



CESE

COMPARATIVE EDUCATION SOCIETY IN EUROPE

ASSOCIATION D'EDUCATION COMPARÉE EN EUROPE

GESELLSCHAFT FÜR VERGLEICHENDE ERZIEHUNGSWISSENSCHAFT IN EUROPA

newsletter

IN THIS ISSUE

Announcement of the 1996 CESE Conference in Athens: *Call for papers*

Reports of the Working Groups of the 16th CESE Conference in Copenhagen.

Opening Address of the President of the Conference, *by Thyge Winther-Jensen*

Education et identités culturelles aux niveaux Européen, National et Régional, *by Marie Eliou.*

Pattern of Adult Education and Lifelong Learning: The cultural and economic dimensions, *by Vagn Skovgaard-Petersen*

Contemporary curricula, Europeanization and Interculturalism, *by Donatella Palomba*

The European Idea of Education. A cultural heritage, *by Robert Cowen & Henk Van Daele*

Unification Processes: Patterns and Outcomes, Convergencies and Divergences, *by Miguel A. Pereyra.*

Challenges of Education in Developing Countries, *by François Orivel & Ingemar Fægerlind*

The Copenhagen 16th CESE Conference: An Overview in Facts, *by Antonio J. Gómez.*

Laudationes

Raymond Ryba's contribution to Comparative Education, *by Edmund King*

Wolfgang Mitter, Honorary Member of CESE, *by Henk Van Daele.*

In Memoriam

Leonhard Froese (1924-1994), *by Bodo Wilman*

News

CESE Application form / bulletin d'adhésion



Athènes, 13-18 octobre 1996 / Athens, 13th-18th October 1996

The CESE Executive Committee has recently arranged the organization of the Working Groups of the next Athens Conference, to be held in October 1996, from 13th-18th. The theme of the Conference will be:

***L'Education et la structuration de l'espace européen:
Centre-périphérie, Nord-Sud, Identités-alterités.***

***Education and the Structuring of the European Space:
Centre-Peripher, North-South, Identity-Otherness***

The Conference will consist of the following Working Groups under the theme:

1. Centre - périphérie: clivages structurels et dynamiques des échanges.
Centre - Periphery: Structural Cleavages and Exchange Dynamics.
2. Mondialisation entre uniformisation et pluralisme: aspects éducatifs.
Globalisation in education: Standardisation versus pluralism.
3. Religion, laïcité et tolérance dans l'évolution éducative en Europe.
Religion, Secularism and Tolerance in the Evolution of European Education.
4. Identités européennes et images de l'Autre.
European Identity and Visions of Otherness.
5. Processus de transition en éducation dans les sociétés d'Europe centrale et orientale.
Educational Transition Processes in Central and Eastern European Societies.
6. Education et structuration de l'espace méditerranéen.
Education and the Structuring of the Mediterranean Space.
7. Union Européenne et politiques éducatives et sociales.
The European Union and the Formulation of Social and Educational Policy.

Following the last and very positive experience of the Copenhagen Conference, a Working Group for young researchers in Comparative Education will be also organized in Athens 96. Two free working groups will also take place during the days of the Conference.

The Greek Society of Comparative Education is going on with the organization of the Conference. In our next CESE NEWSLETTER we will provide a complete information about the programme of the Athens Conference as well as a second call for papers. Further information is available through the President of the Athens Conference, Professor Dr. Marie Eliou.

Prof. Dr. Marie Eliou
9 ALFEIOU Str.
11522 ATHENS (Greece)

FAX: +30 - 1 - 6431731

The 16th CESE Conference Opening Address of the President of the Conference

The planning of this conference started as far back as in 1990 in Madrid, when a small group of Nordic participants decided to take the initial steps for the foundation of a Nordic Comparative and International Education Society and to apply for the 1994 - conference to be held in Copenhagen.

Europe 1990.

At that time things in Europe looked very different from today. The Berlin-wall had just fallen half a year before, the cold war had been brought to an end and contacts between East and West were improving at all levels. There was a spirit of optimism and freedom, a widening of our European horizon and a vision of a new and better Europe.

Europe 1992.

Two years later, however - at the conference in Dijon in 1992 - the situation had changed radically. The European scene now seemed chaotic. In the East a number of new states had emerged; almost forgotten and suppressed ethnic minorities claimed their rights and in the former Yugoslavia religious, ethnic and economical conflicts had resulted in a tragic and destructive civil war.

In the West the new situation caused a considerable degree of confusion. To the already existing problems in terms of unemployment, work and new technology new ones were added. Institutions and organisations, dating back to the era of the cold war, were not prepared to cope with the new situation. Migration increased. Europe as a mental and physical entity had to be reconsidered. Nationalism, which everybody regarded as dead and buried, was back on stage again. The optimism that prevailed two years earlier had become - if not pessimistic - at least somewhat less optimistic.

Europe 1994.

How then, is the situation today - in 1994 - at the beginning of the Copenhagen conference?

Order and chaos

Social scientists have drawn our attention to the phenomenon that Europe of today might be in a state of crisis comparable to those of the 16th and 17th centuries. At that time Europe was confronted with the contrast between *order* and *chaos* for the first time, and it was realized that unless

something was done to the problem of order the consequences would be chaos and collapse.

Modern age

During the next two centuries our modern age was created. A new order was created within the frames of nation-states and empires. But it had its costs. War was declared on diversity. Local traditions, communities and languages were suppressed, if not annihilated, and the individual came under a strong pressure for conformity.

Some of the worst crimes during the last 200 years were committed in the name of order.

The strategies that were used to build the new order were of two kinds:

The one most widely used was the strategy of assimilation. Education became an important weapon in this strategy during the whole age. "This was the age", as Bereday puts it "when the French, the Belgians and the English on the frontiers of their empires in India and Africa were busily turning the local population into brown Englishmen or black Belgians or Frenchmen. This was the period when successive Russian Tsars automatically assumed that eastern European Slavs could be Russified".

Another strategy was simply to annihilate the troublesome minorities. The "ethnic purgations" in former Yugoslavia is one of the latest examples of this brutal and inhuman strategy.

Reasons against.

Today it is increasingly recognized that the aims and strategies of modern age are not sufficiently able to counteract the problems we are up against on the threshold to 21st century.

Let me mention some of the reasons:

❖ In the 19th century it looked as if a few big nations or empires would assimilate the smaller ones. The latest development points in a quite opposite direction. We see nations, yesterday regarded as united, today split by regional conflicts. When The League Nations was founded after the 1st World War it consisted of 26 nations. Today The United Nations comprises nearly 200 members. We see ethnic minorities claim their rights to be taught their own culture in their own language. Quite recently, to mention an example from this part of the world, Greenlandic was declared compulsory teaching language in Greenland.

❖ A second reason is the difficulty we have with assimilation strategy. The concept of assimilation takes it for granted that one culture is superior to another. But no European culture today has the arrogance to maintain its superiority to other cultures - and even if it had, no one would care about it.



❖ As a third reason I would mention the declining role of the nation-state. During our modern age nation and society have gradually become identified with each other. The nation-states with their educational, administrative, and political institutions have created order in the social life of their citizens.

However, today's world can no longer be contained within the limits of the nation-state, as it used to be defined, either politically, economically or culturally or even linguistically. Economy is global, culture has become supranational and the market has already transgressed the borders of the nation-state. Migration and the free flow of labour will bring us into closer contact with our neighbour and with the stranger. And no nation-state is able to defend itself alone any longer. This doesn't mean that nations will not be present in the history of tomorrow, but probably in subordinate and minor roles.

Conclusion.

If Europe, will have to build a new social order in the next century for the reasons just mentioned, what, then, are our expectations to this so called post-modern age? Are we moving towards a new supranational entity. If so, of what kind will it be? I don't think many of us really believe in the creation of a united supranational culture in the classical sense. But which other alternatives do we have? Are we moving into a new order governed less by states than by the market and with only occasional and temporary islands of order, as Zygmunt Bauman maintains. Or will we remain in the past in a "Europe of native countries" as the politicians say?

To some degree we are all fumbling in the dark, but the owl of Minerva which brings wisdom flies out at dusk. It would be a good sign, if we should find this conference circling round the role of education in the light of such questions. For comparative education in particular it constitutes the very heart of the matter.

On behalf of the Nordic and International Education Society and the Local Organizing Committee I am happy to welcome you all to the 16th CESE-conference.

We wish you four days of hard work and intensive discussions.

Thyge WINTHER-JENSEN

Education et identités culturelles aux niveaux Européen, National et Régional

Les pistes de réflexion suggérées dans le projet de programme du 16e Congrès de la CESE concernant le

thème du Groupe 1 «Education et identités culturelles» pourraient être réduites à trois et considérer: a) le sens des identités collectives et leurs rapports avec les droits de l'homme, les droits du citoyen, les droits des minorités; b) la construction de l'Europe dans ses rapports avec une identité européenne d'une part, les autres identités culturelles collectives d'autre part; c) le rôle de l'éducation et des politiques éducatives dans une telle perspective.

Dans le programme définitif, 17 communications étaient prévues pour le Groupe 1; elles devaient être distribuées, présentées oralement et discutées. Il y a eu cependant deux défections complètes et une troisième communication, bien que présentée oralement, n'a pas laissé de trace écrite auprès des participants ou des coordinateurs. Deux parmi les communications présentées se trouvaient en marge du thème du Groupe 1. L'analyse qui suit concerne donc 12 communications.

Il est bien connu que la dynamique de la préparation et de la conduite des travaux d'un Congrès amène souvent à des déplacements des débats, selon les centres d'intérêt et les cibles des recherches des participants. L'éventail des thèmes abordés dans les communications étant très large, nous avons préféré à une synthèse problématique, de les présenter successivement sous quatre rubriques.

