



CESE

COMPARATIVE EDUCATION SOCIETY IN EUROPE

ASSOCIATION D'ÉDUCATION COMPARÉE EN EUROPE

GESELLSCHAFT FÜR VERGLEICHENDE ERZIEHUNGSWISSENSCHAFT IN EUROPA

newsletter

Le 16ème Congrès de la CESE LETTRE D'INVITATION

J'ai le plaisir d'adresser mes vœux de bien-venue à tous les participants du 16ème Congrès de la CESE qui se tiendra à Copenhague en juin 1994.

Nous vous invitons à participer durant cinq jours à des discussions approfondies sur un certain nombre de questions essentielles auxquelles devront se confronter les systèmes éducatifs européens dans les années à venir.

Il s'agit d'abord d'examiner quelle doit être la place des identités nationales dans un monde de coopération internationale. Il s'agit ensuite d'analyser les conséquences du développement technologique dans le domaine de l'emploi, et plus généralement dans le domaine de l'économie. Comment l'éducation des jeunes et des adultes doit-elle répondre à ces problèmes, et quels changements devront s'opérer dans le domaine des valeurs fondamentales de l'éducation européenne pour faire face aux besoins des sociétés contemporaines?

Enfin, nous devons nous interroger sur le rôle de l'éducation en Europe par rapport à l'ensemble des régions du monde.

Le but du Congrès est de discuter ces problèmes dans l'espoir de dégager un certain nombre d'orientations de travail et de définir les contours des stratégies éducatives de demain.

Thyge Winther-Jensen,
Président du Comité d'Organisation

The 16th CESE Conference INVITATIONAL ADDRESS

It is a pleasure to welcome all participants to the 16th CESE conference in Copenhagen in June 1994.

Under the theme "Education in Europe: The Challenges of Cultural Values, National Identities, Economic Demands and Global Responsibilities" we welcome everybody to five days of intense discussions on some of the most important questions which education in Europe will face in the years to come.

One set of issues will be the place of national identities in a world of international cooperation; another the consequences of technological development for work and the economy. How are education in general and adult education in particular to be related to these issues and how are the basic values of a European education to be transformed to meet the needs of contemporary societies?

Finally, how can we define and clarify the role of education in Europe in order to find its place in a wider world society?

The conference aims to analyse and discuss these issues and hopefully to point out some directions for a future strategy.

Thyge Winther-Jensen,
Chairman of the Local Organizing Committee

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COMITÉ D'ORGANISATION

Le 16ème Congrès de la CESE est organisé par:
la NOCIES (Société nordique d'éducation comparée et internationale)

REPRÉSENTANTS DE LA NOCIES

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Thor West Nielsen, Association des écoles populaires danoises

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Donatella Palomba, Vice-présidente, Université de Rome

Marie Eliou, Université d'Athènes

Thyge Winther-Jensen, Vice-président, Université de Copenhague.





ORGANIZING COMMITTEE

The 16th Conference of the Comparative Education Society in Europe (CESE) is organized by:

NOCIES - The Nordic Comparative and International Education Society

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Donatella Palomba, University of Rome, Vicepresident.

Marie Eliou, University of Athens.

Thyge Winther-Jensen, University of Copenhagen, Vicepresident.

PROGRAMME

Dimanche 26 juin

- 10.00 - 13.00** Réunion du Comité Exécutif de la CESE, et du Comité local d'organisation
- 15.00 - 18.00** Réunion du Conseil Mondial d'Education Comparée (WCCES)
- 15.00 - 18.00** Accueil des participants
- 18.00 - 19.30** Assemblée de bienvenue

Lundi 27 juin

- 08.00 - 09.00** Accueil des participants
- 09.00 - 10.00** Séance d'ouverture :
Allocations:
du Président de la CESE, du Président du Comité d'Organisation, du Ministre danois de l'Education
- 10.00 - 10.45** Séance plénière:
FORMATION, EDUCATION ET DEVELOPPEMENT PERSONNEL : QUELQUES REFLEXIONS SUR LA PEDAGOGIE ET L'HUMANISME
Professeur, dr. phil., Per Øhrgaard, Université de Copenhague
- ✓ **10.45 - 11.15** Pause-café
- 11.15 - 12.00** UNE EDUCATION POUR COMBIEN D'EUROPE?
Professeur António Nóvoa, Université de Lisbonne
- 12.00 - 12.45** L'ÉMERGENCE D'UNE SOCIÉTÉ EUROPÉENNE DEPUIS LES ANNÉES CINQUANTE
Professeur Hartmut Kaelble, Université Humboldt, Berlin
- ✓ **12.45 - 14.00** Déjeuner
- 14.00 - 15.30** Ateliers (9 ateliers parallèles)
- ✓ **15.30 - 16.00** Pause-café
- 16.00 - 17.30** Séance plénière
EDUCATION ET EMPLOI DANS LA SOCIÉTÉ POST-INDUSTRIELLE
Professeur Reijo Raivola, Université de Tampere

DE L'UTOPIE À LA PRATIQUE : LES LEÇONS DES ÉCOLES POPULAIRES SUPÉRIEURES SCANDINAVES POUR L'ÉDUCATION DES ADULTES EN EUROPE D'AUJOURD'HUI
Dr. Steven Borish, Swarthmore College, Pennsylvanie
- 18.00 - 19.30** Réception à l'Hôtel de Ville de Copenhague

Mardi 28 juin

- 09.00 - 10.30** Ateliers (suite)
- ✓ **10.30 - 11.00** Pause-café
- 11.00 - 13.00** Ateliers (suite)
- ✓ **13.00 - 14.00** Déjeuner
- 14.00 - 19.00** Visite de l'Académie Sorø et d'une école populaire supérieure danoise
- 14.00** Réunion du Conseil Mondial d'Education Comparée (WCCES)
- Soirée Libre

Mercredi 29 juin

- 09.00 - 10.30** Ateliers (suite)
- ✓ **10.30 - 11.00** Pause-café
- 11.00 - 13.00** Ateliers (suite et fin)
- 11.00 - 13.00** Réunion du Conseil Mondial d'Education Comparée (WCCES)
- ✓ **13.00 - 14.00** Déjeuner
- 14.00 - 16.00** Ateliers spéciaux, dont :
1. Les jeunes chercheurs en éducation comparée
2. Réunion du groupe Femmes de la CESE
3.
4.
- 16.00 - 18.00** Assemblée Générale de la CESE
- Soirée Libre

Jeudi 30 juin

- 09.30 - 10.30** Séance plénière:
UNIVERSITÉS ET FORMATION CONTINUE: LES PROBLÈMES POSÉS PAR L'EXPANSION DE L'ACCÈS
Professeur Maria Slowey, Université de Glasgow
- ✓ **10.30 - 11.00** Pause-café
- 11.00 - 12.30** Allocution en l'honneur du Président Lauwerys:
L'EUROPE: SOURCE DE LUMIÈRE OU D'ILLUSION: LES LEÇONS DE L'ÉDUCATION INTERNATIONALE COMPARÉE
Professeur Shin'ichi Suzuki, Université de Waseda, Tokyo
- ✓ **12.30 - 14.00** Déjeuner
- 14.00 - 14.45** Séance de clôture
- 15.00 - 16.30** Assemblée Générale de la NOCIES
- 18.30 - 23.00** Dîner de clôture

PROGRAMME

Sunday, June 26

- 10.00-13.00** Meeting of the Executive Committee of CESE and the Local Organizing Committee.
- 15.00-18.00** Meeting of the World Council of Comparative Education Societies (WCCES).
- 15.00-18.00** Registration.
- 18.00-19.30** Welcome Meeting.

Monday, June 27

- 08.00-09.00** Registration.
- 09.00-10.00** Opening session:
President of CESE.
Chairman of the Organizing Committee.
The Danish Minister of Education.
- 10.00-10.45** Plenary session:
FORMATION, EDUCATION AND PERSONAL DEVELOPMENT: SOME REMARKS ON PEDAGOGY AND HUMANISM.
Professor dr. phil. Per Øhrgaard, University of Copenhagen.
- ✓ **10.45-11.15** Coffee/tea.
- 11.15-12.00** Plenary session:
UNE EDUCATION POUR COMBIEN D'EUROPE?
Professor dr. António Nóvoa, University of Lisbon.
- 12.00-12.45** AN EMERGING EUROPEAN SOCIETY SINCE THE 1950'S.
Professor dr. Hartmut Kaelble, Humboldt University, Berlin.
- ✓ **12.45-14.00** Lunch.
- 14.00-15.30** Group sessions (9 groups).
- ✓ **15.30-16.00** Coffee/tea.
- 16.00-17.30** Plenary session:
EDUCATION FOR WORK IN POST-INDUSTRIAL SOCIETY
Professor dr. Reijo Raivola, University of Tampere.
- FROM VISION TO PRACTICE: THE IMPLICATIONS OF THE SCANDINAVIAN FOLK HIGH SCHOOLS FOR ADULT EDUCATION IN TODAY'S EUROPE.
Dr. Steven Barish, Swarthmore College, Pennsylvania.
- 18.00-19.30** Reception at the City Hall of Copenhagen.

Tuesday, June 28

- 09.00-10.30** Group sessions continued.
- ✓ **10.30-11.00** Coffee/tea.
- 11.00-13.00** Group sessions continued.
- ✓ **13.00-14.00** Lunch.
- 14.00-19.00** Excursion to Sorø Akademi and a Danish folk high school.
- 14.00** Meeting of the WCCES (if necessary).
- Evening: Open.

Wednesday, June 29

- 09.00-10.30** Group sessions continued.
- ✓ **10.30-11.00** Coffee/tea.
- 11.00-13.00** Group sessions (final).
- 11.00-13.00** Meeting of the WCCES. (letters of half size)
- ✓ **13.00-14.00** Lunch.
- 14.00-16.00** Special workshops. Including:
1. Young researchers in comparative education.
2. Meeting of CESE Womens' Network.
3.
4.
- 16.00-18.00** General Assembly of the CESE.
- Evening: Open.

Thursday, June 30

- 09.30-10.30** Plenary session:
UNIVERSITIES AND LIFELONG LEARNING - ISSUES IN WIDENING ACCESS.
Professor Maria Slowey, University of Glasgow.
- ✓ **10.30-11.00** Coffee/tea.
- 11.00-12.30** President Lauwerys Memorial Lecture:
EUROPE: ILLUMINATION OR ILLUSION - LESSONS FROM COMPARATIVE AND INTERNATIONAL EDUCATION.
Professor dr. Shin'ichi Suzuki, Waseda University, Tokyo.
- ✓ **12.30-14.00** Lunch.
- 14.00-14.45** Closing session.
- 15.00-16.30** General Assembly of the NOCES.
- 18.30-23.00** Final Dinner.



ATELIERS

THEMES DES ATELIERS

Les propositions ci-après sont destinées à suggérer des pistes de travail qui ne sont pas limitatives:

ATELIER 1

Education et identités culturelles (aux niveaux européen, national et régional)

- L'idée de l'Europe: réalités historiques et perspectives?
- L'identité européenne: diversité, unité, changement?
- Les identités collectives (culturelles, régionales, nationales, ou autres): processus d'intégration, forces favorables à l'intégration, risques de désintégration?
- Les identités collectives, les droits de l'Homme, les droits des citoyens: représentations et réalités des pratiques actuelles?
- Le rôle de l'éducation dans une Europe pluraliste et unifiée?
- La dimension européenne des politiques publiques dans les systèmes éducatifs: interdépendance et solidarité?

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ATELIER 2

Politiques d'accès à l'éducation et mobilité sociale

- Education: aide ou obstacle à la mobilité sociale?
- Les politiques d'accès à l'éducation dans un monde en changement: objectifs et stratégies?

- Doit-on reconsidérer la relation entre la démocratie et l'égalité des chances à la lumière du chômage?

- Les leçons des expériences des étudiants par rapport aux différentes politiques d'accès?

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ATELIER 3

Education, mobilité intra-européenne et migrations internationales

- Quel est le rôle de l'éducation dans un monde de migration?
- Quelle est la relation entre l'éducation et la mobilité intra-européenne?
- Quel est le rôle en ce qui concerne les droits et la culture de la majorité et des minorités?
- Le rôle des valeurs culturelles et de la langue dans le domaine des migrations et de l'intégration?
- Les différences dans le domaine des valeurs éducatives et leur rôle en tant qu'aide ou frein à la mobilité géographique?

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GROUP SESSIONS

THE THEMES OF THE GROUP SESSIONS

The following tentative questions are intended as a clarification of the topics of the group sessions and as inspiration:

GROUP 1

Education and Cultural Identities (at the European, National and Regional level).

- The idea of Europe: historical realities and future prospects?
- European identity: diversity, unity, change?
- Collective identities (cultural, regional, national, others), processes of integration, affirmative movements, risks of disintegration?
- Collective identities, human rights, citizen's rights: representations and realities of actual practices?
- The role of education in a pluralistic and unified Europe?
- The European dimension in educational policies of the educational systems: interdependence and solidarity?

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GROUP 2:

Policies of Access to Education and Social Mobility.

- Education - is it a help or hindrance for social mobility?

- Policies of access to education in a world of change: which goals and strategies?
- Is it time for a reconsideration of the relationship between democracy and equality of opportunity in the light of unemployment?
- How are different policies of access experienced by students and learners?

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GROUP 3

Education, Intra-European Mobility and International Migration.

- What is the role of education in a world of migration?
- In which ways are education and intra-European mobility connected?
- What is the role of education within majority and minority rights and cultures?
- The relevance of cultural values and language for migration and integration?
- Differences in educational values and their importance as promoters and/or preventers of geographical mobility?

