicion»

#### Afsata Pare-Kabore

Afsata Pare-Kabore est Docteur en Sciences de l'Education de l'Université de Montréal (Canada). Elle est enseignant-chercheur à l'Université de Koudougou à Burkina Faso et intervient également à l'Université d'Ouagadougou, toujours au Burkina Faso. Elle enseigne principalement les matières de « méthodologie de la recherche en sciences sociales », « psychopédagogie », « pédagogie générale ». Elle a été la responsable de formation pour le Programme pour la Réduction de la Pauvreté au niveau communal (Programme de la Banque Africaine pour le Développement, BAD à Ouagadougou).

Ses principaux domaines de recherche sont les interrelations entre l'éducation traditionnelle et l'école, la formation des professeurs, l'éducation des filles et leurs performances à l'école, la qualité de l'éducation à l'égard des comparaisons internationales. Elle est, depuis 2001, membre du Comité Scientifique du Programme d'Analyse des Systèmes Educatifs de la Conférence des Ministres

de l'Education des pays francophones (CONFEMEN).

Elle a publié quelques articles sur l'éducation des filles, sur l'organisation éducative de son pays, la qualité de l'éducation et la formation des professeurs, parmi lesquels on peut signaler : « Compétences littéraires et mathématiques selon le sexe au Burkina Faso » (Annales de l'Université de Ouagadougou, vol. X, 1998) ; « Structure familiale, polygame ou monogame, à Ouagadougou et performance scolaire au primaire des filles et des garçons » (AUTREPART, Nouvelle série num.7, 1998) ; « De l'éducation traditionnelle à la scolarisation » (Actes du Premier Colloque sur les 100 ans d'histoire du Burkina Faso, 2000) ; « Education et développement : les enjeux du renforcement des capacités humaines » (en cours de publication) (Colloque de l'AREB, Ouagadougou, Novembre 2002).

## Auteurs des communications:

**1** Christelle GARROUSTE-NORELIUS *Institute of International Education (Sweden)*

**2** Miquel REYNES RAMON *Université Complutense (Madrid)*

**3** Jean-Émile CHARLIER *Facultés universitaires catholiques de Mons (Belgique)*

**1**  
Christelle GARROUSTE-NORELIUS  
**Les principaux facteurs explicatifs du choix des langues d'enseignement en Afrique postcoloniale**

**Résumé:** Alors que la plupart des pays postcoloniaux à travers le monde semblent passer de plus en plus systématiquement d'une politique unilingue à une politique bilingue de dispense de l'enseignement, au moins au niveau des cours élémentaires, la question se pose de savoir quels sont les facteurs de ce changement. Cette réorientation est-elle motivée par une dépendance culturelle, financière et économique historique (telle que le passe colonial), par une dépendance extérieure financière et économique non historique, par des facteurs domestiques purement socioculturels, ou bien par la nature du régime politique et sa stabilité ? Afin de répondre à cette question, une approche post-positiviste a été choisie, avec un modèle conceptuel et théorique construit sur la base des apports de la sociolinguistique et une méthodologie purement quantitative, basée sur une équation économétrique structurelle. Les résultats sont comparés et interprétés, différenciant les pays postcoloniaux Francophones des autres pays sélectionnés. Cette étude met ainsi en avant le rôle indirect joué par la plupart des partenaires Européens historiques, financiers et/ou économiques dans les affaires politiques de l'Afrique postcoloniale, notamment en ce qui concerne les politiques de langue(s) d'enseignement. De part son effort de reformulation conceptuelle, théorique et méthodologique, ce projet de recherche espère contribuer à l'éducation internationale et comparative en tant que discipline de recherche, et plus précisément à la manière dont les politiques linguistiques, telles qu'appliquées à l'éducation, sont formulées et évaluées au niveau international.

**2**  
Miquel REYNES RAMON  
**Stratégies éducatives des Asante du Ghana et des Ewe du Togo**

**Résumé:** Le rapport qu'on va exposer est un bilan des premiers résultats et analyses d'une recherche qui devrait devenir ma thèse doctorale. Comme il s'agit d'un travail sociologique, le sujet précis sont les stratégies ou les lignes éducatives des familles de deux groupes ethniques dans deux contextes scolaires différents: les Asante du Ghana et les Éwé du Togo. La présentation aura deux parties. D'abord on va décrire et comparer la structure, le fonctionnement et les changements qu'ont expérimenté les systèmes éducatifs du Ghana et du Togo. Ensuite on va exposer l'analyse des entretiens et du travail de champ qu'a eu lieu parmi les familles Asante et Éwé. On va décrire la perception que ces familles ont de l'école, leurs priorités, les motifs de leurs décisions et les difficultés qu'elles ont pour scolariser leurs enfants au niveau scolaire basique. De tel analyse on devrait obtenir les facteurs scolaires, économiques, sociales et culturelles les plus pertinents pour comprendre quelques des problèmes de la scolarisation basique dans ces pays africains. L'objectif final du rapport est d'analyser l'interaction entre le système éducatif ou les politiques éducatives, c'est-à-dire, le contexte scolaire, et les stratégies de scolarisation de ces familles. A notre avis, c'est un moyen approprié pour comprendre les changements qu'ont eu lieu dans les systèmes éducatifs africains et pour identifier l'évolution et les difficultés qu'ils auront pour atteindre l'universalisation d'une école primaire ou basique avec la qualité appropriée.

**3**  
Jean-Émile CHARLIER  
**Logiques de clubs et stratégies d'évitement de l'interdépendance**

**Résumé:** Contraints par les décisions adoptées en Europe, les pays du Maghreb, d'Afrique occidentale et d'Afrique centrale ont tous opté pour le LMD. Les réformes qu'ils sont sur le point de lancer constituent une condition indispensable mais non suffisante de l'accès de leurs étudiants aux universités d'Europe. En effet, les pays du nord ne manifestent aucun empressement à élaborer des outils universels de certification de la qualité de l'enseignement supérieur. En l'absence d'outils de ce genre, les logiques de clubs structurent le champ, les universités puissantes du nord se cooptent mutuellement, acceptent parfois d'associer des universités du sud, en imposant à leurs diplômés des vérifications de leurs compétences.

SIMPOSIO **B**

"Las cambiantes relaciones entre Europa e Iberoamérica en las sociedades de la información, el conocimiento y el aprendizaje"

LUGAR DE CELEBRACIÓN DEL SIMPOSIO: SALÓN NAZARÍES DEL HOTEL SAN ANTÓN  
(EXCEPTO EL MIÉRCOLES 5 DE JULIO DE 9 -11 H. EN LA SALA ANDALUCÍA II  
DEL PALACIO DE CONGRESOS)

## Simposio Primera Sesión

Lunes, 3 de Julio | 15,30 - 17,00

### Coordinadores

Inés Dussel y Diego Sevilla

### Ponente

**Inés Dussel** *Coordinadora del Área Educativa de la Facultad Latinoamericana de Ciencias Sociales (FLACSO) en Buenos Aires (Argentina)*

### Conferencia inaugural del Simposio: Las pedagogías viajeras. Reflexiones sobre los cambios en la circulación de las ideas pedagógicas entre Europa y América Latina

#### Inés Dussel

##### Inés Dussel

Nacida en los Estados Unidos, vive en Argentina, y actualmente es la Coordinadora del Área Educativa, en la Facultad de Estudios Sociales Latinoamericanos (FLACSO), y profesora asociada de la Facultad de Educación de la Universidad de San Andrés.

