



CESE

COMPARATIVE EDUCATION SOCIETY IN EUROPE

ASSOCIATION D'ÉDUCATION COMPARÉE EN EUROPE

GESELLSCHAFT FÜR VERGLEICHENDE ERZIEHUNGSWISSENSCHAFT IN EUROPA

n e w s l e t t e r

Cher(e)s Collègues et Ami(e)s,

Voici le premier numéro du Bulletin de la CESE "nouvelle série", c'est-à-dire rédigé sous la responsabilité du Comité Exécutif élu, en 1992, à Dijon.

A ceux d'entre vous qui se sont étonnés du retard qu'a pris la parution de ce numéro, nous devons quelques explications. La raison en est que le démarrage des travaux du nouveau Comité a été sérieusement freiné par l'absence d'organisation du Secrétariat de Bruxelles. Ainsi, au cours des mois qui ont suivi le Congrès de Dijon, j'ai dû constater que non seulement le déroulement des affaires courantes de notre Société, mais encore la préparation du Congrès de Copenhague, allaient être gravement affectés. Une réorganisation complète du Secrétariat s'est donc avérée inévitable.

Le Comité s'est réuni à Berlin, en février dernier, pour examiner l'état des affaires et mettre en place un nouveau Secrétariat. Depuis cette date, notre collègue Miguel A. Pereyra, titulaire de la chaire d'éducation comparée créée à l'Université de Granada, a pris en charge les fonctions de Secrétaire-Trésorier de la CESE. Vous trouverez, dans la présentation du Comité insérée dans ce bulletin, les coordonnées du Secrétariat de Granada ainsi que les nouvelles références bancaires. Il est important que vous en preniez note, car, en plus du Bulletin, vous recevrez, dans les jours qui viennent, la facture relative aux cotisations pour les années 1992 et 1993. Je vous prie dès maintenant de contribuer, par le règlement immédiat de votre

cotisation, au redressement de la situation financière de la CESE qui, elle aussi, est gravement atteinte.

Le Comité, au cours de sa réunion de Berlin, a également arrêté le cadre du programme prévu pour le Congrès de Copenhague. Vous en trouverez, imprimés dans ce bulletin, les grandes lignes ainsi que le premier appel aux

communications.

Outre ces informations d'une actualité particulière qu'il contient, ce bulletin est destiné à servir d'organe d'information générale sur notre Société: son histoire, ses activités passées, ses publications, ses statuts. Je vous invite donc à utiliser ce numéro auprès de toutes celles et

.../...

I n t h i s i s s u e

- Anne-Marie Goguel, membre d'honneur de la CESE
- In Memoriam Robert L. Plancke (1911-1993)
- The 16th CESE Conference in Copenhagen
- International Symposium on "Decentralization and evaluation of the European educational systems", organized by the CESE, the University of Granada and the Andalusian Institute of Educational Evaluation and Teacher Education.
- NEWS:
 - La Septième Conférence Européenne de Directeurs d'Instituts de Recherche Pédagogique.
 - The Commission opens the Debate on the Future of the Community Education and Training Programmes: Looking for simplification and rationalisation of actions and programmes.
 - A PLEASE seminar in 1994 on "Education in Europe for the 21st century: An inside perspective provided by the member organisations of PLEASE".
 - CRE-info, the Newsletter of the Rectors' Conference of European Communities.
- BOOK REVIEWS
 - CESE Statutes/Statuts
 - CESE Publications
 - CESE Nomination form/bulletin d'adhésion

de tous ceux qui s'intéressent à la recherche comparée et internationale dans le domaine de l'éducation, et tout particulièrement auprès des jeunes chercheurs universitaires, pour susciter leur intérêt et les encourager à se joindre à nos travaux.

Je me permets de vous rappeler, à ce sujet, ce que j'avais évoqué lors de l'Assemblée Générale de Dijon. L'éducation comparée, en tant que discipline universitaire, traverse actuellement une phase difficile dans la plupart des pays européens. Afin de rehausser l'attrait de la discipline, et par conséquent de la CESE, il est, à mon avis, essentiel de renforcer la rigueur scientifique de nos travaux: par nos congrès, nos publications et, pourquoi pas, par une Revue européenne d'éducation comparée. Mais il n'en est pas moins important de rajeunir notre Société,

d'attirer de jeunes chercheurs qualifiés et de tout faire pour éviter la pente dangereuse menant à l'autocomplaisance qui menace souvent les institutions académiques. C'est dans cet esprit que le Comité prévoit d'organiser, dans le cadre du Congrès de Copenhague, des ateliers pour jeunes chercheurs en éducation comparée. Dans le même ordre d'idées, enfin, je vous invite à faire part de vos suggestions à tous les membres du Comité et à contribuer ainsi à l'avenir de l'éducation comparée en Europe.

Au plaisir de vous revoir, au plus tard à Copenhague, je vous adresse, Cher(e)s Collègues et Ami(e)s, mes plus sincères salutations.

Le Président,
Jürgen Schriewer

CESE Comittee Members

Professor Jürgen Schriewer, President

Institut für Allgemeine Pädagogik
Humboldt-Universität zu Berlin
Unter den Linden 6
10099 Berlin

Professor Thyge Winter-Jensen, Vice-President

Københavns Universitet
Institut for Filosofi, Pædagogik og Retorik
Njalsgade 80
DK-2300 København S

Professor Donatella Palomba, Vice-President

Università degli Studi di Roma
Via G.B. DE Rossi, 10
I-00161 Roma

Professor François Orivel

Institut de Recherche sur l'Economie de l'Education
(IREDU)
Faculté des Sciences de Mirande
B. P. 138
F-21004 Dijon CEDEX

Professor Marie Eliou

Université d'Athènes
9 rue Alfeion
GR-11522 Athenes

Professor Miguel A. Pereyra, Secretary-treasurer

Universidad de Granada
Departamento de Pedagogía
Campus Universitario "La Cartuja"-Filosofía B
E-18071 Granada

Professor Henk Van daele, Past President

University of Ghent
Amerikalei 13, Bus 17
B- 2000 Antwerpen

Honorary Members

1979 VALENCIA :

Prof. Ch. H. Dobinson (U. K.)
Prof. B. Suchodolski (Poland)
Prof. Th. Schultze (Germany)
Prof. J. Tusquets (Spain)

1981 GENEVE :

Prof. B. Holmes (U. K.)

1985 ANTWERP :

Prof. V. García Hoz (Spain)
M. Jean Auba (France)
Prof. H. Röhrs (Germany)
Prof. L. Borghi (Italy)

1986 GARDA :

Prof. E. King (U. K.)
Prof. H. Higginson (U. K.)
Prof. G. Hausmann (Germany)
Prof. R. Plancke (Belgium)
Dr. L. Cerych
Prof. M. Pecherski (Poland)

1988 BUDAPEST :

Dr. M. Illès (Czechoslovakia)
Dr. J. Bragner (the Netherlands)
Prof. A. Vexliard (France)
Prof. M. Sutherland (U. K.)
Prof. R. Marín Ibáñez (Spain)

1990 MADRID :

Prof. M. Debeauvais (France)

1992 DIJON :

Prof. A.-M. Goguel (France)

Presidents and Secretaries of CESE

| | President | Secretary-treasurer | | President | Secretary-treasurer |
|-----------|--|--|-----------|---|---|
| 1961-1967 | Joseph Lauwerys University of London | Brian Holmes University of London | 1981-1985 | Wolfgang Mitter <i>Deutscher Institut für Internationale Pädagogische Forschung (DIIP), Frankfurt</i> | Henk Van daele University of Ghent |
| 1967-1971 | Philip Idenburg University of Amsterdam | Brian Holmes University of London | | | |
| 1971- | Saul Robinsohn (†1972) Free University of Berlin | Brian Holmes University of London | 1985-1988 | José Luis García Garrido <i>Universidad Nacional de Educación a Distancia (UNED), Madrid</i> | Henk Van daele University of Ghent |
| 1972-73 | Vice-President: Sixten Marklund University of Stockholm | Robert Plancke University of Ghent | | | |
| 1973-1977 | Brian Holmes University of London | Denis Kallen University of Amsterdam | 1988-1992 | Henk Van daele University of Ghent | Marc Vansteenkiste UIA Antwerpen |
| 1977-1981 | Denis Kallen University of Paris VIII | Henk Van daele University of Ghent | 1992- | Jürgen Schriewer Humboldt University Berlin | Miguel A. Pereyra 1993 - University of Granada |

CESE Conferences

- | | |
|--|---|
| <p>1st Amsterdam: 4-8 June 1963 Theme: Comparative Education Research and the Determinants of Educational Policy.</p> <p>2nd Berlin: 8-12 June 1965 Theme: General Education in a Changing World.</p> <p>3th Ghent: 6-10 June 1967 Theme: The University within the Education System.</p> <p>4th Praha: 3-7 June 1969 Theme: Curriculum Development at the Second Level of Education.</p> <p>5th Stockholm: 14-19 June 1971 Theme: Teacher Education.</p> <p>6th Frascati: 9 June 1973 Theme: Recurrent Education. Concepts and Policies for Lifelong Education.</p> <p>7th Sevres: 2-7 June 1975 Theme: School and Community.</p> <p>8th London: 27 June - 2 July 1977 Theme: Diversity and Unity in Education.</p> <p>9th Valencia: 25-29 June 1979 Theme: The Influence of International Educational Research on National Educational Policies</p> | <p>10th Geneve: 20-23 September 1981 Theme: The Future of Educational Sciences: Theoretical and Institutional Issues.</p> <p>11th Wurzburg: 3-8 July 1983 Theme: Education and the Diversity of Cultures: the Contribution of Comparative Education.</p> <p>12th Antwerpen: 1-5 July 1985 Theme: The Impact of Technology on Society and Education: A Comparative Perspective.</p> <p>Garda: 3-6 October 1986 Special Conference on the occasion of the 25th anniversary of CESE Theme: Comparative Education Today.</p> <p>13th Budapest: 27 June - 1 July 1988 Theme: Aims of Education and Development of Personality: Comparative Aspects.</p> <p>14th Madrid: 2-7 July 1990 Theme: Educational Reforms and Innovations facing the 21st Century: a Comparative Approach.</p> <p>15th Dijon : 27 June - 2 July 1992 Theme : Evaluation of Education and Training: Comparative Approaches.</p> |
|--|---|

Anne-Marie Goguel, membre d'honneur de la CESE

Il était juste qu'Anne-Marie Goguel ait été élue membre d'honneur de la CESE à l'occasion du Congrès de Dijon, dont elle avait été l'instigateur. On se souvient des plaidoyers chaleureux pour le choix de Dijon qu'elle avait prononcés pendant les Assemblées de Budapest et de Madrid. C'est elle qui aurait dû en être la principale organisatrice, si la maladie ne l'avait pas obligée d'interrompre ses activités quelques mois avant le Congrès.

Mais cette distinction témoignait aussi de l'estime de la communauté internationale pour sa contribution à l'éducation comparée. Les communications qu'elle présentait régulièrement aux Congrès de la CESE, de l'AFEC et du Conseil Mondial sur les inégalités en matière d'éducation dans le Tiers Monde sont le témoignage de l'intérêt qu'elle porte aux questions d'éducation dans les pays les plus défavorisés. Cet intérêt s'appuie aussi sur son action militante contre les injustices, et notamment sa participation active aux luttes contre l'apartheid, qui l'a conduite à étudier les questions éducatives en Afrique du Sud.

La vocation de comparatiste d'Anne-Marie Goguel a pris racine dans sa carrière universitaire qui s'est déroulée à l'étranger lorsqu'elle enseignait la philosophie en Argentine, puis à Madagascar. Depuis qu'elle a été nommée à l'Université de Dijon pour y enseigner les "sciences de l'éducation", elle a consacré une grande partie de ses efforts au développement de l'éducation comparée. Son dévouement pour ses étudiants est légendaire auprès de ses collègues de l'Université de Dijon, comme l'a rappelé avec humour le Doyen Jean-Claude Eicher en lui remettant les insignes de Commandeur des Palmes Académiques pendant la séance plénière du Congrès de la CESE.