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ATELIER 4

Education, emploi et technologie

- Quelles sont les conséquences pour la formation professionnelle du passage d'une société industrielle à une société d'information?
- Comment la technologie affecte-t-elle le monde du travail et les compétences des employés?
- Quel est le rôle de l'éducation générale dans un monde de spécialisation et de concurrence?
- Dans quelle mesure le chômage influence-t-il le concept d'éducation et d'emploi, et les relations entre ces deux termes?

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ATELIER 5

Les modèles d'éducation des adultes et de formation continue: dimensions culturelles et économiques

- Quelles sont les priorités entre l'éducation des adultes de type formel, non formel, ou informel?
- Comment l'analyse historique peut-elle nous aider à prévoir les besoins futurs d'éducation des adultes?
- Dans quelle mesure les changements récents dans les domaines de la démographie, de l'économie et de la technologie influencent-ils l'éducation des adultes?

- Est-ce que l'éducation des adultes est une panacée contre le chômage et les remises en question individuelles ou une nécessité éducative dans une période de changements sociaux rapides?

- De quelles théories en matière d'éducation d'adultes avons-nous besoin: visionnaire, économi-que, ou du type "développement personnel"?

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ATELIER 6

Les curricula contemporains: unification européenne et interculturalisme

- La dimension européenne en éducation: une source d'inspiration?
- Quelle distinction devons-nous faire entre les différents modèles européens d'éducation et de curriculum ?
- Dans quelle mesure peut-on rendre l'identité culturelle nationale/régionale plus cohérente avec l'idée de dimension européenne dans le domaine de l'éducation?
- Quelles sont les conséquences d'un modèle européen ou cosmopolite de curriculum aux différents niveaux éducatifs?
- Relations entre "curriculum européen" et langues non européennes, entre cultures et besoins éducatifs dans les écoles européennes?



GROUP 4

Education, Work and Technology.

- What are the consequences for vocational training arising from the development from an industrial society to an information society?
- How does technology affect the meaning of work and of work competence?
- What is the role of general education in a world of specialization and competition?
- How does unemployment influence the concept of education and work and the relation between them?

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GROUP 5

Patterns of Adult Education and Lifelong Learning: The Cultural and Economic Dimensions.

- What are the priorities between formal, nonformal and informal adult education?
- How far can historical analysis help us to plan for future needs of adult education?
- How do recent demographic, economic and technological changes influence adult education?

- Is adult education a panacea against unemployment and personal crises or an educational necessity in an era of rapid social change?

- Which theories of adult education do we need: visionary, developmental, economic?

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GROUP 6

Contemporary Curricula, Europeanization and Interculturalism.

- The European dimension in education: a source of inspiration?
- Which distinctions are to be made between different European models of education and curriculum?
- How far can the need for a national/regional cultural identity be made more consistent with the idea of a European dimension in education?
- What are the consequences of proposing a European or cosmopolitan curriculum at the different educational levels?
- "European curriculum" and non-European languages, cultures and educational needs in European schools: which relationships?

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ATELIER 7**L'éducation: un héritage culturel**

- Existe-t-il un concept d'éducation européen spécifique, ou plusieurs?
- Si oui, sont-ils complètement distincts, ou ont-il en commun un ou plusieurs caractères?
- Comment faut-il comprendre les idées et les valeurs éducatives héritées et comment peut-on les transformer pour répondre aux besoins des sociétés contemporaines?
- Quel est le rôle des idées et des valeurs éducatives héritées dans le processus de modernisation?

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ATELIER 8**Les processus d'unification: modèles et résultats, convergences et divergences**

- A la lumière des changements politiques, économiques et sociaux, quel a été et quel sera le rôle de l'éducation dans le processus d'unification?
- Quels types de nouvelle législation éducative et de réglementation doivent-être mis en oeuvre dans une Europe qui s'élargit à l'Ouest et à l'Est?
- Dans quelles circonstances économiques et politiques les législations internationales et nationales peuvent se transformer en pratiques éducatives autonomes au niveau régional?
- Quelles sont les forces éducatives qui favorisent la centralisation ou la décentralisation dans l'Europe d'aujourd'hui?
- Y a-t-il des structures spécifiques de type constitutionnel, éducatif, politique, ethnique ou religieux qui favorisent la convergence ou la divergence dans le domaine de l'éducation et de la culture?

Présidents:

PROFESSEUR BERND ZYMEK
 Université de la Ruhr à Bochum, Institut für Pädagogik
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Chair persons:

PROFESSOR DONATELLO PALOMBA,
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PROFESSOR SVEN ERIK NORDENBO,
University of Copenhagen,
Department of Education, Philosophy and Rhetorics,
Njalsgade 80,
DK-2300 Copenhagen S.
Phone: (45) 353 288 11
Fax: (45) 353 288 50

GROUP 7

The European Idea of Education - a Cultural Heritage.

- Is there a specific European idea of education? Or several?
- If so, are they fully diversified or do they possess one or more common traits?
- How can inherited educational ideas and values be interpreted and transformed to meet the needs of contemporary societies?
- What is the role of inherited educational ideas and values in the process of modernization?

Chair persons:

PROFESSOR HENK VAN DAELE,
University of Ghent,
Private address: Amerikalei 13, Bus 17,
2000 Antwerpen, Belgium.
Phone: (32) 3 216 40 03
Fax (University): (32) 9.225.93.11

PROFESSOR ROBERT COWEN,
University of London, Department of Education
20, Bedford Way, GB-London WC1 HOAL
Phone: (44) 71 612 6602
Fax: (44) 71 612 6126

GROUP 8

Unification processes: Patterns and Outcomes, Convergencies and Divergencies.

- In the light of political, economic and social changes, what has been -and will be- the role of education in the processes of unification?
- What new sources of educational legislation and formal regulations can be appropriate for a new, expanded Europe, east and west?
- Under which economic and political circumstances does international and national legislation transform into relevant autonomous, regional, educational practice?
- What educational forces towards centralization or decentralization can be discerned in today's Europe?
- Are there specific constitutional, educational, political, ethnic or religious structures that assist the convergence or divergence of culture and education?

Chair persons:

PROFESSOR BERND ZYMEK,
University of Ruhr, Bochum, Institut für Pädagogik,
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Fax: (34) 58-24 37 61



ATELIER 9

Les défis de l'éducation dans les pays en voie de développement

- Y a-t-il des problèmes éducatifs communs auxquels doivent faire face les pays en voie de développement et les pays européens aujourd'hui?
- Doit-on apporter des réponses différentes aux problèmes éducatifs d'aujourd'hui en Europe et à l'extérieur de l'Europe?
- Comment les idées éducatives, tant du point de vue théorique que pratique, sont-elles importées, exportées, assimilées?
- Comment doit-on définir les concepts d'éducation de base et d'alphabétisation dans les pays en voie de développement?
- Quelles leçons pouvons-nous tirer de l'expérience de chacun d'entre nous?

Présidents:

PROFESSEUR FRANÇOIS ORIVEL

Institut de Recherche sur l'Economie de l'Éducation (IREDU)

Faculté des Sciences Mirande - B.P. 138

21004 DIJON CEDEX

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PROFESSEUR STAF CALLEWAERT

Université de Copenhague,

Department of Education, Philosophy and Rhetoric

Njalsgade 80, DK - 2300 COPENHAGEN S.

Tél. (45) 31 54 22 11

Fax (45) 31 54 04 11

ATELIERS SPÉCIAUX

Les participants sont invités à organiser des ateliers sur des sujets particuliers. Ils se tiendront le 29 juin, de 14 à 16 heures.

Les groupes ou les individus qui sont intéressés doivent adresser une proposition concernant ces ateliers au Secrétariat du Congrès avant le 1er juin.

Jusqu'à présent, les ateliers suivants ont été proposés :

1. Atelier spécial pour les jeunes chercheurs en éducation comparée.

Cet atelier est destiné aux jeunes chercheurs spécialisés dans le champ de l'éducation comparée, et qui n'ont pas encore obtenu leur doctorat ou qui l'ont soutenu récemment. Cet atelier est destiné à offrir un lieu d'échanges et de discussion pour les sujets qui ne sont pas traités dans les 9 ateliers. Une attention particulière sera donnée aux problèmes de méthodologie en éducation comparée. Les intervenants qui voudraient voir leur travail discuté doivent envoyer leur papier directement à Secrétariat du Congrès.

2. Réunion du Groupe Femmes de la CESE. Vendredi 1er juillet, 09.00 - 14.00, un séminaire sur l'éducation danoise sera organisé à l'Université de Copenhague.

CONFÉRENCIERS

Thyge Winther-Jensen

Université de Copenhague

Professeur Mogens Nielsen

The Royal Danish School of
Educational Studies

Dorthe Heurlin, Ministère d'Éducation danois

Si vous êtes intéressés, mentionnez-le sur le formulaire d'inscription.



GROUP 9

Challenges of Education in Developing Countries.

- Which common educational problems do we face in the developing countries, and in Europe, today?
- Are there different answers to these educational problems in Europe and outside Europe?
- How are educational ideas, in theory and practice, imported, exported, assimilated?
- How are basic education and literacy to be defined in the developing countries?
- Which lessons can we learn from each other?

Chair persons:

PROFESSOR FRANÇOIS ORIVEL,
Institut de Recherche sur l'Economie
de l'Education, (IREDU),
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Phone: (45) 31542211
After January 24, 1994: 35 32 88 11
Fax: (45) 31540411

SPECIAL WORKSHOPS

Members and participants are invited to organize workshops on topics of special interest. These will be held on June 29, at 14.00-16.00 hrs.

Groups and individuals should send an outline of their proposed workshop to the Conference secretariat before June 1.

The following workshops have been proposed so far:

1. Special workshop for young researchers in Comparative Education.

The workshop is for young researchers who are specializing in the field of comparative education, and who are still below the doctorate level or have earned their doctorate recently. This workshop is meant to serve as an open forum for a discussion of topics not related to the 9 working groups. Special emphasis should be given to issues of comparative methodology. Speakers interested in having their work discussed should send their papers directly to the Conference Secretariat with a clear indication that the paper is related to the special workshop for young researchers.

2. Meeting of CESE Womens' Network, open to all women, who are or intend to become CESE members.

SPECIAL POST CONFERENCE SEMINAR

Friday, July 1, 09.00-14.00 hrs.

A seminar on Danish education will be arranged at the University of Copenhagen.

Contributors: Thyge Winther-Jensen, University of Copenhagen

Prof. Mogens Nielsen, The Royal Danish School of Educational Studies and Dorthe Heurlin, The Danish Ministry of Education.

If interested, please tick off on the registration form.



PRÉSENTATION DES CONFÉRENCIERS INVITÉS

PROFESSEUR PER ØHRGAARD

Professeur de littérature allemande, Université de Copenhague. Travaux principaux: "Die Genesung des Narcissus. Eine Studie zu Goethe: Wilhelm Meisters Lehrjahre", 1978. "Gæld og arv" (trois essais sur l'Allemagne), 1991. Il a été membre de diverses commissions du Ministère de l'Éducation (traitant notamment du statut des disciplines littéraires et des langues étrangères dans le système éducatif danois).

PROFESSEUR ANTONIO NOVOA

Professeur d'histoire de l'Éducation et d'Éducation comparée, Université de Lisbonne, et Professeur invité à l'Université du Wisconsin à Madison. Président de la Conférence internationale pour l'histoire de l'éducation (ISCHE). Œuvre principale: "Le temps des professeurs: analyse socio-historique de la profession enseignante au Portugal", Lisbonne, 1987.

PROFESSEUR REIJO RAIVOLA

Professeur de Sciences de l'Éducation (après avoir été professeur en éducation comparée et en politiques éducatives), Université de Tampere en Finlande. Dernier ouvrage paru: "Koulutuspolitiikka", (les politiques d'éducation et la politique éducative, en collaboration avec L. Lehtisalo), 1992.

PROFESSEUR HARTMUT KAEUBLE

Professeur d'histoire sociale, Université Humboldt, Berlin. Spécialisé en histoire sociale comparée, dans les domaines de l'éducation, de la culture et de la recherche scientifique. Œuvre principale "Auf dem Weg zu einer europäischen Gesellschaft? Eine Sozialgeschichte Westeuropas 1880-1980", Munich 1987 (traduit en français).

PROFESSEUR MARIA SLOWEY

Directeur du Département d'Éducation des adultes à l'Université de Glasgow. A publié en tant que co-auteur:

"Choisir d'apprendre: les adultes en formation" (Open University Press, 1987). "Les adultes dans l'enseignement supérieur en Grande-Bretagne et en Amérique du Nord" (Almqvist and Wisquell, 1988).

PROFESSEUR STEVEN BORISH

Swarthmore College, Pensylvanie. Œuvre principale: "Le pays de la vie: les écoles secondaires populaires danoises et le passage non violent du Danemark à la modernisation", (Blue Dolphin Publishing, 1991).

PROFESSEUR SHIN'ICHI SUZUKI

Professeur d'Éducation Comparée, Institut d'Éducation, Université Waseda, Tokyo. Président du Forum Royaume-Uni-Japon pour les études en éducation. Dernier ouvrage: "Méthodologies en éducation comparée", (Waseda University Press, 1993). En préparation: "Modernisation et réformes de l'éducation: perspectives pour le 21ème siècle".



Copenhagen



PRESENTATION OF INVITED SPEAKERS

DR. PHIL. PER ØIRGAARD

Professor of German literature, University of Copenhagen. Major works: "Die Genesung des Narcissus. Eine Studie zu Goethe: Wilhelm Meisters Lehrjahre"; 1978. "Gæld og arv" (three larger essays on Germany), 1991. Has been a member of various commissions under the Ministry of Education (especially dealing with the status of the humanities/foreign languages in the Danish educational system).