I. Identités collectives, cultures et langues: concepts et problèmes (*quatre communications*)

D'après Nigel Grant, l'internationalisation grandissante, dans les différents pays, des institutions et des modes de vie est accompagnée par le développement de l'affirmation de l'identité des minorités culturelles et linguistiques, mouvement qui ne conduirait cependant pas nécessairement vers le séparatisme. Le multilinguisme caractérise actuellement la plupart des pays, mais les situations comme les politiques linguistiques présentent une très grande variété. Après avoir souligné que les identités multiples constituent déjà une réalité et rappelé que la prédominance des décisions de la majorité est loin de garantir un fonctionnement démocratique des institutions, N. Grant propose que l'éducation pour le pluralisme englobe les cultures non-européennes, d'autant plus que celles-ci font déjà partie que l'univers européen.

Après une revue de l'évolution du bilinguisme et du séparatisme linguistique dans les systèmes d'enseignement de deux communautés belges, Elizabeth Sherman Swing avait relevé, à partir de données détaillées de démographie scolaire, les récents développements en Belgique, en particulier des politiques linguistiques concernant les enfants dont la langue maternelle n'est ni le français ni le néerlandais et qui constituent actuellement une forte proportion des effectifs scolaires. Il apparaît que le concept d'intégration, comme celui d'éducation interculturelle, ont des connotations différentes dans les deux communautés. Des problèmes restent à résoudre, aussi bien au niveau des définitions de l'identité culturelle que des politiques éducatives.

Après une rétrospective de la constitution historique,

du Moyen-Age jusqu'à nos jours, de la domination de certaines langues en Europe au détriment d'autres, conduites vers un statut secondaire, Tomeu Quetgles avança que les attitudes réservées envers les institutions Européennes, de peuples qui s'expriment dans une langue de diffusion restreinte, sont fondées sur ce déséquilibre. T. Quetgles souscrit à la proposition présentée au Parlement Européen, d'après laquelle la constitution d'une Communauté Européenne politiquement plus forte devrait être accompagnée par le développement de l'autonomie des régions.

La communication de Marie Eliou concernait les utilisations contradictoires des identités collectives et notamment de l'identité culturelle. Les cas de manipulation du sentiment d'appartenance au groupe sont fréquents et repérables dans les systèmes scolaires. Des exemples ont été donnés concernant les pays balkaniques.

II. Sociétés multiculturelles (*trois communications*)

Considérant que la diversité des cultures continue une source de créativité, J. J. Smolicz a présenté des aspects du processus d'édification d'une nation multiculturelle en Australie.

La communication de deux auteurs sud-africains, N.P. Priso et P.J. du Toit, concernait l'évaluation interne d'un programme d'intégration d'élèves "noirs" dans des écoles qui étaient auparavant réservées à des enfants "blancs".

Selon Shen-Keng Yang, la libéralisation politique de Taïwan à partir de 1987 a mis à jours les difficultés de la définition de l'identité culturelle du pays. Ce serait le développement de la culture politique qui conduirait vers la réduction des tensions entre traditions et cultures différentes et vers la constitution d'une identité culturelle "post-traditionnelle".

III. Sociétés en transition (*deux communications*)

Zlata Godler a mis en relief que le système d'enseignement actuel de Croatie est orienté vers une centralisation excessive et vers une privatisation sélective et controversée. Les projets de réforme présentés par le Ministre de la Culture et de l'Éducation, explicitement basés sur des principes nationalistes et se référant notamment au Christianisme en seraient pas indiqués pour un pays dont la population relève de plusieurs cultures et religions.

A. Djourinski décrivit la réorientation d'un système d'enseignement qui était anti-démocratique et autoritaire vers des valeurs radicalement différentes. Dans le nouveau paradigme qui se profile en Russie, l'éducation démocratique implique tout d'abord la décentralisation et, par conséquent, des transformations institutionnelles. Par ailleurs, la diversification des types d'établissements scolaires et universitaires comprendrait le développement du secteur privé, au point que "les écoles privées sont devenues un des symboles de la liberté dans l'éducation de la Russie". Dans ses conclusions, l'orateur a souligné que le succès des

nouvelles politiques éducatives dépendra de celui des réformes économiques et sociales attendues.

IV. Construction de l'Europe (*trois communications*)

Après une rétrospective des politiques de recherche éducative des pays nordiques, de leurs influences mutuelles, des convergences et des divergences, Kjell Eide affirma, basé sur sa longue et riche expérience en tant qu'administrateur de la recherche, que la recherche peut rarement offrir une réponse en vue d'une solution optimale, tandis qu'elle pourrait conduire plutôt vers une meilleure compréhension des conséquences possibles d'initiatives politiques précises. "la recherche peut élargir la perspective des options disponibles. Si la politique est l'art du possible, la bonne recherche peut étendre les limites de ce qui est possible"- tandis que la mauvaise recherche contribue à limiter l'horizon des décideurs politiques.

David Coulby a mis en lumière l'importance, à travers le temps et l'histoire, de l'influence de l'émigration dans la construction de l'Europe et de sa culture. Le rôle de l'éducation dans l'édification de l'Union Européenne reste ambigu, dans la mesure où l'europanisation des systèmes de connaissances pourrait aussi bien constituer une envers la richesse culturelle du continent qu'une source de libération qui effacerait les schémas nationalistes dominants.

Vittorio Telmon a présenté quelques réflexions sur l'utilité de l'enseignement de la philosophie dans l'école européenne et sur les activités de l'Association Internationale des Professeurs de Philosophie.

La diversité des communications présentées dans le Groupe Y a conduit à des discussions d'un grand intérêt. à travers un débat qui a dû souvent changer de cap. Les considérations sur les développements de l'éducation dans les sociétés en transition ont introduit dans la salle le souffle de l'histoire en train de se faire. Par ailleurs, les exemples singuliers venant de trois autres continents (l'Australie, l'Afrique, l'Asie) témoignent tout à la fois:

- ❖ de l'éventail des situations multi-culturelles;
- ❖ de la présence incontournable, dans les temps présents, de la pluralité des cultures dans presque tous les pays.

Marie ELIOU

Pattern of Adult Education and Lifelong Learning: The Cultural and Economic Dimensions

The groupwork was based on papers from the Bangladesh (study from Japan), Brazil, Canada, France, Hungary, Italy, Norway, Scotland, USA (Hawaii) and



Zimbabwe with participation from Denmark, Lithuania and Sweden: Indeed, a comparison over places, times and systems of adult education and lifelong learning. Great differences were brought together in discussions of methods to find out what is comparable and what is not. The group had obviously a common feeling of cultural interdependence in a modern world and a common wish to innovate the field of lifelong education.

To give an idea of the work of the group we will mention a few of the contributions. First of all we have to notice that one of the most frequent terms in the papers was «change». We found it as a change from child to adult, from school to work, from work to unemployment, from agricultural to urban economy. Transition processes were in focus: how can we bridge the growing gaps between generations, economies and cultures? It is a problem of analyzing changes, but more than that, also of bridging between theory and practice. We found that cultural and economic dimensions (cf. the subtitle) did not cover the educational field, - also political and social dimensions are of great importance, if we wish to compare different conditions and results of lifelong education.

From a philosophical point of view Luciana Bellatalia (Dip. di Filosofia, Univ. di Pisa) discussed «School in a Perspective of Lifelong Education». The essay underlined the dialectical relationship between school and lifelong education. «...men live in a process of experience, that needs a continuous re-organisation of meanings, i.e. an endless effort of intellectual and affective re-adaptation to the environment». A perspective of lifelong education, however, needs a good school system, which prepares the attitudes of pupils to culture and civic life, the first step towards «the process of ethical, political and intellectual growth, which is synonymous of lifelong education». The author prefers a lifelong education perspective, not recurrent education projects («continuing education in the professions»); the first concerns the education of man in all his aspects, tendencies and interests; the second deals with workers and will support, directly or not, the productive system of their times. School has to become part of a framework (a local center of culture); in this the individuals are in the most favourable position «firstly to understand the quality and the nature of culture and knowledge and, secondly, to accomplish concretely the endless process of their growth». - In the principle attitude to general education Olav Sunnanå (Univ. of Oslo) did not disagree describing the Norwegian (and the Danish) folk high-school as adult education in the 19th and 20th centuries.

But what does happen in the transition-processes? Dr. E. L. Donaldson (Fac. of Educ., Univ. of Calgary) treated the subject from a social-psychological point of view in her paper: «Concepts that help to frame and understanding of the transition from school to work». This transition has become increasingly problematic for many because of rapidly changing market-places, student naivety, and mismatches between skills acquired and skills requested. «Much money has been spent upon programs that assists youth to obtain employment, but little theoretical work has been done clarify the process». Therefore she has examined the issue from

the conceptual frameworks of longitudinal, cross-sectional, intra-institutional and talent-development outcome models of the transition process. For details in the four perspectives we have to refer to her own version.

The economic problems of change from school to work was in a very informative way demonstrated by O. S. Mandebvu (Dep. of Techn. Educ., Univ. of Zimbabwe) in his paper «Graphing with the Dichotomy of Youth Unemployment and the Educational Needs of a Developing Economy: The case of Zimbabwe». The issue of comparison may here be the question of curriculum: «Can developing countries, facing the endemic shortage of capital afford this apparent luxury of a general school education?» He distinguishes between the academist, the vocationalist and the technicalist perspectives and concludes in this case: «Sustained macro-economic policy changes and a technicalist type of education appear to be the best strategy towards improved economic growth and employment creation».

Another case was examined by Naseer U. Jamadar (Dep. of Internat. Dev., Nagoya Univ., Japan): «Adult Education and Development in Bangladesh». He underlines the important results of adult education in areas as health, nutrition, employment and socio-economic conditions, carried out through NGO, i.e. Non-Governmental Organisations. «For example, a simple literacy education programme can play an important role to narrow the gap between the literate and the illiterate, and between the rich and poor, and the advantaged and disadvantaged people».

The group got very instructive information of experiments of didactic and maieutic strategies in adult education. J.-P. Bretaudeau (Centre Acad. de Formation Continue, Reims, France) presented different models from a regional program («formation de formateurs»). Melvin Lang (Coll. of Educ., Univ. of Hawaii, Honolulu) presented the Remote Area Teacher Education Program (RATEP). And G. Pampanini (Dep. of Mental Health, Catania, Italy) discussed «From Sicily New Meanings in Education: Interculture, Maieutics and Restoration», - a very interesting attempt and testimony of constructive intercultural dialogue and cooperation between a.o. Christians and Muslims, - intercultural experiences of great perspectives.