Tous ses nombreux amis souhaitent que les progrès de sa santé lui permettent de recommencer à participer aux activités des Sociétés d'éducation comparée auxquelles elle a déjà tant apporté, comme membre des Bureaux de la CESE et de l'AFEC.

Michel Debeauvais

In Memoriam Professor Dr. Robert L. Plancke (1911-1993)

Dr. R.L. Plancke, Emeritus Professor and Honorary Vice-Rector of the State University of Ghent¹, passed away in Bruges on March 3, 1993.

Born in Bruges on May 28, 1911, Robert Léon Plancke attended the Royal Athénée of his home town. In 1929 - a year before the Dutchification of the State University of Ghent -, he matriculated at the latter institution, where he studied classical philology and where, in 1933, he took his Ph.D. In addition, he obtained, in 1939, the diploma of licentiate in educational sciences. There followed a brief spell as a teacher at the Royal Athénée in Ghent (1934-1935) and a ten-year teaching appointment at the Royal Athénée of Reniax (1935-1945).

From 1946 to 1975, inclusive, Dr. Plancke held a professorship at the State University of Ghent, where he mainly taught the following courses: "History of

Education", "Encyclopedia of Education", and "Comparative School Legislation", which eventually evolved into a course of "Comparative Education".

During his academic career this hard-working and unassuming scholar came to be highly regarded by his colleagues. As a consequence, Professor Plancke was appointed to a number of important academic functions: Secretary and President of the then Higher Institute (now Faculty) of Educational Sciences, Dean of the Faculty of Letters and Philosophy, Vice-President of the University's Board of Administration, and finally, Vice-Rector of the University.

Professor Plancke has contributed in no small measure to the development and prominence by the educational studies at the University of Ghent. When, in 1953, Prof. Plancke organized, in collaboration with

¹ Cf. the "Liber amicorum" presented to Professor Plancke in honour of his 70th birthday: K. De Clerck and H. Van daele, eds., Professor Plancke 70, Ghent, 1981, 235 p.

his colleague, Professor Richard Verbist, a first "International Congress for Teaching Educational Sciences in Universities", and which was hosted by the University of Ghent, the basis was laid for further international contacts. In 1957, in the course of the second "International Congress", which was held in Florence, Professor Plancke was elected President of the newly founded "International Association for the Advancement of Educational Research - Association mondiale des Sciences de l'Education" (IAAER-AMSE).

Professor Plancke closely followed the evolution of the educational studies world-wide. When, in 1961, the *Comparative Education Society in Europe* (CESE) was founded in London, Dr. Plancke was one of the founder members of this organisation, which mainly unites practitioners of Comparative Education in Europe. The third CESE Conference was organized by him in Ghent in 1967², and a few years later Professor Plancke was elected Vice-President of CESE.

Professor Plancke's genuine interest in things international, which was never to abate, was conducive also to the foundation, in 1961, of the multilingual journal *Paedagogica Historica*³, which is without any doubt the most important international periodical in the field of history of education.

Nor did Professor Plancke's interest in the teaching of the classical languages ever flag. Thus, in 1963, he convened a "Colloquy for the Study of the Problems



relating to the Teaching of Greek and Latin in the Countries of the European Community"⁴. This became the starting point, at the University of Ghent, of a whole range of activities pertaining to the teaching of the classical languages, which developments included the publication of the journal *Didactica Classica Gandensia*, which has been appearing ever since⁵.

It can confidently be stated that, through his restless activity, Professor Plancke has in no small measure contributed to the intellectual radiation of the University of Ghent. He has also been instrumental in the study of the educational sciences in Ghent adapting themselves continuously to the international evolution. The coming into existence, on his initiative, of courses of Comparative

Education at the University of Ghent is only one among several examples that could be adduced here⁶.

To the average student Professor Plancke may well have appeared somewhat reserved and distant. Those, however, who have had the privilege of knowing him somewhat more closely, discovered behind the public persona an engaging personality, who accorded his collaborators not only his complete trust but also a great measure of freedom, and who also actively encouraged and supported them in their scientific work.

He will be gratefully remembered by a great many people.

Henk Van daele

² Cf. *The University within the Education System. Proceedings of the Comparative Education Society in Europe*. Containing the Papers read before the Society at the Third General Meeting, Ghent, 1967, Ghent, 1968.

³ *Paedagogica Historica. International Journal of the History of Education* (Ghent, 1961 ff.), in 1992 containing three issues totaling some 700 pages, and now being published with Prof. F. Simon as Editor-in-Chief.

⁴ R.L. Plancke and J. Veremans, eds., *Colloquium voor de Studie van de Problemen van het Onderwijs in het Grieks and Latijn in de Landen van de Europese Gemeenschap, Gent, 17-21 december 1963. Verslagen en Mededelingen*, Ghent, 1964.

⁵ *Didactica Classica Gandensia*, Ghent, 1962 ff.

⁶ Cf. R.L. Plancke, "L'enseignement de l'éducation comparée dans les universités belges et tout spécialement à l'Université de Gand", in *General Education in a Changing World. Proceedings of the Comparative Education Society in Europe*. Containing the Papers read before the Society at the Second General Meeting, Berlin, 1965, The Hague, 1967, pp. 70-74.

The 16th CESE Conference in Copenhagen June 1994

CESE's executive committee has appointed Denmark to be host of the 1994 Conference. The 16th CESE Conference is organized by **NOCIES** - Nordic Comparative and International Education Society. Professor Tyge Winther-Jensen is the President of the Conference Committee.

Education in Europe will face new challenges in the years to come. One overarching issue will be the dace of national identities in a world of international cooperation; another the consequences for work and economy of the new technology. How can education be related to these issues? How can the inherited cultural and educational values be transformed and interpreted to answer the demands of technology and contemporary societies? And how can the role of education in a Europe finding its place within a wider world society be defined?

The 1994 - CESE Conference will bring these issues into focus in the following theme and subthemes:

Education In Europe

- **The Challenges of Cultural Values,**
- **National Identities,**
- **Economic Demands and Global Responsibilities.**

Subthemes:

- Education and Cultural Identities (at the European, National and Regional Level).
- Policies of Access to Education and Social Mobility.
- Education, Intra-European Mobility and International Migration.
- Education, Work and Technology.
- Patterns of Adult Education and Lifelong Learning: The Cultural and Economic Dimensions.
- Curricula, Europeanization and Interculturalism.
- The European Idea of Education - a Cultural Heritage.
- Unification Processes: Patterns and Outcomes, Convergencies and Divergencies.
- Challenge of Education in Developing Countries.

□ The Conference will be held at the University of Copenhagen. Conference language: English and French. Simultaneous interpretation into English/French will be provided.

THE CONFERENCE COMMITTEE - COMITÉ DE LA CONFÉRENCE

T. Winther-Jensen, President,
University of Copenhagen

J. Conrad,
University of Copenhagen

K. D. Wagner,
University of Copenhagen

T. Corner,
University of Copenhagen

I. Markussen,
The Royal Danish School of Educat. Studies

S. Nørrelund,
Association of Danish Folk High Schools

E. Højmark,
University of Copenhagen

A. Telhaug,
University of Trondheim

T. Harbo,
University of Oslo

I. Fägerlind,
University of Stockholm

U. Dahllöf,
University of Uppsala

R. Raivola,
University of Tampere

Le comité exécutif de la CESE a choisi le Danemark pour son Congrès de 1994. Ce 16ème Congrès sera organisé par la **NOCIES** (Association Nordique d'Éducation Comparée et Internationale). Professeur Tyge Winther-Jensen est le Président du Comité de la Conférence.

L'Éducation en Europe va devoir affronter de nouveaux défis dans les années à venir. L'un de ses thèmes majeurs sera la place des identités nationales dans un monde de coopération internationale. Un autre concerne les conséquences des nouvelles technologies dans l'économie. Dans quelle mesure l'éducation est-elle interpellée par ces problèmes? Comment les valeurs culturelles et éducatives héritées du passé peuvent-elles être transformées et interprétées pour répondre aux demandes de la technologie et des sociétés contemporaines? Et comment redéfinir le rôle de l'éducation dans une Europe qui doit se situer dans un univers plus large?

Le Congrès de la CESE en 1994 replacera les questions dans le cadre des sous-thèmes ci-après:

L'éducation en Europe:

- **Les défis liés aux valeurs culturelles,**
- **aux identités nationales,**
- **aux demandes de l'économie et aux responsabilités globales.**

Sous-thèmes:

- Éducation et identités culturelles (aux niveaux européen, national et régional)
- Politiques d'accès à l'éducation et mobilité sociale
- Éducation, mobilité intra-européenne et migrations internationales
- Éducation, emploi et technologie
- Éducation des adultes et éducation permanente: dimensions culturelles et aspects économiques
- Curricula, intégration européenne et interculturelisme
- L'idée européenne d'éducation: un héritage culturel
- Les processus d'unification: modèles et résultats, convergences et divergences
- Les défis de l'éducation dans les pays en voie de développement

□ Le Congrès aura lieu à l'Université de Copenhague. Les langues de travail seront le Français et l'Anglais. Une traduction simultanée sera assurée pendant les conférences plénières.

FURTHER INFORMATION - INFORMATION SUPPLÉMENTAIRE

THE CONFERENCE SECRETARIAT SECRÉTARIAT DE LA CONFÉRENCE CESE 94

c/o CONVENTUM Congress Service Hauchsvej
14 DK- 1825 Frederiksberg C/Copenhagen, Denmark
Telephone: + 45 31 31 08 47
Telefax: + 45 31 31 06 14

International Symposium on DECENTRALISATION AND EVALUATION OF THE EUROPEAN EDUCATIONAL SYSTEMS organised by the CESE at Granada (Spain)

From October 13th to 16th 1993, the CESE will organize at the Palace of Conferences of Granada a international symposium on "Decentralization and evaluation of the European educational systems. Comparative Theory, Research and Experiences". The University of Granada and the Andalusian Institute of Educational Evaluation and Teacher Education, from the *Junta de Andalucía*, the autonomous government of this region of Spain, are sponsoring the Symposium. This activity aims to favor the debate about main topics of scientific discussion and political decision-making in our educational systems.

Several recognized scholars and researchers in the field have been invited to lecture. They will present their inquiry and experiences developed lately about the main contents of these important issues for Comparative Education, whose scholarly advance and debate would like to be stimulated by the CESE too.

In fact, comparative research on educational systems developed in recent years is offering some productive work about the trends being expressed in educational policies. The trend towards coordination and a certain amount of centralization has started in United Kingdom and USA and, on the contrary, there is a marked tendency towards decentralization in countries such as Norway or France.

Study of educational decentralization is to be treated in this Symposium as a totality, as a modern trend of educational systems seeking to reassess educational steering, administration and evaluation. So that, comparative research has stated that:

✓ **Decentralization** appears associated with old aspirations such as democratization, participation, autonomy, reform; as procedures involving a radical change of the whole educational system.

✓ **Decentralization** as a political and ideological proposal constitutes a breakthrough against the centralism and the centralized administration of sources of income and powers. It aims at the reduction of social and cultural group differences, and above all, the reduction of financial and economic powers in order to attain an authentic and democratic participation; it aims at pursuing a new and distributive framework of economic sources of a

State towards Districts, Local Communities or Autonomies; in short, the revival of Locality.

✓ **Decentralization** as a global proposal is associated with a pattern of educational reform involving a social and cultural change to be taken on as political enterprise; it involves a horizontal distribution of educational services too; and it supposes the system integration with regard to the different educational modalities of the environments.