DR. ANTONIO NOVOA

Professor of History of Education and Comparative Education, University of Lisbon, and visiting scholar at the Wisconsin-Madison University. President of the International Standing Conference for History of Education (ISCHE). Major work: "Le temps des Professeurs - analyse socio-historique de la profession enseignante au Portugal", Lisboa 1987.

DR. REIJO RAINOLA

Professor of Education (previous professorship in comparative and educational policy), University of Tampere. Latest work: "Koulutuspolitiikka", 1992 (The politics of Education and Educational Policy, together with L. Lehtisalo).

DR. HARTMUT KAEUBLE

Professor of Social History, Humboldt University, Berlin. Particularly interested in comparative social history, including education, culture, and scientific research. Major work: "Auf dem Weg zu einer europäischen Gesellschaft? Eine Sozialgeschichte Westeuropas 1880-1980", München 1987, (translated into French).

DIRECTOR MARIA SLOWEY

Professor of Adult and Continuing Education, University of Glasgow. Publications include the co-authorship of "Choosing to Learn - Adults in Education" (Open University Press 1987) "Adults in Higher Education in Great Britain and North America" (Almqvist and Wiskell, 1988).

DR. STEVEN BORISH

Swarthmore College, Pennsylvania. Major work: "The Land of the Living: The Danish Folk High Schools and Denmark's Non-violent Path to Modernization", Blue Dolphin Publishing, 1991).

DR. SHIN'ICHI SUZUKI

Professor of Comparative Education, School of Education, Waseda University, Tokyo. President of UK-Japan Forum for Studies in Education. Latest work: "Methodologies in Comparative Education", Waseda University Press 1993. In Preparation: "Modernization and Educational Reforms: Prospects for 21st Century".





APPEL À CONTRIBUTIONS

Date limite: les résumés doivent être soumis avant le 1er mars.

Ateliers: Les participants sont invités à identifier l'atelier dans lequel ils désirent présenter leur papier et à entrer en contact avec les présidents de l'atelier concerné. Nous leur demandons d'envoyer le résumé original au secrétariat du Congrès à Copenhague.

Une copie de leur communication doit être envoyée par leurs soins aux deux présidents de l'atelier choisi avant le 1er juin.

Résumés: Les résumés doivent comporter le titre, les noms de tous les auteurs, l'institution d'appartenance, la ville et le pays. Les hypothèses, les méthodes, les résultats et les conclusions devront être clairement précisés en anglais ou en français.

Tous les résumés seront examinés par le Comité d'Organisation qui fera connaître sa décision au plus tard le 1er avril. La date limite pour bénéficier de l'inscription à tarif réduit sera reculée pour les auteurs des résumés acceptés.

Contributions: Les contributions écrites ne doivent pas dépasser 12 pages. Vous devrez adresser un exemplaire de votre papier avant le 1er juin à chacun des deux présidents de l'atelier auquel vous appartenez. Une copie accompagnée d'une disquette devra être déposée au secrétariat du Congrès.

EXCURSION

Mardi 28 juin, 14.00 - 19.00

Visite de l'Académie Sorø et d'une école secondaire populaire danoise. Les participants seront conduits en autobus à Sorø, une petite ville historique à 60 km à l'Ouest de Copenhague. Cette académie qui est aujourd'hui l'unique lycée national était, au milieu du 19ème siècle, le berceau d'une université populaire fondée par N.F.S. Grundtvig, qui est par ailleurs à l'origine du mouvement des écoles secondaires populaires danoises. Les participants seront également conduits dans une école populaire moderne afin de se rendre compte comment l'idée originale est aujourd'hui mise en pratique.

Cette excursion n'est pas comprise dans les droits d'inscription.

PROGRAMME SOCIAL

Soirée d'accueil

Dimanche 26 juin, 18.00 - 19.30

Un cocktail de bienvenue sera offert à l'Université de Copenhague après les formalités d'accueil des participants. Des boissons locales et des petits fours seront servis non loin du lieu d'inscription.

Ce cocktail est inclus dans les droits d'inscription des participants et dans ceux des personnes qui les accompagnent.

Réception à l'Hôtel de Ville de Copenhague

Lundi 27 juin, 18.00 - 19.30

Cette réception officielle est organisée par les autorités municipales de Copenhague dans le magnifique bâtiment qui abrite l'Hôtel de Ville. Le Maire de Copenhague accueillera les participants et les invitera à un buffet.

Les personnes qui accompagnent les participants seront les bienvenues à cette réception.

Dîner de clôture à l'Université de Copenhague

Jeudi 30 juin, 18.30 - 23.30

Un dîner de clôture est prévu pour la dernière soirée du Congrès. Le prix de ce dîner n'est pas compris dans les droits d'inscription.



CALL FOR PAPERS

Deadline: abstracts must be submitted before March 1.

Working groups. Participants are invited to identify the working group, where they wish to present their paper and to get in touch with the respective chair persons. They are requested to send in the original abstract to the Copenhagen Congress Secretariat.

A copy of your paper must be sent to the two chair persons of the chosen working group before June 1.

Abstracts. Abstracts should contain title, names of all authors, institution, city and country. Hypotheses, methods, results and conclusions should be clearly stated in English or French.

All abstracts will be reviewed by the Organizing Committee and you can expect to receive the result of the reviewing by April 1. Deadline for early registration (low fee) will be extended for accepted abstract presenters.

Papers. Written contributions should not exceed 12 pages. By June 1 one copy of your paper should be sent to each of the two chair persons in the group of your presentation. The original paper (incl. a diskette) must be handed over to the Conference Secretariat upon arrival.

EXCURSION

Tuesday, June 28, 14.00 - 19.00 hrs.

Visit to Sorø Akademi and a Danish folk high school.

Participants will be taken by bus to Sorø, a small historical town about 60 km west of Copenhagen. The Akademi, today the only national gymnasium, was in the middle of the 19th century considered to be the original site of a people's university by N. F. S. Grundtvig, the founder of the Danish folk high school movement. Participants will also be taken to a modern Danish folk high school to see how the idea was realized in practice.

The excursion is not included in the conference fee

SOCIAL PROGRAMME

Welcome Meeting.

Sunday, June 26, 18.00 - 19.30 hrs.

After registration at the Conference Site, the University of Copenhagen, there will be a welcome meeting. Local drinks and snacks will be served next to the registration area.

The welcome meeting is included in the fee for participants and registered accompanying guests.

Reception at the Copenhagen City Hall.

Monday, June 27, 18.00 - 19.30 hrs.

Official welcome of the City of Copenhagen. The reception is hosted by the Municipality of Copenhagen. At this magnificent building at the City Hall Square you will be welcomed by the Mayor and afterwards a buffet meal and beverage will be served.

The reception is for participants and registered accompanying guests.

Final dinner at the University of Copenhagen.

Thursday, June 30, 18.30 - 23.30 hrs.

A final dinner is the setting for the last evening of the Conference. You will have a supper incl. wine and coffee.

The dinner is not included in the conference fee.



PROGRAMME DES PERSONNES QUI ACCOMPAGNENT LES PARTICIPANTS

COPENHAGUE

Copenhague est une ville élégante, créée il y a plus de 800 ans. Bien qu'elle compte un million d'habitants, c'est une ville calme et préservée de la délinquance, dans laquelle on trouve tous les services d'une capitale européenne moderne dans une atmosphère amicale et détendue. Vous vous sentirez bien chez vous à Copenhague, avec ses canaux, ses rues étroites, ses vieilles maisons et son charme tranquille.

La ville offre une gamme diversifiée de centres d'intérêts. Le centre ville se trouve autour de la fameuse rue piétonne "Strøget", très proche de la plupart des centres d'intérêts.

Tour de la ville et du port de Copenhague

Lundi 27 juin, 10.00 - 13.00

Ce tour en autobus conduit les visiteurs auprès des principaux centres d'intérêts tels que le Palais Amalienborg, résidence de l'actuelle reine Margrethe II, le glyptothèque de New Carlsberg et aux Jardins de Tivoli.

A Gammel Strand, qui était autrefois le marché aux poissons, les visiteurs quitteront l'autobus pour monter dans un bateau. Cette croisière longera les canaux de Christianshavn avec ses vieux immeubles pittoresques et s'arrêtera à Little Mermaid, le parc d'attractions créé par Hans Christian Andersen, avant de retourner au quai de départ.

Cette excursion se fera avec des guides anglophones et francophones.

Le prix de cette excursion n'est pas compris dans les droits d'inscription.

Le secrétariat se réserve le droit d'annuler l'excursion en cas de manque de participants.

Excursion

Mardi 28 juin, 14.00 - 19.00

Vous trouverez des détails sur cette excursion à la page xxx. Son prix n'est pas prévu dans les droits d'inscription des participants ni dans ceux des personnes qui les accompagnent.

Les bus partiront du lieu du Congrès, et s'arrêteront à la Place de l'Hôtel de Ville pour prendre les personnes qui accompagnent les participants.

EXCURSION POST-CONGRES

Excursion dans l'île de North Sealand

Vendredi 1er juillet, 09.00 - 16.00

Après avoir longé la côte pittoresque au nord de Copenhague, les visiteurs s'arrêteront au Musée Louisiana, qui abrite des collections inégalées d'art danois moderne qu'il ne faut en aucun cas manquer. Ce musée offre une atmosphère très particulière, liée au mélange de l'art, de l'architecture et du paysage, et met en valeur de manière unique les œuvres qui sont présentées.

Après la visite du musée, le groupe s'arrêtera à Elsenør au Château de Kronborg, qui est le cadre de la pièce de Shakespeare "Hamlet".

Il poursuivra sa route jusqu'à Hillerød, où sera servi un déjeuner dans une auberge danoise typique. Il visitera enfin le château de Frederiksborg, un monument de la Renaissance tout à fait impressionnant, qui abrite aujourd'hui le musée historique national.

Cette excursion sera accompagnée de guides anglophones et francophones. Départ et arrivée : place de l'Hôtel de Ville.

Prix: 550 couronnes danoises par personne, y compris le déjeuner et les tickets d'entrée.

Le secrétariat se réserve le droit d'annuler l'excursion en cas de manque de participants.



ACCOMPANYING GUESTS' PROGRAMME

COPENHAGEN

Copenhagen is a beautiful city, more than 800 years old. Though the city has approximately 1 million inhabitants, it is a clean and non-violent city, which combines the facilities of a modern European capital with a friendly and relaxed atmosphere. You will feel very much at home in Copenhagen with its canals, narrow streets, old houses and quiet charm.

The city provides an excellent opportunity for a wide range of social activities. The city centre is concentrated around the famous pedestrian street, "Strøget", and all facilities are within walking distance.

City and Harbour tour of Copenhagen. Monday, June 27, 10.00 - 13.00 hrs.

The tour starts by coach through the city passing places of interest such as Amalienborg Palace - residence of the reigning monarch Queen Margrethe II, The New Carlsberg Glyptotek and the Tivoli Gardens.

At Gammel Strand, formerly the old Fish Market, we change from bus to boat. This leisure cruise takes you through the canals of Christianshavn with its picturesque old buildings and making a stop at the Little Mermaid, the fairytale creation of Hans Christian Andersen before returning to the pier side.

The tour will be guided in English and French

The tour is not included in the accompanying guests' fee.

The Conference Secretariat reserves the right to cancel the tour in case of lack of participation.

Excursion.

Tuesday, June 28, 14.00 - 19.00 hrs.

The excursion is described on page xxx and is not included in the fees for participants and accompanying guests.

The buses depart from the Conference site and will make a stop at the City Hall Square to pick up accompanying guests.

POST CONFERENCE TOUR

North Sealand Tour.

Friday, July 1, 09.00 - 16.00

After an attractive drive north along the coast road we visit the beautifully sited Louisiana Museum, an unrivalled showplace for modern Danish and international art which should on no account be missed. The special character and atmosphere of the museum are the product of an interplay between art, architecture and landscape, allied to the outstanding works on view.

After Louisiana there will be a short stop in Elsinore at Kronborg Castle, scene of Shakespeare's Hamlet. We continue to Hillerød, where lunch will be served at a typical Danish inn. Finally we visit Frederiksborg Castle, an impressive renaissance building which is now a national-historic museum.

The tour will be guided in English and French, and it starts from and terminates at the City Hall Square.

Price: DKK 550,- per person, including lunch and entrance fees.

The Congress Secretariat reserves the right to cancel the tour in case of lack of participation.



MODALITÉS D'INSCRIPTION

Le formulaire d'inscription joint devra être retourné au Secrétariat du Congrès dès que possible (utiliser de préférence des caractères d'imprimerie). Ce formulaire devra être accompagné du paiement de vos droits d'inscription en couronnes danoises. Votre inscription ne sera effective qu'après le paiement de ces droits.

Droits d'inscription :

Membres de la CESE/NOCIES :

800 couronnes avant le 1er avril

1200 couronnes après le 1er avril

Autres participants:

1200 couronnes avant le 1er avril

1600 couronnes après le 1er avril

Personnes accompagnant les participants:

200 couronnes avant le 1er avril

500 couronnes après le 1er avril

Les droits d'inscription des participants couvrent les frais de documentation, les déjeuners et les cafés du lundi au jeudi, la réception de bienvenue du dimanche, et la réception à l'Hôtel de Ville du lundi.

Les droits d'inscription pour les personnes accompagnant les participants couvrent la réception de bienvenue du dimanche et la réception à l'Hôtel de Ville du lundi.