Su formación académica incluye un Doctorado en la Universidad de Wisconsin-Madison. Es la directora del gran proyecto de investigación "Nuevas formas de enfrentarse a la diversidad en los colegios: currículum y educación del profesorado", financiado por la Fundación Ford. Entre sus trabajos de investigación más recientes encontramos: directora de "Intersecciones entre la desigualdad y la educación". Un estudio de la dinámica en la producción y reproducción de las desigualdades en el colegio" (financiado por

el FONCyT, Agencia de Estudios Científicos y Técnicos, Ministerio de Educación); co-director de "¿Cómo usar y cuál es la importancia de los datos empíricos sobre sistemas educativos y reformas en Latinoamérica?", financiado por los Fondos de Investigación Educativa de la Red de Desarrollo PREAL-Global. Ha obtenido una beca de investigación en la Fundación Spencer, DAAD, de la Universidad de Buenos Aires y el Instituto Georg-Eckert de Alemania. Ha estado dando clases de cursos sobre "Escuelas como organizaciones" y "Escuela, cultura del currículum: debates contemporáneos", y ha escrito 5 libros, 2 volúmenes editados y más de 40 artículos y colaboraciones tanto en Argentina como en publicaciones internacionales.



## Comunicaciones al Simposio:

**1** Jael MUÑOZ PEREA *Universidad Juárez Autónoma de Tabasco (México)*, Alicia CID REBORIDO *Universidad Autónoma Metropolitana-Azcapotzalco (México)* y Mónica ARIAS MONGE *Costa Rica*

**2** Sandra SALES *Universidade do Estado do Rio de Janeiro*

**3** Monique LANDESMANN y Hortensia HICKMAN *Universidad Nacional Autónoma de México*

**4** Adelina CALVO y Teresa SUSINOS *Universidad de Cantabria (España)*

**1**  
Jael MUÑOZ PEREA, Alicia CID REBORIDO y Mónica ARIAS MONGE  
**Voces y miradas latinas dentro de la Educación Superior.**

**Resumen:** La Educación Superior en América Latina –México y Costa Rica se ha llegado a transformar en una agencia de servicios que responde al modelo capitalista que ha imperado en estos últimos años dentro de las Universidades Latinas en dónde las relaciones del sistema educativo son de producción y de consumo. Es importante reconocer el impacto social de la democratización de la educación, como un fenómeno de masas, pero también lo es reflexionar, sobre la consideración política y legal de la educación como una directriz global, que se reproduce localmente y que al amparo de la democratización, justifica la “homogenización del pensamiento”, de la cultura y de la sociedad. Porque de ser así, el carácter transformador de la educación, estaría ignorando el potencial y las limitaciones de cada lugar y de cada contexto social. Por otra parte, se ha observado que el núcleo de la cuestión social, para los gobiernos, ha estado determinado por la relación existente con el sistema productivo. En consecuencia, los requerimientos de los sistemas educativos deben responder a las necesidades de los sistemas productivos. Pero al llegar a este punto surgen las preguntas: ¿Es la educación un derecho o un producto? ¿Hay mercados para todas las cosas?

**2**  
Sandra SALES  
**Ilusiones y tensiones: Afro-descendientes, acción afirmativa y universidad en Brasil**

**Resumen:** En este inicio de siglo, las políticas de Acción Afirmativa (AA) entraron definitivamente en la agenda política brasilera, fuertemente asociadas al campo educacional, y también con repercusiones en los campos del trabajo y la cultura. Aun cuando no exista una definición legal, o una política definida por parte do poder

público federal sobre las AA, varios sectores de la sociedad brasilera, en particular algunos organismos estatales, municipales, entidades empresarias y civiles –como algunas organizaciones no gubernamentales (ONG) y grupos religiosos – comenzaron a desarrollar un conjunto de iniciativas. Las acciones educativas se destacan, tanto por su mayor operatividad, como por el aumento de proyectos orientados a garantizar el acceso y la permanencia de afro-descendientes en universidades públicas y privadas. Dentro de las AA adoptadas por instituciones de enseñanza superior, es importante resaltar aquellas relacionadas con la adopción de cotas de acceso de afro-descendientes y alumnos provenientes de escuelas públicas. Este trabajo se propone realizar un análisis pedagógico político-histórico de las AA enfocadas para la población afro descendente que están siendo implementadas en Brasil, con el objetivo de aportar al debate y a la reflexión sobre el nivel de efectividad y como estas políticas están siendo recibidas en el medio universitario, los medios de comunicación y la sociedad civil

**3**  
Monique LANDESMANN y Hortensia HICKMAN  
**Políticas internacionales de evaluación de los académicos, adecuaciones institucionales y de las identidades de los académicos en las universidades mexicanas.**

**Resumen:** La profesión académica en México ha recibido fuertes presiones por parte de las autoridades gubernamentales para cumplir con indicadores de excelencia académica generados en otros países del mundo, particularmente en Estados Unidos y en Europa. Así a finales de los años ochenta se generan en el país los primeros programas de evaluación de los académicos mexicanos de retribución al mérito académico. Dichos programas han sufrido numerosas adecuaciones en las distintas instituciones de enseñanza superior. La presión por lograr la competitividad del Sistema de Enseñanza Superior en el contexto de la globalización ha violentado tanto los procesos de maduración de los

cuerpos académicos aún poco consolidados al momento de creación de los programas como de las trayectorias de sus integrantes. En la ponencia nos interesa explorar primero los efectos que tienen dichos programas sobre las instituciones y las comunidades académicas. Por otra parte, también nos proponemos enfocar nuestro análisis sobre el “costo de la excelencia” sobre las identidades y trayectorias de los académicos.

**4**  
Adelina CALVO y Teresa SUSINOS  
**Lo que he visto desde el margen. Escuela y construcción de identidades excluidas.**

**Resumen:** Esta comunicación pretende explorar cómo varios jóvenes de entre 18 y 25 años han vivido su escolarización. Lo que les une a todos ellos es la vivencia de varios procesos de exclusión social y escolar, bien por pertenecer a un grupo socioeconómico desfavorecido, a un grupo étnico-cultural diferente al mayoritario o por ser considerados sujetos discapacitados. Habitualmente solemos pensar que aquellos alumnos que más fracasos acumulan en su paso por la educación, suelen ser aquellos que menos importancia otorgan a la misma. ¿Es esto realmente así?, ¿Ha sido la educación una experiencia poco relevante para este grupo de jóvenes?, ¿Qué importancia le conceden a la misma? A través de un estudio comparado de seis casos (tres mujeres y tres varones), trataremos de comprender cómo han vivido su paso por las aulas a partir del análisis de sus discursos obtenidos mediante diferentes técnicas de recogida y construcción de datos propias de la metodología de investigación biográfico-narrativa. Los temas sobre los que centraremos nuestra atención (para qué sirve estudiar, qué imagen se tiene del profesorado, a quién o a qué atribuyen estos jóvenes su éxito o fracaso escolar, etc.) nos ayudarán a dibujar el tipo de escuela que han vivido y a reflexionar sobre la relación de la misma con la construcción de identidades excluidas.

## Simposio Segunda Sesión

Lunes, 3 de Julio | 17,30 - 19,30

Coordinadores

Inés Dussel y Diego Sevilla

### Comunicaciones al Simposio:

- 1 Virginia FERRER, M<sup>a</sup> Carmen OLIVÉ, Alejandra MONTANÉ, Jazmín VERA, Mónica ARIAS, Anna FORES y Alicia CID *Universidades de Barcelona, Ramón Llul y Autónoma Metropolitana-Azcapotzalco de México*
- 2 Carlos HENRIQUES DE CARVALHO e Inácio FILHO GERALDO *Universidade Federal de Uberlândia, Brasil*
- 3 Silvia Alicia MARTÍNEZ y Marcelo Carlos GANTOS *Universidade Estadual do Norte Fluminense*  
Eurize CALDAS PESSANHA *Universidade Federal do Mato Grosso do Sul* Décio GATTI JUNIOR  
*Universidade Federal de Uberlândia* y Diva O. PAVAN *Centro Universitário Anchieta*
- 4 Claudio ALMONACID *Universidad Metropolitana de Ciencias de la Educación, Santiago de Chile*
- 5 Wenceslau GONÇALVES NETO *Universidade Federal De Uberlândia*
- 6 Juan Ramón JIMÉNEZ VICIOSO *Universidad de Huelva*

1 Virginia Ferrer, M<sup>a</sup> Carmen Olivé, Alejandra Montanè, Jazmín Vera, Mónica Arias, Anna Fores y Alicia Cid **Educación Superior en España e Iberoamérica ante la globalización: adaptaciones, resistencias y transformaciones en perspectivas de género**

**Resumen:** El trabajo que se presenta se enmarca en el contexto de una investigación internacional –donde participan 16 países, entre ellos España en donde el grupo de investigación de la Universidad de Barcelona se ha centrado en el tema de globalización/educación superior y como subtemas en red: la complejidad, el género, la discapacidad, la salud y el cuidado, las resistencias, las adaptaciones y transformaciones. La investigación se organiza en un trabajo interno auto etnográfico -realización de 8 entrevistas biográficas en profundidad, más 8 cuestionarios estándar en profundidad -protocolo - del proyecto general más 8 grupos de discusión. La comunicación que se presenta es una parte constitutiva de la primera fase en la que emergen hipótesis sobre las resistencias ante el fenómeno de la globalización, entendemos que la adopción del Espacio Europeo constituye un elemento globalizador en el que intervienen fenómenos positivos / ambivalentes / negativos.

