

CESE

- IMPRIME -

NEWSLETTER 26

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Comparative Education Society in Europe
Association d'éducation comparée en Europe
Gesellschaft für Vergleichende Erziehungswissenschaft in Europa

13th CESE Conference Budapest (Hungary)

Aims of education and
development of
personality :
comparative aspects.

June 27-July 1, 1988

Finalités de l'éducation
et développement
de la personne :
études comparatives.

27 juin - 1er juillet 1988

APRIL 1988

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13th CESE Conference in Budapest June 27 — July 1, 1988

Provisional program

Monday, June 27

Arrival of participants - Registration
 10.00-13.00 Meeting of the Executive
 Committee CESE
 14.00-17.00 Meeting of the WCCES
 19.00 Reception at the Convention Centre

Tuesday, June 28

9.00-11.00 Opening Session
 Prof. Dr. J.-L. Garcia Garrido, President CESE
 Dr. M. Illés, Secretary of the Hungarian Organizing
 Committee
 Béla Köpeczi, Minister of Education and Culture
 Prof. Dr. Marton Horvath, Secretary General of the
 Hungarian Pedagogic Society
 11.30-13.00 Plenary Session
 14.30-16.00 Plenary Session
 17.00 Cultural Program

Wednesday, June 29

9.00-12.00 Working Groups
 14.00-17.00 Working Groups
 19.00 Cultural Program

Thursday, June 30

9.00-12.00 Working Groups
 14.00-16.00 Working Groups
 16.00-18.00 Workshop organized by M. Debeauvais:
 'National research policies on education: a comparative
 study of the WCCES'.

Friday, July 1

9.00-10.30 General Assembly of CESE
 11.00-13.00 Reports of the Working Groups
 15.00-17.00 Closing Session of the 13th Conference
 Report from the Rapporteur General
 Dr. M. Illés
 Closing of the Conference by the CESE President



13th General Assembly of the Comparative Education Society in Europe (CESE) Budapest, July 1, 1988 Election of the Executive Committee — Nomination Form

Nominations are invited for the following positions in the Executive Committee:

Function	Present Committee	Nomination
President	J.L. Garcia Garrido
Vice-presidents	J. Branger M. Laeng
Members	A.-M. Goguel G. Neave

Name and signature of Member nominating:

Nominations should be submitted to Henk Van daele (Secretary-Treasurer) before 11 a.m., Wednesday, June 29, 1988.

An Election Committee will report its recommendations to the General Assembly.

According to the CESE Statutes, J.L. Garcia Garrido is not re-eligible as president; he will be the Immediate Past President during the next term of office.

Having held the same office during two consecutive terms, M. Laeng and A.-M. Goguel are not re-eligible in the same position.

The Secretary-Treasurer will be appointed by the new Executive Committee.



26 — 28 Mai 1988

Colloque de l'AFEC à Sèvres.
Thème: 'Nouvelles réformes ou Changements sans réformes. Une approche comparative des tendances actuelles en éducation'.

Information: AFEC — CIEP, 1 av. Léon Journault, 92310 Sèvres, France.

28 — 29 May 1988

Joint meeting of NGVO and BCIES at the University of Hull.

Theme: 'Educational initiatives over 300 years. A comparative study of the development and operation of higher education in the Netherlands and the UK'.

Information: M. Vansteenkiste, U.I.A., Universiteitsplein 1, 2610 Wilrijk, Belgium, or C. Brock, Institute of Education, University of Hull.

27 June — 1 July 1988

13th Conference of CESE at Budapest, Hungary.

Theme: 'Aims of education and development of personality: comparative aspects'.

Information: Dr. Magda Illés, c/o Budapest Convention Centre, P.O.B. 233, H 1444 Budapest.

10 — 16 Juillet 1988

7ème Congrès mondial de la Fédération internationale des professeurs de Français, à Thessalonique, Grèce.

Thème: 'Le Français pour demain'.
Information: F.I.D.F., 1 avenue Léon Journault, 92310 Sèvres, France.