The group had a course to discuss distinctions between education and instruction, Erziehung und Bildung, education et formation. Also the distinction between education and indoctrination was useful and relevant, the first of them including critical thinking and freely-arrived-at conclusions. In lifelong education we have problems of changes and a need of theories, which can cover and match realities in the modern world. But we have also in our new understanding of life as an endless changing process got an educational means, which may promise a more intelligent and more Socratic way to solve conflicts in the days to come.

That was the superior and promising perspective in the discussions of the experiences and methods of the group.

Vagn SKOVGAARD-PETERSEN



Contemporary curricula, Europeanization and Interculturalism.

One of the crucial points for European education, especially as reflected in curricula and education systems, is to be found in the relationship between notions as "European dimension", "europeanization", "European cultural identity", on one hand, "multi"- and "inter-culturalism", on the other.

These notions, often mentioned, are by themselves in need of clarification, and at the same time they are at risk of being in contradiction with each other. Yet, no discussion about European education today can disregard them. The papers presented and the debates that took place in Working Group 6 at the Copenhagen Conference have brought research contributions and theoretical reflections about these fundamental aspects, and in so doing they have helped both to reconceptualize and redefine some crucial notions, and to identify possible ways of development of European education, in its dynamic between unity and diversity: an historical dialectic, which is enriched today by new dimensions.

"Curriculum" becomes a controversial point when considered in an international context.

Historically, it has been reminded, national curriculum has been a support for the stabilisation of the nation State (W. Mitter). Today, it is far from having lost its significance, that in some cases has been even reinforced (as it can be seen from examples as different from each other as the United Kingdom and the ex-communist countries); but it is exposed to all the pressures to which the nation State itself is exposed. This can be interpreted in the framework of a "post-Newtonian view" (C. Claassen), considering the national education system as a Newtonian construction, bound to be under pressure in a post-Newtonian era. One particular point of tension lies in the contrasting trends towards the establishment of supra-national associations or regions, and the recognition of intra-national regions and/or minorities. The question of regional identities and lesser used languages was discussed in detail (W.J.T. Renkema) with specific reference to the relationship between the position of a region's language in educational provisions and its cultural identity.

Challenges are also coming to the curriculum in different countries, either from the economic demands of a modern society (Greece, A. Ifanti), or a change in political systems (Russia, A. Dzurinski), or from new administrative governmental claims (England and Wales, D.G. Fisher).

In such a context, what could a "European curriculum" be? The notion of "harmonisation" of education systems and curricula, which has been popular some time ago, has been explicitly rejected by the Treaty of Maastricht. Therefore, there is no question of a supranational curriculum centrally elaborated, no question, that is to say, of something that

could have with the European Union the same relationship that national curriculum has had historically with the nation State. Each Member State is far too jealous of its prerogatives on education to allow anything of the kind, and what is more, such a curriculum could hardly respect the plurality of cultures in Europe - just as national curricula were hardly intended to respect the plurality of cultures within each country.

Anyway, it is also true that there is - not only in Europe - a strong need for an "internationalisation" of education, especially for an elimination from the curriculum of narrow nationalism, xenophobia, hostile feelings towards other countries (perhaps once enemy countries), and for the introduction of elements of "world citizenship". The possible role of specific disciplines for developing a wider sense of "europeanness" has been underlined (music education, R. Albarea). On the other hand, a comparative analysis of literature curricula in England and in Greece (E. Hodolidou) seems to show that little place is made for "europeanization".

From another point of view, comparing structures and outcomes of education in different European countries is in its turn a step for a better understanding of similarities and differences and for a better cooperation between European educational systems (A. Green, post-compulsory education and training in England and France; I. Dezde, IEA reading literacy studies for Latvia). But any discussion about curriculum in an European context must take into account the framework referred to above, and the limits that it sets to "europeanization".

One possible way towards a sense of a wider citizenship could be found in aiming at "approximating national curricula by laying emphasis on the universal core values in their relation to Europe peculiarities", as was stated in Wolfgang Mitter's paper and also referred to in Vittorio Telmon's discussion of the place and role of philosophy in the curricula of the European States. In this connection, significant contributions can be brought by studies of the principles inspiring curricular policies (as the one presented by E. Buk Berge about Poland).

When approaching the question of "European dimension in education", the need to clarify terms and concepts becomes urgent. Actually, the phrase "European dimension in education" can be employed with so many different meanings that it risks to lose its meaning altogether.

It has just been said that a "European dimension in education" cannot be a forced "harmonisation" of systems and contents - nor should it be a specific new content, a new subject to be simply added to the rest. Rather it should be something "that needs to be added 'across the curriculum', i.e. 'transversally' wherever it can be usefully introduced" (R. Ryba), and that could help to understand the new rights and responsibilities of the European citizenship.

But the definition of what exactly this "something" can be, of what it means in operational terms, requires still much research and thinking about the nature and the developments of the European situation. Significantly, the title of Ryba's paper was "the enigma of European dimension"; in another contribution (M. Lecointe), the Working Group was presented



with the very real difficulties that arise in trying to identify "les compétences et tâches européennes" that should be aimed at when setting an European diploma.

Common values are not simply to be found in a more or less mythical "cultural heritage", but should be verified on the basis of confrontation. So the "European identity" is not a fixed background in which we have to seek our common roots, but something that, at least partly, has still to be built, on the basis of confrontation between differences. Young people will be the first actors of this construction: therefore, it is of primary importance to know which are their attitudes towards Europe (a moderately positive attitude was registered in Greek secondary schools in a pilot study by L. Bombas); and to explore the most effective ways to help the growth of a sense of "Europeanness" and to foster intercultural learning (the possible role of student exchanges was examined by W. Bos).

The policy of the European Community and European Union in the field of intercultural education has also been discussed (F. Ferrer). Here we come to consider another cluster of concepts which have been seen as needing clarification - namely interculturalism, multiculturalism, intercultural/multicultural education. These terms, so frequently used, are not univocal; each of them can be used with different meanings, and furthermore they take different shades of meaning in different languages.

The incertitude of meaning reflects a still not clear conceptualization. In most cases, anyway, following the Council of Europe's approach, it is agreed that "multiculturalism" can be used in a more descriptive way (i.e. it indicates a situation where the presence of different cultures can be observed); while "interculturalism" indicates the situation is its dynamic (the interaction of cultures), and at the same time a strategy aimed to achieve an interaction as equal and non-conflictual as possible, and a fruitful and constructive exchange between cultures. It is not by chance that "interculturalism" has had its widest diffusion in the education field. But here again, research is still needed in order to deepen the understanding of the concept; what this exactly should mean in terms of educational policy is still to be defined and agreed upon.

Nevertheless, some points can be made, drawn from the discussion, regarding the need for a wider scope in education for Europe today.

A fruitful interaction between cultures historically present in the European region requires the development of the ability to communicate between differences without disrupting conflicts, and without a loss of identity (European interculturalism); this is true, of course, not only at country level, but also, and even more, for historical regions and minorities at intra-national level.

As for the relationship with non-European cultures, the question has to be approached at different, but not uncommunicating, levels:

- ❖ a widening of the perspective in the European education in order to avoid narrow eurocentrism;
- ❖ a sound education (and not only education) policy for

immigrated minorities, recognising their rights to their own cultural roots;

- ❖ acknowledgement of the age-long contributions and influences of non-European cultures in what is usually considered the "European cultural heritage" (including many features reflected in school curricula);

- ❖ acknowledgement of the place of "non-Europe" in today's European citizenship: education in and for the Europe of tomorrow is addressed to all European citizens, many of which are not of European descent. It is then necessary to build a new concept of European citizenship.

"The issue which is being raised is how does Europe construct itself as an entity and how are notions of inclusion and exclusion articulated, at least in the educational and knowledge domains" (Gundara).

The role of interculturalism in Europe has also been one of the topics raised in the meeting of the **CESE Women's Network**, that took place during the Conference, with a very good attendance by women participants.

Besides the discussions about the Network internal life and activities (which is fully reported in the Network Newsletter), proposals have been made for possible studies in which groups of women might wish to engage in collaboration, between Conferences.

Amongst them, four were selected: images of women; tendencies toward the feminization of poverty; methodology of comparative education; genealogy and transfer of models of interculturalism.

The last proposal is based on a research project already going on, presented by Zlata Godler (Zagreb), project that "researches genealogy of models of interculturalism / multiculturalism and the transfer between scientific theories/policies and intercultural / multicultural educational practices", in a framework that considers education in Croatia between "europeanisation" and "nation building", stressing again the question referred to above.

On the other hand, it should be noted that the whole area of gender issues can hardly be studied without taking into account its intercultural implications.

Donatella PALOMBA

The European Idea of Education - A Cultural Heritage.

Working Group Seven's official theme was "The European Idea of Education - A Cultural Heritage". The indirect compliment in the title was perhaps to Professor Vernon Mallinson's book on *The Western European Idea in Education* (Oxford, 1980) and indirectly perhaps also to the massive historical presence in CESE's history of Professor Shaul Robinsohn and Professor Joseph Lauwerys. All three persons were very much men of Europe, and not merely citizens of particular countries within Europe.



However, what was a little startling about Group Seven was that the potentials of the theme were - except in one paper - always explored rather indirectly. Europe, and an emerging idea of an emerging Europe was always there in the papers but it was not frontally tackled. The overall quality of all the papers was rather high, but only Garcia Garrido in his opening talk in the Working Group addressed the issue directly.

José Luis Garcia Garrido to the title of "L'avenir de l'éducation dans une Europe unifiée" pursued, systematically, the question of the educational challenges of a unified Europe, specifying professional, cultural and institutional challenges that would accrue, especially against the different starting points of different nations.