Studies such as those written recently by some of the scholars invited to lecture in our Symposium (cf *Evaluation as policymaking. Introducing evaluation into a national decentralised educational system*, edited by M. Granheim, M. Kogan and U. P. Lundgren, London, Jessica Kingsley Publishers, 1990) have thrown into focus the problem of reconciling centralization of educational policies with decentralization of educational services which suppose the necessity of a great autonomy and self-development for regions, districts and political administrative sections. When the decentralization movement is seen in this way, it is converted into an instrument having a lot of possibilities because it contributes to truly rationalize the management system based on technical and administrative elements; it propitiates a better distribution and participation in a process of making decisions. It connects, of course, with a regionalization policy, conceived as replay to a new way of growth that contemplates the equity, a greater democratic participation of people in order to design and develop social policies, equality of opportunities to enter, stay and reach success into the different levels and units of the system, development of egalitarian and social relationships... The surveys clearly report the need of a harmonic relation of local policies and actions with national aims and objectives... It is essential to avoid disequilibriums which decentralization can cause; a framework in the State must be secured simultaneously, which will foster the coherence at all levels and the integration of the different autonomies and groups.

It is also necessary to underline that decentralization requires an essential amendment of styles and procedures of management. It supposes the change of hierarchic principles and from this transformation of

new patterns of social relations it will be able to offer higher levels of productivity and labour satisfaction. In this sense it is relevant that valuable studies of the congestive committees and organizations open to receive information and to transmit it from the base to the top; and the participant organizations which does not only receive information but also take an effective part in deciding. To sum up, this is an effort for the local groups which will move one from being receivers of rules and directions to becoming the ones responsible of new policies and promoters and agents of education.

✓ **Decentralization** must go together with **evaluation**

tion which is a basic instrument before, during and after the process of a decentralized educational policy, making possible, in this way, a coordination in the whole process of decentralization. This evaluation must consider the efficiency and the public approval of the decentralized reform. So, it has to take into consideration:

- The real degree of *power* distribution.
- The efficiency and the efficient management of available resources.
- The decentralization of the educational subjects and the opening towards ways of learning.

L E C T U R E S

Decentralization and evaluation of the Spanish educational system: Some keys for pessimism

J. Félix Angulo Rasco (University of Málaga, Spain)

School based curriculum development and decentralization

Antonio Bolívar (University of Granada, Spain)

Decentralization and parent involvement in the educational system

Juan Manuel Fernández Soria (University of Valencia, Spain)

Evaluation in the Swedish educational system: Trends, expectancy, and risks

Sigbrit Franke-Wikberg (University of Umeå, Sweden)

A national and decentralized educational system. The challenge: How can we balance between external monitoring and internal development work. The Norwegian experience

Marit Granheim (The Royal Norwegian Ministry of Education)

Decentralization of the German educational system

Klaus Klemm (University of Essen, Germany)

Decentralization, evaluation and new patterns of governance in education in Europe

Maurice Kogan (University of Brunell, United Kingdom)

L E C T U R E R S

Disaggregating decentralization. Some different types *Jon Lauglo (The Research Council of Norway)*

Centralization, decentralization and reprofessionalization of European teacher

Sigurjón Mýrdal (Icelandic University College of Education)

Decision-making process in educational systems and level of decentralization

François Orivel (University of Dijon, France)

Decentralization of educational research and teacher education in the Italian educational system

Donatella Palomba (University of Rome, Italy)

Decentralization and evaluation of educational systems and change of relationships between the State, civil society and the educational community

Thomas S. Popkewitz (University of Wisconsin-Madison, USA)

Pluralistic evaluation and school community

Joan Subirats (Autonomous University of Barcelona, Spain)

Educational system and spaces of power: theories, practices and uses of decentralization in the Spanish educational system

Antonio Viñao (University of Murcia, Spain)

Danish educational policy and Reform in the 80s

Tyge Winther-Jensen (University of Kobenhavn, Denmark)

Miguel A. Pereyra, Professor of Comparative Education at the University of Granada and Secretary of the CESE, is the Chairman of the Symposium, and *Jesús García Mínguez*, Associate Professor of Theory and History of Education of the same university, is in charge of the Secretariat of this event.

The Symposium is also open to researchers, administrations, officials and professionals who would like to make known the results of their reflections, experiences and research on the topics. To this end, the Symposium most wellcomes the submission of papers and reports dealing with the main themes. According with their themes, the papers will be presented at the following three panels:

- I** Fields, contexts and forms of decentralization and evaluation of educational systems.
- II** Different actors and institutions involved in the process of decentralization and evaluation of educational systems: teachers, administrators, pupils, parents, and national, regional and local institutions.
- III** Experiences of decentralization on policy-making, educational governance and evaluation.

Papers

The maximum length of the papers will not exceed fifteen pages (A-4), 1.5 line space. Papers should be submitted in English and Spanish (including a written summary not longer than one page; paper and summary should be sent also in W.P. 5.1, 3.5" W.P. diskette with the file name on the diskette sticker and the author's name) to the Secretary of CESE (Apartado de correos nº 578. 18080 Granada). The deadline for the presentation of papers is October 4th.

REGISTRATION AND FEES

The final **date** for receipt of applications for registration is October 5th, 1993. When the application is made, the registration form should be accompanied by payment of registration fee (7000 *pesetas* for CESE members or 14000 for non-members), either by enclosing for the full amount, or the original receipt showing a transfer to have been made to the Secretary of the CESE bank account:

Barclays Bank
Cno. de Ronda, 74
18004 Granada

Bank account Nº: 22901008360

Hotels reduced rates can be arranged for CESE members.

Further information is available: **FAX: +34 58 243761**

APPLICATION FORM

Surname _____ First names _____

Work address _____

Home address _____

Country _____ Phone _____ FAX _____

In case of giving paper, tentative title: _____

Septième Conférence Européenne de Directeurs d'Instituts de Recherche Pédagogique Nitra (Slovaquie), 27-30 octobre 1992

Le rôle des organisations internationales dans la constitution du champ épistémologique de l'éducation comparée, à travers, notamment, leur contribution à la diffusion de l'information sur divers aspects des systèmes d'enseignement, est bien connu et reflété, pour une part, dans la densité croissante des travaux relevant de la recherche en éducation. La documentation provenant des initiatives de ces organisations reste toujours disponible, non seulement en vue de nouvelles analyses, mais aussi pour une exploitation diversifiée dans le cadre de l'élaboration, par définition contradictoire, des politiques éducatives.

Les Conférences européennes des Directeurs d'Instituts de Recherche Pédagogique, organisées périodiquement par le Conseil de l'Europe et l'Unesco, comportent deux volets: un échange de vues et une réflexion sur l'évolution et les préoccupations des institutions de recherche pédagogique représentées et une discussion sur un thème spécifique, introduite par des rapports préalablement préparés. La Septième Conférence qui s'est tenue à Nitra, à l'invitation de l'Institut de Recherche Pédagogique de Bratislava, rassemblant les directeurs d'Instituts de trente-trois pays et des observateurs de sept organisations internationales et associations d'éducation comparée (dont la CESE), a eu lieu à un moment crucial pour l'avenir de l'Europe et en particulier pour près de la moitié des pays représentés qui émergeaient de l'ex-bloc de l'Est. Aussi, la pertinence et l'actualité du thème spécifique de cette Conférence, "L'éducation pour une citoyenneté démocratique en Europe. De nouveaux défis pour l'enseignement secondaire", sont manifestes.

Les thèmes des rapports présentés en séance plénière étaient les suivants: "La recherche pédagogique dans les pays de l'Europe centrale et orientale: problèmes et perspectives" (C. Birzea, Bucarest); "La socialisation et l'éducation des jeunes pour une citoyenneté démocratique: théories et recherche" (H. Dekker, Groninge); "Education civique dans la société post-totalitaire de l'Europe centrale" (P. Pitha et O. Selucky, Prague); "Des citoyens et des hommes. Education civique et socialisation politique des lycéens" (P. Rayou,

Paris); "La démocratie par la participation - Un modèle norvégien d'éducation pour une citoyenneté démocratique" (S. Lorentzen, Dravagoll); "Le défi autoritaire à l'éducation civique ou la résurgence de l'autoritarisme et la renaissance d'une théorie" (K. P. Fritzsche, Braunschweig avec le concours de H. Knepper, Düsseldorf).

Bien que les organisateurs aient pris soin de baliser la thématique et d'équilibrer les rapports, la dynamique de la Conférence (marquée par le moment, le lieu, les préoccupations multiples concernant le destin des institutions et des pays vivant des bouleversements profonds) la portait vers des discussions dominées par les problèmes éducatifs consécutifs aux changements radicaux de certains régimes politiques. Il est significatif que le danger d'une "scholarisation" de la démocratie et de l'éthique, dans les pays affectés par ces transformations, a été soulevé par le représentant de la Confédération Mondiale des Organisations de la Profession Enseignante.

Malgré la bonne volonté de tous et le désir manifeste de communication, la difficulté d'élaboration d'une approche comparatiste des thèmes abordés apparaissait en filigrane des travaux de la Conférence. Il semble que les participantes ayant vécu et vivant des expériences radicalement différentes ne pouvaient qu'en rester marqués, d'autant plus que le retard pris pendant un demi-siècle dans les échanges d'informations pertinentes entre les uns et les autres ne pouvait pas être rapidement comblé.

Le Directeur de l'Institut de l'Education de l'Unesco (Hambourg) avait déjà mis en garde les participants contre les approches univoques. Après avoir relevé, dans le domaine des rapports entre éducation et démocratie, la richesse des travaux accomplis, dans un grand nombre de pays, sur le curriculum et la formation des maîtres; il avait présenté la thématique dominante de ceux qui se développent actuellement sur: la culture des jeunes face à la démocratie, les rapports entre démocratie et développement de l'autonomie et de la créativité, la démocratie dans

des sociétés désormais de plus en plus multiculturelles, la distinction entre démocratie de représentation et démocratie de participation. Il avait aussi souligné "les silences, sinon les réticences, en somme une liberté trop limitée d'expression à aborder certains sujets et à soulever certaines questions", dont: la part positive de l'héritage légué par les régimes d'avant 1989-1990, l'orientation prédominante "autocratique" de l'institution scolaire à l'ouest comme à l'est, la place faite aux droits des jeunes et des enfants dans les différentes sociétés et leurs systèmes d'enseignement, la contradic-

tion que présente l'introduction à l'école de programmes sur la démocratie par des méthodes constituant "un contre-enseignement" de la démocratie de participation.

En définitive, la riche thématique des discussions au cours de la Septième Conférence Européenne de Directeurs d'Instituts de Recherche pédagogique constituerait aussi un défi pour les futurs programmes de recherche des comparatistes de l'éducation.

Marie Eliou
Université d'Athènes

■ The Commission opens the Debate on the Future of the Community Education and Training Programmes: Looking for the simplification and rationalisation of actions and programmes

Several important changes have been produced recently within the *Task Force* of the Commission of the European Communities on *Human Resources, Education, Training and Youth*. The new Commissioner responsible for Research, Education and Training, Professor Antonio Ruberti -an engineer specialising in automation, and former Rector of the *La Sapienza* University in Rome before becoming Minister for the universities and research in Italy-, has encouraged the writing of a framework programme titled "The guidelines for Community action in the field of education and training". This paper presents the basis for the debate of the future activities of the Commission in these fields. In addition the Commission was presently preparing a green paper on the European dimension in education which would raise questions towards the future implementation of it in European schools within the Community framework programme.

On account of the significance for our field, as well as the aims proposed by the paper and the Commission, the *CESE Newsletter* reproduces entirely the content of "The guidelines for Community

action in the field of education and training".

To open a wide-ranging debate on the future of the Community education and training programmes after they expire in 1994 and, more generally, on the Community's further activities in these fields - such is the objective of the Communication (1) proposed by Antonio Ruberti and adopted by the Commission on Wednesday 5 May.