Modalités de paiement:

Le paiement des droits devra se faire de la manière suivante:

1. **par chèque bancaire**, libellé en couronnes danoises et tiré sur une banque danoise ou par eurochèque libellé en couronnes danoises sous réserve que cet eurochèque ne dépasse pas 1500 couronnes. Ces paiements devront porter les informations relatives au nom des participants et à leur adresse.

2. **par transfert bancaire** sur le compte N°:

273 04 43 776 (CESE)

Bikuben Bank

Vesterbrogade 55

DK - 1620 Copenhagen V

Danemark

Tous les frais bancaires sont à la charge du payeur, et non du bénéficiaire.

Confirmer ce paiement au Secrétariat en envoyant une photocopie du document de transfert bancaire, ainsi que votre nom et votre adresse.

Hébergement:

Le Secrétariat du Congrès peut offrir aux participants des chambres d'hôtel à prix réduit. Ces chambres seront réservées dans la catégorie de prix indiquée sur le formulaire d'inscription. Nous conseillons aux participants de réserver leurs chambres aussi tôt que possible, étant entendu que le mois de juin est au Danemark la saison la plus touristique. Ces chambres seront réservées dans l'ordre d'arrivée des demandes.

Tous les hôtels sont situés au centre ville. L'hôtel Cab-inn se trouve à peu près à cinq minutes en bus de la Place de l'Hôtel de Ville, les trois autres étant accessibles à pied. Les chambres de l'Hôtel Cab-inn sont petites, mais confortables et modernes. Tous les prix indiqués sont relatifs à des chambres avec bains, petit déjeuner compris.

Les réservations d'hôtels ne seront effectives qu'après le paiement des arrhes indiqués dans le formulaire d'inscription. Ces arrhes seront déduits de votre facture au moment où vous acquitterez celle-ci lors de votre départ.

Vous recevrez une attestation de l'Hôtel où une chambre vous a été réservée. Dès sa réception, veuillez vérifier qu'elle ne comporte pas d'erreurs de date d'arrivée ou de départ.

Si vous souhaitez changer ultérieurement cette réservation, vous devrez le faire par l'intermédiaire du Secrétariat du Congrès.



REGISTRATION PROCEDURE

The registration form enclosed should be returned to the Conference Secretariat at your earliest convenience duly filled in and preferably typewritten. The form should be accompanied by all your payments in Danish Kroner (DKK). You are not considered a registered participant until the Secretariat has received your payment.

Deadline for early registration is April 1, 1994.

Conference fees:

Members of CESE/NOCIES, registered before April 1. DKK 800
 Members of CESE/NOCIES, registered after April 1. DKK 1200
 Non-members of CESE/NOCIES, registered before April 1. DKK 1200
 Non-members of CESE/NOCIES, registered after April 1. DKK 1600

Accompanying guests before April 1. DKK 200

Accompanying guests after April 1. DKK 500

The fee for participants includes conference documentation, lunches and coffee Monday to Thursday, Welcome Meeting on Sunday, the City Hall Reception on Monday.

The fee for accompanying guests includes the Welcome meeting on Sunday and the City Hall Reception on Monday.

Payment:

Payment may be remitted as follows:

1. **By banker's draft or cheque** made payable to CESE 94 in Danish Kroner drawn on a Danish Bank. Please notice that personal cheques are not accepted except for Danish cheques and Eurocheques, the latter not exceeding DKK 1,500 each. **All payments must be followed by a clear indication of the participants full name and address.**
2. **By bank transfer** to account no.:
 273 04 43 776 (CESE)
 Bikuben Bank
 Vesterbrogade 55
 DK - 1620 Copenhagen V
 Denmark

All bank charges are on the account of the registrant, not the beneficiary. Not applicable for payments made in Denmark.

Please remember to state participant name and CESE on all payments. Please enclose a copy of the bank transfer document.

Accommodation:

The Congress Secretariat can offer participants of CESE 94 Conference hotel rooms at a special discount conference price. Rooms will be booked in the price category indicated on the registration form. Participants are advised to reserve rooms as early as possible, June being the peak season. Rooms will be booked on a first come first served basis.

All hotels are centrally located. Cab-inn hotel is approx. 5 minutes by bus from the City Hall Square, the three other hotels are situated in the absolute centre of Copenhagen. Rooms at Cab-inn Hotel are small but comfortable and modern. All hotel prices include private bath and breakfast.

Hotel rooms will be booked provided that you pay the deposit indicated on the registration form. The deposit will be deducted from your hotel bill when you check out.

You will receive a confirmation of your hotel booking with full hotel name and address. When you receive the confirmation (hotel voucher), please check that it shows the right arrival and departure dates.

Alterations in your hotel booking must be addressed to the Conference Secretariat.



INFORMATIONS GÉNÉRALES

Lieu du Congrès :

Université de Copenhague
Njalsgade 80
DK - 2300 COPENHAGEN S

L'université de Copenhague dispose de bâtiments dans différents quartiers de Copenhague. Ceux qui hébergeront le Congrès se trouvent à Amager, une petite île reliée au centre de la ville par un pont (l'aéroport de Copenhague se trouve sur cette même île). Il faut compter environ 15 minutes de trajet en bus pour aller du centre ville au lieu du Congrès.

Secrétariat du Congrès (avant et après la date du Congrès):

COVENTUM Congress Service
Hauchsvej 14
DK - 1825 Frederiksberg C
Danemark
Tél. (45) 31 31 08 47
Fax (45) 31 31 06 14

Secrétariat du Congrès (pendant le Congrès):

CESE 94
c/o CONVENTUM Congress Service
Université de Copenhague
Njalsgade 80
DK - 2300 COPENHAGEN S
Tél. (45) 35 32 80 12
Fax (45) 35 32 80 12

Heures d'ouverture :

Dimanche 26 juin	15.00 - 18.30
Lundi 27 juin	08.00 - 17.30
Mardi 28 juin	08.30 - 14.30
Mercredi 29 juin	08.30 - 16.30
Jeudi 30 juin	08.30 - 18.00

Accueil des participants à leur arrivée:

Dimanche 26 juin, à l'Université de Copenhague, de 15 heures à 18 heures.

Lundi 27 juin, de 8 heures à 9 heures, au même endroit

Langues de travail:

Les langues de travail officielles sont l'anglais et le français. Une traduction simultanée sera disponible pour les séances plénières, mais non pour les ateliers, qui pourront se dérouler soit en anglais, soit en français, soit simultanément dans les deux langues, selon les décisions des présidents et des participants.

Transport

Il existe une navette SAS (toutes les 15 minutes) entre l'aéroport et la gare centrale, qui se trouve à côté de la Place de l'Hôtel de Ville. Le prix du billet est de 28 couronnes danoises. Si vous prenez un taxi de l'aéroport à l'hôtel, celui-ci vous coûtera environ 125 couronnes danoises.

Copenhague dispose d'un excellent système de transport urbain (tramways et autobus). Les bus numéros 12, 13 et 34 vont à l'Université. Ils passent tous par la gare centrale.

TRANSPORTEUR OFFICIEL

SAS

Transporteur Officiel

Déjeuners:

Les déjeuners du lundi au jeudi sont compris dans les droits d'inscription et seront servis à l'Université.

Climat et habillement:

Le mois de juin au Danemark est le mois le plus agréable de la période estivale. La température moyenne est de 20° Celsius. Il est néanmoins recommandé d'apporter un manteau léger ou un imperméable. La fin du mois de juin correspond aux nuits nordiques les plus courtes de l'année.

Annulation:

Les participants ou les personnes les accompagnant qui devront annuler leur participation au Congrès obtiendront le remboursement de leurs droits d'inscription, avec une déduction de 25% jusqu'au 1er mai, de 50% jusqu'au 1er juin, sous réserve que le Secrétariat du Congrès ait été prévenu avant ces dates. Après le 1er juin, il ne pourra pas être effectué de remboursement.

Assurances

Les organisateurs du Congrès ne peuvent s'engager en matière d'assurance pour tous dommages physique ou matériel survenant pendant le Congrès. Les participants sont priés de s'assurer par eux-mêmes.



GENERAL INFORMATION

Conference site

University of Copenhagen
Njalsgade 80
DK-2300 Copenhagen

The University of Copenhagen has buildings all over Copenhagen, and the Conference site is on Amager, an island connected to the centre of the city by a bridge (the Copenhagen airport is located on the same island). It takes approximately 15 minutes by public bus from the centre of Copenhagen to the conference site.

Conference secretariat before and after the Conference

CONVENTUM Congress Service
Hauchsvej 14
DK-1825 Frederiksberg C
Denmark

Telephone: +45 31 31 08 47
Telefax: +45 31 31 06 14

Conference secretariat during the Conference

CESE 94
c/o CONVENTUM Congress Service
University of Copenhagen
Njalsgade 80
DK-2300 Copenhagen S

Telephone: +45 35 32 80 12
Telefax: +45 35 32 80 00

Opening hours:

Sunday, June 26	15.00 - 18.30
Monday, June 27	08.00 - 17.30
Tuesday, June 28	08.30 - 14.30
Wednesday, June 29	08.30 - 16.30
Thursday, June 30	08.30 - 18.00

Final registration

Sunday, June 26 at the University of Copenhagen,
15.00 - 18.00 hrs. and Monday, June 27, 08.00 - 09.00.

Language

The official languages are English and French. Simultaneous interpretation will be provided for the plenary sessions only.

Transportation

The SAS shuttle bus leaves every 15 minutes from the airport to the Central Railway Station, next to the City Hall Square. The fare is DKK 28. A taxi from the airport to the hotels will be approximately DKK 125.

Copenhagen has an excellent transportation system of electric trains and buses. Buses no. 12, 13 and 34 go the University. They all pass the Central Railway Station (Bernstorffsgade). All participants will have a buss pass for free bus fare Monday to Thursday.

OFFICIAL CARRIER



Lunches

Lunches Monday to Thursday are included in the fee for participants and will be served at the University.

Climate and clothes

June in Denmark is the most wonderful period of the Danish summer. The average temperature is 20 degrees Celsius. It is, however, recommended to bring a light coat or a rain coat. Late June is the period of the longest Nordic nights of the year.

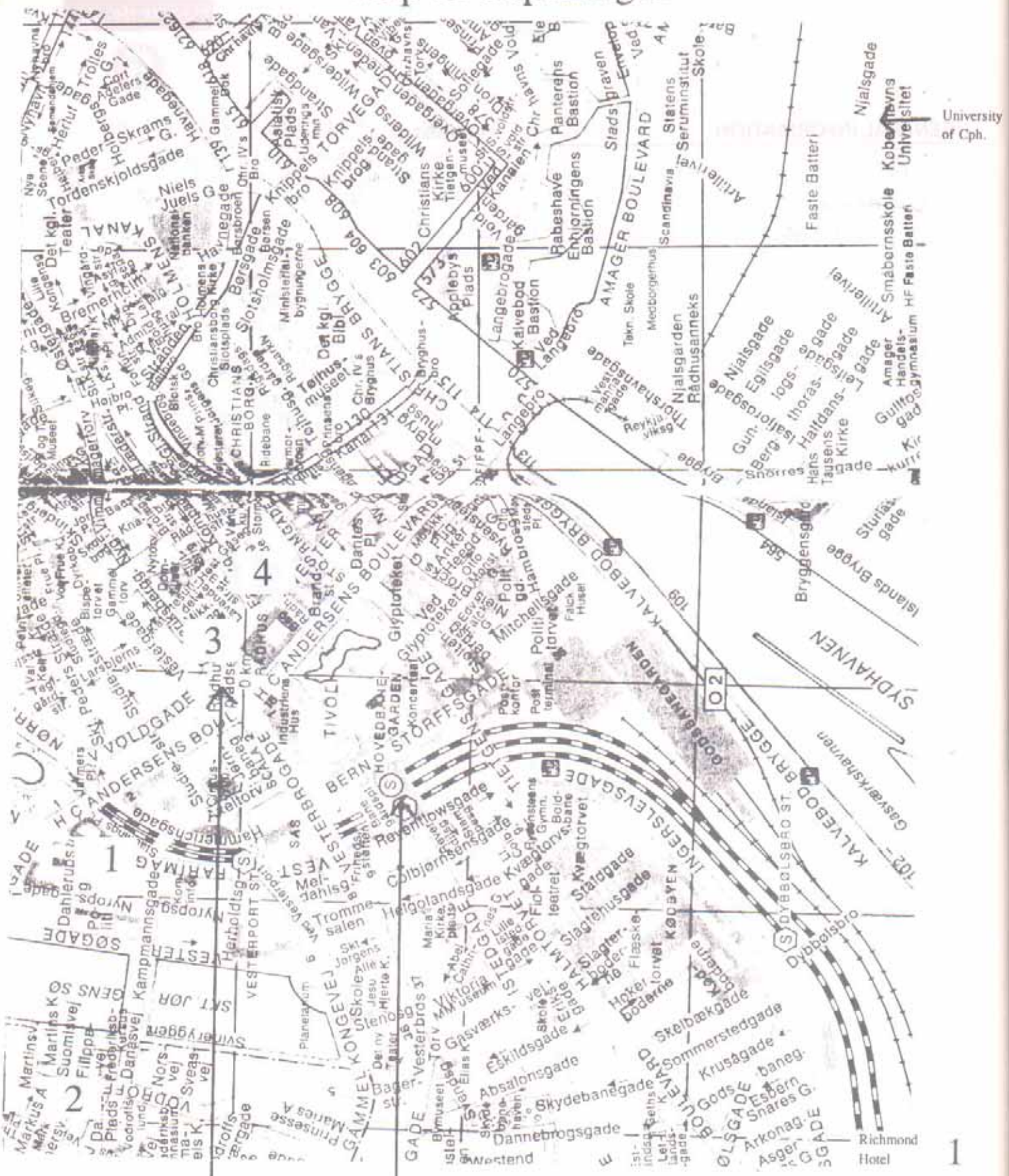
Cancellation

Preregistered participants or accompanying guests who are unable to attend the Conference will have their paid fees refunded less a cancellation fee of 25 % until May 1, 50 % until June 1, provided that written notice of nonattendance is received by the Conference Secretariat not later than the above mentioned dates. After June 1 no refund can be expected.