Los sujetos cumplen la doble función de investigadoras/investigadas lo que le

confiere una particularidad interesante; son profesorado y estudiantado universitario próximo, con diversidad cultural e internacional (España, México y Costa Rica) discapacidad, transdisciplinariedad (pedagogía, ingeniería, enfermería, formación del profesorado, educación social, psicopedagogía, filosofía, educación de personas adultas, comunicación y economía).

2 Carlos Henriques de Carvalho e Inácio Filho Geraldo **Educación y ciudad: las dimensiones educativas del contexto urbano de Uberlândia, Minas Gerais, Brasil (1936-1947)**

**Resumen:** Con esta comunicación tenemos la pretensión de analizar la ciudad de Uberlândia del Estado de Minas Gerais (Brasil), que con poco más de un siglo de vida se ha transformado en uno de los centros económicos más pujantes de la región centro-sur de Brasil, presentando un comercio dinámico y variado, además de ser uno de los mayores centros mayoristas de latinoamérica. Esta incursión tiene como objeto de estudio las discusiones acerca de la creación de escuelas profesionales en la ciudad, más específicamente, vamos a buscar comprender la manera como este asunto fue tratado por la prensa local en el periodo entre 1936 y 1947, en los siguientes periódicos: Diario de

Uberlândia, Correio de Uberlândia e o Estado de Goiaz. En esos periódicos, la enseñanza técnico-profesional, aparecía con la finalidad de garantizar el desarrollo material de la ciudad y, por consiguiente del país. La escuela profesional iba a constituirse en el instrumento de promoción del espíritu de disciplina, solidaridad y cooperación entre los seres humanos, pues “el aprendizaje técnico-profesional alcanza dos grandes propósitos: la formación del ser ético y moral y la solidaridad con las masas del pueblo. La escuela no debe ser una fuente de literatos ni, tampoco sólo una fábrica de mecánicos mentales”.

3 Silvia Alicia MARTÍNEZ, Marcelo Carlos GANTOS, Eurize CALDAS PESSANHA, Décio GATTI JUNIOR e Diva O. PAVAN

**El lugar de la escuela en el tiempo de la ciudad: estudio comparativo sobre los edificios de cuatro instituciones escolares "ejemplares" constituidas en el proceso de urbanización y modernización de las ciudades brasileñas en el periodo de 1880 a 1970.**

**Resumen:** Las investigaciones sobre la escuela parten del reconocimiento de la existencia de una cultura escolar propia, conformada de forma particular, con una práctica social única. O sea, la escuela es una institución de la sociedad, con formas de acción y razón propias, cons-

truidas a lo largo de su historia, basándose en enfrentamientos y conflictos oriundos del choque entre determinaciones externas a ella y sus tradiciones, reflejadas en su organización y gestión, en sus prácticas más elementales y cotidianas, en todo y cualquier tiempo y lugar, segmentado o no. Se trata, por lo tanto, de entender la cultura como un sistema de significaciones. Estudios sobre la cultura escolar en cuatro ciudades brasileñas evidenciaron la existencia de escuelas "ejemplares", referencia de calidad y de formación, y de un proceso de construcción de identidad de cada ciudad vinculada, por lo menos en determinado momento histórico, a la identidad de esas escuelas. El lugar de la escuela en el tiempo de la ciudad indica un proyecto de sociedad en el que espacio y tiempo están entrelazados en una y otra, a través de prácticas sociales en que se definen y redefinen mutuamente. El texto presenta resultados preliminares de un estudio comparativo sobre la cultura escolar de instituciones escolares "ejemplares" constituidas en el proceso de urbanización y modernización de las ciudades brasileñas (1880-1970), focalizando para la comparación el edificio escolar, ya que la historia del edificio de cada escuela investigada expresa el proyecto de escuela de cada una de las ciudades en determinado momento histórico.

4

Claudio ALMONACID

#### La perspectiva de los jóvenes de enseñanza media sobre los procesos de integración social en Chile

**Resumen:** En esta ponencia se presentan algunos resultados preliminares del Proyecto de investigación "Política educativa e integración y exclusión social", cuyo objetivo es comprender los procesos de integración y exclusión social de los jóvenes chilenos, a partir de una paradoja: la construcción de un sistema educacional descentralizado y las demandas por participación en un mundo globalizado. Los datos analizados se organizan en cuatro ámbitos: Aspiraciones laborales y sociales, calidad de la educación, factores que promueven la exclusión social y globalización. Se realiza un análisis comparado con datos europeos provenientes de la investigación EGSIE. Las principales conclusiones señalan que los estudiantes de enseñanza media tienen una alta percepción de sus posibilidades de integración social, indistintamente de la dependencia administrativa de su esta-

blecimiento educacional, a pesar que sus logros educacionales se encuentran desigualmente distribuidos. En las conclusiones, se discute sobre los procesos de regulación social de la ambición.

5

Wenceslau GONÇALVES NETO

#### Análisis comparado de la legislación educacional en el Brasil republicano

**Resumen:** El trabajo contribuye para la comprensión de la Historia de la Educación en Brasil, a partir del municipio de Uberabinha (MG) al final del siglo XIX, cuando se inicia, la organización político-administrativa y educacional de la ciudad. Este también es el momento de la implantación del sistema republicano en Brasil, demandando reconfiguración del espacio socio-político. Fueron consultados los libros de actas y el primer libro de "Leyes, Decretos y Reglamentos" de la Cámara Municipal de Uberabinha, además de la legislación educacional del Estado de Minas Gerais. Fueron hechas las transcripciones de las discusiones que ocurren en la Cámara y del texto de las leyes referentes a la educación. Se incorporo la literatura sobre la legislación pública y se produce un análisis comparativo de contenido de los reglamentos de la instrucción de Minas Gerais y de Uberabinha. Fue observado que el reglamento de Uberabinha (1892) antecede al del estado de Minas Gerais (1893). Mientras, existen muchas aproximaciones demostrando que el debate sobre la educación pública en el periodo estuvo al alcance de la elite uberabinhense. Son recuperadas nociones de las representaciones de educación, orden, progreso, civismo, republicanismo, presentes en la legislación educacional mineira, uberabinhense y en los debates de la Cámara Municipal. Son identificados, en la discusión local, elementos del debate nacional y estadual, demostrando que la creencia en el poder transformador/regenerador de la educación se extendía en pequeños pueblitos del interior de Brasil, como lo es Uberabinha desde entonces.