After some fairly tough challenges to casual optimism about the European educational future, Garcia Garrido opened up the crucial question of the future of European culture in the context of world civilization, a not unimportant theme which could be construed as a fundamental ethical - and indeed an intercultural challenge.

As it happens this theme was also taken up with remarkable clarity and incisiveness by Sandra Chistolini who drew up on considerable experience and knowledge of the literature of the United Kingdom and Italy and comparative education to tease out useful and delicate distinctions between multicultural and intercultural education. Her title also took up with the last theme of Garcia Garrido's "From the European to the Worldwide Idea of Education". Her paper addressed what may loosely be called the ethical and cultural crisis inside Europe : the issues of multiple cultural identities, and assimilation, integration and pluralism.

Other papers in Group Seven also touched Garcia Garrido and Chistolini themes, but did so within a tighter focus - in the process producing some sharp analyses, in several cases based on current research. Patricia Broadfoot and colleagues for example on the basis of empirical research, identified a range of reactions by primary school teachers in England and France to policy changes. In both cases, the professional assumptions of teachers were being challenged by divergent processes and directions (centralization and decentralization) of reform.

Per Solberg took up the same general theme - the professional assumptions of teachers - from a more crisply philosophic point of view. He contrasted emerging concepts of "professionalism" and "competence" in contemporary Norway - not without similarities with CBE in the USA - with older models of the teacher embedded for example in the writings of Sir John Adams about 100 years ago. Together the Broadfoot (et al) and Solberg papers made a fine pair picking up in different styles a crucial contemporary issue : the teacher's role(s) and the impact of very rapid contemporary reform movements.

Rapidly shifting assumptions (and values) were also the theme of Valentin Pilipovski's paper on Russia, especially the "current-day impact of Western ideas". This theme was especially explored with reference to the International Baccalaureat, and the ideas of a range of psychologists

including Piaget, Vigotsky, Kohlberg, and Rogers. However, Pilipovski was extremely careful to draw a distinction between the general attractiveness of some ideas including those from the West, and their applicability in contemporary Russian conditions.

Guri Jørstad similarly picked up the clash of values in the debate regarding religions and ethical education in the German Land Brandenburg, after the political changes in 1989/1990, with special reference to the role of the Ministry and the Catholic and Lutheran Churches in the public debate about the future of education. One of the fascinating things about this paper is the continuation (and clash) of older values which continued to exist within and under stable, and then rapidly changing political forms.

Similar detailing - and indeed this did make a difference in getting a feeling for context - was visible in Peter Kwakkelstein's paper on "Dutch Welfare State and Youth Policy". Deeply rooted in a particular context this paper traced out in detail the conducts between social actors (parents, the young, local inhabitants) and government agencies in the choice and implementation of welfare policy.

A broader version of the same theme - the relation between the family and school and community partnership - was offered by Birte Ravn who identified, in a sustained comparison, a range of control concepts, between the State and its inhabitants, and concepts of partnership, and market orientation, and showed the inherent contradictions in the strategies. A sharp distinction was drawn, after a sustained and detailed discussion, about the problems of creating a constructive partnership between families and schools, communities and children's learning, especially when parents have a subordinate or compensatory assigned role in what might otherwise be constructive cooperation.

Amanda Petrie examined the provision for children who are educated at home. Her paper analysed the confusion between compulsory education and compulsory schooling in fifteen European countries. Petrie concluded that home education is permitted in some form or other in all the countries studied except in Germany.

More than 30 participants regularly attended Working Group Seven.

Robert COWEN & Henk Van DAELE

Unification Processes: Patterns and Outcomes, Convergencies and Divergences

The Group 8 of 16th CESE Conference, devoted to the discussion of the papers focused on *Unification Processes: Patterns and Outcomes, Convergencies and Divergences*, counted on the presentation of 13 papers written by scholars from Belgium, Canada, France, Germany, Israel, the



Netherlands, Norway, Russia, Sweden, Switzerland, United Kingdom, United States, and Taiwan. The sessions were attended by over 25 members, and the discussions cover a diversity of topics, problems and perspectives arisen by the papers. To give a general idea of the different contributions submitted to the Working Group, I shall organize the content of the papers in two major sections.

Understanding the decentralization of education systems in Europe

The topic of decentralization was problematized and interrogated in different papers as well as the debates hold by the Group. As a notion, decentralization was disaggregated in a theoretical range of types with different rationales and implications for education. As for Jon Lauglo, from Norway, we could approach 'political rationales' for decentralization such as Federalism, Populist Localism, Participatory Democracy, and Liberalism; other rationales are concerned with quality and efficiency, and in this respect we should relate decentralization to Pedagogic Professionalism, Management by Objectives, the Market mechanism, and deconcentration.

Other scholars, as Stephen Winter from USA, wonder if the historical experience of decentralization of the education system of the United States—a nation racially, ethnically and culturally diverse, mainly formed by immigrants from many parts of the world—might enlighten the today's experience of the European Union, also formed by many cultures and languages. Precisely, Bern Zymek, from Germany, problematized the unification processes peculiar to the European unification, in which culture and education have not found really entrance into the constitutional charters as a field of central government policy, although the claim for a harmonisation of education policy as a indispensable complement of the political, economic and social unification is frequently made. Zymek soundly argued that a historical and comparative analysis of national and supranational processes of unification should address the following problems:

- ❖ What are the political, economic, and social dimensions of unification that will subsequently require an adjustment of schools and universities?
- ❖ What are the political and economic circumstances under which formal regulations that initially exist on paper only become relevant for an increasing number of people?
- ❖ Are there specific structures that prove to be preclusive or in favour of an harmonisation of culture and education?

This kind of questions are not only related to the always present case of the European Union. The own experience of unification and the political issue of decentralization of European education system are field of specific inquiries and

political use for the new reality of Eastern European countries. Likewise they are facing nowadays very challenging modalities for organising the authority structure of their education system. J. Braaksma, from the Netherlands, questioned to which extent essential differences are occurring in the direction and character of these reforms, keeping in mind that they are complexly approaching new modalities from an affected tradition which concern the content, standards, administration, and control of education of their systems, as is a case of Russia of the special interest for this scholar. In this context, a concrete research on a topic related to that country was proposed by Gilbert and Magoura, from the UK, who studied the case of the expectations of students of management and business education programmes in Russia; they generated data on their value systems and aspirations in the frame of the transference of Western management and business education "technologies" in Russia, where are being promptly produced inevitable convergences.

In other contexts, the relationships of Government-University in Israel in the past decades, as approached by Yaacov Iram, also illustrates the tensions produced in the process of change between the central authority level and the institutional level. In an era of political transition as our epoch, the fails of the centralization of education systems can be portrayed in almost all systems, as Yi-rong Young, from Taiwan, profiled in her country. At the present, Taiwan is facing the challenges of a rapid change, meanwhile is trying to adjust itself to the global trend of pluralism and democratization.

Content and boundaries of unification processes in Europe

From a more overreaching theoretical perspective, the content of the unification processes faced the European education system should problematize the new "image of man" emerging in the post-industrial era, already started and strongly defined by a global concern. From a comparative philosophy and sociology of science perspective, Willy Wielemans, from Belgium, approached the definition of the human as a being who manifests increasingly herself/himself as "a nodal point of relationships"—a being-in-relation who has no intrinsic properties independent from his/her environment. Consequently, the individual and its development is no longer the norm for economical, social, political, educational activities, nor is it one or another form of collectivity (the family, the group, the nation): The new insight to be derived from modern, scientific-technical 'relatedness' as well as the norm for whatever kind of development in the future is, for Wielemans, the whole planet which is more and more perceived as a self-regulating system. Toned down by the ultimate rights and values of the living planet, a new normative consciousness should be accordingly developed making more relative the value of both the individual (and his accompanying attitudes such as



competition), and the collectivity (including the nation-state).

In the Group 8 two concrete researches approached topics linked to the process of European unification. From France, Paul and Tomamichel presented a reliable research on the issue of harmonisation of the European higher education schedules, in which actually exist significant differences due to historical, sociological and economical reasons. Comparing all university schedules of European Union and AELE countries, the authors wondered about the possibility of convergence of them in order to make possible the student exchange, one of the main political issue of the Union in the field of higher education. On the other hand, Marie Mc Andrew, from Canada, dealt with the interethnic relations and model of comprehensive schooling in a comparative analysis of educational policies and practices of US, North Ireland and Israel. A main topic of comparative research was in this sense the real potential of assuring civic integration through the schooling of the minorities of immigrant student population; she researched on a well-known historical case such as US, and the two other distinctive and smaller societies which are carrying on specific programs in the field.

The effects of European unification have very soon reached emblematic societies such as Swiss, which as we know it has not been touched by political events, wars and revolutions during the last hundred years. Europe seems to be the adrenalin-injection in the today's Swiss, as said by Hans-Ulrich Grunder, who offered an imaginative presentation on the historical case of Centralism and Federalism in Switzerland. This country is today facing the contemporary problems of reestructuration of its education system retaining a great lot of conservative aspects in educational policy. As an arena of educational change, the author referred to the issue of teacher education, in the education system of the canton of Berne. For the first time in history, different categories of Swiss teachers are attempting to work together on a national and intercantonal basis because the teacher's status is threatened by the European development. But, as states by Grunder, actual reforms have not led to the Eurocompatible uniformity: The cantons stick to their structural diversification which History has brought.

Mina O'Dowd, from Sweden, approached the issue of sex-segregation in education in the last decades in the highly developed society of Sweden, deeply involved in extensive social and educational reforms in Europe in the three last decades. O'Dowd provocatively and polemically challenged the official Swedish ideology of "jämställdhet", the principle of equal standing. As confronted to the practical reality of the present time, Sweden, for O'Dowd, endangers democracy by perpetrating sociocultural authoritarianism, economic parameters of normalcy, and theories on the Specific Nature of Woman.

Andriamparanizandriny Rajaonarison, from Scotland, outlined the social impact on the education systems, and highlighted the political role that education can play emphasizing the making of an International Curriculum. On one hand, this project—which is object of a field research for an on-going Ph.D.—aims to cultivate a sense of responsibility

as well as an appreciation of and respect for all cultures represented within any society; on the other, the International Curriculum is based on the development children's ability to observe critically the complex contemporary world.