In Mr. Ruberti's view, investment in human resources is crucial to the future of our society. We must act now to boost both the quality and quantity of qualifications in Europe in order to achieve a genuine single market in occupations, allow the Community to remain competitive against its main rivals at international level, and strengthen economic and social cohesion within the Community.

Economic, social and demographic changes within our societies make it essential to provide individuals with more flexible permanent education and training opportunities, as people are increasingly being forced into a series of career changes over the course of their working life. For this purpose, it is necessary to ensure a firm link between education and training

(1) Available at the European Unit and/or the National Units of the Eurydice Network; rue d'Arlon, 15 - 1040 Bruxelles.

opportunities, which are often organised parallel to and separately from each other.

Up to now, Community education and training measures have proved very successful. This year, they have enabled around 100.000 students to take part in exchanges involving more than half the universities and other institutes of higher education in the Community.

ERASMUS alone will this year allow more than 70.000 students to study in a country other than their own, while 205 university-business associations (involving more than 10.000 members) are currently helping to forge extensive links between industry and universities under COMETT. PETRA, for its part, enables 9.000 young people per year to incorporate a European dimension into their apprenticeships. And these are just a few examples.

To increase the added value of Community measures which supplement those of the Member States, optimise the use of available resources and make the options available more apparent, **the Commission feels that the various Community programmes in the field of education and training should be simplified and rationalised.**

More specifically, it is proposing to combine the most promising features - in terms of Community added value and impetus - of the existing education and training programmes (see table) into two programmes, one involving universities and other institutes of higher education and schools, and the other dealing with training and qualifications.

Measures involving universities/institutes of higher education and schools

On the basis of experience acquired under the ERASMUS, COMETT and LINGUA programmes, the objective would be to encourage innovation and improvements in the quality of teaching, especially by:

- encouraging larger-scale exchanges (with the Member States gradually taking over after the Community has provided initial stimulus);
- strengthening the European network of inter-university partnerships in such a way as to help institutionalise the European dimension of education, more particularly with a view to fostering the teaching of foreign languages and cooperation in the field of teacher training;
- promoting special open and distance learning measures with a view to incorporating a European dimension into the teaching given to those who do not have the chance to study in another country;

- increasing the range of agreements on the academic recognition of diplomas and periods of study, thus helping to achieve a genuinely open market in occupations.

At the level of school education, once the Maastricht Treaty has been ratified, the Commission intends to produce a Green Paper setting out suggestions as to the most effective ways and means of **creating the** necessary partnership; arrangements in this field with national, regional and local authorities in the form of a wide-ranging cooperation scheme, building on the cultural and linguistic diversity of Member States. The purpose of the Green Paper will be to help identify the most appropriate catalytic role for Community actions and the key priority objectives and specific actions to be pursued at European level.

While it is clear that Article 126 of the new Treaty stipulates that "the Community shall contribute to the development of quality education" Member States have responsibility for education policy and for the organisation of their systems. Member States themselves have firmly recognised the need for comparative analysis of policy issues of common concern and pooling of research and for the more systematic transfer of information and experience (e.g. school failure, the problems of unqualified school-leavers, the initial and in-service training of teachers).

The Council and the **Ministers have invited the Commission to propose ways of consolidating the existing information network (EURYDICE)**, which maintains links between all the national education authorities and the Commission, and provides the necessary underpinning to promote ever closer links between the national education systems. The Commission will present its proposals later this year on the basis of the guidelines laid down by the Council and the Ministers. Moreover, under the terms of the Research and Development Framework Programme, a new, specific effort will be made to support concerted research on key issues concerning the future of education and training, with a view to strengthening the Member States' combined research potential in the education and training fields and for the more effective dissemination and exploitation of research results. Special attention will be given - again in line with guidelines set by the Education Council - to comparative criteria and methods regarding the evaluation of universities' teaching performance. In this context, EUROSTAT is expected to play a key role in the development of appropriate educational indicators.

Training and qualifications

Following on from programmes such as FORCE, COMETT, PETRA and EUROTECNET this programme, concerned with both basic and continuing training, would focus on three aspects:

- creation of networks of training resource centres at national, regional and sectorial level; these structures would provide support for innovation transfer, particularly to SMEs, in the field of learning methods and technologies or for encouraging mobility and exchanges among young workers and trainees;
- innovation aid for training, particularly distance learning, through projects involving partners in several Member States and leading to the develop-

ment of quality training methods and products which can be disseminated through the network to all interested companies and training bodies;

- development of a system for monitoring changes in the supply of an demand for training and qualifications; in this connection, the Commission is proposing that a European report on vocational training be published periodically to supplement the Commission's annual report on employment.

In the light of the debate being launched today and bearing in mind the provisions of the Maastricht Treaty (Articles 126 and 127) setting out the Community's responsibilities for education and training, the Commission will table formal proposals by the end of this year designed to ensure the necessary continuity of Community education and training programmes beyond 1995

EC EDUCATION AND TRAINING PROGRAMMES 1986-1994

| Short title | Full title | Duration |
|------------------|--|----------|
| COMETT | Programme on cooperation between universities and industry regarding training in the field of technology | 1986-94 |
| ERASMUS | European Community Action Scheme for the Mobility of University Students | 1987- |
| PETRA | Action Programme for the vocational training of young people and their preparation for adult and working life | 1988-94 |
| Youth for Europe | Action Programme for the promotion of youth exchanges in the Community - Youth for Europe Programme | 1988-94 |
| IRIS | European Network of Vocational Training Projects for Women | 1988-93 |
| EUROTECNET | Action Programme to promote innovation in the field of vocational training resulting from technological change in the European Community | 1990-94 |
| LINGUA | Action Programme to promote foreign language competence in the European Community | 1990-94 |
| TEMPUS | Trans-European Mobility Scheme for University Studies | 1990-94 |
| FORCE | Action Programme for the development of continuing vocational training in the European Community | 1991-94 |

(*) This specific action cannot be combined with the actions targeted at the school systems since neither the target groups nor the objectives nor the authorities responsible are the same. A specific Communication will be presented on youth questions.

A PLEASE seminar in 1994 on Education in Europe for the 21st century: An inside perspective from the PLEASE members

AEDE
ATEE
CEEC
CESE

COFACE
EASE
ECNAIS
EFECOT

EPA
ESHA
EURO-
ORIENTATION



In the last meeting of PLEASE (*Permanent Liaison Committee of European Associations in Education*) held in Brussels during 27th-28th of May 1993, was proposed the organisation of a seminar in 1994. Different participants, among them Professors Van daele and Pereyra, Past President and Secretary of CESE respectively, stressed that a seminar would enable the association members of PLEASE to put forward their ideas on education in Europe. As said in the minutes of the meeting, such seminar could certainly contribute to influence policy in the long term if it succeeds in giving the opportunity to people of different educational horizons to share ideas with each other, and to come up with a synthesis of these ideas which can be beneficial to education in Europe towards the 21st Century.

The participants to the meeting agreed on the following theme: "Education in Europe for the 21st century: an inside perspective provided by the member organisations of PLEASE". Each association is invited to send four participants to the seminar. The dates and the location for the seminar will be decided in a next meeting of PLEASE.

PLEASE is a permanent liaison committee of, for the time being, 12 European associations in education created in 1990 to contribute to the improvement of quality in education, and to the introduction of the European dimension at all layers of education and training.

PLEASE is supported by the *Task Force, Human Resources, Education, Youth and Training* of the Commission of the European Communities.

A booklet with the *Identity cards/cartes d'identité* of PLEASE associations has been recently printed, compiled by Yves Beernaert, Secretary General of PLEASE (Rue de la Concorde 60 B-1050 BRUSSELS Tel. +32 2 5143340 FAX +32 2 5141172).

CRE-info, the Newsletter of the Rectors' Conference of European Communities



The **CESE Newsletter** welcomes the appearance of the first issue of **CRE-info**, the newsletter of the Liaison Committee of Rectors' Conference of Member States of the European Communities recently printed (number 1 June 1993). According to its *Editorial*, signed by Dr. Andris Barblan, one of the Editors, the **CRE-info** objective is to pursue the dialogue launched by the publication of the *Memorandum on Higher Education*, and to contribute to the adaptation of higher education and research policies to the new conditions created by the growing educational competences of the EC:

"they evoked the role of the Community as a framework for future mobility and cooperation programmes -the responsibility for which ought to be shared more equally with member States -as well as a framework for the comparison of national teaching systems in which quality could well become a criterion for rapprochement.

European responsibility and rapprochement also constitute the reason for launching this newsletter. It will seek to describe the concrete involvement and collaboration of universities and related associations in the European construction process".

As a newsletter, the main content of **CRE-info** is based on data collected from amongst the actors of intellectual cooperation throughout our continent. In order to provide a better service, **CRE-info** welcomes any kind of information on events and projects which merit the attention of European universities.

CRE-info is published in English and French. Its Editors are Dr. Andris Barblan and Catherine Fayant, and its address: CRE - 10, rue du Conseil-Général - CH-1211 Geneva 4 - Tel.: +41223292644 - Fax: + 41223292821

European teachers face new challenges ... and miss social recognition

Guy Neave, *The Teaching Nation - Prospects for Teachers in the European Community*. Oxford, Pergamon Press, 1992, 158 pages.

Contents: Summary. Introduction. Setting the stage. Demography. Initial training, institutional reforms and curricular tendencies. Quality, control and recruitment. Conditions of service. Conditions affecting service. Conclusion.

Guy Neaves tries to determine the actual situation of the teaching profession in the European Community in his recently published new study. His first - and maybe polemic - thesis is that the growing together of the EC Member States will cause a fundamental change in the different national systems of education.¹ Neave analyses in the first part of his book recent developments in the relationship between the teaching profession and the public in order to identify the direction of this expected change. Disposing of privileged access to statistical information about the educational systems of the Member States², the author develops his theories on a base of an impressive amount of empirical data. His main difficulty consists in finding common tendencies in systems of education which are still very different. He recurs often to the conventional differentiation between Mediterranean States and North Sea States, on occasion he even constructs up to 4 groups of states, illustrating thus the existing diversity in the educational sector. At least he is able to detect a common theme from Spain to Scotland and from Greece to Denmark: the belief that the standing of teachers has been subject to noticeable devaluation in the course of the last 5 to 10 years.

In a first chapter, titled "Setting the Stage", Neave summarizes his ideas about the tendencies which affect since 1975 the "largest single concentration of highly qualified manpower in each and every Member State", i.e. the 3,500,000 persons who earn their living by teaching in the EC. The author affirms in a very optimistic way - the reader misses some critical remarks - that the teaching profession is still central to the life of the nation. In the very best functionalist

tradition he sees the school in the role of a public service that has to produce what society and, very important, the world of work demand. Conflicts come up when the teaching corps is expected to fulfil contradictory missions: to act, on the one hand, as agents of change who have to transmit those skills that young people need in a society characterized by fast technological change and, on the other hand, to maintain continuity with the traditional type of schooling.

Lately efficiency in education is judged according to how well the education system meets the needs of 'at risk' groups, which constitutes a change of paradigm that has reached some positive results; but measures that are favourable to certain groups cannot change the social structure, says our author, and there will always be people at the bottom of society. As a central issue in the present-day relationship between school and society remains the question, "how quality should be defined, who should define it and how it should be negotiated with those having the formal responsibility for its implementation at school level." The difference between the public expectation of 'quality' of education and some negative results attributed to a bad performance of the teachers - youth unemployment, lack of qualifications, functionally illiterate or innumerate pupils after 10 years of education - explains, according to Neave, the deeply-laid crisis of confidence on the part of the public in the teaching profession. If one of the central objectives of the States of the EC is to find ways to prepare their pupils for the changes that result from the new common economy, for instance by expanding the foreign language provision or teaching the New Information Technologies,

¹ It is evident that the author finished his study before the big crisis came over the European Community.