25 — 28 July 1988

10th Session of the International Standing Conference for the History of Education at Joensuu, Finland.

Information: Prof. Simo Seppo, University of Joensuu, P.O.Box 111, SF 80101 Joensuu, Finland.

2 — 11 August 1988

9. Europäisches Pädagogisches Symposium.

Thema: 'Bildung und Erziehung im Spannungsfeld von Arbeit und Freizeit.'

Information: Jugenddorf Schloss Kaltenstein, 7143 Vaihingen, B.R.D.

15 — 18 August 1988

International Conference of educational philosophers in Pécs, Hungary.

Theme: 'Philosophy of Education — Bridge or gulf between East and West?'

Information: Dr. O. Mihaly, National Institute of Pedagogy, Könyves K. 48-52, 1087 Budapest VIII.

30 August — 2 September 1988

SEFI annual conference in Leuven.

Theme: 'Engineering Education in Europe'.

Information: Prof. G. Van de Perre, Celestijnenlaan 200 A, 3030 Leuven, Belgium.

4 — 9 September 1988

13th annual conference of ATEE in Barcelona.

Theme: 'The professional development of teachers in a changing society'.

Information: ATEE, rue d'Arlon, 15, 1040 Bruxelles.

16 — 18 September 1988

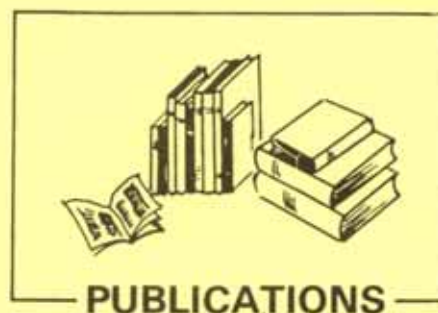
23rd B.C.I.E.S. Annual Conference at the University of Bristol.

Theme: 'Changing priorities in educational assessment'.

Information: P. Broadfoot, University of Bristol, 35 Berkeley Square, Bristol BS8 1JA, GB.

Please note

The CESE secretariat receives these announcements from their originators, and usually has no further details. Please contact the sources directly for further information.



The CESE Secretariat has received the following publications:

Le secrétariat de la CESE a reçu les publications suivantes:

Das CESE Sekretariat erhielt folgende Publikationen:

JACOBI-DITTRICH, Juliane, "Deutsche" Schulen in den Vereinigten Staaten von Amerika. Historisch-vergleichende Studie zum Unterrichtswesen im Mittleren Westen, München, Minerva, 1988 (Marburger Beiträge zur Vergleichenden Erziehungswissenschaft und Bildungsforschung, 20).

VON BLUMENTHAL, Viktor e.a., Die Gesamtschule in England, Frankreich, Italien, Schweden und den USA. Eine Zwischenbilanz, München, Minerva, 1987 (Texte-Dokumente-Berichte zum Bildungswesen ausgewählter Industriestaaten, 34).

VAN SCHALKWYK, O.J., The Education System. Theory and Practice, Alkantant, Alkanto, 1988, 2nd edition.

CRE-Information, Genève, 1987, n.80.

Zeitschrift für internationale erziehungswissenschaftliche Forschung, Köln-Wien, 1987, IV, n.1 und n.2.

SEFI-News, Brussels, 1987, n.26-27

Innovation, Genève, 1987, n.52-53

Journal of international and comparative education. Revue d'éducation internationale et comparée. Revista de educación internacional y comparada, Barcelona, 1987, II, n.5.

Eurydice News, Brussels, 1987, n.4.

Japan's Private Colleges and Universities. Yesterday, Today and Tomorrow, Tokyo, The Japan Association of Private Colleges and Universities, 1987.

A Doctoral Thesis on "Educational Problems of Spanish Emigration in Europe"

At the end of July 1987 a doctoral dissertation was presented at the University of Valencia (Spain) by Sa. Elvira VIDAL ARNAU.

It was entitled: "Educational Problems of Spanish Emigration in Europe".