Miguel A. PEREYRA

Challenges of Education in Developing Countries

The role of theory for carrying out comparative education studies in developing countries was a theme discussed in several of the papers. Not only conventional theories of education were discussed, but to a great extent also socio-economic, sociological, and anthropological ones. For a European society it is important to study and try to understand the development of educational systems in the South and their interrelationship with the developments in the North. Several papers were explicitly comparative, both comparing South-South and South-North relationships. Other papers were by the country level. The debate, which was intense, has shown that many issues such as curriculum development, language used in the instruction, and the impact of external assistance need much more consideration. A wide geographical representation of the topics of the papers included Latin-America, Africa, India and China. The participation in the group varied between 22-30.

Francois ORIVEL & Ingemar FÆGERLIND

The Copenhagen 16th CESE Conference: An Overview in Facts.

The Working Groups organized in the Conference were:

WORKING GROUP 1: Education and Cultural Identities (at the European, National and Regional level).

Chairpersons: M. Eliou & N Grant.

WORKING GROUP 2: Policies of Access to Education and Social Mobility.

Chairpersons: W. Wielemans & A. Monasta.

WORKING GROUP 3: Education, Intra-European Mobility and International Migration.

Chairpersons: J.L. Vanderhoeven & G. Rupert.

WORKING GROUP 4: Education, Work and Technology.

Chairpersons: H.-P. Schäfer & E. Oroval Planas.

WORKING GROUP 5: Pattern of Adult Education and Lifelong Learning: The Cultural and Economic dimensions.

Chairpersons: V. Skovgaard-Petersen & Z. Jackunas.



WORKING GROUP 6: Contemporary Curricula, Europeanization and Interculturalism.

Chairpersons: D. Palomba & S.E. Nordembo.

WORKING GROUP 7: The European idea of Education - A Cultural Heritage.

Chairpersons: H. Van daele & R. Cowen.

WORKING GROUP 8: Unification Processes: Patterns and Outcomes, Convergencies and Divergencies.

Chairpersons: B. Zymek & M.A. Pereyra.

WORKING GROUP 9: Challenges of Education in Developing Countries.

Chairpersons: F. Orivel & I. Fægerlind

The whole papers presented on these Working Groups were 121. This high level of participation permits to elaborate a brief analysis about the general character of them. Following I will describe some interesting numeric data.

❖ 100 papers were submitted.

❖ By the information contained explicitly in the abstracts, 43% of the papers (52) were case studies centred in one country which describe or analyse some of the Conference's topics.

❖ 11,6% of the papers (14) are studies of a comparative nature between two countries, focused on the Conference's subjects.

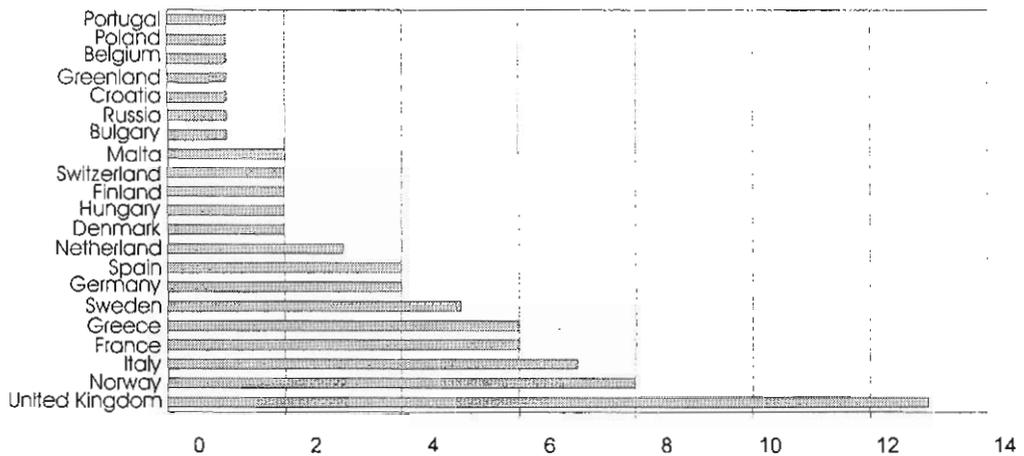
❖ And other 12,3% of the papers (15) describes some problematic situations in three or more countries.

The citizenship of the authors is another point of interest. There were scholars from 35 different countries, 21 of them from Europe (60%). The countries most represented in working groups were United Kingdom with 13 papers (37%), Norway and The United States with 8 papers (23%), and Italy with 7 papers (20%). A larger description of the participants' nationality can be found in next charts.

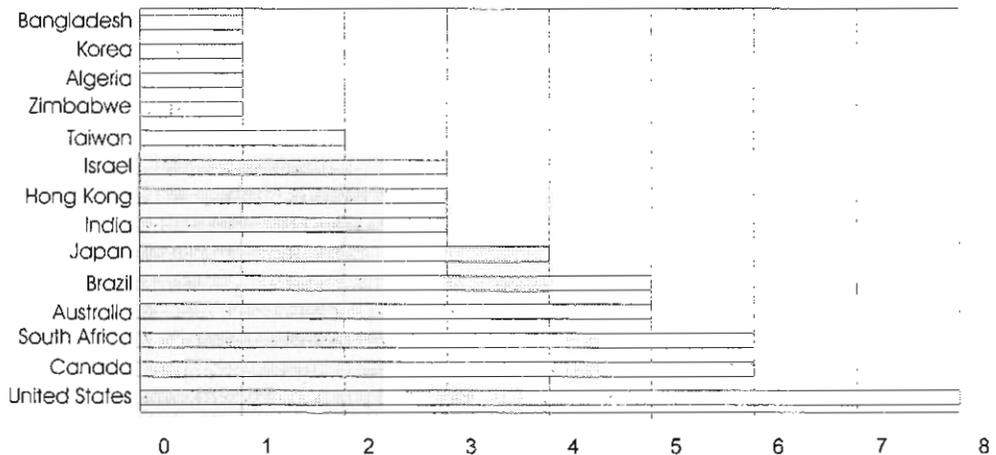
Antonio J. GÓMEZ

Number of papers presented at the 16th CESE Conference

European Countries



Non European Countries



Raymond Ryba's Contribution to Comparative Education

Of all the persons elected to Honorary Membership of the Comparative Education Society in Europe, few can have earned that distinction more fully than Raymond Ryba.

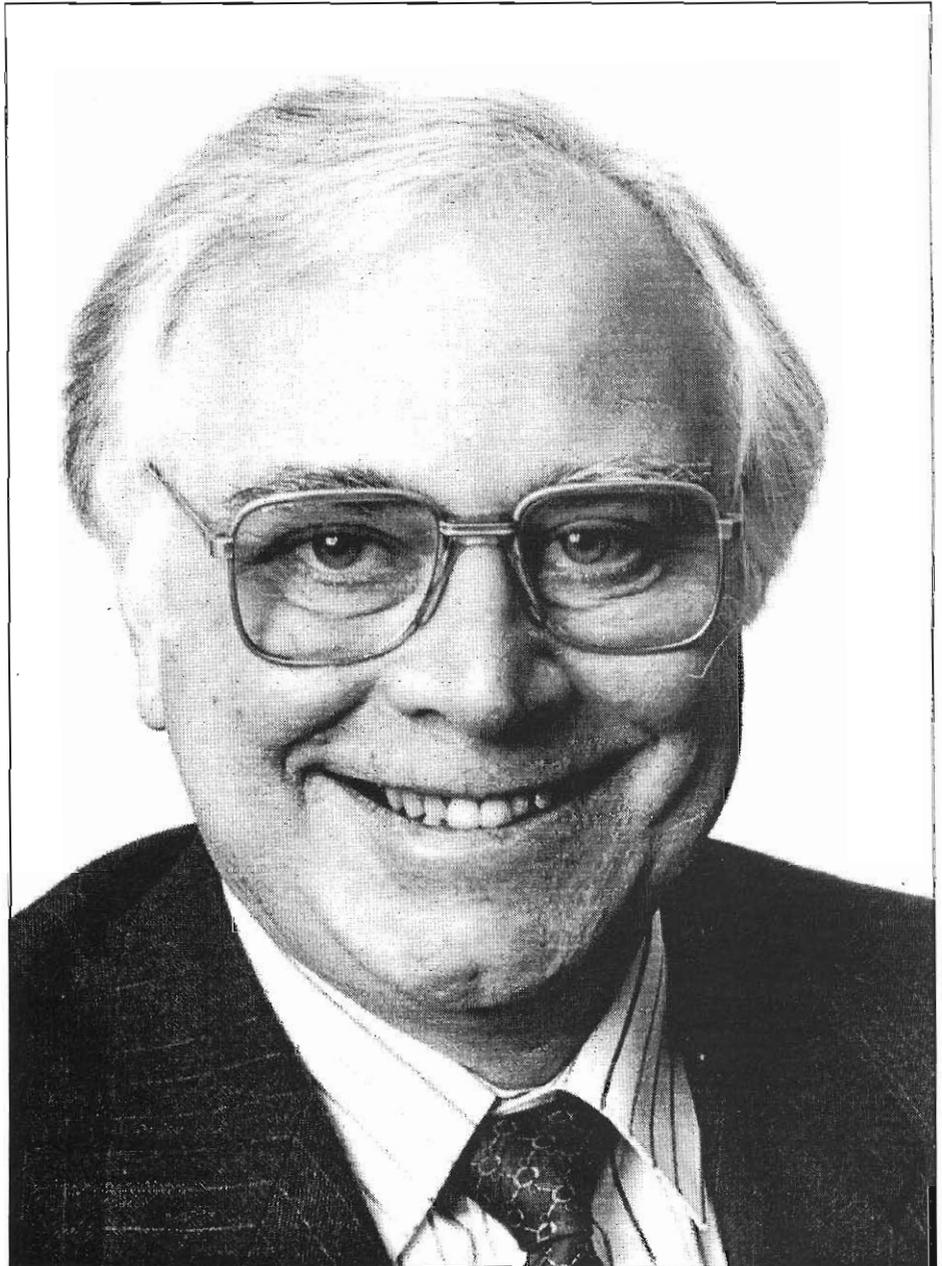
When CESE was founded at a conference in London in 1961, there was much enthusiasm for the establishment of a learned society to develop and expand comparative studies of education on the Eastern side of the Atlantic. There was already such a society in North America. Two of its members (Joseph Katz of the university of British Columbia in Vancouver, and George Male of the US Office of Education in Washington) attended the foundation meeting, together with Saul Robinsohn (Director of the UNESCO Institute of Education in Hamburg); but apart from these scholars and some others who happened to be in London for the conference (including two Japanese) nearly all the founding members of CESE were British.