Liability and insurance

Neither the organizers nor the Conference Secretariat are able to take any responsibility, whatsoever, for injury or damage to persons or properties during the Conference. Participants are therefore kindly requested to take out their own insurances.

Map of Copenhagen



University
of Cph.

City Hall
Square

Central
Railway St.

Cab-inn
Hotel

Palace
Hotel

Komfort
Hotel

1

2

3

4

Payment/Paiement:

All payments must be made in Danish Kroner (DKK) only to the order of CESE 94, c/o CONVENTUM Congress Service/Tout paiement doit être libellé en couronnes danoises.

Please remember to state your name and "CESE" on all payments/
Indiquer vos nom et adresse.

The total payment / le paiement :

- ☐ is enclosed by check (not personal) or banker's draft drawn on a Danish bank in DKK/
est inclus (chèque)
- ☐ has been transferred to account no. 273 04 43 776 (CESE), Bikuben Bank, Vesterbrogade 55,
DK-1620 Copenhagen V, Denmark. (Not applicable for payments made in Denmark)
a été transféré au compte no. 273 04 43 776 (CESE), Bikuben Bank, Vesterbrogade 55, DK-1620 Cop. V.
- ☐ Danish participants only: is enclosed by personal cheque.

Hotel reservation:

All hotel prices include private bath, breakfast, service charge and tax /Tous pt déjeuner, service compris

Hotel payment must be settled directly with the hotel upon departure/
Les frais d'hôtel seront payés au départ à l'hôtel

Hotel	single room in DKK per night	double room in DKK per night
Palace	750	950
Richmond	690	840
Konrad	600	800
Cabinn	495	450

Arrival date/Date d'arrivée: _____, 1994 Departure date/Date de départ: _____, 1994

Please reserve at the following hotel/Reserver une chambre à l'hôtel

1st choice/1er choix _____

2nd choice/2e choix _____

Number of single rooms

Number of double rooms

Special wishes _____

Remarks/Remarques _____

Please return this form together with your hotel payment to: Retourner ce formulaire avec votre paiement.

CESE 94
c/o CONVENTUM Congress Service
Hørsholmsgade 44
DK-1825 Emdrup København C
Denmark

Date: _____ Signature: _____

Please mark a copy of this form for your own file.



Abstract form
Résumé de votre communication au
16th CESE Conference / 16ème Congrès de la CESE

For secretariat use

Name of presenting author (only one author here please):
Nom du communicateur (un seul auteur doit être mentionné ici):

Title, position/Titre et fonction:

Mailing address/Adresse postale:

Zip code/Code Postal: City/Ville:

Country/Pays:

Telephone no./Numéro de téléphone:

Fax no./Numéro de télécopie:

Visual aids required?:

☐ Slide projection

☐ Overhead projector

Equipment audio-visual sought:

☐ Projector de diapositives

☐ Retoprojecteur

The paper will be presented in: La communication sera présentée en:

☐ English

☐ French

☐ Anglais

☐ Français

For instructions,

P. 1, 2.

Please indicate in which session you would like to present your paper (please state priority 1, 2, 3 etc.):

Veuillez indiquer ici dans quel atelier vous souhaitez présenter votre communication: (dans votre ordre de préférence):

- 1 ☐ Education and Cultural Identities/
Education et identités culturelles
(aux niveaux européen, national et régional)
- 2 ☐ Policies of Access to Education and Social Mobility/
Politiques d'accès à l'éducation et mobilité sociale
- 3 ☐ Education, Intra-European Mobility and International
Migration/ Education, mobilité intra-européenne et
migrations internationales
- 4 ☐ Education, Work and Technology/
Education, emploi et technologie
- 5 ☐ Patterns of Adult Education and Lifelong Learning
The Cultural and Economic Dimensions/
Les modèles d'éducation des adultes, et de formation
continue: dimensions culturelles et économiques
- 6 ☐ Contemporary curricula, Europeanization and Inter-
culturalism/ Les curricula contemporains:
unification européenne et interculturelisme
- 7 ☐ The European Idea of Education - Cultural Heritage/
L'éducation: un héritage culturel
- 8 ☐ Unification Processes, Patterns and Outcomes, Con-
vergences and Divergences/ Les processus d'unification:
modèles et résultats, convergences et divergences
- 9 ☐ Challenges of Education in Developing Countries/
Les défis de l'éducation dans les pays en voie de
développement

Instructions:

Consignes aux auteurs:

hrs.	Saunday, June 26 Lundi, juin 26	Monday, June 27 Mardi, juin 27	Tuesday, June 28 Mercredi, juin 28	Wednesday, June 29 Jeudi, juin 29	Thursday, June 30 Vendredi, juin 30
08.00		Registration			
09.00		Opening session	Grup session Ateliers	Grup session Ateliers	Grup session Séance plénière
09.45					
10.00					
10.30		Opening lecture			Coffe/tea café/the
10.45			Coffe/tea café/the	Coffe/tea café/the	
11.00		Coffe/tea café/the			
11.15			Grup session Ateliers	Grup session Ateliers	Pres. Lauvery's lecture
11.30		Plenary session Séance plénière			
12.00					
12.30		Plenary session Séance plénière			Lunch Déjeuner
12.45					
13.00		Lunch Déjeuner		Lunch Déjeuner	
13.45			Lunch Déjeuner		
14.00					
14.30		Grup session Ateliers	Excursion	Special workshops Ateliers speciaux	Closing session Clôture
14.45					
15.00					
15.30	Registration Accueil des participants	Coffe/tea café/the			General Assambly NOCIES Assemblée Général
16.00					
16.15		Plenary session Séance plénière		General Assambly NOCIES Assemblée Général	
16.30					
17.00					
17.30					
18.00					
19.00	Reception Assemblée de bienvenue	Reception City Hall Réception à l'Hôtel de Ville			Final dinner Diner de cloture
19.30					

In Memoriam Professor Brian Holmes (1920-1993)

Brian Holmes, who died on July 11 1993 from a heart attack, was a central figure in the study of Comparative Education since the 1960s. He had a distinctive position on the aims and methods of the field of study which had a significant impact on the debates for thirty years or more. He had many sharp, fresh and interesting things to say on a range of educational topics. He contributed much to the establishment and organization of a number of international comparative education institutions.

This activity was just the tip of an iceberg of professional work. Those who worked with him in London and elsewhere regarded his greatest achievement to be as a teacher. And he made a major contribution to the administration and development of the Institute of Education in London where he spent most of his career.

Brian Holmes was a complex personality. His portrait needs to be painted in sharp primary colours rather than subtle pastels. His virtues were enormous but his weaknesses were plain. They perhaps complemented each other. He almost needed his noted abrasiveness; the lacunae in his competences which he preened rather than tried to disguise; and the occasional penchant for rough politics to protect the courage and honesty of his work as well as the warmth and altruism of his character.

These characteristics run through all the areas suggested above. His scholarly work has been controversial yet always well-regarded because he took a very individual position to which he adhered over 40 years, often ignoring the ebbs and flows of debate and fashion. The results of his thinking were expressed in two major books: *Problems in Education* (1965) and *Comparative Education: some considerations of method* (1981). The ideas are often categorized as falling into the phase of 'scientific' comparative education which emerged in the 1960s in response to the development of educational planning and more active roles of international educational organizations. The other members of the 'school' included George Bereday, Edmund King, Arnold Anderson, Harold Noah and Max Eckstein. Contrasts are drawn between this group and their predecessors- such as Hans, Kandel, Schneider- whose focus was on



history- on the origins of present discontents rather than their solution- as well as with their successors who attacked meliorism and sought to develop a critical comparative education.

This classification has a limited value. The 'scientific' comparative educationists, including and perhaps especially, Brian Holmes, reserved their most venomous attacks for other members of the school and sought to establish their own links with an older comparative education heritage. Holmes, in private at least, continually stressed his debt to Nicholas Hans, especially in the emphasis on residual cultural values of each society and recognized the enormous influence of his much more ambivalent relationship with Joseph Lauwerys who first introduced him to comparative education and appointed him to the Institute of Education.

The Holmes methodology may be described first through the impact of Lauwerys and Hans. Lauwerys introduced Holmes to the work of John Dewey and Karl Popper and these two thinkers provided the bedrock of Holmes' approach. Dewey's problem solving concepts inspired Holmes' methodological starting point of rigorous problem identification while Popper's anti-determinism helped Holmes to distinguish between various contextual spheres-

normative as well as institutional and so provide the connection back to the cultural historical analysis of Hans (a powerful link despite Holmes' contempt for history for its own sake). Other conceptual frameworks were then incorporated - Ogburn's concept of cultural lag and Robert King Hall's application of it to teacher education, the political-administrative theories of Pareto and Talcott Parsons, the social-psychology of Myrdal, the descriptions of professions of Myron Lieberman. There were also the devils - the inductionism of John Stuart Mill and the total planning of Karl Mannheim.

Ultimately, there was a suspicion of over-eclecticism and even rigidity but there was a consistency over forty years in the use of these sources in Brian Holmes' work and the secondary texts were always subordinated to the Dewey-Popper axis. This latter foundation provided also the consistent openness, modernity and optimism in Holmes' work which extended beyond his methodology.

What was the significance of this work? Some would claim it to be eccentricity - bordering upon self-indulgence - and others as over-retentive view by Holmes of his own doctoral thesis which was used operationally as a scheme to guide his own doctoral students. There were also complaints that he did not apply the methodology sufficiently to real educational issues. This latter criticism is unfair. He did not write major books applying his methodology but the openness and rigour of his thinking was reflected in the freshness of his briefer analyses of a wide range of educational issues revealed in a large output of published papers.

The methodology should also be put in the context of Brian Holmes' professional career. He studied Physics at University College London University and, after war service as a radar specialist in Egypt, trained as a science teacher with Joseph Lauwerys. Holmes taught in two secondary schools where he developed a commitment to unified and popular science teaching which was reflected in the several school text books he wrote to convey the concept of accessible science. After four years as a lecturer in science teaching at the University of Durham, he joined the London Institute of Education in 1953 where he became assistant editor of the *Yearbook of Education* (later *World Yearbook of Education*) which was a joint venture between the Institute of Education and Teachers College, Columbia University, New York. His teaching included supervision of doctoral students from a wide range of countries investigating a many educational topics.

Brian Holmes perception of himself as a science teacher

remained throughout his career and gave a constant questioning character to his work which took nothing as fixed or given. His introduction to comparative education through the *Yearbook* and research student supervision gave his scholarship a generalist, wide-ranging perspective so that he did not become a specialist on one aspect of education - apart from science teaching - but treated the exploration of many themes in many countries as grist to his methodological mill. The early exposure to students from many countries also reinforced a kind of relativism which always took other cultures very seriously and made him a defender of the cultural authenticity of ancient educational traditions from many parts of the world, including the former territories of the British Empire. As a consequence he was a radical in the context of the ethnocentricity and beliefs in cultural superiority which pervaded British thought at that time.

He did come to specialize in some countries. His commitment to Dewey's ideas meant a natural gravitation towards the USA and he spent extended periods in a number of American universities in the 1950s and early 1960s. He spent some time also in Japan in the same period and was to renew this contact late in his career. He organized and led annual educational study tours of the Soviet Union from 1963 until 1986 which survived the vagaries of Cold War politics and through which he established strong links with Soviet educators. From the 1970s he developed connections with a range of countries in the Arab world. The tendency to geographical specialization among comparative educationists in the 1960s gave him fewer links with Western Europe or Africa.

This breadth of experience allowed Brian Holmes to treat educational issues from a global analytical perspective. Like other comparative educationists at the time, he was involved in various schemes for international educational classification initiated by international agencies in the 1960s. He was proud of his own taxonomic scheme which he developed in two IBE surveys in the late 1970s and early 1980s. But one of the strengths of his approach was that he always maintained a passionate commitment to the quality of teaching in schools to the extent of being associated with a number of school improvement movements in Britain in the 1970s and 1980s. His interests particularly focused upon the content of schooling, methods of teaching, the role of teachers, cultural diversity and education in urban areas in which latter area he established an innovative course at the Institute of Education in the late 1970s.

Holmes earlier career under the tutelage of Lauwerys

gave him many organizational roles. Lauwerys was the inspirer, the diplomat, the charismatic set-piece lecturer and the educational politician. Holmes looked after the shop, tidying up the loose ends and became the practical organizer. He started with the Yearbook of Education but from the early 1960s played a major role in the new international comparative education networks. He was secretary treasurer of CESE in the 1960s as well as later its chairman as well a president of the World Council whose conference he organized in London in 1977. He developed a vast network of contacts throughout the comparative education world which ensured that the Comparative Education department at the Institute of Education remained one of the world centres of the field of study.