Director of this thesis was Prof. Dr. Rosa CALATAYUD.

English summary by the author:

Introduction

The object of the present work is to study the problems of European migration in general and, once the latter is presented, to proceed to an examination of the problems directly relating to Spanish emigration. From a prospective point of view the aim is to point out ways to solve these problems.

Thanks to **Comparative Education and its methodology** we have been able to focus the present study on various levels:

a) From a systematic point of view, seven countries with a strong influx of Spanish immigrants have been selected.

b) As regards the use of information, the Brian Holmes problems approach has been applied, as it is considered the most appropriate for this purpose.

Structure and contents

1st. First of all we have chosen, as the object of our study, the educational problems of European migration. Once the latter were presented, we went on to study the specific problems of Spanish emigration.

2nd. After this general approach, we proceeded to an examination of what is being done in the field of education in order to solve the educational problems in those European countries with a strong influx of Spanish immigrants. The Netherlands, Belgium, Luxembourg, the Federal Republic of Germany, France, the United Kingdom, and Switzerland were the countries chosen.

3rd. Not only the countries of origin but various international organizations as well, consider it very important to

maintain links with the language and culture of origin. That is why the main aspects of our study are:

- What are the reasons for keeping these links?
- What kind of initiatives must be taken to achieve or, at least, to promote, this continuity?

4th. Spanish emigration into a given country presents the same problems, general and educational, as emigration from other countries. However, our emigrants receive from the Spanish Government a number of services different from the benefits emigrants from other countries enjoy.

As the specific object of our study consists of the educational problems of Spanish emigration in Europe, at this point we studied the benefits that the Spanish Government offers to its emigrants in the field of education. These include an ample range of opportunities extending from regulated education to sociocultural-related activities as well as the necessary legislation to develop them.

5th. Once the previous work was completed, it became obvious that we should propose solutions for the problems studied. In our opinion, the education of emigrants should tend towards the option of interculturalism, since this option appears the most appropriate to achieve the following scholastic objectives: democratization, equality of opportunities, and cultural development.

Conclusion

— Emigration is rarely chosen, so the emigrant is ready to be in a passive attitude or willing to resist integration.

— That is why an open attitude will make it easier to become part of the foreign community.

— The school should make possible a creative behaviour and should collaborate in preserving the links with the culture of origin. It is essential, though, to train teachers and to elaborate the appropriate educational materials.

— Although in the European societies the school is an important means of cultural legitimation, it has its limitations. The school, being an agent of change, can not work alone.

— The foreign countries in question have taken all necessary steps to make academic success possible for the children of immigrants, in order to facilitate

their integration. If we compare the steps taken by these various countries, they are seen to have the same goals, but final results are different, depending on the countries involved.

— Spain, being a country with a high number of emigrants, faces the task of giving educational and cultural assistance to its emigrants. This task implies diverse economic and human efforts, but apparently the results are not completely satisfactory.

As an example of the facilities provided we can mention the courses in Spanish language and culture. These courses intend to approach the culture in a broader sense, and not only by imparting knowledge of the language.

It should be pointed out that pupils taking these courses sometimes have little motivation, which fact is due to, among other things:

— The additional effort that is implied;

— The lack of social recognition, on the part of the foreign community, of the immigrant's culture of origin;

— The maintaining, on the part of parents, of habits, traditions, and values causing family conflicts.

As ways of improving education outside our country, we wish to point out here the suppression of the existing cultural dichotomy and we propose an education based on:

— The systematic study of the socio-cultural situation of the emigrant child.

— A new definition of objectives in Spanish education as regards the results of the research done, on which the present study is based.

— The training of specialized teachers.

There are other options, such as properly integrating the courses of language and culture of origin into the school programme of the countries concerned. However, it would seem to us that the way to achieve equality and mutual understanding is interculturalism. The basis for an intercultural education is related to the essential principle of the equality of all cultures. The main goal will therefore be to preserve the unity of educational objectives and the equality of opportunities for all children, whether they be immigrants or not.