Of course there was no intention to make CESE a British institution, but the tight control exercised over admission to membership - plus the fact that both the President (Joseph Lauwerys) and the Secretary-Treasurer (Brian Holmes) were on the staff of the London University Institute of Education - effectively ensured that in the early days CESE was dominated by London perspectives and decisions. Every question of admitting new members to that unique society, and all considerations of 'approving' activities in European comparative studies of education, were at first subject to rules drawn up and interpreted in London according to one set of criteria.

Not surprisingly, non-British members of CESE (and many Britons too, including Raymond Ryba and myself) became disturbed by what seemed to be both an Anglocentric bias

and a preoccupation with one kind of studies, published in the English language. This unofficial bias was strange because Lauwerys was a good linguist, Nicholas Hans was multilingual, while several other British founding members could speak several languages and were already engaged

Thus CESE in that sense became 'federal', though its central administration in London only grudgingly yielded to the wish of comparative scholars in other countries to set up autonomous societies within CESE. In fact, within the United Kingdom itself comparativists were not at first 'permitted' to have a



in cooperative studies with continental colleagues. Yet CESE remained a London-based, single society.

Before long, however, CESE members in other European countries demanded the right to establish their own national or language-based distinct societies within the CESE framework.

British Comparative Education Society: UK scholars were allowed to organise only a branch or section of CESE.

In retrospect all this emphasis on unitary management from London seems strange, because from the very beginning CESE not only gathered into itself comparative scholars living in

several European countries and publishing in languages other than English and French: it had already begun to rely very heavily on the skills and devotion of continental scholars - most notably Henk Van daele, who obtained for CESE an official abode in Belgium and a special status under Belgian law.

Moreover, those of us who had competence in other languages were glad to take part in conferences and other activities organised by the new Comparative Education Societies forming part of CESE on the continent. Van daele was particularly valuable in all these aspects of expansion, especially after he became Secretary-Treasurer of CESE and still more as its President. His role in the wider international field was enhanced after the foundation of the World Council of Comparative Societies at the Ottawa Conference in 1970. He and others (most noticeably Joseph Katz, the real 'founding father' of the WCCES, who had been present at the foundation meeting of CESE in 1961) had long recognised that although CESE was deeply rooted in European scholarship its academic concerns and cooperative links must be world-wide.

At this point we return to Raymond Ryba, who became Secretary-General of WCCES in 1982 after exercising considerable influence within it and after close participation in internationally comparative scholarship. Since then he has been a pivotal force in Comparative Education's contacts (and in simultaneously expanding CESE's academic horizons and influence). He thus continues to be CESE's ambassador while fulfilling his multiple roles in WCCES.

Ryba joined the British Section of CESE when that 'section' was founded in the mid-1960s; he was elected to its committee in the early 1970s, and later became its Chairman (1980 - 1982). He joined with others in establishing and strengthening a newsletter which eventually became *Compare*, and is still on its editorial board. The 'British Section of CESE' was later recognised as an autonomous British Comparative and International

Education Society.

Ryba became Assistant Secretary/Proceedings Editor of CESE itself in 1969, and continued in that capacity for ten years, serving on the committee for the same period. In particular he was responsible for editing and publishing the Proceedings of the CESE Conferences in Prague, Stockholm, Frascati and Sèvres. After the Sèvres Conference the Association Francophone d'Education Comparée (AFEC) was formed, which Ryba also joined. He was not merely an active member but became AFEC's President from 1989 to 1992.

As regards the World Council, Ryba became involved in its activities at the 2nd World Congress in Geneva (1974), and took part in the planning of the London Congress. In 1980 he became a member of the WCCES's Executive Committee, and in 1982 on the resignation of Leo Fernig he was appointed Secretary General. Since then he has been intimately involved *ex officio* in the Council's development and in the preparation of its Congresses in Paris, Rio, Montreal and Prague; but that official work was hugely enriched by Ryba's skilful diplomacy and personal character in several tricky situations.

It is impossible to speak too highly not only of his efficiency and patience but also of his tact, good humour and persuasiveness in smoothing the Council's operations and the management of sometimes fractious Executive Committee members. Moreover, during recent years the forward planning of venues for WCCES meetings has required real diplomacy of a political and economic as well as an administrative kind - undertaken with finesse and grace.

Ryba has worked indefatigably in his exacting role as Secretary General of WCCES; yet he has always responded readily to the enquiries of personal calls of individual comparativists around the world. In his official capacity and personally he has worked closely with three Council Presidents (Michel Debeauvais, Vandra Masemann and Wolfgang Mitter) in the development of WCCES from a relatively small body with 7 or 8 member societies to one

which now includes some 30 societies and has a combined membership of over 2000.

It should also be noted that throughout most of these activities Ryba continued his professional responsibilities as a full-time academic at the university of Manchester, and was also called upon to lecture and advise at other universities and conferences in Britain and abroad. He has never spared himself - sometimes at the cost of his own health. Indeed, illness cut short the important commitment which he undertook in Brussels in 1989 to set up and direct the Unit planned by the Commission of the European Community (now European Union) to develop a 'European Dimension in Education'. Despite that personal setback, he has continued to work for the Council of Europe over a number of years, directing its European Dimension Pedagogical Materials Programme, - a major part of its important 'Secondary Education for Europe' Project.

Within and across these commitments, Ryba has himself worked on various research projects funded by the EC/EU, resulting in the preparation and publication of numerous papers. He also lent strong support to the WCCES resolution in 1984 to establish a continuous international programme of researches; through no fault of his, some of these unfortunately faded because of the lack of continuity in personnel, although others prospered and produced publications.

To this day, Raymond Ryba is actively engaged in Council of Europe meetings as well as at the heart of WCCES affairs in Boston (1995), reaching out towards the still unknown venue of the next WCCES Congress. Yet those of us who have long recognised his success in coping with an enormous workload and its multiple demands most admire Raymond's personal qualities as a warm and supportive colleague. His recognition as an Honorary Member of CESE is richly deserved.

Edmund KING

Wolfgang Mitter, Honorary Member of CESE

Writing a laudatio for an outstanding scholar and a friend like Wolfgang Mitter is a pleasant though not an easy task.

Wolfgang Mitter was born in Trautenau, Bohemia, in 1927, as the son of a teacher. At the end of the Second World War the young adolescent was conscripted into the army. The armistice was followed by a period spent in a camp for prisoners of war. Such dreadful experiences are bound to leave an indelible mark on a teenager's personality; presumably, psychoanalysts would agree that the internationally oriented personality that developed later was moulded during the aftermath of the War.

After having obtained his "Abitur", Wolfgang Mitter studied history, English language and literature, Slavonic studies and philosophy in Mainz and at the "Freie Universität" in Berlin. At the latter university he took his doctoral degree in 1954 with a thesis on the Russian historian and man of letters N.M. Karamzin.

Following in his father's footsteps, Wolfgang Mitter started his career as a teacher in Kassel. In 1964 he became professor of "Allgemeine und Vergleichende Erziehungswissenschaft" (General Education and Comparative Education) at the "Pädagogische Hochschule" in Lüneburg, while at the same time he lectured at the University of Hamburg.

But soon Wolfgang Mitter would find his true calling. In 1972, he received an appointment at the famous "Deutsches Institut für Internationale Pädagogische Forschung" (DIIPF) (German Institute for International Educational Research) in Frankfurt am Main. At this world-famous research institute, he became Director of the Department of General and Comparative Education, a position that allowed him to develop his main fields of interest: the methodology of comparative

education, the various aspects of education in Central and Eastern Europe, and above all the comparison between the education systems of Western Europe and of the communist countries.

As part of his professional obligations, Professor Mitter had the opportunity to travel widely in the former communist countries and to meet the most important education authorities.

In 1977, Wolfgang Mitter became Vice-President of CESE, and in the same year I was appointed Secretary-Treasurer of the Society. This was to be the start of a long period of fruitful collaboration.

Several high points during this period in CESE's history call for special notice. Thanks to negotiations between Denis Kallen and the European Cultur-



His sense of diplomacy together with his linguistic abilities opened many a door. Without any exaggeration one can state that Wolfgang Mitter is one of the foremost experts on Eastern European education. This expertise has allowed him to play an outstanding role during the past decades.

al Foundation (ECF), the CESE secretariat was moved from London to Brussels, where CESE enjoyed not only the hospitality of ECF but also a yearly grant. The CESE statutes were changed in order to give the Society a legal status as an international scientific organization. Both these innovations would

prove to be beneficial in the years to come.

In accordance with the new CESE statutes, the presidency of Denis Kallen (1977-1981) came to an end during the 10th CESE Conference in Geneva in 1981, and the majority of the General Assembly elected Wolfgang Mitter as CESE President. At the same time, the composition of the Executive Committee was thoroughly changed: Robert Cowen and José Luis García Garrido became Vice-Presidents, while Michel Debeauvais and Edmund King were elected as members. It certainly was the merit of Wolfgang Mitter to team up with such noted colleagues. The complete Executive Committee met twice or three times a year in formal sessions, but the cordial gatherings at Professor Mitter's home, with Frau Mitter in attendance as a graceful and most amiable hostess, helped to create a real CESE team spirit and warm comradeship within the Committee that has become something of a tradition. In my view, all this contributed to the scientific success of the 11th CESE Conference in Würzburg in 1983, and the 12th CESE Conference in Antwerp in 1985, which meetings were chaired by Wolfgang Mitter.