² Guy Neaves is currently Director of Research at the International Association of Universities in Paris, France. The Commission of the European Communities supported this study financially.

then the actual conditions of those who have to realize these reforms have to be taken into account.

The examination of several factors of the demographic development in the EC identifies two groups of states: in the South of Europe - Greece, Portugal and Spain - the numbers of pupils and teachers are still growing, whereas Northern Europe experiences the effects of a decline in the birth-rate which stops the growth of the teaching body; as examples stand Germany and the UK. Although there exist Member States like Denmark who maintain the recruitment of new teachers as a way of improving the quality of education, others opt for reducing the number of teachers according to the numbers of pupils. At any rate, these demographic developments have a direct effect on persons in the teaching profession: not only the competition becomes fiercer in the educational sector, the sinking numbers are also important for the morale of the teaching body.

The second part of the study concentrates upon changes in the structure and provision of teacher education since 1975. A chapter which focuses on initial teacher training, institutional reforms and curricular tendencies finds out an universal principle in the EC states, despite all diversity: Hierarchy and disciplinarity. Another essential point is, according to our author, that inside the states exist different groups or 'corps' of teachers that have different working conditions, terms of reference and areas of responsibility.

As a general trend over the decade from 1975 to 1985 can be identified that the institutional status of teacher education was raised by reinforcing its academic base; this development corresponds to a social demand for formal certification of teachers' standards. In the same area, Neave finds differences between the southern and the northern states of the EC: where as the former are completing the establishment of a professional training system, the latter are involved in its "refinement, adjustment and modification."

At any rate, an increase in the degree of government intervention to shape the professional profile of the teaching body is evident, and a specific objective of reforms of teacher education consists in the enhancement (Neave speaks of "revalorisation") of the formal qualifications held by teachers.

Considering that the European education systems need innovation, the author examines the age structure of the teachers nowadays in charge, and comes to the conclusion that, with some exceptions like France, Spain and Portugal, "the reforming impulse can no longer rely on the traditional channel for its consolidation, which was based on the inflow of young teachers

to the profession." Two different systems control the access of young persons to the teaching profession: one, based upon certification, gives to those certified the right to practise as teacher and another system, based upon competition, gives the teacher status only to those successful in competition, for whom a post is available. The first system produces often an official teacher unemployment, whilst in the second, by contrast, this unemployment does not exist, because an individual without post is not deemed to be a teacher. Although the percentage of unemployed teachers is rather high in several states (whether official or not) at the moment, Neave's warning for the coming decade is that "education will have to compete with other sectors of the national labour market for a declining number of young people at precisely the time when the needs for replacement, either due to 'natural wastage', or the demands for new types of skills, begin to make themselves felt."

He mentions the fact that there are more teachers qualified to teach disciplines in the areas of the Humanities and the Social Sciences than posts available, which he qualifies as "oversupply". The text continues: "Surprisingly, students qualified in these fields form the major part of the output from higher education." The critical reader would expect an explication of this "surprising" phenomenon; indeed, it is interesting that, despite the introduction of more competitive elements in the education systems and the promotion of Natural Sciences, there is still a considerable number of young people who are willing to study the history of their cultures and societies, their languages, etc., and who even prepare themselves to teach these subjects, in disregard of negative professional perspectives. Neave's approach, which is guided by his interest to adapt school better to the needs of the European industrial sector, fails sometimes to understand motives of people which are not exclusively directed by materialistic interests. Subsequently, he does not examine, whether the basic argument of the actual educational policy of most of the EC states, which connects social welfare to a high number of people qualified in the technical disciplines, is correct. Maybe that many of those young people who decide to dedicate their lives to the conservation and the development of their culture are - seen in a long-term perspective - wiser than their governments who cut down budgets for the Humanities and the Social Sciences.

The following part of Neave's study examines the conditions of service. Supposing that the "explicit link between salary and status extends to that of morale, motivation and incentives", he devotes a quite large

chapter to various aspects related to the formal status and economic conditions of the teaching professions. In spite of his diagnosis that in many Member States the salaries of teachers appear to have fallen behind those of comparable groups in public service, a comparison of teachers' income with the income of manual and non manual industrial workers in the European states shows, that the economic situation of the teachers is in general quite more favourable than the situation of the less privileged workers. At any rate, in some countries exist considerable differences in the salary between different groups of teachers.

A consequence that results from the age structure of the teachers, which shows a growing average age, and cost planning - older teachers tend to earn higher salaries - could be that European governments will take measures in favour of early retirement.

Another interesting remark refers to the 'open market' for teachers in the EC: there are possibilities for non nationals to be employed in Member States education systems, but they are very limited. Whether the "European educational space" will come into being is not clear, but some developments point in this direction, as, for example, the British decision to recruit unemployed German teachers. Anyhow, very different regulations in the EC states - for example, concerning pension rights - open the question, which regulations should be valid for teachers who move from one state to another. Neave proposes an increased coordination of the EC states in order to reach an harmonisation in the educational sector similar to the agreements in other areas like taxes, for example.

Finishing his chapter about the conditions of service, our author concludes that "the salient feature is the degree of diversity within the different levels of the nation's schools and the plethora of norms, the variation in task, the reward for responsibility and the degree of differentiation that set off one level of teachers from another." Given this result, can be asked whether "one can talk of a teaching profession as a single entity engaged in the same activity." But, says Neave, attempts to enhance the situation of teachers cannot be limited to salary questions alone; conditions that affect the service have to be examined.

As mentioned before, most teachers in the Member States are convinced that their social esteem has deteriorated. An historical reason for this phenomenon has to be seen in the expansion of mass education and the high numbers of those qualified for university entrance, which took away the notion that teachers educate only an exclusive élite; Neave calls this effect

"the end of the age of difference", or, in other words, the "end of the age of the notables". Further on, he cites studies that make the process of feminisation of the teaching body responsible for the decline in teacher status - feminists, get ready to stone some male chauvinists!

An important stage in the process of redefining the status of teachers is, according to Neave, the concept of teaching as a profession, which came up in the late 60s and early 70s. Anyhow, comparing the characteristics of a liberal profession to those of a teacher does not give much reason to this claim. The demand of "professionalization" can better be explained with the intention to seek social recognition by declaring the future basis of the profession and, on a more pragmatic level, to legitimate Education Faculties in universities, i.e. in general to rise the institutional level of the teacher status.

Just when this strategy seemed to be successful in the early-to-mid 1970s, so our author, the consequences of demographic decline and the development of education as a consumer good, which was not defined by professionals, but by consumers as parents, industry and the State, challenged the new standing of teachers. A major shift in political values towards a more competitive ethic explains this change of the public perception.

At the end of the book, Neave dares to prognosticate some aspects of the future development of the teaching profession in Europe. He foresees that the career prospects of teachers "will be bounded not by regions or counties so much as by different countries". At the moment, the international mobility of teachers is not only obstructed by very different regulations that are valid in the EC States, but also by a factor, which Neave calls the 'nation-boundedness' of the teaching body. The first impediment can be eliminated by a cautious legislation, which preserves the essential benefits of the functionary status - which only a part of the European teachers enjoys - without maintaining the formal status. The second problem can only be solved by an increased linguistic preparation of the students who are willing to become teachers. The challenge from the mid 1990s onwards in the educational field is only comparable to what happened in the early 1960s, when education was characterized by a shortage of teachers, says Neave. The EC States and their actual and future teachers have to face this challenge.

Neave's new study offers, in a word, a quite dense summary of the actual situation and the prospects for

teachers in the European Community. Many questions that he opens deserve a more profound treatment in further studies; sometimes a wider perspective, which would see the role of the school in Europe not exclusively as a service for the reproduction of industrial needs, but at the same time as a transmitter of other social and cultural values - such as solidarity, for example -, could also come to interesting results, if it were

applied to examine the actual and the possible future understanding of the teachers part in the European Community. At any rate, Neave's study is highly recommendable to political decision takers in the educational field of the EC, teachers and, especially, young persons who want to become teachers.

Christian Roith

Complutense University of Madrid

A useful data, source and prospective for knowing and reflecting on the European educational dimension

Donatella Palomba & Nadia Bertin (Eds.) *Insegnare in Europa. Comparazione di sistemi formativi e pedagogia degli scambi interculturali*. Milano, Franco Angeli, 1993, 375 pages.

Contents: Premessa (Tiziano Treu). Presentazione (Alberto Martinelli). Introduzione (Donatella Palomba and Nadia Bertin). **1. I sistemi formativi in Europa: un orizzonte per la comparazione.** 1.1. Strutture attuali e tendenze evolutive nei sistemi formativi dei paesi della Cee. I problemi della comparazione (Donatella Palomba). 1.2. L'analisi documentaria comparativa: aspetti concettuali e metodologici (Fiora Imberciadori). 1.3. Formazione generale e forma alla professione nelle scuole della Cee 1.3.1. Il secondo ciclo di istruzione secondaria nella Repubblica federale tedesca a confronto con il Belgio e l'Olanda (Uwe Lauterbach). 1.3.2. Les itinéraires éducatifs et les rapports école-travail en France (René Garassino). 1.3.3. The present state of education in the UK and its concern for European awareness. (Bob Blackledge). 1.4. La dimensione europea nella formazione in servizio: resoconto di un progetto (Alida Femminis). 1.5. La formazione del cittadino d'Europa: politiche nazionali e ruolo della Comunità europea (Olga Bombardelli). **2. I Progetti Cee a sostegno della formazione: la opportunità e le risorse.** 2.1. Ruolo e competenze comunitarie in ambito formativo: gli aspetti legislativi (Felicetta Lauria). 2.2. Sintesi delle azioni intraprese dalla Commissione delle Comunità europee in vista del potenziamento della dimensione europea nell'insegnamento (Caterina Zanarelli). 2.3. Politiche ed interventi della Comunità europea nel settore dell'istruzione (Nadia Bertin). 2.4. La Comunità europea e la formazione professionale iniziale e continua: le esperienze italiane (Anna Marie Leuzzi). 2.5. Analisi di alcune esperienze nella regione Lombardia (Pasquale Cicchella). **3. Scambi educativi e formazione all'interculturalità.** 3.1. La dimensione interculturale negli scambi scolastici (Maria Grazia Calasso). 3.2. Tipologie di scambi ed esperienze della realtà italiana (Carla Sommadossi). 3.3. Educazione all'interculturalità: la ricerca del profilo degli operatori attraverso la diretta partecipazione degli insegnanti (Roberto Ruffino). 3.4. La formation des opérateurs interculturels: modèles et expériences en Europe. L'expérience franco-allemande (Bernard Viale). 3.5. Come realizzare progetti di cooperazione educativa in network (Eleanora Salvadori). 3.6. La dimensione organizzativa negli scambi (Maria Rosa Del Buono). **4. Il punto di vista degli insegnanti: le sintesi dei lavori di gruppo.** 4.1. La cultura dell'alterità: produzione di materiale didattico e itinerari formativi (Paola Tomai). 4.2. Competenze e ruolo degli operatori (Maria Paola Proietti). 4.3. Modelli operativi e risorse nella cooperazione tra scuole a livello internazionale (Eleanora Salvadori). **5. Gli strumenti.** 5.1. La normativa (Nadia Bertin). 5.2. Banche dati nazionali e internazionali sulla formazione (Nadia Bertin and Maria Pia Pettinaroli). Indicazioni bibliografiche (Nadia Bertin).

The content and aims of this Italian work, under the auspices of the *Centro per Innovazione Educativa* of the Comune di Milano, state that the European formative process should be educational in the same degree as it is political and economic. As with every human process, Europeans ought to emphasize the educational structures.