Those who knew him well tend to agree that his greatest contribution was not as a scholar or organizer but as a teacher. His forte was not the lecture, which he could perversely make rather dull, but the seminar and individual tutorial. His seminars were true to the original meaning of the term- a fertile seed bed of stimulating ideas which were encouraged to germinate and grow through exposure, testing and confrontation with their opposites. Brian Holmes would fill one of the largest seminar rooms in the Institute on regular Friday evening sessions with fifty or more students- both full-time from other countries and part-time London teachers- when the rest of the occupants of the building had departed for the weekend. His method was Socratic. Loose thinking would be savagely exposed yet he was also an extreme democrat. Anyone with anything to say- often it seemed initially of a type which diverged from the main thrust of the argument- was heard and encouraged whatever their standing. The most eminent could have their contributions mercilessly destroyed. The most humble could be made to feel that they had something to contribute to the highest level intellectual discourse.

The same techniques were applied in one-to-one meetings. As Bob Cowen noted in an obituary in the Independent 'Three-hour tutorials were not uncommon, and as the first student left, exhausted, Holmes would happily welcome the next...It was this total commitment to exploring a topic fully in no-holds barred debate which made the experience of being taught by Holmes so memorable and which accounts for the deep loyalty of many of his students'. In the end it was Holmes' limitless generosity of his time and energy as well as his unwavering allegiance to intellectual curiosity and openness which won this affection. But it was also a belief that every student was a scho-

lar who had a mind and experience capable of offering something original to the world and a recognition that every educational culture- however obscure or demeaned- had an intrinsic value. So many of his students felt deeply that he understood and valued their cultures better than those who were politically committed to multiculturalism and cultural diversity.

Comparative Education was not the only sphere on educational endeavour to which Holmes was committed. The Institute of Education remained perhaps his first institutional love. He worked relentlessly on committees- which he often chaired as if they were his seminars- and ended his career in 1985 not only as Professor of Comparative Education (a position which he was denied until 1977- seven years after Lauwerys' retirement and a matter of bitterness for him) but also as pro-Director of the Institute and Dean of the Faculty of Educational Studies. The Institute was important to him not only as a source of some of the best models of intellectual rigour and courage- notably his near-contemporary Basil Bernstein- but also because he remained passionately committed to the improvement of day-to-day classroom school teaching.

He was a thoroughly 'modern' man in his participation in so many apparently unconnected circles. Yet these included encouragement by letter, by unheralded visit and whatever intervention he could make with authorities for individual school teachers who he felt had some original and important contribution to make which was not fully appreciated by those in power. Naturally his retirement from the Institute meant little to his life style. He became Dean of the College of Preceptors and continued to edit two journals as well as contributing much to the Institute's alumnus society. Above all he continued to extend a welcome to all with an interest in comparative education who visited London.

Brian Holmes can be pigeon-holed as a representative of a generation of comparative educationists who grew up in the post-1945 world of optimistic and state-led reconstruction which had its heyday in the 1960s. The reality was more complex- he drew also much from older traditions and continued to maintain a fresh and vigorous approach to the changes of the 1980s and 1990s. Yet the personality had a timeless character- abrasiveness and aggression matched by charm and outweighed by kindness as well a generosity of time and effort from which so many people throughout the world have been personal beneficiaries.

Martin McLean

Institute of Education, University of London

Decentralization and evaluation of European Educational Systems and the restructuring of the State: Between multidisciplinary and comparison. A report of the Granada Symposium

Introduction

The International Symposium on Decentralization and Evaluation of the European Educational Systems - Comparative Theory, Research and Experiences took place from October 13th to 16th 1993 in the Congress Palace of Granada (Spain), organized by the Comparative Education Society in Europe under the sponsorship of the Vicerectorate of Research and International Relations of the University of Granada and the Andalusian Institute of Educational Evaluation and Teacher Education, which is a department of the Junta de Andalucía de Consejería de Educación y Ciencia (local autonomous government).

The Symposium was opened by the Vicerector of Research and International Relations of the University of Granada, Professor Francisco González Lodeiro; the General Director of the Andalusian Institute of Educational Evaluation and Teacher Training of the Andalusian Government, Mr. José Rodríguez Galán; the President of the CESE, Professor Jürgen Schriewer; the Director of the Symposium, Miguel A. Pereyra García-Castro, Professor at the University of Granada and Secretary of the CESE, and the Secretary of the Symposium, Professor Jesús García Mínguez.

Social scientists, who work on problems related to education, took part in the Symposium and offered a multidisciplinary approach to the theme; heads and representatives of educational administrations, local corporations, professors and researchers, supervisors, teachers, parents and students from different regions of Spain and from Latin America countries participated in the event, discussing all the papers presented at the meeting.

The CESE intended with this Symposium - and intends with future activities - to realize scientific events which promote significantly the intellectual status and the theoretical functions of comparative education as a discipline. The new international reality demands that European comparative education constitutes itself definitely as a rigorous scientific discipline, without neglect of the interpretation and the analysis of the "problems of daily action."

The CESE offered in this Symposium a theoretical and scientific space in order to contribute to the construction of

Europe, by means of the analysis of real situations which are strategically interconnected between pedagogy and politics.

Comparative education presented herself in the context of the Symposium as a systematic and scientific mode of thinking, not as a simple framework which legitimates reformist policies in education. Comparative education seeks to be more than a simple pedagogical guidance for politicians and civil servants.

The Context

We live in an unique and important moment of European history, not only because of the disappearance of the Berlin Wall and the incorporation of formerly totalitarian countries into the western democratic world, but also, and fundamentally, because of the construction of a common political project which aspires to create an open space for democratic creativity, beyond the simple rituals of economy or competitiveness.

At the same time, there exists a double political crisis: the so-called crisis of the Welfare State, and the democratic fragility or lack of legitimation, which shows itself in the crisis of the political parties and their historical leadership, civic disillusionment, centralism, alienation between the citizen and the political élites, corruption as a democratic dysfunction, the lack of concrete mechanisms of political participation of the citizen in the management and solution of their own local or regional problems...

Certainly, we live in a preoccupying historical moment, and the European democratic societies will have to rethink and reinvent the democratic paradigm, because of the risk to lose their representativity and legitimacy and the tendency towards ungovernability. It is necessary to emphasize two aspects which were historically underestimated by the States: Participation and decentralization of the classical function of the State.

Decentralization is not a new theme. The sixties and seventies are a good example for the multiple confluence of Utopian ideas and proposals inspired by the participation of social actors in the management of education and the idea of democratization (conceived not only in terms of "massification" of opportunities, but also in the establishment of instruments that made possible the participation of social actors in schools, universities, etc.)

Since then, many pedagogical approaches and discourses have been developed, fundamentally based upon social theorists. The social scientists, who work in the area of education,

nal sciences, have in this moment the responsibility to realize a theoretical synthesis and to organize a conceptual body which promotes the idea of a more democratic and, in consequence, a more decentralized society, pedagogy and school organization. The Symposium adopted this perspective.

The Lectures and Lecturers

The principal researchers on decentralization and evaluation of the European educational systems presented their papers during four days. The range of themes included, on the one hand, federalism, "deconcentration", professional autonomy, participant democracy, populism, management according to objectives, etc. On the other hand, theoretical approaches were presented which understand decentralization as:

- democratization, participation, autonomy and reform as process;
- rupture with centralism and the concentrated administration of economic resources and power, against which "the local" blooms again;
- a global proposal associated with a type of reform that implies a social and cultural change; or
- the integration of the system with respect to the different educational modalities with their environment, etc.

Several papers presented analysis and explanations which contribute to a "practical policy" of decentralization in different fields of action, parting from a perspective that sees comparative education as a scientific discipline. The Symposium was divided in three complete sessions, due to certain central aspects of decentralization. The last day gave an opportunity to the participants of the Symposium to become acquainted with new investigations about interesting aspects, carried out by young scholars who did not enjoy the reputation of their predecessors.

Fourteen principal papers were presented at the Symposium. At the end of every day, a rapporteur summarized and ordered the ideas which were discussed during the day. The investigators presented in their papers the latest tendencies of decentralization and evaluation in different European educational systems. Many of questions and discussions in the context of this fundamental pedagogical theme of the 90s are still open. Symposium participants debated the changes and reorganization of the State on an international level, and, in consequence, the changes of society, the behaviour of the citizen and the policies and principles of education.

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

Maurice Kogan, Professor of Government and Social Administration from the University of Brunel, dealt in his paper with the problems of evaluation and their relation to governments and politics, which exist in today's Europe, particularly in the UK, Norway and Sweden. He spoke about: levels of government; forms of relationship between the actors; and forms of evaluation

1. Levels of government. We have to recognise the number of governments that have influence over education; lately, the European Union has to be added to these governments. There are regional and central governments, in some countries, such as the UK, even local governments. These governments were created to simplify the bureaucracy and achieved the contrary. Some countries wanted to strengthen the regional governments, like Spain, and other countries, the local; some other countries gave more autonomy to the schools; conflicts can raise out of this constellation. Other governments did not want to have influence on anything, and left it to the professional groups to manage their own business.

We can say that the tendencies in Europe are neither directed towards an exaggeration of centralization nor of decentralization. The centralizers, France and Spain, promote decentralization, other countries move towards mixed forms. It is interesting that all have the same objective, even if they move in different directions: the quality of teaching.

We have to say that any form of educational management is justified if it introduces new values that can not be achieved with the former form. Those, who favor centralization, claim it will guarantee more equality of opportunities. This is the same which the Scandinavian countries use to legitimate decentralization.

Other countries, like Spain, allege functionality in favor of decentralization, whereas Norway decentralizes to maintain the cultural identity of every region. In the end, however the Norwegian curriculum is quite homogenous.

2. Forms of relation. Kogan characterized the following:

a) Hierarchy: This is the traditional form. Power is exercised from the ministry downwards. The central power proclaims the values and objectives. The professionals realize them with their own activity, but without creativity.

b) Interchange: It is a form of relation based upon the interchange and exposition of objectives among all involved: politicians, pedagogues, economists. General agreements are achieved which establish interdisciplinarity among all, but not without great conflicts.

c) Market: This relation is actually a mode of interchange. It is based upon reciprocity between the governments and the professionals. There are market relations by means of a contract. The governments pay and the professionals do their job. The results depend on the altruism and the ethics of the teachers who can raise or diminish the prestige of education.

3. Forms of evaluation. He affirms that they depend on the purposes and norm establishing foundations. Kogan notes that until now evaluation has always been carried out after the fact. He, however, favors a formative mode of evaluation, which should act as a mechanism of control and not as a judgement of the results. We have to worry about the process, not only about the quantitative aspects of evaluation.

There are a lot of discrepancies which have to be treated with caution. The evaluation of an educational system is so complex that it needs different and contrary elements. It is necessary that the central government establishes some general criterions and that local governments know their own realm. It is necessary that the central government establishes a control of the testing and the contents which can be adapted by the institutions, and that these institutions can realize a self-evaluation.

Forms of decentralization and their implications for education

Jon Lauglo, from the Norwegian Council of Research in Sciences and Humanities, presented in his paper his concepts of decentralization as well as the political foundations of them. Lauglo affirms that there are many types of decentralization. In his point of view, case studies are necessary to investigate decentralization. The decentralization of education raises necessarily the problem of the change of authority in the educational system. He also affirms that the policies of decentralization appear as a response to strategies of management of hidden conflicts. Decentralization has to be understood as a variety of organizing forms which have different foundations and objectives and which have their own authority. They pursue a high quality of education and an efficient use of the resources.

For Lauglo there are three fundamental issues which construct decentralization as a discourse to legitimate nationalization:

1. Legitimizing policy: The basic question is who has the right to decide about whom.
2. The quality of education as a final objective, and
3. Who studies the efficient use of the resources?

1. Political foundations of decentralization. Who has to decide and which ideas govern in a decentralized education? There are various answers:

a) Federalism: Power is distributed among provinces or regions which are united to form a state, or the state gives power back to the region in order to avoid separatism.

b) Popular localism: Populism appears as a reaction against the power of privileged élites. It can generate a certain intolerance towards people who do not belong to the group. The foundation of this movement is nationalism. Popular localism is antiintellectual and typical for agrarian societies.

c) Participant democracy: It is based upon the right of all citizen to participate in all aspects and decisions of their society.

d) Liberalism: Liberalism appears against the absolutist state and establishes individual liberties as, for instance, the management of the educational system. Education is science and knowledge in the liberal view.

2. Bases of quality and efficiency. Lauglo pointed out the followings:

a) Professionalism: A pedagogical professionalism is necessary to achieve quality and efficiency, and also a certain autonomy of the collective to educate its members without norms that come from the outside of the profession.

b) Programming of objectives: Efficiency can only be achieved, if objectives have been defined before, the resources are known and how they will be used. This principle is a type of decentralization, if the objectives are not imposed by a centralist democracy.

c) Market mechanisms: The principle of competition guarantees good quality and efficiency.

d) Relieving of a congestion: It is a form of decentralization which converts the public services inside the state in "small separate states".

3. Comparison of models. Decentralization is not a univocal concept. It is based on very different aspects. All these models can be combined, if they pursue the common objective to improve education.

Decision-making process in educational systems and level of decentralization

François Orivel, Professor of Economy of Education and Director of the Institut de Recherche sur l'Economie de l'Éducation (IREDU) from the University of Dijon, presented in his lecture a comparative analysis of centralized and decentralized education systems emphasizing that the following countries have the most decentralized systems: Switzerland, Sweden, Belgium, Spain and the USA.

Orivel's typology of countries distinguishes:

- Countries where decisions are taken on an intermediate level: Switzerland, USA.
- Countries where the decision taking is distributed among school and intermediate levels: Sweden, Spain.
- Countries with a relative balance: France.
- Countries with a low participation: Italy and Portugal.

Orivel affirms that decentralization as a political strategy in different EC countries does not appear as a global objective, but as multiple and diverse. He introduces the category of power levels in education; it is necessary to clarify who manages the staff and where the financial and human resources come from. He asks in how far efficiency and costs of education are linked to centralized or decentralized models. France has not yet found an answer to this question.