Acting as Wolfgang Mitter's CESE secretary was a pleasant job. We talked quite regularly over the telephone in order to keep on the same wavelength, and I doubt if he ever wrote a letter or took an important decision concerning CESE matters without previously consulting me. On the whole, I had the impression that our relationship was not that of president and secretary, but that of two collaborators working closely together for the benefit of the Society.

Wolfgang Mitter was Immediate Past-President from 1985 until the 13th CESE Conference in Budapest in 1988. But soon an even more complex task was awaiting him. He was, in fact, elected President of the World Council of Comparative Education Societies (WCCES) at a very difficult moment; only those of us who have participated in the long and strenuous meetings of the Council's Executive Committee during the past years can testify to the fact that if ever a person was made for this job, it was Wolfgang Mitter.

Besides the outstanding services he has rendered to CESE and WCCES, Professor Mitter has fulfilled with great distinction a number of other functions, such as his membership of the German UNESCO Commission, the role he has played in the International Bureau of Education in Geneva, or the Council of Europe, just to name a few instances. In addition to all these activities, he is also a member of the editorial board of several scientific journals, and he still finds time to publish regularly.

Professor Mitter indeed publishes widely and on a great variety of topics in our field of study. And in all of these publications some main characteristics keep returning: internationalism, pacifism, and humanism.

Let me simply illustrate this point of view by quoting the end of his opening address at the 12th CESE Conference in Antwerp, in 1985, on "The Impact of Technology on Society and Education". CESE President Mitter concluded his speech by saying: "It is the individual human being in his/her real existence who must be identified and respected as the addressee of any impact, that means, in our case, the

impact of technology on society and education. Refuting this postulate may, for instance, lead to conceiving and using technology as a means to exploit Nature for people's disaster instead of investigating and implementing its potential functions of fostering Nature for the sake of people's survival.

Finally, we should be aware of the historically based experience that education has often been considered and practised not only for the sake of promoting human welfare and right. There is multivarious evidence that educational measures have been characterised by indifference to moral values and, moreover, misused for human goals, such as discrimination and pressure. Particularly the history of the recent past bears evidence of teachers and educators who have practised education for violence and hatred instead of being agents for democracy, peace and human dignity. Let us not forget that educated technologists have laid the ground for improving agriculture and medical care, while others constructed and used the gaschambers of Auschwitz" (1).

If ever a colleague in our field of study deserved to be elected as honorary member of CESE, it certainly is Professor Wolfgang Mitter.

Henk Van DAELE

Immediate Past-President
of CESE

1. H. Van daele and M. Vansteenkiste (Eds.), *The Impact of Technology on Society and Education. Proceedings of the 12th CESE Congress. Antwerp, 1986*, pp. 23-24.

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In memoriam Leonhard Froese (1924-1994)

Leonhard Froese died on 9 December 1994, aged 70 years. With his death comparative education in Germany has lost one of its most noteworthy representatives who in the course of his career did so much to promote the interest of this discipline.

Professor Froese's academic reputation on both the national and international level is based on an extensive body of research consisting of over two hundred publications and a long and successful university career during which he was mentor to a number of young academics. He was also a valued and respected member of university bodies and government commissions as well as being involved in a number of activities concerning educational policy.

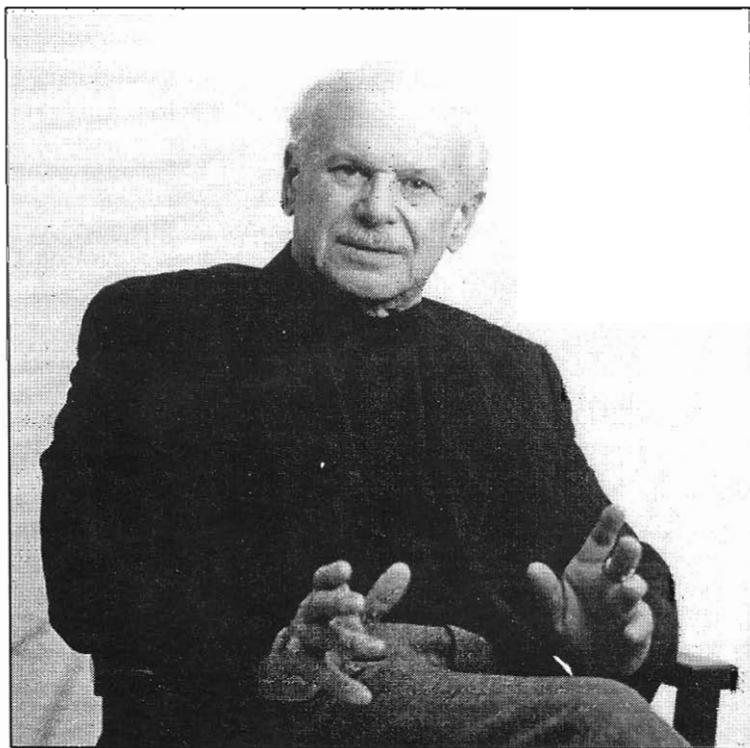
Leonhard Froese grew up in a Mennonite community in the Ukraine. His return to Germany, where he passed his grammar school examination, was quickly followed by military service. He was then dispatched to the eastern front and subsequently severely wounded. He began study jurisprudence and the humanities in Breslau even before the war was over. After the collapse of the Nazi regime he continued his studies in Göttingen and Basle. Under the influence of Herrman Nohl, one of the leading representatives of humanistic pedagogics, educational science became the focus of his academic studies. In 1949 he completed his doctorate on "Das pädagogische Kultursystem der mennonitischen Siedlungsgruppe in Rußland". Subsequently he held posts as an assistant at the University of Berlin, and from 1959 as reader at the University of Münster. In his postdoctoral thesis "Ideengeschichtliche Triebkräfte der russischen und sowjetischen Pädagogik" (1956) Froese examined the two most important pedagogic movements in Russia in the modern era, the liberal and reformed pedagogy

represented by Tolstoy and the revolutionary socialist pedagogic ideal represented by Makarenko. The book, which has become the standard work on the subject, appeared in 1962 in a second enlarged edition.

In 1961 Leonhard Froese was offered the chair of educational science at the University of Marburg. Until he

first volumes of which he published together with collaborators in a bilingual edition.

The atmosphere of free discussion and exchange of ideas gendered under the Professor Froese's liberal leadership in the Research Centre contributed to a series of publications by him on the methodology and basic



became professor emeritus in 1989 he taught educational science at this university with particular emphasis on the fields of comparative education, history of education and educational policy.

In 1966 he was offered the chair at the University of Munich as successor to Friedrich Schneider but refused it to stay in Marburg and take over the newly founded Forschungsstelle für Vergleichende Erziehungswissenschaft (Research Centre for Comparative Education). Under his headship several studies were published on the educational systems of eastern and western industrial nations, in particular on the Soviet Union, the German Democratic Republic, England, France, Italy, Sweden, and the USA. In addition he was also the initiator of the first reliable scholarly edition of the letters and works of Anton S. Makarenko, the

theory of comparative education. These articles concentrate principally on the problems of comparing at both international and intercultural levels educational systems that have their origins in different political and historical circumstances and belong to very different economic and social systems which, however, are gradually being determined to an increasing degree by the same scientific, technical and industrial developments occurring on a global scale.

Professor Leonhard Froese will remain in the memory of all those colleagues and students who had the good fortune to profit from his professional assistance and his personal kindness, as a man who believed intensely in liberal and democratic values and who lived accordingly.

Bodo WILLMAN.

9th World Congress of Comparative Education TRADITION, MODERNITY & POSTMODERNITY IN EDUCATION



UNIVERSITY OF SYDNEY,

July 1-6 1996 by Australian and New Zealand Comparative
and International Education Society (ANZCIES)



THE WORLD COUNCIL OF COMPARATIVE
EDUCATION SOCIETIES

Throughout the world, nations and cultures are grappling with tensions between preserving cultural traditions and identities, and on the other hand, a perception that internationalisation of economies, changes in the labour market, and enhanced competition between nations, is leading to some homogenisation within education and society.

Countervailing tendencies have also been pointed to in relation to the nation state, as both centrifugal and centripetal tendencies are re-shaping former national and cultural boundaries. Transnational cultures and worldviews compete for support.

Theoretical boundaries are also shifting and uncertain. The grand narratives of the social sciences are under strain, as is the assumption of unilinear progress and the associated goal of modernisation. Does postmodernity resolve the problem or create new difficulties? Does deconstruction amplify or silence disadvantage?

In the face of these major challenges, how is education to respond? How can education fulfil the dual demands of equity and economic efficiency? What is the role of ethics and citizenship in today's uncertain context? How should we prepare young people for tomorrow?

SPECIAL FEATURES OF THIS CONGRESS

The explicitly international dimension of this Congress enables participants to mix with international specialists and exchange ideas. Both theoretical and practical forums will address issues of cross cultural research, and/or will address such themes as post compulsory education and vocational education and training; higher education; gender issues; literacy and language policy; methodological questions; learning and teaching; the European context; dependency, education and development; teacher education; and many other issues. International experts will hold plenary sessions.

Sydney, as the gateway to Australia, is itself a fascinating, and very popular destination for the international traveller, with its rich mix of cultures and many and varied points of interest.

PRESENTATION OF PAPERS

The IXth World Congress will follow broadly the format of previous Congresses, containing Plenaries, Commissions, and Workshops on themes suggested by participants.

PLENARIES

Key note addresses by selected international experts will be presented on major themes of the Congress.

Leading thinkers from different regions of the world will address the Congress theme from theoretical and policy perspectives

COMMISSIONS

The Agenda for Commissions will be devised in consultation with coordinators on carefully selected topics of direct relevance to the Congress theme. Commissions are likely to include Literacy & Basic Education; Language Policies; Indigenous Minorities; Higher Education; Women and Girls; Teacher Education; Postcompulsory education; Vocational Education and Training; Theories and Methods in Comparative Education; Dependency, Education and Development; Tradition and Change in European Context; Education, Internationalisation and Globalisation. International Trends in Teaching and Learning.