6

Juan Ramón JIMÉNEZ VICIOSO

#### Cambios sociales y culturales recientes en España y sus repercusiones en el marco educativo.

**Resumen:** Con frecuencia se realizan análisis de los cambios políticos en las democracias europeas y sus repercusiones en los Sistemas Educativos Nacionales. Un esquema clásico de este tipo de estudios es el que establece una relación (en ocasiones lineal) entre los cambios en la estructura de poder, la legislación y la cultura escolar. Sin embargo son menos numerosas las investigaciones etnográficas referidas a las transformaciones más "discretas" que se producen en el interior de una sociedad y que, paradójicamente afectan a sus estructuras más profundas. En esta comunicación se abordarán precisamente algunas de estas transformaciones culturales a las que nos estamos refiriendo e intentaremos establecer algunos paralelismos con los cambios en el seno de la escuela. Concretamente, nos referiremos a los siguientes campos: 1) Estructuras familiares. Modificaciones más significativas. Emergencia de nuevos modelos de convivencia familiar y perspectivas sociales sobre los mismos. 2) Relación entre géneros. Nuevas identidades y roles sexuales. 3) Las creencias. Laicidad y religión. Desarrollo de confesiones religiosas. Influencia de las iglesias. 4) Sociedad de la información. Accesibilidad y empleo de las tecnologías de la comunicación. Las comunidades virtuales. 5) Multiculturalidad y movilidad: migraciones, movilidad interior y exterior, las "megaciudades", etc. Los campos citados se han visto afectados en la España reciente, al igual que en otros países Europeos e Iberoamericanos. Sin embargo, el marco escolar parece estar ajeno a estos cambios, contemplándolos con cierta perplejidad. Mostrar este nuevo escenario y los retos que nos presenta será el objeto central de nuestra comunicación.

## Simposio Tercera Sesión

Martes, 4 de Julio | 9,00 - 11,00

Coordinadores

Claudia Pontón y Diego Sevilla

Ponente

Claudia Pontón *Universidad Nacional Autónoma de México (UNAM)*

Conferencia:

**El impacto de la era informacional en el ámbito de la educación superior y de la investigación****Claudia Pontón****Claudia Pontón**

Nacionalidad mexicana, residente en la Cd. De México. Actualmente se desempeña como Investigadora Asociada C de tiempo completo en el Centro de Estudios sobre la Universidad, en el área de Prácticas y procesos educativos. También es profesora de asignatura del Colegio de Pedagogía de la Facultad de Filosofía y Letras de la UNAM, en donde imparte los seminarios de Epistemología y Metodología de la educación.

Participa de manera constante como sinodal, así como en la dictaminación y asesoría de ensayos, proyectos de investigación, artículos y tesis de Licenciatura y Maestría. Colabora de manera activa en programas de posgrado de diferentes universidades públicas del país, con la impartición de seminarios sobre investigación metodológica en el ámbito de las Ciencias Sociales y particularmente en el ámbito de la educación. Su formación académica incluye estudios de Licenciatura, Maestría y Docto-

rado en Pedagogía de la Facultad de Filosofía y Letras de la UNAM.

Se colabora de manera permanente en proyectos de investigación apoyados por el Programa de Apoyo a Proyectos de Investigación y de Innovación Docente de la Dirección General de Asuntos del Personal Académico de la UNAM, en las siguientes líneas de investigación:

a) Constitución teórica y conceptual del campo educativo en México, b) El proceso de incorporación de los estudiantes al posgrado de la UNAM, c) Representaciones sociales de estudiantes universitarios sobre el problema de la identidad profesional.

Es miembro de la Asociación Francófona Internacional de Investigación en Ciencias de la Educación (AFIRSE) con sede en México y del Consejo Mexicano de Investigación Educativa. Ha escrito en más de 18 publicaciones como autora y coautora de libros y revistas de investigación educativa.



## Comunicaciones al Simposio:

- 1 **Guillermo RUIZ** *Universidad de Buenos Aires*
- 2 **Ileana ROJAS MORENO y Rosa María SANDOVAL MONTAÑO** *Universidad Nacional Autónoma de México*
- 3 **Catalina INCLÁN ESPINOSA** *Universidad Nacional Autónoma de México-CESU*
- 4 **Camilo GARCÍA PARRA, Natanael RIVERA y Esteban MEDINA** *Universidad Veracruzana México*

### 1

Guillermo RUIZ

#### El concepto de sociedad del conocimiento en el nivel universitario: problemas históricos redefinidos y desafíos derivados de la internacionalización de la educación universitaria

**Resumen:** En esta comunicación se discute el concepto de "sociedad del conocimiento" aplicado como idea novedosa al análisis de las cambiantes relaciones que se establecen entre las universidades y que exceden las "tradicionales" formas de cooperación, al avanzar hacia la articulación de los estudios de diferentes países y la efectiva radicación internacional de la educación universitaria, trasvasando los sistemas nacionales de educación. Este fenómeno, fortalecido por las tecnologías de información, constituye todo un desafío para las categorías de la educación comparada internacional ya que se trata de nuevas situaciones que generan problemas relativos a la calidad de los aprendizajes efectuados por los estudiantes —en los países donde residen, así como al reconocimiento de la validez oficial de dichos estudios en países diferentes a los de las instituciones educativas centrales. Se cuestiona la validez del concepto de "sociedad del conocimiento" para el análisis de la internacionalización de las universidades en función de: 1) la identificación de "sociedades del conocimiento" en períodos previos incluso a la modernidad, en lo que educación universitaria se refiere, debido a la circulación de los descubrimientos científicos entre los pensadores a lo largo de la historia de educación universitaria, más allá de su institución de origen; 2) los mecanismos de segmentación evidenciados en esta "sociedad del conocimiento" debido a los alcances restringidos que los investigadores universitarios tienen para acceder a los niveles más altos de producción científica en función de sus pertenencias institucionales, nacionales y regionales, lo cual constituye un desafío para la democratización de los bienes científicos.

### 2

Ileana ROJAS MORENO y Rosa María SANDOVAL MONTAÑO

#### Reflexiones sobre la denominación institucional de las licenciaturas del ámbito de la educación en las universidades e institucionales de Educación Superior en México

**Resumen:** En este trabajo se presentan algunas consideraciones analíticas sobre la formación universitaria en pedagogía y educación, vinculadas con la denominación institucional de estas licenciaturas, a partir de tres aspectos: 1) las tradiciones académico-disciplinarias, distinguiéndose la alemana, la francesa, la anglosajona y la latinoamericana; 2) el concepto de educación, al considerar tanto la actividad intencional como el

conjunto complejo de fenómenos, hechos y procesos de carácter sociohistórico; y, 3) la delimitación de la educación como campo de conocimiento. Con base en esta contextualización, en el documento se indican datos básicos sobre el tipo y número de licenciaturas en educación y docencia que se imparten actualmente en México. Mediante diversos ejercicios de comparación se ubican los diversos programas que cubren la oferta de formación universitaria en educación en nuestro país. Asimismo, se enfatizan algunas cuestiones relacionadas con la denominación institucional de dichas licenciaturas, para ubicar en una perspectiva analítica aspectos tales como: a) Las formas de pensar la educación que han configurado epistemológicamente el campo disciplinario, ya sea bajo la denominación de "pedagogía", "ciencias de la educación" o "educación". b) El surgimiento, introducción y trayectoria de tradiciones académico-disciplinarias con sus lógicas de razonamiento y sus modos de inteligibilidad en torno a los conocimientos sobre lo educativo en este ámbito académico, situación que lleva a desplazar modelos curriculares anteriores. c) El papel que juegan la delimitación del campo profesional y la dinámica del mercado laboral en la conformación de la identidad del pedagogo universitario, y en su reconocimiento como profesional de la educación.

### 3

Catalina INCLÁN ESPINOSA

#### Globalización, política educativa y reformas: México, Perú y Chile

**Resumen:** La educación ha sido el recurso permanente que diferentes países enuncian como indicador de modernización, se ha convertido en condición de progreso, elemento de desarrollo, mecanismo de compensación de desigualdades y medio de cambio. No es una novedad descubrir que la educación está fuertemente unida a las esperanzas de un país y que hoy se constituye en una acción que ocupa un amplio espacio de la agenda en materia social, política y económica. El escenario de trabajo es América Latina, ello implica dos esfuerzos: incorporar a la discusión las particularidades de este espacio geográfico, cultural y social y considerar el gran telón de fondo mundial que acompaña permanentemente a esta región. Comprender esta doble mirada que implica lo global y lo local, el centro y la periferia desde la cual es posible descubrir los sentidos de las acciones y acontecimientos mundiales y regionales. Se acepta que en un mundo interconectado la calidad y profundidad de la conexión no siempre es la misma. Esta mirada geopolítica, reconoce la diversidad y desigualdad de contacto y al mismo tiempo acepta la tradición, adaptación y resistencia de influencias

globales en el escenario mundial. Si bien, es posible sostener una mirada global de América Latina resulta significativo un ejercicio a mayor profundidad para lo cual se presentan tres casos: Chile, México y Perú, para percibir con gran contraste las formas en las que se justificó y convocó procesos de reforma de los sistemas obligatorios como parte de procesos de reforma más amplios.