Up until 1993, EC educational policy has been pro-

moting the exchange of students and teaching staff, but it is not enough. It is necessary to homologize programmes and educational legislation in order to achieve an European educational system. This system must not only take into account local characteristics but also develop curricula for primary and secondary education in all the EC member states.

This volume lays down the guidelines to achieve

European awareness on the basis of comparative methodologies and studies of the educational situation in Europe. The work is divided into five parts:

The **first part**, comprising 118 pages, is an analysis and description of the educational systems in Europe. According to the authors, a comparative pedagogy among the different EC educational systems is necessary. The question is not merely to know the educational system of each member state but to find common methods and systems which promote the process of European education in the same way as the economic and political aspects.

The first measure to be adopted would be for the member states to transfer educational policy to European tutelage which would elaborate a new common curriculum for the European Community.

This common curriculum should consist of:

- ☐ Similar compulsory educational levels.
- ☐ Common subjects: major curriculum in areas for the development of the study of European history, geography and economics. These subjects should be imbued with a new European spirit.
- ☐ National curriculum.
- ☐ A General Certificate of Education valid in the whole European Community.

These common subjects and contents would be complemented by a common methodology.

Among the institutions that are heading in this direction is *Eurydice*. *Eurydice* is a group working towards a common educational policy within the EC and is elaborating a great many comparative analyses based on official reports and the response of seminar participants. This institution would be able to provide a practical service to the educational community to be started in Europe with the necessary financial backing.

In this chapter, possibly the most important of the whole book, the authors describe certain European educational systems. The first comparative study refers to secondary education in Germany, Holland and Belgium. These countries have a dual system which is an outstanding example for the EC. Its efforts are directed at professional training in order to create a better motivated and highly trained workforce with programmes such as the *Arbeitslehre* in Germany. The examinations for these courses are controlled by the Chambers of Commerce and Industry. On the other hand, the authors also stress the efforts of the French system in linking the work culture with education in general as well as a study of the British system and its attempts at getting to know European culture.

This first part of the volume has however a serious shortcoming: the authors, although they are Italian, only consider the educational systems in the richer northern

countries, thus ignoring a large part of Europe which has a great deal to say concerning the European educational process. There is no mention of Spain, Greece or Portugal. It is a pity that the good intentions of this book do not include the whole of Europe, neglecting the economically less developed countries. This worthwhile book ought to reflect a true advocacy for European education by bearing in mind the countries that it blatantly ignores. It should not merely refer to the situation in certain countries but rather to European as a whole. Not only Italy, whose system receives a great deal of attention in comparison with other member states, is working towards the creation of a European system but also others. In conclusion, this part, the most significant, provides us with a sound philosophical basis on which to establish European awareness, but it does not reach concrete conclusions from its comparative study that would enable the creation of common guidelines for the European process.

The **second chapter** is dedicated to the study of the existing infrastructure within the European framework that permits the establishment of a European education. The educational policy is one of the most recently created by the European Community, an eloquent indictment of the importance with which it is credited. Regulations have existed since 1970, a time much later than the original European idea, and it is not until 1985 that it takes a certain legislative shape. The basic points are:

- The recognition of higher education qualifications by all member states with respect to their holders working throughout the Community.
- The possibility for the higher education student to complete his studies in any member state.
- The recognition of teaching staff to practice their profession in all the member states.

These laws, however, may run into serious difficulties on account of certain principles existing in European legislation, and the onus in dealing with the problem that these regulations might suppose falling on each member state.

Apart from the legislation, the same chapter, again leaving aside countries which the authors seem to ignore as member of the EC and in which great progress is being achieved in the European process, such as the Comenius project based in Valencia, that is working towards the unification of criteria in the formation of European primary school teachers, mentions the EC agreement of 24 May, 1988 in which the creation of four European Summer Universities is contemplated. These universities will only deal with common European matters: citizenship, cultural heritage, education, etc.

Other aspects worthy of mention in the European educational interchange are:

- Teacher interchange, for which 650,000 Ecus has been allotted to finance 400 exchanges.
- Programme interchange.
- Interchange of teaching material.
- Non-governmental associations for the European corporation.

The authors conclude, however, that the educational field in EC policy is almost non-existent in comparison with other aspects. It is brought in timidly and marginally and it seems that no one has considered that in order to educate young people from a point of view of a continent with our frontiers it is not enough to train them to work and be productive but must also include cultural characteristics.

After Maastricht there have been many statements concerning innovations in European education. These initiatives, which could have proved decisive, have nevertheless been delayed by the reticence shown by Britain which has paralysed certain areas of educational cooperation. Despite this, the EC has confirmed its intentions to contribute towards educational development by encouraging and favouring cooperation among member states. Similarly it has laid down the guidelines that govern the Community's action:

- Development of the European dimension in education.
- Promotion of the study of the different Community languages.
- Freedom of movement for teachers and students.
- Recognition of the different academic qualifications.
- Legislation governing the period of schooling and its duration.
- Cooperation in and interchange of educational projects.

The establishment of general principles concerning professional training through the European Social Fund. Some of these programmes have already been successfully experimented in measures to combat youth unemployment. Young people must be trained for the labour market by means of an initial and continuing professional education. The programme PETRA is already contributing to this by providing an European network of experts in matters of professional training who help member states, especially the least equipped.

The **third chapter** refers to student interchanges. It deals with the Italian experience with emigrant children that has caused structural and didactic problems among the students and between students and teachers. It forwards the idea that in order for an interchange to be successful it must be channelled through state internationalization: through international agreements that

regulate these kinds of experiences. A cultural exchange of students is of absolutely no worth if the state educational institutions show no interest whatsoever. It gives as a model Italy which, with its exchange policies, has encouraged the study of the Italian language.

The most profound and worthwhile idea of cultural exchanges is that they should assist in divulging the different cultures in both the individual's and the collective's education, promoting understanding and even admiration for one another. The educational process is not limited to the school, family and associations. Nowadays a knowledge of other cultures, which provides experiences and solutions adaptable to the local environment, is essential. It opens new horizons in an increasingly boarder education that reaches far beyond the local outlook. By means of this, a greater vision of the European concept, progress, democratic basis and knowledge of other peoples will be provided. "When two peoples know each other they will not wage war on one another".

The third chapter, apart from the Italian experience, also deals with the Franco-German experiment with intercultural operators. These two nations have created an organization called OFAJ (*Office Franco-Allemand pour la Jeunesse*). This organization funds all kinds of activities organized by school, socio-educational and professional entities of both countries so that the young people can get to know each other or those of other countries. The results have been positive because both countries have come to know the daily life of the other and it has contributed to Franco-German solidarity.

The aims of OFAJ are:

- To get to know the way of life of each country.
- Create common ties and customs capable of uniting both nations that have historically suffered so much from wars.

In these relations pedagogy has a useful role: to prepare operators and methods capable of successfully encouraging this kind of contact.

Cultural exchanges, in a programme of European education, should fulfil aims other than those of OFAJ. For example:

- Go beyond bilateral relations that are only valid as a starting point.
- Go beyond mere linguistical aims.
- Prepare a pedagogical project in which pedagogues from different countries and disciplines collaborate.
- The choosing of a topic for each meeting. The topic should be relevant to Europe.
- Formation of workgroups.

The ideas in this chapter, as well as the provision of experiences in some European countries, are a great contribution in the process of European education.

The fourth part presents the conclusions which a group of teachers in Italy has reached concerning intercultural education as a valid path towards European education. According to the workgroups there are three fundamental topics that should be borne in mind in the preparation of a project on educational cooperation.

- Cultural awareness.
- Responsibilities and role of the operators.
- Operative models and organizational structures.

What the author means by intercultural awareness is the recognition of one's own cultural identity and the differences existing between it and others. This recognition provides the starting point from which to develop and open to the exterior, and therefore a new style of teaching is necessary which is the result of comparison. These comparative studies will produce not only a personal enrichment but also tolerance and comprehension between different nations. New programmes, a new methodology and new tools are essential for intercultural.

With respect to the programmes, the humanistic subjects are the ones that should undergo the greatest modification and diversification. We are not talking about the history and society of a single small nation, we are talking about Europe.

As regards methodology the need for interdisciplinary work is suggested while the difficulty in finding teachers with sufficient preparation to do so is recognised.

The book does not dwell sufficiently on this so important aspect and only mentions the necessity for a new kind of teacher. The new teacher has to be skilled and used as a consultant rather than a mere provider of information.

In so far as the tools are concerned, the prime necessity is seen as a European didactic data bank. No further details are given in relation to this area about which there is so much to be said and, in particular, that it would serve as basis for a European intercultural.

The figure of the intercultural operator appears in a rather stilted profile: he must know psychology, economy, be able to organize, he must not confuse social problems with culture; he must be versed in the methodology of encouragement.

The intercultural operator can fulfil an important role in the formation of a European cultural programme. Therefore the present work should specify more this curriculum instead of regurgitating characteristics that should in any case be the domain of all teachers.

With regard to the operative models the following are the ones underlined:

- **Information:** Once again the need for a data bank arises which will supply information on all the mo-

odels, processes and ways of access to exchanges.

□ **Formation:** This should embrace structures within which to group the capacity to work in interdisciplinary teams which in turn can organize meetings and suitable programmes. In the educational process the exchange of teachers is also necessary, especially on being able to fall back on a group of experts who can elaborate projects bearing in mind European and national cultural constituents.

□ **Conversation assistant:** A project on such a large scale and which requires so much time and money cannot fail to be provided with the guarantee of help from institutions and educational and cultural experts.

Insegnare in Europa provides us with a useful catalogue of data concerning the educational situation within the European Community and it contains good intentions as regards the prospect of a European educational dimension. It affords a study of the educational systems and experiments carried out in certain EC countries but not in all of them. It deals with EC legislation and regulations on educational matters and the institutions and organs that can be used as the infrastructure for a European education as well as the questions on which this project should be elaborated in order to create a European awareness without forgetting each country's particular traits.

The work is, however, repetitive and its structure, perhaps on account of the different authors, is not well ordered. It repeats aspects, and the studies that it purports to be comparative between one country and another are merely descriptive. It insists rather logically on experiences and data in Italy while ignoring those of other European nations.

Nevertheless, what must be pointed out above all is that this work establishes the basis and the good intentions of the fact that a Europe without frontiers cannot be forged exclusively by the free movement of capital and workforces: It is essential to reinform and improve the tools that are capable of stimulating a European educational policy.

Finally this work is worth reading in spite of its particular derangement, not only for the information it provides but also for the two prospects that it envisages: The need of a comparative pedagogy of the European educational systems, and the need for a great educational project that transcends nationalism and can be truly called European and which constitutes the starting point from which to build a genuine European awareness.

Antonio Sánchez García
University of Granada

NAME

Article 1

The Comparative Education Society in Europe shall be an international non profit making association of scientific and educational character.

Its Statutes are drafted in accordance with the provisions of the Belgian law of 25th October 1919 amended 6th December 1954.

The French name of the Society shall be: Association d'Education Comparée en Europe and its German name: Gesellschaft für Vergleichende Erziehungswissenschaft in Europa

Its acronym shall be CESE in all languages

REGISTERED OFFICE

Article 2

The Society shall have its registered office in a municipality of the Brussels conurbation, and at present at 1050 Brussels, rue de la Concorde 51.

The registered office may be relocated to any other address in the Brussels conurbation by a decision of the Executive Committee.

PURPOSE

Article 3

The purpose of the Society shall be to encourage and promote comparative and international studies in education by:

- a. promoting and improving the teaching of comparative education in institutions of higher learning;
- b. stimulating research;
- c. facilitating the publication and distribution of comparative studies in education;
- d. interesting professors and teachers of other disciplines in the comparative and international dimensions of their work;
- e. encouraging visits by educators to study educational institutions and systems throughout the world;
- f. co-operating with those who in other disciplines attempt to interpret educational developments in a broad cultural context;
- g. organising conferences and meetings;
- h. collaborating with other Comparative Education Societies in order to further international action in this field.