WORKSHOPS

Participants are invited to propose Workshops on specific themes of relevance to the Congress. Sub-themes within the areas of Commissions, or specific workshops to analyse more narrowly focused topics around the Congress themes are all welcome. Each workshop should contain an international dimension, and include offerings from different regions, cultures or nations.

CALL FOR PAPERS

Preliminary proposals for workshops, or specific offers of papers should be sent to the contact address as soon as possible. Please use the panel devised for that purpose on the Congress Brochure (SEE DETAILS BELOW), and include any additional information as necessary.

ADDRESS FOR REGISTRATION AND PAPERS:

Professional Development Centre,
Faculty of Education (A.36)
UNIVERSITY OF SYDNEY
NEW SOUTH WALES 2006,
AUSTRALIA

FAX 61 (2) 660 5072

Email wcces96@edfac.usyd.edu.au

**BROCHURES ARE NOW AVAILABLE AND MAY BE
REQUESTED FROM:
THE FAX ADDRESS ABOVE, OR OUR CONGRESS
EMAIL ADDRESS AS FOLLOWS:**

wcces96@edfac.usyd.edu.au

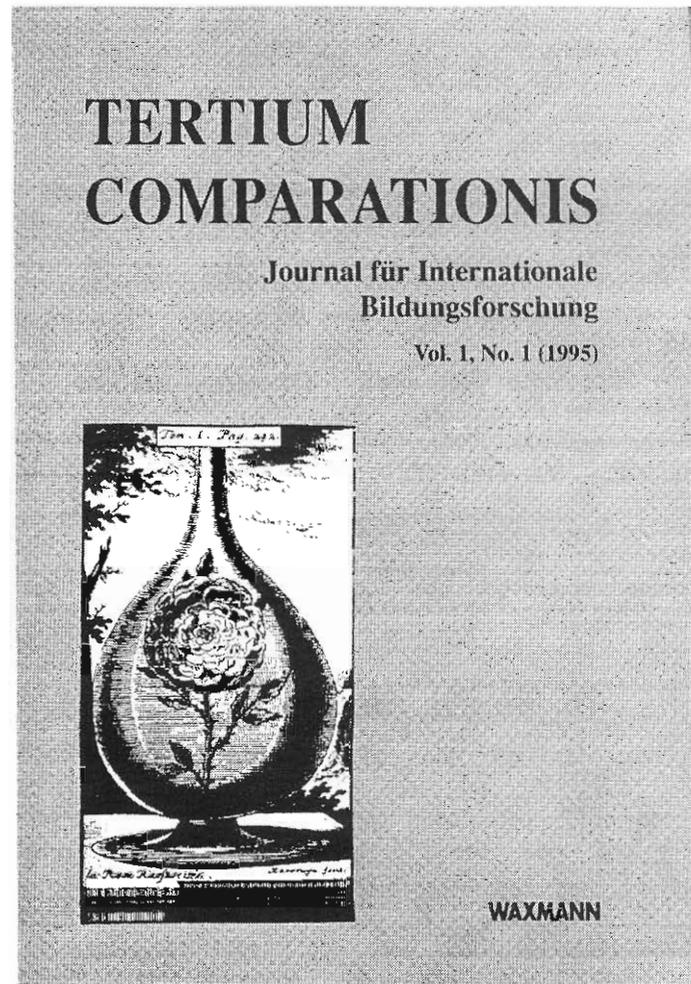
FOR FURTHER UPDATES AND INFORMATION ON THE
WORLD CONGRESS,
REFER TO OUR CONGRESS HOMEPAGE:
<http://www.usyd.edu.au/su/wccomped/>

CESE welcomes two new European journals of the field: Tertium comparationis & MJES.

With the significant title of *Tertium Comparationis, the Journal für Internationale Bildungsforschung* has just appeared the first issue of this World Wide Web and printed journal. Printed and distributed by Waxmann Verlag, the journal is edited from in the Institut für Vergleichende Erziehungswissenschaft of the University of Hamburg. His Chief Editor is our colleague Professor Wilfried Bos, and other editors are Günter Brinkmann, Jürgen Henze, Botho von Kopp, Bernd Krüger, Marianne Krüger-Potratz, and Dietmar Waterkamp, all of them well-known German scholars of the field of Comparative Education. Also the German Society of Comparative Education is cooperating with the edition of the journal, being represented by the President, Marianne Krüger-Potratz.

As its title promotes, the first issue of *Tertium Comparationis* includes four important papers based on real and sound comparative research: «International Empirical Research in comparative Education: An Example of the Studies of the International Association for the Evaluation of Educational Achievement (IEA)», by T. Neville Postlethwaite from the Institute of Comparative Education of the University of Hamburg; «Sprachförderung Erwachsener in plurinationalen und plurilingualen Staaten: Das Beispiel Spanien», by Wolfgang Jütte, from the UNESCO Institute for Education in Hamburg; «Regional Identities in Europe: The Position of Lesser Used Languages in the Educational Systems of the European Union», by Wim Jan T. Renkema, from Mercator-Education, Fryske Akademy, of Leeuwarden, in the Netherlands; and «Wie beurteilen westeuropäische ERAMUS-Koordinatoren ihre ostdeutschen Partner? Ergebnisse einer standardisierten schriftlichen Befragung», by Sabine Manning, from the Wissenschaftsforum Bildung und Gesellschaft of Berlin. In addition the journal contains a section of news and new releases in the field.

Tertium Comparationis is published two times a year both in the World Wide Web and in a printed version. Subscription of the electronic version are in Germany DM 30 per year, and in all countries \$30, meanwhile the paper version is DM/\$68. The cost of a single copy of the electronic version is DM/\$20, and DM/\$38 for the paper version.



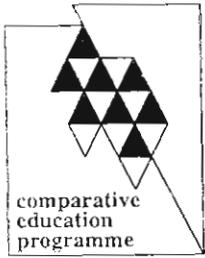
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comparative
education
programme

MJES

Mediterranean Journal of Educational Studies

A new Network and Journal for Educators in the Mediterranean

The **North/South dimension** has effectively replaced the East/West axis in the social sciences after the 1989 «revolution». The South, and especially the Mediterranean, has, as a result, increasingly become the focus of the attention of researchers and

academics from many fields. European Union policies regarding the Mediterranean, for instance, confirm the increasing recognition of the significance of the region for economic, cultural, political and security reasons.

Given this changing context, the **Comparative Education Programme** at the University of Malta has taken a new set of initiatives in order to facilitate the development of collaborative work between education scholars in the Mediterranean region. The initiatives consist of:

A **Networker**, i.e. a leaflet published twice yearly and carrying information about conferences, projects, publications, institutional activities, and so on related to education in the Mediterranean Region. There are plans that the incremental data base will be accessible by electronic means internationally.

A refereed **Journal**, initially published twice a year, reporting research carried out in the Mediterranean countries, as well as related to the Diaspora of Mediterranean people world-wide. The language medium of **the Mediterranean Journal of Educational Studies** will be English, and each article will carry translations of the abstract in at least two Mediterranean languages.

A **Mediterranean Education Documentation Centre**, stocking and distributing research studies related to education in Mediterranean countries. This will also be a clearing house for information about human and material resources in the field of education in the Mediterranean.

A **School for Comparative Education Studies in the Mediterranean** (in collaboration with the Community of Mediterranean Universities).

This Project will provide a unique space for intelligent, informed and culturally sensitive **dialogue** which is both timely and necessary. We invite **YOU** to become part of it.

Organizations and educators wishing to establish contact with the Mediterranean Education Project and to receive more detailed information, as well as the Network Form should write to: M.E.P. Director, Dr Ronald G. Sultana-Faculty of Education, University of Malta, Msida SD06, Malta.

Tel. +(356)3290.2936; Fax. +(356)336450; Email <gsul@unimt.mt>

**A^F
E^C**

**ASSOCIATION FRANCOPHONE
d'ÉDUCATION COMPARÉE**

AFEC: Next Conference

The *Association Francophone d'Éducation Comparée*, founded in 1973, will organized in Lyon its annual international Conference for French and non-French speaking countries from May 30th to June 1st, 1996. The theme named for this time will be: **Le rôle des pouvoirs publics dans l'éducation: approches comparatives des évolutions et tendances récentes.**

Further information is available through the President of the AFEC, Dr. Jean-Michel Leclercq, in:

**Centre International d'Etudes Pédagogiques
1 Avenue Léon Journault 92310 - Sèvres. FRANCE**



CESE

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

APPLICATION FORM

A. TO BE COMPLETED BY THE CANDIDATE

Surname of Candidate: _____
(Use block letters)

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

Mailing address: _____

Citizenship: _____

Year and place of birth: _____

Present position and date of appointment: _____

Former positions: _____

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

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

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



Other services to Comparative Education: _____

Signature of the Applicant

B. TO BE COMPLETED BY THE SPONSOR

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

Name (Use block letters)

SPONSOR (1)

Date

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

RETURN to:

Prof. Miguel A. Pereyra

Secretary Treasurer. CESE

Apartado de correos nº 578

E-18080 GRANADA



CESE

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

FORMULAIRE D'ADHESION

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

Nom: _____

Prénom(s): _____

Nationalité: _____

Année et lieu de naissance: _____

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

Fonctions antérieures: _____

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

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

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

Autres activités liées à l'éducation comparée: _____

Signature du Candidat

B. A COMPLETER PAR LE PARRAIN

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

Nom (en lettre d'imprimerie)

PARRAIN (1)

Date

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

A RETOURNER à:
Prof. Miguel A. Pereyra
 Secretary-Treasurer. CESE
 Apartado de correos n° 578
 E-18080

CESE
NEWSLETTER

Depósito legal: GR-826/93
 ISSN: 1133-5092

Editor:

Miguel A. Pereyra

Editorial Assistants:

Antonio J. Gómez

Christian Roith

Efstratia Sofou