### 4

Camilo GARCÍA PARRA, Natanael RIVERA y Esteban MEDINA

#### Impacto de la globalización en las relaciones sociales de estudiantes mexicanos en zonas migratorias definido por la cooperación, el individualismo y la competencia.

**Resumen:** Este estudio examinaron las conductas de cooperación, individualismo y competencia de estudiantes mexicanos en zonas migratorias. Kelley (1978) estableció que la conducta en situaciones de interdependencia está determinada por la cognición y el aprendizaje. Consistentemente con esta teoría y utilizando un procedimiento experimental por computadora (PDI), García (1992) analizó a tres grupos de varones norteamericanos encontrando que el grupo de niños (6 – 8 años) fue más individualista, el de adolescentes (11 – 13 años) más competitivo y el de adultos (18 años) más cooperador. Utilizando el mismo método y sólo con participantes mexicanos, García (2006) reportó que igualmente que el grupo norteamericano, los adultos se mostraron más cooperadores, pero en contraste, los niños y los adolescentes, exhibieron conductas individualistas. Como una contribución al análisis de estas diferencias entre mexicanos y norteamericanos y como una extensión del trabajo de García (2006), este estudio comparó la primera respuesta exhibida por 181 varones mexicanos de tres grupos de edad, de tres niveles educativos: 63 de primaria (6-8 años), 82 de secundaria (11 - 13 años) y 36 universitarios (18 años) en una situación de interdependencia, utilizando la tarea experimental PDI (García, 1992 y 2006). Se encontró que los grupos de primaria y secundaria fueron individualistas mientras que el de universitarios fue cooperador. Si bien el hecho de que los adultos sean más cooperadores puede explicarse como resultado del desarrollo cognitivo para procesar los intereses personales, los del otro y los comunes, el hecho de que a diferencia de los norteamericanos, los mexicanos hayan exhibido más individualismo en niños y adolescentes, pudiera atribuirse a efectos del aprendizaje adquirido debido a la globalización, que enfatiza más el individualismo que la cooperación y que afecta igualmente el desarrollo cognitivo.

## Simposio Cuarta Sesión

Martes, 4 de Julio | 11,30 - 13,30

**Coordinadores** Claudia Pontón y Diego Sevilla

### Comunicaciones al Simposio:

- 1 Ileana ROJAS MORENO *Universidad Nacional Autónoma de México*
- 2 Antonio VARA COOMONTE *Universidad de Santiago de Compostela*
- 3 João PARASKEVA *Universidade do Minho*
- 4 María José LEÓN GUERRERO y María Jesús RODRÍGUEZ ENTRENA *Universidad de Granada*
- 5 Carmen María FERNÁNDEZ GARCÍA y Paulina VIÑUELA HERNÁNDEZ *Universidad de Oviedo*
- 6 Inácio FILHO GERALDO *Universidad Federal do Uberlandia (Brasil)*

**1**  
Ileana ROJAS MORENO  
**El análisis conceptual de discurso en el marco de las nuevas epistemológicas en investigación educativa.**

**Resumen:** En el campo de la investigación educativa, el análisis conceptual de discurso es una perspectiva teórica que ofrece formas de aproximación metodológica y herramientas analíticas para abordar los procesos de construcción de saberes disciplinarios. Desde esta posición es posible desarrollar análisis sobre la configuración y consistencia de conceptos y problematizaciones, para dar cuenta de procesos de emergencia y cambio en el ámbito educativo. La atención se enfoca en rastrear los movimientos de surgimiento y cambio en el plano de las formaciones conceptuales, buscando esclarecer qué tipo de problematizaciones y representaciones sobre los procesos educativos pudieron ir tomando forma a partir de las conceptualizaciones propias de una época determinada. Con base en esta perspectiva, se delimita una panorámica relacional que incluye tres formas de ubicar los procesos de construcción del conocimiento: social (espacios y redes de relaciones entre los participantes de la comunidad académica propia del campo educativo), histórica (contextualización de procesos de elaboración y divulgación del conocimiento en momentos determinados), y epistémica (lógicas de construcción de formulaciones conceptuales y construcción de sentidos, a partir de la ubicación de dinámicas observadas en las trayectorias conceptuales). El entretendido de

los ángulos sociológico, histórico y epistemológico para abordar determinado problema permite llevar a cabo una aproximación que rebase las conceptualizaciones externalistas (procesos totalmente determinados por lo social y/o lo político), o las visiones internalistas (legalidad epistémica) sobre la producción del conocimiento. La idea entonces es presentar dichos procesos a modo de entramados complejos y cambiantes entre lo social, lo histórico y lo epistémico.

**2**  
Antonio VARA COOMONTE  
**Principios epistemológicos de la modernidad clásica**

**Resumen:** Parto del concepto epistemológico de modernidad clásica en las ciencias sociales, es decir, en la Pedagogía, como marco teórico-metodológico que conlleva la doble condición de exigencia empírica en la captación de los hechos sociales al mismo tiempo que la exigencia positiva como medio de abordarlos; marco que se sitúa en el pronunciamiento científico que surge de la Ilustración (inglesa, francesa o alemana) a favor de una nueva lógica científica en detrimento de la lógica de los principios dogmáticos. ¿Por qué el recurso de acudir a la modernidad clásica? Por dos motivos fundamentales. Primero: por considerar que la Pedagogía actual tiene que reencontrarse con los procedimientos de la exigencia empírico-positiva para poder ser una pedagogía verdaderamente útil a la sociedad, para lo que se hace imprescindible no olvidar la

importancia de la Historia de la educación como verdadera propedeútica de la razón de ser de la educación, y del método comparado como fundamental procedimiento. Es decir, para que la Pedagogía sea verdaderamente útil a la sociedad tiene que tener las condiciones de pedagogía científica, y ello teniendo en cuenta el axioma que sostiene que el papel de la ciencia es orientar la práctica o quehacer. Segundo: en conjunción con la racionalidad anterior está la ética laica que se propugna y que se establece como norma de convivencia social en las sociedades del nuevo régimen social. Entiendo que hace falta recuperar el sentido ético del laicismo, desde la perspectiva de las sociedades multiculturales de Occidente y desde la dialéctica Occidente-Oriente

3

João PARASKEVA  
**Desterritorialização da Teoria Curricular**

**Resumen:** O campo do currículo despede-se do século passado e inaugura o novo milénio positivamente cercado de uma realidade bem distinta – por vezes, edificada por velhas questões que ganharam novos contornos - da que o viu emergir e desenvolver-se enquanto campo de estudos, nos finais do século XIX. Pretendo nesta comunicação socorrer-me da problemática do multiculturalismo para propor a necessidade de se lutar por uma renovada teorização curricular. Entro assim, admito, em diálogo aberto com Latour (2006), não necessariamente porque estejamos ‘uma crítica atrasada’ (estaremos sempre, julgo eu), mas provavelmente porque nem ‘estamos a apontar para o alvo correcto’, nem possuímos a melhor manifestação teórica - e defendo a desterritorialização da teorização curricular. Para a edificação desta ‘glosa de desterritorialização’ apoio-me em três hipóteses de trabalho: (a) a necessidade de compreendermos a teorização curricular e sua desterritorialização no âmbito do conturbado momento sócio-político actual onde se vão ‘desenhando milimetricamente novas soberanias’. Neste particular, serão muito importantes, não só as análises de Apple (2000), Hall (1988), Mouffe (2000) e Fairclough (2000), como também a abordagem de Hardt e Negri (2004a, 2004b); (b) a apologia de um ‘multiculturalismo crítico’, ou de uma ‘educação multicultural crítica’, propondo ainda os grandes desafios da educação multi-intercultural. Serão aqui muito importantes, por exemplo, as perspectivas de Ladson-Billings (2006), Steinberg e Kincheloe (2001); e (c) a necessidade de novas ferramentas para enfrentar os complexos desafios das sociedades contemporâneas. Serão aqui preponderantes as análises de Huebner (1966, 1967), Deleuze (1990, 1994) e Deleuze e Guattari (1987).