MEMBERSHIP

Article 4

The Society shall consist of:

1. Ordinary members:

- a. teachers of, and research workers in comparative and international education, active in institutions of higher learning.
- b. persons concerned with studies in comparative and international education or related areas, and active in educational agencies and organisations.

DENOMINATION

Article 1er

L'Association d'Education comparée en Europe est une association internationale a caractère scientifique et pédagogique, qui ne poursuit aucun but lucratif.

Les statuts en sont établis conformément aux prescriptions de loi belge du 25 octobre 1919 modifiée par la loi du 6 décembre 1954.

L'association a pour dénomination en langue anglaise: Comparative Education Society in Europe et en langue allemande: Gesellschaft für Vergleichende Erziehungswissenschaft in Europa.

Elle est désignée par le sigle CESE dans toutes les langues.

SIEGE SOCIAL

Article 2

L'association a son siege dans une commune de l'agglomération bruxelloise et a présent a 1050 Bruxelles, rue de la Concorde 51.

OBJET

Article 3

L'association a pour objet de promouvoir et d'encourager l'étude de l'éducation internationale et comparée:

- a. par la promotion et le perfectionnement de l'enseignement de l'éducation comparée dans les établissements d'enseignement supérieur;
- b. par l'encouragement a la recherche;
- c. par la promotion de la publication et de la diffusion d'études comparatives dans le domaine de l'éducation;
- d. en suscitant, auprès des professeurs et enseignants qui œuvrent dans d'autres disciplines, de l'intérêt pour l'aspect comparatif et international de leurs travaux;
- e. en encourageant les éducateurs a visiter de par le monde les établissements et institutions d'éducation, et a se pencher sur les systemes qui y sont en usage;
- f. en collaborant avec tous ceux qui, dans d'autres disciplines, se donnent pour tâche d'interpréter l'évolution de l'éducation dans le contexte culturel général;
- g. en collaborant avec d'autres associations d'éducation comparée en vue de promouvoir, l'action qui, dans ce domaine, peut être menée sur le plan international.

MEMBRES

Article-4

L'association se compose de:

1. Membres ordinaires:

- a. enseignants et chercheurs qui, au sein d'établissements d'enseignement supérieur, œuvrent dans le domaine de l'éducation internationale et comparée;
- b. personnes qui, au sein d'organismes et institutions d'éducation, s'intéressent a l'étude de l'éducation internationale et comparée ou de domaines connexes.

L'admission en tant que membre ordinaire fait l'objet d'une décision du comité exécutif. La procédure selon

Admission to ordinary membership shall be subject to a decision of the Executive Committee. The application procedure shall be as described in the Rules of Order.

2. Honorary members: persons who have rendered long and distinguished services to comparative and/or international education may be elected to honorary membership by a three quarters majority decision of the general assembly.

Honorary members shall have the same rights and privileges as ordinary members.

Article 5.1

Any member may resign at any time by written notice to be delivered to the Executive Committee.

Article 5.2

Members whose subscriptions are in arrears for more than two years shall not be entitled to exercise any of their membership rights, unless the Executive Committee decides otherwise.

The Executive Committee may recommend the exclusion of such members to the general meeting.

Article 5.3

A member who acts contrary to the Statutes may be excluded from the Society by a two thirds majority decision of the general meeting.

No member shall be excluded except upon three months notice from the Secretary-Treasurer by mail; specifying the grounds upon which exclusion is based, and after having been given the opportunity to be heard.

Article 5.4

A member who resigns or is excluded shall forfeit any right to many part of the assets of the Society.

GENERAL MEETING

Article 6

The general meeting of members shall have all powers for achieving the purpose of the Society.

The following areas shall, in particular, fall within the competence of the general meeting:

- amendments of the Statutes;
- approval of the Rules of Order;
- exclusion of members;
- election of the members of the Executive Committee;
- approval of the CESE budget and accounts;
- dissolution and liquidation of the Society.

Article 7

General meetings shall be held at least once every two years, such time and place as the Executive Committee may decide.

General meetings shall include a business session and a professional session.

Convening notices shall be sent to all members at least three months prior to the date of the meeting, by the Secretary-Treasurer.

An Agenda, established by the Executive Committee, shall be sent to members at least one month prior to the date of

laquelle il y a lieu d'introduire les candidatures est décrite dans le règlement d'ordre intérieur.

2. Membres honoraires: personnes qui, s'étant distinguées de façon éminente et prolongée dans le domaine de l'éducation internationale et/ou comparée, se sont vu conférer la qualité de membre honoraire par une décision de l'assemblée générale statuant aux trois quarts des voix. Les membres honoraires jouissent des memes droits et privileges que les membres ordinaires.

Article 5.1

Tout membre de l'association peut en tout temps donner sa demission par un 'écrit signifie au comité exécutif.

Article 5.2

Sauf décision contraire du comité exécutif, le membre qui omet d'acquitter sa cotisation pendant plus de deux années consecutives, cessera d'exercer les droits que lui confère sa qualité de membre.

Le comité exécutif peut en outre proposer à l'assemblée générale l'exclusion du membre en question.

Article 5.3

L'exclusion d'un membre peut être prononcée par l'assemblée générale statuant à la majorité des deux tiers des voix, lorsqu'il apparaît que ce membre ne se conforme pas aux statuts.

Un membre ne peut être exclu qu'après avoir été informé des raisons motivant son exclusion par un écrit du secrétaire trésorier, au moins trois mois avant la date de l'assemblée générale appelée à se prononcer au sujet de celle-ci, et après avoir eu l'occasion de présenter sa défense.

Article 5.4

Le membre démissionnaire ou exclu, de même que les ayants droit du membre décédé, sont sans droit sur le fonds social.

ASSEMBLEE GENERALE

Article 6

L'assemblée générale des membres possède la plénitude des pouvoirs en vue de réaliser l'objet de l'association.

Relèvent en particulier de sa compétence:

- la modification des statuts;
- l'approbation du règlement d'ordre intérieur;
- l'exclusion des membres;
- l'élection des membres du comité exécutif;
- l'approbation du budget et des comptes de la CESE;
- la dissolution et la liquidation de l'association.

Article 7

L'assemblée générale se tient au moins une fois tous les deux ans, au lieu et à la date fixés par le comité exécutif.

L'assemblée générale comprend une session administrative et une session professionnelle.

Les convocations à l'assemblée générale sont adressées à tous les membres au moins trois mois à l'avance, par le secrétaire-trésorier.

L'ordre du jour, établi par le comité exécutif, est communiqué aux membres au moins un mois avant la date

the meeting.

Special general meetings may be held on decision of the Executive Committee or on written request of least one sixth of the association membership. In the latter case, the meeting shall be held within three months of the request being received by the President.

Convening notices to a Special general meeting shall be sent at least three months prior to the date of the meeting.

A quorum shall be constituted by at least fifteen members, whose dues are paid for the current year. When such quorum is present, the members so assembled shall act as the legislative body of the Society.

Except in special cases provided for by the Statutes, decisions shall be carried by a simple majority vote of the members present.

Each member shall have one vote.

Votes shall be cast according to the procedure described in the Rules of Order.

Article 8

Professional meetings

Meetings for the purpose of discussing items of academic and professional interest including joint meetings with other professional bodies may be arranged on an international, national or regional basis by members of the Society with the concurrence of the Executive Committee.

Inter-continental meetings

Professional meetings with other Comparative Education Societies, international organisations or other professional societies may be arranged by the Executive Committee with appropriate announcements to the membership.

EXECUTIVE COMMITTEE

Article 9.1

The Society shall be administrated by an Executive Committee consisting of a President, the immediate Past President, two Vice-Presidents and two other members.

If none of them is of Belgian nationality the Executive Committee shall include an additional member of this nationality.

Members of the Executive Committee shall be elected by the general meeting from amongst the individuals who have held the capacity of member of the Society for a least one year, and whose dues are paid for the current year.

The term of office of the members of the Executive Committee shall be two years, commencing at the conclusion of the general meeting at which they were elected. Members of the Executive Committee may be re-elected but shall not hold the same office for more than two consecutive terms of two years. They may be relieved of their duties by a two thirds majority decision of the general meeting.

Article 9.3

Meetings of the Executive Committee shall be held at such time and place as the Committee may decide, but must be held at least once a year.

de l'assemblée.

L'assemblée générale peut également être convoquée en session spéciale par décision du comité exécutif ou à la requête écrite d'un sixième des membres au moins; dans ce dernier cas, l'assemblée se tiendra endéans les trois mois à dater du jour où la requête aura été recue par le président.

Les convocations à l'assemblée générale spéciale sont envoyées au moins trois mois à l'avance.

Pour pouvoir délibérer valablement, l'assemblée générale doit réunir au moins quinze membres en règle de cotisation.

A cette condition, les membres ainsi assemblés agiront en tant qu'organe législatif de l'association.

Sauf disposition contraire des statuts, l'assemblée générale statue à la majorité simple des membres présents.

Chaque membre dispose d'une voix.

Le vote se déroule conformément à la procédure prévue par le règlement d'ordre intérieur.

Article 8

Réunions professionnelles

Moyennant l'approbation du comité exécutif, des membres de l'association peuvent tenir, sur le plan international, national ou régional, des réunions ayant pour objet des échanges de vues ayant trait à des sujets d'ordre académique ou professionnel, avec des représentants d'autres institutions professionnelles.

Réunions intercontinentales

Le comité exécutif peut organiser des réunions professionnelles auxquelles participent d'autres associations d'éducation comparée, des organisations internationales ou d'autres institutions professionnelles. Les membres de la CESE seront dûment avisés de ces réunions.

COMITE EXECUTIF

Article 9.1

L'association est administrée par un comité exécutif comprenant un président, le président sortant, deux vice-présidents et deux autres membres.

Si aucun d'entre eux n'est de nationalité belge, le comité exécutif comprendra un membre supplémentaire, qui doit être de cette nationalité.

Article 9.2

Les membres du comité exécutif sont élus par l'assemblée générale parmi les personnes qui détiennent la qualité de membre depuis un an au moins et qui ont acquitté leur cotisation pour l'année en cours.

Les membres du comité exécutif sont élus pour une période de deux ans, qui débute à l'issue de l'assemblée générale au cours de laquelle il a été procédé à leur élection. Ils sont rééligibles, mais ne peuvent occuper les mêmes fonctions pendant plus de deux périodes consécutives de deux ans. Ils peuvent être révoqués par l'assemblée générale statuant à la majorité des deux tiers des voix.

Article 9.3

Le comité exécutif se réunit au moins une fois l'an, au lieu et à la date qu'il détermine.

At least one month's prior notice of the Executive Committee meetings shall be given by the Secretary-Treasurer. Decisions shall be carried by a simple majority vote. Votes shall be cast according to the procedure described in the Rules of Order.

Article 9.4

The Executive Committee shall have full powers of administration and management, subject to the prerogatives of the general meeting.

The Executive Committee may delegate some of its powers to one or several of its members.

All the deeds committing the Society shall, except for special proxies, be signed by two members of the Executive Committee.

Legal proceedings, both as plaintiff and as defendant, shall be taken, with due action, by the Executive Committee, represented by the President or another Committee member designated for the purpose by the latter.

Article 10.1

The President shall act as Chairman at Society and Executive Committee meetings. In his absence, such meetings shall be presided over by one of the two Vice-Presidents.

Article 10.2

A Secretary-Treasurer shall be appointed every year by the Executive Committee, which shall fix his remuneration and shall have the power to dismiss him.