New approaches of evaluation in education make it necessary to analyse processes, the so-called "learning games". Decentralization raises the fundamental problem of the determination of the persons who make decisions. In this context, he confirms that the decision making in a authentic decentralizing policy is transferred to the lowest levels of administration and education management; in consequence, he proposes to distribute decision making between different levels, leaving about 50% of the decisions to agreements between these levels.

François Orivel concludes that it has to be defined with precision who participate in making "autonomous decisions" on the lowest levels and proposes to modify the percentage of the investment in education in regard to the gross national income.

Centralization, decentralization and the reprofessionalization of European teacher

Sigurjón Myrdal, Director of Distant Education of the Icelandic College of Education, affirms that the future of

the EC appears strongly linked to the idea of a common education. An authentic European dimension can only be achieved through education. In this context, he recommends to increase the study of foreign languages in order to guarantee the constitution of a common educational space.

The current European context is in a situation of "democratic decline" characterized by unemployment, economic recession and a crisis of legitimacy which affects the policies of teacher education. Europe will have to construct a common labor market in the future, which will include also the eastern European countries.

It is necessary to avoid the temptation to install a new central power in the EC, and this is the point where decentralization has an important role. He cites the Maastricht treaty which guarantees in its section on social politics public education, notwithstanding a clear respect for the sovereignty of the Member States. At any rate, a supranational cultural reproduction, which has its roots in Europe after the two world wars, should give a clear European dimension to education. The educational activities of the OECD play an important role.

After the fall of the Berlin Wall, there is a certain decline of the US hegemony, and Japan and the EC become more important in international economic life. Myrdal foresees an irresistible process towards economic, technological, cultural and linguistic transnationalization (for instance, the cultural imperialism of the English language), which will cause a reorganization of the world order under the label of globalization.

Myrdal speaks of a European social-historical context characterized by the "market orientated paradigm", which contains the following points: equality (freedom of choice); privatization; quality control; back to business; centralization - decentralization (power transfer to the EC); and professionalization of education (understood as reprofessionalization).

Decentralization of education appears as a strategy which stimulates local control and the democratization of decision taking, which raises the problems of the necessity of a teaching professionalism and a new evaluation of education based upon common values as, for instance, democracy and the equality of opportunities.

The educational policies of the EC and the OECD converge in the theory of human capital. A basic question is: where should the competences of regulation of EC educational systems be transferred to? Coinciding with the arguments of other papers of the day, he responds that these

competences should be held by those actors who have a decision taking capacity. Power does not disappear in spite of decentralization. Processes of decentralization imply necessarily processes of imitation, i.e. a transference or copy of models. The myth of authority has to be eliminated; pedagogical discourses which expand in diverse areas will contribute to that.

This first session of the Symposium was concluded by the polemic and emotive presentation of professor Pierre Furter from the University of Geneva, the rapporteur of this session who spoke about the new challenges for the comparative education and the social sciences in general:

- The possibility to develop a new social theory parting from multidisciplinary makes it necessary to confront the "epistemological chaos" that reigns in the presented papers, which show multiple approaches.
- The scepticism in the construction of social theory has to be overcome.
- "Typological traps" have to be avoided, because they are normally reductionist, untemporal and unhistorical. Case studies are more recommendable for the study of problems as decentralization and evaluation of education.
- Decentralization and evaluation of education have to be liberated from their myth.
- The "fragility of the approaches" has to be overcome, because social theory and the comparative education are confronted with totally new themes which require a different and daring theoretical and methodological treatment.
- The world is not in a crisis, the social scientists who work in comparative education are. We need an epistemological clarification in order to be able to understand the ultradynamic processes in which we live.
- The mechanical view, which reduces reality phenomenologically through certain international organizations, has to be overcome. Problems of decentralization of education, for instance, are beyond "organizations - states". We have to think about, study and discuss what the countries do on the inside.

Furter concluded with more questions in order to orientate the future sessions:

- Is the objective of comparison to look for convergence at any price, or, on the contrary, to explain the difference?
- Does the choice of convergence in comparative education make possible the search for the truth; does it really permit a "dialogue"?

- Do we consider the multiple factors that constitute the "problem of rejection", the difference on the inside of the countries? Should we not add to the confrontation centralization - decentralization, the "diversification", a factor which can act as an obstacle to the practice of decentralization?
- Do we not neglect the real problem of identity under the label of collective identity? The problem of populism is in reality the problem of participation, whether or whether not the citizen manage or decide about the education of their children. Are these populist groups conservative or corporativist?

A national and decentralized system. The challenge: how to achieve the balance between external monitoring and internal development work. The Norwegian experience

The session of the second day was inaugurated by Marit Granheim, from the Norwegian Ministry of Education. In her point of view, decentralization of education implies the consideration of various fundamental elements, as, for instance: Evaluation, costs, quality of education, professionalization of the teachers, etc. It is necessary to find a new balance between centralization and decentralization. She announces that Norway is a special case, because the municipalities are proprietors of the schools.

Decentralization in her country was heavily promoted in the 80s. The Norwegians resist instinctively to centralism. In her point of view, decentralism is exaggerated in Norway, so the conclusions of a study that she realized; the new curriculum leaves too many liberties. The project EMIL was promoted, which pursues the objective to achieve and define politics of control and the development of a supervision of the system. Evaluation has to be useful for the teachers. The principles of the project were widely discussed between bureaucrats and educators. The priority was to find data which can really be useful, more in the classroom than at any other place. The positive attitude of the teachers was stimulated and strengthened. Then, she defines the wide perspective of the project, based on a searching for multiple principles such as the reform practices are discussed at the schools level; the results of research and experiences belong to the schools...

The Norwegian model pursues the improvement of the quality of teaching, relying on the professionalization of the teachers.

The model parts from some basic questions which are orientated in the comparison of curricula and small areas; certain exams are used to observe the most important fragments of the curriculum (knowledge of the national language, mathematics, English, etc.). These results are organized statistically and serve also to analyse politics and the development of the competences. Evaluation is based on the schools, and different specific areas of knowledge are taken into consideration. Certain tests are bound to measure the results of learning and are very useful for the teachers and their classes. All these data are also used as a guide for the development of the competences of local governments and parents associations. Marit Granheim concludes affirming that the big new challenge is to find out what children ought to know in the future.

Danish educational policy and the reform of the education system in the 80s

Thyge Winter-Jensen, Professor of Education from the University of Copenhagen, divided his presentation in three parts: A short description of the Danish school system; characterization of the ideological change in education, emphasizing thereforms of the 80s; characterization of the relation between centralization and decentralization.

Our summary will concentrate on the second and third point. Winther Jensen affirms that an authentic change of educational ideology took place in his country in the 80s, developing towards a model of liberal ideology, in which decentralization plays an important role. An aspect of this reform involved changes in objectives that allow for, among other things, more freedom for the schools, direct control of the educational objectives in the schools, consideration of the demands of the customers (parents and students), and more freedom to provide the necessary resources for the educational process.

Subsequently, he responds to the question: why decentralize now? In his historical reflection, the decade of the 50s seems very important. The social democratic state is developed, where education plays an important role. At the end of the decade of the 60s, student and pedagogical radicalism appears as an answer. The market paradigm is introduced for the education system in Denmark, and the consumers of this service are considered as customers. Decentralization appears more an individual than an institutional process in this perspective.

Thyge Winther-Jensen points out, finally, that the parents are strongly present in the current decentralized

system of education. The strategy of "talking together" is practiced as a continuous dialogue between the diverse actors of the process. The parents act as very dynamic partners in the school councils.

Decentralized education is not, in conclusion, constructed with improvisation, but linked with a long historical tradition. The principle of educational policy is: Observe first, then legislate.

Decentralization of the education system in Germany

Klaus Klemm, Professor of Educational Research from the University of Essen, affirms that the political power in Germany is very decentralized; Germany has a federal structure and a tradition of decentralization. Her states and even her cities possess a relative autonomy, and this situation is reflected in her education system. Klemm's paper consisted of four parts:

1. Klemm pointed out three levels of decentralization.

Level 1. The central government regulates only some aspects: the construction of universities, the grants for students, the salaries of the teachers and research funds.

Level 2. Every centre regulates classes and exams. Every Land (Federal State) establishes the curriculum, contracts and controls the teachers and admits the school books.

Level 3. Local authorities control only the location of the centres, work permits, security, etc.

2. **Decentralization and homogeneity.** The power of the Federal States in the education system creates tensions between them, due to the article 72 of the constitution which demands "similar life conditions for the whole of Germany". But a problem arises with the recognition of diplomas. All Federal States recognize the exams of the compulsory education and maintain the same age for obligatory schooling; a continuous conference of the ministers of education works out common norms, but there are often tensions, because some ministers are not from the same political party. This could happen in the EC in the future.

3. Effects of decentralization:

- The schools have very different structures. The German system is characterized by a diversity of the secondary education: general, intermediate, grammar and global secondary education exist.
- A national curriculum as in France does not exist; every Land elaborates its own. There is not a common system of evaluation for the whole of Germany.

- The education system is open to innovations, which do not have to be introduced in all Federal States; they depend on political fluctuations.
- The conditions of work vary from state to state. The education centres dispose of more or less resources, depending on the federal government and agreements with the central government. Universities and schools may show significant differences from one region to another.
- The German education system has no national plan due to decentralization. The fascist past under the Hitler regime is a strong motif for mistrusting central planning.

4. **Perspective of development:** Decentralization and centralization at the same time. We can observe two tendencies in German education:

- Reforms of the German education system are only possible if they are accepted by all educational institutions, which is nearly impossible, because of the tendency to establish more freedom for schools and universities. These institutions will be increasingly able to hire their teachers and manage their budgets. As a result, the teachers are better motivated for their work.
- A centralist tendency is appearing. Germany observes that the EC takes increasingly makes decisions in the educational field. The ministers of education of the Member States also makes these decisions; as the German federal minister of education has very limited competences, Germany could suffer some disadvantages. Therefore, the German interests could be better represented by a minister with more competences. It will be very difficult to harmonize these two tendencies, given the German inclination towards federalism.

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

Antonio Viñao Frago, Senior Lecturer of History of Education from the University of Murcia, began his presentation by analyzing the process of educational decentralization realized in Spain after the Constitution of 1978, and related this process to the perspective of the evolution and the consolidation of the Spanish educational system after its configuration in the 19th century. He parted from the following general suppositions:

- The educational systems and school organizations are areas of power. Their distribution and use depends on the history or traditions of the political organization.
- Tendencies, which favor decentralization by means of different ways and with different intensity, seem to enjoy a certain reputation in the last decades.

- The analysis of these problems requires us to relate theory with practical experiences and decentralization with practical experience.

The Spanish educational system adopted a centralized organization since its formation in the middle of the 19th century, according to the thesis and practice of modern liberalism. This centralized organization experienced three ruptures. The first rupture occurred during the six democratic years from 1868 to 1874, due to radical liberalism, discovered its theoretical weakness and its practical ingenuousness. After the 2nd Republic (1931 - 1939), there were partial attempts to decentralize regionally, together with the first experience of educational participation. After the rigid unitarian centralism of Franco's regime - which did not introduce substantial reforms in the General Law of Education - the Constitution of 1978 established a new model of organization based upon:

- A certain political decentralization and a large administrative decentralization in the autonomous regions.
- The configuration of two types of educational participation: paragraph 5 of article 27, which guarantees the participation in the "general programming of teaching" of all "concerned parties", and paragraph 7 of the same article, which recognizes the right of the teachers, parents and students to intervene in the control and the management of all educational centres which are maintained by the administration with public funds.
- The political and budgetary autonomy of provincial deputations and city councils.

In summary, the model of Spanish decentralization is an comparatively intermediate model - neither federal nor regional or reduced to a mere administrative deconcentration -, establishing an open model, i.e. neither finished, nor closed.

A general balance of the educational decentralization in Spain should take into account that the autonomous regions, represented by diputations and city councils, did not exploit the established mechanisms of cooperation to correct existing inequalities. In this sense, the creation of a National Institute of Quality and Evaluation has to be seen as the last attempt to establish and to strengthen the role of the State in the school organization.

Decentralization and Evaluation in the Spanish Educational System. Some Clues for Pessimism

José Félix Angulo Rasco, Senior Lecturer of Didactics and School Organization from the University of Málaga, exposed firstly a conceptual map which showed some of the most important factors which should be taken into

account for the profound analysis of the characteristics of different processes of decentralization in educational policy (and its opponent, centralization). In the second and third parts of his presentation, he analysed educational politics in Spain. He also mentioned some events that could illustrate the role that educational evaluation will have in the future. According to Angulo Rasco, the evaluation in Spain is not yet fully developed. However, the positions adopted with regard to the evaluation of the educational systems in the western countries are sufficiently common to lead us to believe that they will be adopted in Spain in the near future.

The last part of the paper offered, together with the first part, the boldest thesis. Even if the scenario can cause only pessimism, everyone knows that institutions and persons are quite diverse, and that it is very difficult to predict their actions. The relative autonomy and the capacity for social learning of individuals, social groups and institutions with regard to what could seem a prophecy of an unchangeable social destiny is still a reason for hope and a condition for social development.

Two summarizing comments: First, Angulo does not think that decentralization can be achieved simply by promoting what he suggested. As we cannot reduce democracy to the election process; so we cannot pretend to democratize a society only by legislating the formal structures upon which it is based. Neither we can think that decentralization is the direct consequence of concrete decisions or certain political legislative measures. Like democracy, decentralization is a culture: a culture of participation and civic responsibility. It demands a continuous revitalization and a constant compromise of all and especially of those who are in power.