4

María José LEÓN GUERRERO y María Jesús RODRÍGUEZ ENTRENA  
**Valoración del alumnado sobre las competencias desarrolladas mediante la implementación del programa práctico de la asignatura de educación especial inmersa en el EEES**

**Resumen:** El presente trabajo está enmarcado en la asignatura de Educación Especial, perteneciente al primer curso de la titulación de segundo ciclo de Psicopedagogía. Dicha asignatura, ha sido adaptada a las exigencias del nuevo Espacio Europeo de Educación Superior, con un programa tanto en la parte teórica, como práctica bastante innovador. De esta manera, lo que pretendemos presentar en este trabajo, son las valoraciones que el propio alumnado realiza sobre las diversas actividades prácticas desarrolladas, en relación especialmente a dos aspectos: duración que ha tenido dicha actividad (tanto en horas presenciales, como no presenciales) y grado de desarrollo alcanzado con dicha actividad de un listado de competencias agrupados por bloques: competencias genéricas y competencias específicas: cognitivas, procedimentales y actitudinales. Estas valoraciones se hacen en pro de la mejora de la docencia universitaria, con la idea de ajustar lo máximo posible el programa de la asignatura a los objetivos que con ella queremos alcanzar. O sea, que las actividades propuestas sean el camino correcto para alcanzar las metas planteadas.

5

Carmen María FERNÁNDEZ GARCÍA y Paulina VIÑUELA HERNÁNDEZ  
**Las expectativas académicas de los jóvenes que finalizan la escolarización obligatoria: consideraciones sobre la influencia del sistema educativo desde una perspectiva comparada.**

**Resumen:** La presente comunicación pretende mostrar algunas conclusiones interesantes derivadas de una investigación sobre las expectativas académicas de los estudiantes que están a punto de finalizar su escolarización obligatoria. Más concretamente, estudia si se aprecian diferencias significativas en las preferencias académicas manifestadas por los estudiantes de la muestra y otros del contexto europeo. Igualmente, y en la medida de lo posible, trata de identificar las posibles causas de la situación observada, centrándose de un modo

especial en una reflexión comparativa entre los modelos de sistema educativo existente en lo que se refiere a la Formación profesional dentro del panorama europeo.

6

Inácio FILHO GERALDO  
**La maestra de disciplina en el cotidiano del colegio Nuestra Señora de las Lágrimas (Uberlândia-Minas Gerais, 1932-1947)**

**Resumen:** Este trabajo se dedica al Colegio Nuestra Señora de las Lágrimas. Empezamos con un histórico de la escuela y a seguir presentamos el análisis de las informaciones sobre su funcionamiento cotidiano y las representaciones construidas, en el período de los años 1932-1947, por medio de consulta a la documentación y, en especial, a los testimonios de las ex-alumnas y ex-profesoras de la escuela. La periodicidad empieza con la fundación del colegio Nuestra Señora de las Lágrimas en 1932 en la ciudad de Uberlândia en el momento en que también, tomaba fuerza en Brasil el movimiento de la Escuela Nueva, cuando los Pioneros de la Educación Nueva publicaron un Manifiesto. Esa investigación se clausura en 1947, año destacado en la historia del Colegio. En ese período la institución de enseñanza fue autorizada a funcionar como Colegio y hubo, también, el reconocimiento legal de los Cursos de Magisterio, Clásico y Científico que ya eran ofrecidos. Estudiamos la función de la maestra de disciplina en la vida cotidiana de las alunas internas del colegio. Como acompañaban las alunas y las orientaciones que les donaban. Por aporte teórico tomamos la Historia Del Cotidiano (Heller y Certeau). Tratase de un análisis de singularidades, privilegiando las especificidades de la educación escolar.

SALA ANDALUCÍA II DEL PALACIO DE CONGRESOS

## Simposio Quinta Sesión

Miércoles, 5 de Julio | 9,00 - 11,00

Ponente

Gustavo Fischman *Universidad del Estado de Arizona (EEUU)*

Conferencia:

**La Universidad Prometida: Los discursos sobre la educación superior y las economías basadas en el conocimiento****Gustavo E. Fischman**

**Gustavo E. Fischman** es profesor de la Facultad de Educación de Arizona State University (ASU). Trabaja utilizando enfoques interdisciplinarios y comparados, para estudiar las temáticas de formación docente, políticas universitarias y estudios de género y educación, tanto en América Latina como en los Estados Unidos.

El Dr. Fischman nació en Buenos Aires, Argentina, donde realizó estudios de licenciatura en Educación en la Universidad de Buenos Aires.

Posteriormente obtuvo su Doctorado en Ciencias Sociales y Educación Comparativa en la Universidad de California, Los Ángeles.

Su tesis doctoral recibió el Gail P. Kelly 1998 (premio a la disertación sobresaliente) otorgado por la Comparative and International Education Society. Es el autor de dos libros (*Imagining Teachers:*

*Rethinking Teacher Education and Gender* y *La Ley y La Tierra: Historia De Un Despojo En La Tribu Mapuche De Los Toldos*) y co-editor de otros dos (*Crisis and Hope: The Educational Hopscotch of Latin America* y *Critical Theories, Radical Pedagogies, and Global Conflicts*). Ha publicado numerosos artículos y capítulos sobre educación popular, formación docente, género y educación y políticas de educación superior en revistas de gran prestigio internacional como *Educational Researcher*, *Comparative Education Review*, *Journal of Education Policy*, *Revista de Educación*, *Cuadernos de Pedagogía*, *Educação & Realidade*. Además de colaborar en diversas actividades editoriales es el editor asociado de *Education Review/Reseñas Educativas* y *Educational Policy Analysis Archives/ Archivos Analíticos de Políticas Educativas*

**La ciencia en la política mundial moderna**

Institucionalización y globalización

Gili S. Drori,  
John W. Meyer,  
Francisco O. Ramírez  
y Evan Schofer



EDICIONES POMARES

**10, 15 h. Presentación del libro:**

**La ciencia en la política mundial moderna. Institucionalización y globalización** (Barcelona-México, Ediciones Pomares, 2006) de Gili S. Drori, John W. Meyer, Francisco O. Ramírez y Evan Schofer

**Intervendrán:**

**John W. Meyer**  
(Universidad de Stanford)

**Inés Dussel**  
(FLACSO, Buenos Aires, Argentina)

**Antonio Bolívar**  
(Universidad de Granada)



## Simposio Sexta Sesión

Miércoles, 5 de Julio | 11,30 - 13,30

**Coordinadores** Gustavo Fischman y Diego Sevilla

### Comunicaciones al Simposio:

- 1 **Patricia SILVEIRA RIVERO** *Institut de Recherche sur l'Education (IREDU), Universidad de Bourgogne, Francia*
- 2 **Juan Carlos HERNÁNDEZ** *Universidad de Salamanca*
- 3 **Elisa GAVARI STARKIE y M<sup>a</sup> José GARCÍA RUIZ** *Universidad Nacional a Distancia (UNED)*
- 4 **Lucia AYALA ASENSIO** *Universidad de Granada*
- 5 **Daniel HERNÁNDEZ ROSETE y Olivia MAYA GARCÍA** *Universidad Nacional Autónoma de México*

**1**  
**Patricia SILVEIRA RIVERO**  
**La fragmentación social y el mercado informal: el estado de la discusión en Europa y en América Latina**