The Secretary-Treasurer shall be responsible to the Executive Committee for:

- a. the maintenance of the Society's records and the circulation of its documents.
- b. arranging payment of disbursements, in accordance with the provisions of the Rules of Order.
- c. arranging general meetings, and notifying members in due time of the time, place and preliminary programme of these meetings.
- d. preparing the reports on the receipts, expenditures and financial condition of the Society, to be submitted by the Executive Committee to the general meeting.
- e. arranging for an audit of the books prior to each general meeting, by auditors who shall be appointed by the Executive Committee.
- f. any other duties that may be assigned to him by the Executive Committee.

COMMITTEES

Article 11

The Executive Committee may set up ad hoc Committees to deal with matters of scientific or professional interest.

FINANCES

Article 12.1

The financial year of the Society shall begin on 1st January and end on 31st December of each calendar year.

Article 12.2

The amount of the annual subscription shall be deter-

Les convocations aux réunions du comité exécutif sont envoyées au moins un mois à l'avance, par le secrétaire trésorier.

Le comité exécutif statue à la majorité simple des voix.

Le vote se déroule conformément à la procédure prévue au règlement d'ordre intérieur.

Article 9.4

Le comité exécutif a tous les pouvoirs de gestion et d'administration, sous réserve des attributions de l'assemblée générale.

Le comité exécutif peut déléguer certains de ses pouvoirs à un ou à plusieurs de ses membres.

Tous les actes qui engagent l'association sont, sauf procuration spéciale, signés par deux membres du comité exécutif.

Les actions judiciaires, tant en demandant qu'en défendant, sont suivies, poursuites et diligences du comité exécutif, représenté par le président ou un autre membre du comité désigné à cet effet par celui-ci.

Article 10.1

Le président préside les assemblées et réunions des organes de l'association. En son absence, ces réunions sont présidées par l'un des deux vice-présidents.

Article 10.2

Le comité exécutif procède chaque année à la nomination d'un secrétaire-trésorier, dont il fixe la rémunération et qu'il a le pouvoir de révoquer.

Le secrétaire-trésorier est responsable vis-à-vis du comité exécutif:

- a. de la conservation des archives et de la diffusion des documents émanant de l'association;
- b. du paiement des débours, à effectuer conformément aux prescriptions du règlement d'ordre intérieur;
- c. de l'organisation des assemblées générales, de la convocation et de la diffusion de l'ordre du jour de celles-ci;
- d. de la préparation du compte des recettes et dépenses et des rapports financiers à soumettre par le comité exécutif à l'assemblée générale;
- e. de la présentation des livres en vue de leur vérification, préalablement aux assemblées générales, par des commissaires désignés par le comité exécutif;
- f. de l'accomplissement de toute autre tâche lui confiée par le comité exécutif.

COMITES

Article 11

Le comité exécutif peut constituer des comités ad hoc en vue de l'étude de sujets d'ordre scientifique ou professionnel.

FINANCES

Article 12.1

L'exercice social débute le 1^{er} janvier et est clôturé le 31 décembre de chaque année.

mined by members at a general meeting. Any proposal to change the amount of the annual subscription shall be brought to the attention of members at least three months prior to the general meeting at which the proposal is to be considered.

Article 12.3

Subscriptions shall be due on the 1st January and be payable to the Secretary Treasurer.

Paid up members shall be entitled to participate in professional and business meetings of the Society, exercise their voting rights, and be entitled to such other rights and privileges as may be granted to all members to the Society.

Article 12.4

Every second year, the Executive Committee shall communicate the accounts of the two closed financial years and the budget for the ensuing years, for the approval of the general meeting.

RULES OF ORDER

Article 13

Details of the procedure governing the international operation of the Society shall be dealt with in Rules of Order established by the Executive Committee and approved by the general meeting.

AMENDMENTS TO THE STATUTES AND DISSOLUTION

Article 14

Any proposal regarding amendments to the Statutes of the dissolution of the Society shall emanate from the Executive Committee or from at least 20 % of the association members.

Members shall be notified in writing of such proposals by the Secretary-Treasurer, at least two months prior to the date of the general meeting which shall deliberate on the proposals aforesaid.

No decision shall be adopted unless it is voted by a two thirds majority of the association members.

However, if less than two thirds of the members are present at the general meeting, a new meeting shall be convened in the same conditions as the preceding one, which subsequent meeting shall definitely and validly decide on the proposal in question, by a majority of two thirds of the members present.

In the event of dissolution, the general meeting shall determine the method of winding up and liquidation of the association.

GENERAL PROVISION

Article 15

Anything which is not provided for by the present Statutes, and in particular the publications to be made in the appendix of the Moniteur Belge (the Belgian Official Gazette) shall be settled according to the provisions of the Belgian law of 25th October 1919 amended 6th December 1954.

Article 12.2

Le montant de la cotisation annuelle est déterminé par l'assemblée générale. Toute proposition visant à modifier ce montant doit être portée à la connaissance des membres au moins trois mois avant l'assemblée générale appelée à en délibérer.

Article 12.3

Les cotisations sont dues le 1^{er} janvier et sont payables au secrétaire-trésorier.

Les membres en règle de cotisation ont le droit de participer aux réunions administratives et professionnelles de l'association, peuvent y exercer leur droit de vote et jouissent de tous droits et privilèges que leur confère la qualité de membre de l'association.

Article 12.4

Le comité exécutif est tenu de soumettre au moins tous les deux ans à l'approbation de l'assemblée générale les comptes des deux exercices écoulés, ainsi que les budgets des exercices suivants.

REGLEMENT D'ORDRE INTERIEUR

Article 13

La procédure régissant le fonctionnement interne de l'association est déterminée en détail dans un règlement d'ordre intérieur établi par le comité exécutif et approuvé par l'assemblée générale.

MODIFICATION AUX STATUTS ET DISSOLUTION

Article 14

Toute proposition ayant pour objet une modification aux statuts ou la dissolution de l'association doit émaner du comité exécutif ou d'au moins 20 p.c. des membres que compte l'association.

Une telle proposition doit être portée à la connaissance des membres par le secrétaire-trésorier, au moins deux mois avant la date de l'assemblée générale appelée à en statuer.

Aucune décision ne sera acquise si elle n'est votée à la majorité des deux tiers des membres que compte l'association.

Toutefois, si moins des deux tiers des membres sont présents à l'assemblée générale, une nouvelle assemblée sera convoquée dans les mêmes conditions que la précédente, et elle statuera définitivement et valablement sur la proposition en cause, à la majorité des deux tiers des membres présents.

En cas de dissolution, l'assemblée générale fixera le mode de dissolution et de liquidation de l'association.

DISPOSITION GENERALE

Article 15

Tout ce qui n'est pas prévu dans les présents statuts, et notamment les publications à faire aux annexes au Moniteur Belge, sera réglé conformément aux dispositions de la loi belge du 25 octobre 1919 modifiée par la loi du 6 décembre 1954.

PUBLICATION LIST OF CONFERENCE PROCEEDINGS OF THE COMPARATIVE EDUCATION SOCIETY EUROPE

- | | | |
|------|-----------|--|
| 1977 | LONDON | B. Holmes: Diversity and Unity in Education London, Allen & Unwin, 1980 ISBN 0-04-370094-2 |
| 1979 | VALENCIA | Instituto de Ciencias de la Educación (I.C.E.) Universidad Politécnica de Valencia, España: IX conferencia CESE 25-29 Jun. 1979 (out of print) |
| 1981 | GENEVE | I. Cavicchi-Broquet & P. Furter, Les Sciences de l'Éducation Université de Geneve, 1982(out of print) |
| 1983 | WURZBURG | W. Mitter & J. Swift, Education and the Diversity of Cultures Koln-Wien, Bohlau, 1985 ISBN 3-412-03284-0 |
| 1985 | ANTWERPEN | H. Van daele & M. Vansteenkiste, The Impact of Technology on Society and Education Antwerp, U.I.A. 1986 (out of print) |
| 1986 | GARDA | B. Orizio, Comparative Education today Frascati (Roma), Centro Europeo dell'Educazione, 1988 |
| 1988 | BUDAPEST | H. Van daele & M. Vansteenkiste, Aimes of Education and Development of Personality. Comparative Aspects Brussels, CESE, 1990 (Avalaible from the CESE Secretariat in Granada, price 3.000 pesetas) |
| 1990 | MADRID | Jose Luis García Garrido et al., Reformas e Innovaciones educativas en el Umbral del Siglo XXI, Madrid UNED, 1992. |
| 1992 | DIJON | Marlaine Cakouault et Françoise Orivel, Eds. L'évaluation des formations, Vol. I, Dijo, IREDU, 1993 |



COMPARATIVE EDUCATION SOCIETY IN EUROPE
ASSOCIATION D'ÉDUCATION COMPARÉE EN EUROPE
GESELLSCHAFT FÜR VERGLEICHENDE ERZIEHUNGSWISSENSCHAFT IN EUROPA

NOMINATION FORM

A. TO BE COMPLETED BY THE CANDIDATE

Surname of Candidate: _____
(Use block letters)

Given names of the Candidate: _____
(Use block letters)

Mailing address: _____

Citizenship: _____

Year and place of birth: _____

Present position and date of appointment: _____

Former positions: _____

Principal qualifications (University degrees, membership in scholarly societies and on official commissions, official honours, etc.): _____

a) Professional Experience (Brief description of the candidate's work in (i) Comparative Education (ii) education (iii) related fields) _____

b) Publications (List of the candidate's most significant publications, not to exceed ten in number -for papers, the title as well as the Journal should be given) _____

Other services to Comparative Education: _____

Signature of the Applicant

B. TO BE COMPLETED BY THE SPONSOR

I, the undersigned, _____ who know personally the candidate, or his/her work, declare that he/she fulfills the conditions required by the Statutes, and recommend to the Executive Committee his/hert election as an ordinary member.

Name (Use block letters)

SPONSOR(1)

Date

(1) Each nomination shall carry the signature of two ordinary or honorary members of the Society

RETURN to:

Prof. Miguel A. Pereyra

Secretary-Treasurer

CESE

Apartado de correos nº 578

E-18080 GRANADA



COMPARATIVE EDUCATION SOCIETY IN EUROPE
ASSOCIATION D'ÉDUCATION COMPARÉE EN EUROPE
GESELLSCHAFT FÜR VERGLEICHENDE ERZIEHUNGSWISSENSCHAFT IN EUROPA

FORMULAIRE D'ADHESION

A. A REMPLIR PAR LE CANDIDAT (en lettres d'imprimerie)

Nom: _____

Prénom(s): _____

Adresse postale: _____

Nationalité: _____

Année et lieu de naissance: _____

Fonction occupée actuellement et date d'entrée en fonction: _____

Fonctions antérieures: _____

Titres principaux (diplômes universitaires, appartenance à des associations scientifiques, nominations à des responsabilités officielles, récompenses officielles, etc.): _____

a) Expérience professionnelle (brève description des travaux du candidat i) dans le domaine de l'éducation comparée ii) dans le domaine de l'éducation en général iii) dans les domaines voisins

b) Publications (donner la liste des publications les plus importantes - 10 au maximum) _____

Autres activités liées à l'éducation comparée: _____

Signature du Candidat _____

B. A COMPLETER PAR LE PARRAIN

Je soussigné, _____, connaissant personnellement le candidat (la candidate), ou connaissant parfaitement ses travaux, déclare qu'il (elle), remplit les conditions exigées par les statuts de la CESE et recommande au Comité Exécutif de l'accepter comme membre ordinaire

Nom (en lettres d'imprimerie)

PARRAIN(1)

Date

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

(1) Toute demande d'adhésion devra comporter les signatures de deux membres ordinaires ou membres honoraires de l'Association

A RETOURNER à:

Prof. Miguel A. Pereyra

Secretary-Treasurer

CESE

Apartado de correos nº 578

E-18080 GRANADA

NEWSLETTER

Depósito legal: GR-826/93

ISSN: 1133-5092

Editor: **Miguel A. Pereyra**

Design: **Línea-2 Granada**

Produced by **Proyecto Sur de Ediciones**