Second, we do not need more legislation but more social compromise and democracy. Instead of bureaucracy, it would be better to have more flexible legislative frameworks that permit and promote daring and creative initiatives and the development of suggestive innovations. Such frameworks should encourage mobility, interrelation, autonomy, and public and civic discussion. The legislator seems to have forgotten that legitimacy, which is necessary to govern, is not achieved by legislative control, but by citizen participation and the common conviction that the system has to be improved. If this neglect continues, the price, that we will have to pay in education in the near future, will be higher than this paper showed and higher than we can suppose now.

At the end of the second session of the Symposium, Juan Bautista Martínez, Senior Lecturer of Didactics and

School Organization from the University of Granada acted as rapporteur. He summarized the four main ideas which dominated the discussion during the session as follows:

- There are diverse social-historical and political contexts; decentralization acts on them as an educational policy. In his view, it is necessary to incorporate the recognition of diversity and relativism in the discourse, because homogenizing approaches could conceal the real sense of the problem.
- Centralism - decentralization appears in to be opposed; it is important to realize comparative studies in the future about the equality of opportunities in both contexts.
- Centralization can be placed in opposition to decentralization by means of a basic variable: participation.
- The struggle for power is clearly behind the confrontation between centralization and decentralization. We have to examine precisely who profits from a certain educational policy and how the power is distributed.

The rapporteur identified as well four important aspects for future debate, which were also mentioned in the papers of professors Granheim, Winther-Jensen, Klemm, Viñao and Angulo:

- The validity of quantitative methods for the evaluation of educational systems.
- The problem of the confrontation between the values of liberalism and egalitarianism.
- The recognized contradictory nature of the essential epistemological foundations of diverse historical modes of constructing discourses on decentralization, and
- The necessity to go deep into a line of investigation which permits comparative research on the roles that correspond to the diverse models and realities of decentralization and to the fundamental actors of the process (teachers, parents, students, etc.).

Decentralization and evaluation of educational systems, and change of relations between the State, civic society and education

Thomas Popkewitz, Professor of Curriculum & Instruction from the University of Wisconsin - Madison, inaugurated the third session of the Symposium. He argues that educational reforms are structured as discursive practices, which he illustrates by analyzing events in USA, Sweden, Russia and the Republic of South Africa.

Educational change towards decentralization means that the governments change their way of governing. Two forms of relation between the government and the governed have appeared historically:

- Government and civic society together organize social life. A consequence is educational decentralization and autonomy for other activities.
- Governments dominate the citizen through norms. The educational system is in this case imposed.

Pedagogical practices and habits will always be a reflection of these forms. When the relation between government and society changes, the pedagogical form changes, too. Some cases will illustrate this thesis.

The most important social and political change of the last decades has been citizen participation in government. In Sweden, the responsibility for education belonged to the ministry; now, not only the government, but also the local community identifies educational objectives. Sweden has imported two words from the Anglo-Saxon world: curriculum and professionalism. Both terms contributed to change the educational relations. Teachers and local authorities began to participate in the educational programming in a way that is typical for the Anglo-Saxon tradition but not the Swedish centralist state. The curriculum does not tell the Swedish teachers what they have to do, but what the school should be. This policy is based on promoting professionalism. The policy of decentralization caused the reorganization of the schools in Sweden. The power relations have also changed in Sweden; now social movements have an influence on the government, as, for example, the feminists.

Observing now world regions in crisis such as Russia and South Africa, we are finding great political changes in these two countries. Russia wants to replace a communist state with a democratic and capitalist one. South Africa intends to democratize her political system by abolishing apartheid. Both are on their way to decentralization which leads to educational reforms that support the social reforms.

Russia has no social infrastructure for a decentralization. South Africa can count on a group of experts, a least for the whites. The USA has been developing a decentralized democratic system as a way to contrast itself the practices of communist totalitarianism.

The distortions were extremely grotesque in the former USSR: the teacher had detailed instructions about what to say in their classes. The lack of a civic society makes the transition to democracy even more dramatic. Today not withstanding changes in Russia, the State is still present in the mentality of the people.

We also have to distinguish certain practices of decentralization, which, according to their orientation and content, are only populist rhetoric. An authentic decentraliza-

tion appears linked to a democratic change in the curricula and a practice of autonomy, a profound belief in the individual and a negative view of centralism. The complexity of the modern world promoted the expansion of broad urban sectors that demanded concrete democratic changes towards the reorganization of the relation local power - centralism. The models of analysis of the political and pedagogical problems of decentralization should be based upon new approaches: the theory of discourse analysis, the world-system theory and the studies about the confrontation between modernity and postmodernity. We will have to respond to the following question: How does the micropower operate with regard to the new worldwide political changes?

We have also to rethink the role of evaluation in this process of new investigations about decentralization. Evaluation should not talk about the past, neither the future, but about the present. Evaluation should help us to improve schools, the quality of teaching and the level of teacher education; at the same time, it should improve decision making. Popkewitz affirms that he is not against regulation; what we have to do now is to reconstruct the worlds in which we live. We also have to set up a pedagogical discourse and a multicultural curriculum which maintains the homogeneity of the nation and represents diversity.

Pluralistic evaluation and school community

Joan Subirats, Professor of Political Science from the Autonomous University of Barcelona, begins his presentation with a definition of politics as the search for as much consent as possible. In the same way, he understands politics as the search for decisions, which become concrete through the action of managers. He distinguishes two types of objectives: (1) vague objectives and (2) explicit and contradictory objectives. Subirats notes that educational evaluation uses very abstract criteria, so that the evaluation of educational decentralization is limited. He also perceives a difference between the criteria of evaluation and reality.

Subirats believes that evaluation is a part of politics, emphasizing that it is wrong to suppose that they are separated. He argued that there is a direct relation between political processes and processes of evaluation. In this perspective, he votes for a pluralistic evaluation which takes into consideration the opinions of different actors who are involved in the process. He defines pluralistic evaluation as a permanent process of social learning of reality. Truth ceases being bureaucratic and becomes pluralistic, and is consequently shared among the actors. The idea of social learning

overcomes the limits of science. He warns that certain types of evaluation have to be treated with caution. Social or scientific certainty does not exist in his point of view, as Popper explains in his concept of scientific falsification.

But evaluation should not be seen as an authoritarian threat, but, on the contrary, as an instrument of social learning beyond the simple measuring of objectives. The practice of evaluation today is characterized by a significant lack of data. The opinions of the social actors of the educational process are not taken into consideration.

School based curriculum development and decentralization

Antonio Bolívar, Lecturer of the University of Granada, affirms that the concept of decentralization has a different meaning according to the country it refers to, and it can be totally or only partially implemented. At any rate, taking into account the general failure of educational reforms, it is necessary to reorganize the educational centres on a base of more decentralization, and differentiation.

Decentralization has to understand the school centre as the basic unity of the change; i.e., a curriculum development based on the school (CDBS) has to be made possible. There are four basic instruments for a CDBS:

- Curriculum policy framework: The CDBS under a decentralization policy which has to give the power back to the school centres; these have to govern themselves and need an infrastructure which can create new forms of relation between the members of the educational community.
- Economic framework: Neoliberalism is introduced in the educational field, hoping that it shows the same results as in the economic field.
- Epistemological framework: Teachers should not receive knowledge but create it. This theory of knowledge for teaching is based upon three dimensions:
 - Teachers and students construct and reconstruct the curriculum.
 - Knowledge construction in the community.
 - Social use of the information by the centres.
- Philosophical, moral and political framework: The CDBS should create new local forms which make the educators more civic and lead to a concrete communitarianism; it should create a participant democracy where the understanding of "the good" is shared by all creating an ethics of responsibility.

Decentralization and parents participation in the education system

Juan Manuel Fernández Soria, Senior Lecturer of Politics of Education from the University of Valencia, argues that participation is the basic principle of decentralization: Decentralization means the transfer of the power to decide. The advantages are: participation, legitimacy, innovating creation because of the inclusion of all individuals and all the educational members.

The main obstacle which affects parents participation is the lack of education. Therefore the teachers are not inclined to accept this type of participation. The parents are very demanding and link the professionalism of the teachers to the success of their children. Furthermore, communication between the two parts is not developed. This situation makes necessary:

- regular and systematic information of the parents
- discussions about educational questions
- psycho-social classes to improve the relation between parents and children

As for Fernández Soria, in conclusion, it is necessary that the teachers understand and accept parents participation, as well as the administration has to be generous and make the participation of the parents possible in all areas in order to define with the involved which school to create.

Educational community and local administration: The role of the city councils in the process of decentralization of the education systems

Miguel A. Pereyra, Professor of Comparative Education from the University of Granada, and Jesús Ignacio Pérez, Lecturer from the UNELLEZ (Venezuela), investigate the role of the city councils in the processes of decentralization, and affirm that the realization of an authentic decentralization depends on these local authorities. The investigation consists in a comparative analysis of the principal educational policies and experiences promoted by city councils in Europe and Latin America. "Policies of restitution" (of local power), strengthened by the Maastricht treaty, play an important role in Europe. There are very diverse models and experiences, starting with the creation of municipal educational institutes for the improvement of teaching, up to programmes of popular education and local development. They are theoretically based upon a "restructuring", in which a centralized system of planning, control and supervision are replaced by a "decentralized system" of administration at local or community level.

Analysing the role of city councils in the process of decentralization of the education systems in the current context of the worldwide crisis of the State, they make the following presuppositions:

- The crisis of the State is a crisis of accumulation of functions in the central sphere, or is a crisis of legitimacy.
- This crisis leads centralism to a limit, so that the reorganization - in terms of decentralization - has to be considered as an alternative.
- They observe a wrong contradiction between dual objectives: Equality - efficiency / Efficiency, efficacy or equality should not be based on ideology. They are part of an unique rational process which guarantees the balance between the State and society.
- The Welfare State and the market have to come to a relation of balance "in contradiction".
- In the same way, a balance between legitimate interests should reign in the new relations of the State to the community.
- The end of populism (in Latin America) and paternalist protectionism as reproducing mechanism of the state has come. This function will be taken over by policies of decentralization.. There are new ways of social management based upon the distribution of fiscal competences of the state towards the regions, just as these give back competences to the localities.
- There is an increasing demand for openness in the public management.
- All these presuppositions lead to the necessity to change the discursive practice from the local. Decentralization ceases being legitimating rhetoric and becomes a vital practice based upon civic life.

In conclusion, the role of city councils in the decentralization of education is not an additional formal instance of the decentralized state, but, based upon the democratic life of the communities, covers a new area of action which still has to be explored.

At the end of the third session of the Symposium, the rapporteur, Diego Sevilla Merino, Senior Lecturer of Politics of Education from the University of Granada, presented his conclusions:

- The crisis of the western state raises the social problem of defining the limits of tolerance between centralism, autonomies or regions and the local sphere.
- It seems that the natural space of school would be the local space, which does not mean to ignore the strong presence of globality which determines and influences the international society to which we belong.

- In spite of the crisis of the state (accumulation, legitimacy, etc.), the school is still the best instrument to guarantee equality.
- The actual and future relation between society and school is determined by political changes; it is correct that the school changes, because the society changes.
- The role of civic society as the basic protagonist of participation has to be strengthened in this context.
- The policy of decentralization of education will have no consequences if there is no authentic change in the civic political culture and in the mentality of their main actors: teachers, students, parents and communities. Citizens have to be active subjects, not objects of education policy.
- The policies of decentralization have to integrate in their discourse the appreciation of diversity and plurality.

The last day of the Symposium was dedicated to the presentation of papers in two groups: Group I discussed new theories of decentralization and evaluation of education systems, whereas group II debated practical experiences of decentralization and the role of different agents in this process: teachers, administrators, students, parents and institutions. We are sorry that we cannot summarize in this article all the valuable contributions that these papers represented for the purpose of the Symposium, but the limited space makes it impossible.

Summarizing critically, we can say that two factors obliged us to react to this report of the Symposium in the way we did, i.e. more concentrated on the individual contributions of certain well-known experts in the field of comparative education and neighbouring disciplines than on certain defined aspects of the theme. First, the great diversity of the papers, which would have made it difficult to organize round tables or discussion groups around specific themes. Secondly, the traditional organization of the Symposium made it impossible to confront this challenge.

At any rate, we can conclude that the scientific purpose of the Symposium to strengthen the position of comparative education as an academic discipline and an implicit political purpose to promote the concept of decentralization as an instrument of the democratization of society, have been fully achieved.

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Christian Roith

(University of Granada)

Antonio Sánchez García

(University of Granada)

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| 1977 | LONDON | B. Holmes:
Diversity and Unity 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'Education
Université de Geneve, 1982 (out of print) |
| 1983 | WURZBURG | W. Mitter & J. Swift,
Education and the Diversity of Cultures
Köln-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,
Aims of Education and Development of Personality.
Comparative Aspects
Brussels, CESE, 1990
(Available from the CESE Secretariat in Granada, price 3,000 <i>pesetas</i>) |
| 1990 | MADRID | José Luis García Garrido et al.,
Reformas e Innovaciones educativas en el Umbral del Siglo XXI,
Madrid UNED, 1992. |
| 1992 | DIJON | Marlaine Cacouault et François Orivel, Eds.
L'évaluation des formations. Points de Vue Comparatistes, Vol. 1,
Dijon, IREDU, 1993 |
| 1992 | DIJON | Marlaine Cacouault and François Orivel, Eds.
Evaluating Education and Training: Comparative Approaches, Vol. 2
Dijon, IREDU, 1993 |



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

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(Use block letters)

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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:

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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 Statutes, and recommend to the executive Committee his/hert election as an ordinary member.

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