**Resumen:** Desde los años 80 y en la "economías avanzadas", la desregulación y disminución del trabajo asalariado, pusieron en cuestión el trabajo asalariado como categoría sociológica llave (Offe, 1996). En estas sociedades, el Estado de bienestar no pudo evitar la polarización dentro del mercado de trabajo (la segmentación, descalificación, etc) ni la ampliación del número de personas fuera del mercado de trabajo (desocupados y/o integrantes de "economías paralelas"). En América Latina la persistencia de actividades económicas sin regulación estatal y fuera del modelo asalariado, actualiza el antiguo debate sobre la economía informal junto al debate sobre economía informal, junto al análisis de la globalización y exclusión social (Castel, 1996). Las ciencias sociales latinoamericanas incorporan la discusión europea sobre la disminución del estado de bienestar social, la incorporación tecnológica y sus consecuencias sobre el mercado de trabajo (flexibilización, precarización, tercerización de la producción). Por otro lado, la asociación entre la presencia de estas actividades y la pobreza y exclusión social continua siendo fuerte, incluso en Europa, a pesar de que se reconozca la existencia de actividades modernas con un perfil post-industrial, que requieren de altos niveles de calificación y que se desarrollan fuera de los padrones del trabajo asalariado (ya sea de forma independiente o como

pequeña empresa). Aquí se presentan los aportes teóricos de esta discusión, desde ambas perspectivas y el papel de la educación y la calificación en estos procesos, teniendo como referencia los casos de Brasil (Rio de Janeiro) y Francia.

**2**  
**Juan Carlos HERNÁNDEZ BELTRÁN**  
**Parlamento, educación y democracia en España y Argentina: Convergencias y desencuentros en perspectiva comparada**

**Resumen:** El trabajo que presentamos tiene como objetivo analizar desde un plano comparativo la evolución de las políticas educativas en España y Argentina fijando como pórtico de entrada el proceso de transición a la democracia que ambas tuvieron que atravesar. De ahí en adelante nos ha interesado calibrar las convergencias y divergencias puestas en marcha por ambos países a la hora de enfrentar el camino de la normalidad democrática y sus desarrollos normativos en la esfera educativa. Somos conscientes de los riesgos que se corren al tratar de señalar paralelismos y disonancias en perspectiva comparada entre dos realidades históricas, culturales y políticas como la española y la argentina razón por la cual creemos que es preciso, y así se ha trasladado en el trabajo que presentamos, apostar por un método comparado que no centre todas sus energías en la concatenación de datos sino, además, en el intento de explicar los mismos a través de las distintas variables que inciden en las convergencias y divergencias educa-

tivas encontradas entre España y Argentina.

**3**  
**Elisa GAVARI STARKIE y M<sup>a</sup> José GARCÍA RUIZ**  
**El papel de España en el espacio común de Educación Superior**

**Resumen:** La Convergencia Europea que se diseñó a partir de 1998 y cuya realidad veremos a partir del 2007 al 2010 constituye en la actualidad un puente a América Latina. En este sentido España desempeña un importante papel que no debe de ser desdeñado. No en vano fue en la Declaración de Sevilla en donde se fijó el diseño de un Espacio Común entre ambos espacios geográficos. En esta comunicación se revisan los principios que rigen la educación en los dos continentes para poder analizar las convergencias y divergencias más significativas. En particular, se analiza de un lado el discurso de la Unión Europea y, de otro, los resultados de las últimas reformas de los países más desarrollados de Latinoamérica: Argentina, Brasil, Chile y México.

4

Lucia AYALA ASENSIO

**El arte digital como puente entre culturas: el caso de Iberoamérica (un arte nuevo para una sociedad cambiante)**

**Resumen:** Internet ha supuesto una revolución cuantitativa en cuanto a volumen de información intercambiada, hecho que ha conllevado lógicas consecuencias a nivel cualitativo. Cambios tan profundos en todos los niveles de las sociedades actuales se ven reflejados igualmente en el ámbito creativo. Las posibilidades de la tele-comunicación (o comunicación a distancia) han dado origen a proyectos artísticos en los que se establece un diálogo entre culturas diversas, como es el caso de los territorios que conforman Iberoamérica. No sólo las obras concretas muestran la interconexión entre estos países, sino que también la movilidad de artistas e ideas son la prueba de la intensificación de las relaciones en las últimas décadas. Un simposio realizado el pasado año en Barcelona supuso el inicio de la solidificación de los lazos de unión entre los países iberoamericanos en lo referente a la creación tecnológica. Los artistas que usan los nuevos medios como lenguaje expresivo tienen muy en cuenta esta posibilidad de diálogo e intercambio mutuo, y trazan puentes entre civilizaciones a través de estos soportes. En esta comunicación se analizan algunos de los proyectos artísticos realizados en los últimos años que, gracias a las ventajas de Internet, pretenden crear redes entre personas y colectivos dentro de este ámbito geográfico. Los ejemplos sobre los que se reflexionan son muy heterogéneos entre sí, con el fin de mostrar la diversidad creativa del panorama artístico actual. Asimismo, se incluyen referencias a iniciativas, asociaciones o plataformas que persiguen estos mismos fines intercomunicativos.

5

Daniel HERNÁNDEZ ROSETE y Olivia MAYA GARCÍA

**La vulnerabilidad ante el VIH en mujeres indígenas. Adolescencia, género y migración internacional en los altos de Michoacán. México.**

**Resumen:** Se trata de la presentación de un estudio etnográfico de tipo cualitativo realizado en febrero del 2004 en los municipios purépechas de Chilchota, Ecuandureo y Tangancicuaro, entidades con niveles altos de expulsión migratoria y rezago comunitario. Identificar contextos de vulnerabilidad para la salud sexual y reproductiva de mujeres adolescentes Purépechas unidas conyugalmente a varones polígamos, que practican sexo sin protección en situaciones de migración estacional e indocumentada en California, Estados Unidos. En la investigación se muestra la vida sexual de la mujer purépecha puede iniciar con el rapto. Se trata de una tradición de nupcialidad que se practica como forma de vinculación sexual y de parentesco entre los Purépechas pero que no siempre es consensuada con la mujer. Esta tradición existe en un contexto con prácticas masculinas de migración estacional e indocumentada a Estados Unidos, país en donde la prevalencia e incidencia de VIH/SIDA son significativamente mayores que las registradas en las localidades de origen.

## Simposio Séptima Sesión

Miércoles, 5 de Julio | 15,30 - 17,30

**Coordinadores** Gustavo Fischman y Diego Sevilla

### Comunicaciones al Simposio:

- 1 **Maria Luisa ESTEO TEVA** *Universidad de Granada*
- 2 **M<sup>a</sup> Teresa DÍAZ MOHEDO** *Universidad de Granada*
- 3 **Norma Delia DURÁN AMAVIZCA** *CESU-Universidad Nacional Autónoma de México*
- 4 **María FERNÁNDEZ CABEZAS, Juan Luís BENÍTEZ MUÑOZ y Ana Belén GARCÍA BERBÉN** *Universidad de Granada*
- 5 **Ana Belén GARCÍA BERBÉN, Juan Luis BENÍTEZ MUÑOZ y María FERNÁNDEZ CABEZAS** *Universidad de Granada*
- 6 **Fanny T. AÑAÑOS BEDRIÑANA e Inmaculada MONTERO GARCÍA** *Universidad de Granada*

1 **Maria Luisa ESTEO TEVA**  
**Perspectivas de género y pedagogía crítica en la Educación Visual del siglo XXI**

**Resumen:** Se hace imprescindible incluir dentro de la Educación Visual la presencia de las mujeres artistas cuyas obras se centran en el análisis de la vida cotidiana y la identidad, desde un planteamiento pedagógico crítico y perspectivas de género. Obras que a lo largo de la historia del Arte han sido invisibilizadas. La Educación Plástica resulta imprescindible para deconstruir toda la información que nos llega desde los mass-media y las nuevas tecnologías. Sin lugar a dudas es un instrumento fundamental con el que cuenta el sistema actual para perpetuarse. A través de ella se ha ido apropiando de una ideología que apoya al patriarcado, haciendo que las mujeres perpetúen su propia discriminación. El papel que la pedagogía crítica y las perspectivas de género es el de buscar modelos alternativos que rompan con esta situación. El objetivo primordial de la educación será crear condiciones apropiadas para que se propicie el diálogo en condiciones equitativas a la par que dotar de los instrumentos precisos para poder interpretar críticamente las imágenes que invaden todos los ámbitos de la vida cotidiana. La expresión plástica es un medio para entender la vida cotidiana, con todo el valor que conlleva y que durante siglos ha sido menospre-

ciado. Una de las funciones del arte es enriquecer a las personas y hacerles ver la influencia que ejerce sobre sus vidas privadas con la finalidad de desarrollar esa naturaleza creativa que todo ser humano conlleva.

2 **M<sup>a</sup> Teresa DÍAZ MOHEDO**  
**Identidad de género y música en la sociedad postmoderna: el papel de la educación.**

**Resumen:** Todas las sociedades humanas hacen distinciones basadas en el género que se extienden, entre otros, al campo de la música. Cuestiones como el desconocimiento o desestimación de la contribución de la mujer en la historia de la música occidental, la consideración de su presencia en ciertos ámbitos musicales como reafirmación de su feminidad, o la delimitación de su ejercicio profesional a la práctica de determinados instrumentos, no hace sino contribuir a reproducir discursos de género que desde la institución escolar habrían de contradecirse aprovechando la contribución que la música puede hacer a la construcción de la identidad de género.

3 **Norma Delia DURÁN AMAVIZCA**  
**Pedagogía del cuerpo, la intuición y la razón**

**Resumen.** En esta ponencia se aborda la importancia de acceder a la una pedagogía del cuerpo que cubra el principio ontológico de cuerpo-intuición-razón. El cuerpo y la intuición son dos aspectos que constituyen al ser humano, son básicos y también de los más olvidados en la cultura que vivimos. Nuestra relación con el mundo que nos circunda, siempre la establecemos por medio de la razón. No queremos anotar que esta vía de conocimiento no sea válida, pero sí que queremos enfatizar que el recurrir de manera exacerbada a ella, ha provocado que nuestro cuerpo se relegue a un segundo plano de importancia en la vida del ser humano contemporáneo y que nuestra intuición se atrofie. Por ello necesitamos recuperar nuestro cuerpo articulado a su conformación, tanto de intuición, como de razón, para hablar de la participación del cuerpo integrado como un principio para una pedagogía que nos permita ser más humanos.

4

María FERNÁNDEZ CABEZAS, Juan Luis BENÍTEZ MUÑOZ y Ana Belén GARCÍA BERBÉN

**Una aproximación al fenómeno del bullying a partir de las interpretaciones y estados mentales de víctimas y agresores**

**Resumen:** El objetivo de la presente investigación es estudiar el problema del maltrato entre iguales. Actualmente representa un reto para la educación, y aunque haya existido desde siempre, ahora está cobrando más fuerza. Ante todo debemos conocer el fenómeno con el fin de intentar prevenirlo o de buscar las herramientas necesarias para erradicarlo. Este estudio parte del locus de control que tienen los participantes, de los verbos que utilizan en las narraciones de los sucesos violentos, y de sus estados mentales, en función siempre del rol que desempeñan (agresor, víctima u observador). Para ello, se ha utilizado un instrumento narrativo (Historias incongruentes) que permite conocer cómo interpretan los sujetos la conducta social en las relaciones entre iguales en el ámbito escolar. Previamente se les pasó otro cuestionario para analizar los roles que adquiriría cada alumno. La muestra la forman 42 estudiantes de 11 y 15 años de un Centro Escolar de Granada capital. No es una muestra aleatoria debido a que el bullying hay que estudiarlo en el contexto donde tiene lugar: el colegio, y por ello se toman como fuente de datos aulas completas. Una vez analizados los datos obtenidos encontramos que los agresores tienen un locus de control interno, usan verbos mentales y sienten que controlan la situación, lo cual les motiva a seguir actuando de esa forma; mientras que por el contrario las víctimas presentan un locus de control externo, usan verbos de acción, se sienten inseguras y asumen un esquema mental defensivo.

5

Ana Belén GARCÍA BERBÉN, Juan Luis BENÍTEZ MUÑOZ y María FERNÁNDEZ CABEZAS

**Estudio de las estrategias, capacidades y competencias para abordar el bullying**

**Resumen:** El objetivo principal del estudio es analizar las percepciones que los docentes en formación poseen sobre acciones destinadas a disminuir y eliminar las situaciones de bullying. Dichas acciones están referidas a las estrategias que ellos recomendarían a su alumnado ante estas situaciones, a la capacidad que poseen para resolver las situaciones de maltrato, y a la importancia de formarse en diferentes competencias que les permitan solucionar estos conflictos. La muestra se compone de docentes en formación de infantil (N=110), de primaria (N=94) y de secundaria (N=162) de la Universidad de Granada que responden al Cuestionario sobre Bullying en la Escuela, adaptado de Nicolaidis Toda y Smith (2002). Los resultados obtenidos del ANOVA del factor nivel educativo, muestran que los futuros docentes de secundaria recomendarían a su alumnado más estrategias de evitación que el resto. Por otra parte, los futuros docentes de infantil y de primaria se perciben más capaces que sus compañeros de secundaria para hablar con los padres tanto de las víctimas como de los agresores. Se aportan algunas conclusiones dirigidas a la mejora de la formación de los docentes para afrontar el bullying.

6

Fanny T. AÑAÑOS BEDRIÑANA e Inmaculada MONTERO GARCÍA

**Aspectos educativos en el primer ámbito de socialización: factores de protección y de riesgo familiar**

**Resumen:** La familia es apreciada extraordinariamente y es considerada un valor en sí misma por la población española, por tanto, su influencia e importancia en los distintos ámbitos de la vida es incuestionable, en este caso desde la dimensión educativa respecto a las drogas. Razón por la cual se plantea una investigación con el fin de conocer y analizar, desde la perspectiva de los jóvenes, el rol o influencia potencial o real que ejerce en el comienzo del consumo de las drogas (alcohol, tabaco y cannabis), así como las diversas situaciones en las que se concretan, resulta imprescindible.

## List of Participants

- Pedro ABRANTES (Centro de Investigação e Estudos de Sociologia, CIES-ISCTE, Portugal)
- Chirstel ADICK (Ruhr-Universitaet Bochum, Germany)
- Oktay Cem ADIGUZEL (Anadolu University, Turkey)
- Seraphin ALAVA (Université de Toulouse, France)
- Roberto ALBAREA (Udine University, Italy)
- Claudio ALMONACID (Universidad Metropolitana de Ciencias de la Educación, Chile)
- David ÁLVAREZ (Consortio para la Enseñanza Abierta de Andalucía, Granada, Spain)
- Eloy ALVES FILHO (Universidade Federal de Viçosa, Brazil)
- Sengul ANAGUN (Eskisehir Osmangazi University, Turkey)
- Ana ANCHETA (University of Valencia, Spain)
- Miryan ANDRADA-MOGUEROU (IREDU-Université de Bourgogne, France)
- Fanny AÑAÑOS (University of Granada, Spain)
- Monica ARIAS MONGE (Costa Rica)
- José L. ARÓSTEGUI (University of Granada, Spain)
- Lucia AYALA (University of Granada, Spain)
- Sara AZEVEDO, (University of Aveiro, Portugal)
- Donald Jeffrey BALE (Arizona State University, USA)
- Adnan BAKI (Karadeniz Technical University, Turkey)
- Maria Ligia BARBOSA (Universidade Federal do Rio De Janeiro, Brazil)
- Leslie BASCH (Anglia Ruskin University, United Kingdom)
- Purificación BEJARANO (University of Seville, Spain)
- Muhammet BERIGE (Karadeniz Technical University, Turkey)
- Heide BISETH (University of Oslo, Norway)
- María BITOU (Institute of Education – University of London)
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