



# CESE

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

# newsletter

**State - Market - Civil Society**  
*Models of Social Order and the Future of European Education*

**18th CESE - Conference**

**- Groningen, July 5-10, 1988 -**



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### CESE NEWSLETTER

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## History of the University

The University of Groningen (Rijksuniversiteit Groningen) was founded in 1614. For centuries the University of Groningen has formed part of the city and its growth reflects the changing views and social developments that have taken place in the course of time. The image of the university gradually altered from a fortress of knowledge to an institution with its doors open to society.

The history of the University of Groningen in general does not differ much from that of other institutions or businesses. There were advances and setbacks, there was unanimity and discord, there was stagnation and recognition. But above all there was the will to play a leading role in academic education and research. It was this will which prompted the meeting of the States General on 26 November 1612 to found a board of faculties. This meant the implementation of plans which were already some 20 years old. In 1614 the Provincial University for City and Country began its work with Ubbo Emmius as the first rector magnificus. A good basis for future growth was laid with the foundation of the four faculties of Theology, Law, Philosophy and Medicine. Ubbo Emmius was given the task of engaging professors of high repute. In this early period the Provincial University flourished and was able to take about 100 students per year. The favourable legal and fiscal climate was probably instrumental in attracting many people from outside the northern provinces. At the end of the 17th century the situation deteriorated; disputes arose between professors, mainly about theological issues. The first centenary was not celebrated. In 1797 the basis was laid for what later developed into the Groningen University Hospital ['Academisch Ziekenhuis Groningen, AZG']: the Faculty of Medicine founded the 'Nosocomium Academicum' with eight beds. With the accession of a new king in 1815, Groningen, together with Leiden and Utrecht, became a State University by law. It was briefly threatened with closure when a wave of economising swept the country following the Belgian uprising of 1830. The same threat arose in 1870 when Parliament again discussed closure. But the University had established firm roots in the city: the citizens of Groningen came into action against the pending closure of the university. The educated citizens were particularly active since the university gave their city prestige and they were able to benefit from the knowledge and influence of the professors. The Act on Higher Education of 1876 finally provided security. The existence of the university was guaranteed by the government. The future could be faced with confidence. From that time a period began in which the faculties, buildings and disciplines were extended. Following the Second World War, in particular, things developed swiftly. At present, following a recent restructuring by the University Board, the University of Groningen has 10 faculties. Intensive cooperation has developed between the university on the one hand and health care, industry, education, other universities and the government on the other, both nationally and internationally. An increasing number of students are crossing the threshold to their future employers by means of a period of work experience during their studies. In addition to purely theoretical research, the university devotes a substantial part of its resources to research directed at practical, directly applicable results. The university today stands in the midst of society more than ever before.



## Organization and Structure of the University

The University of Groningen, with a current enrolment of 20,000 students, offers one of the fullest ranges of academic and technical education available in the Netherlands. All faculties offer (the Dutch equivalent of) Master's and PhD courses and degrees. Currently 750 PhD candidates are preparing their thesis. The University offers education in 10 faculties:

- Theology and Religious Studies
- Law
- Medicine
- Mathematics and Natural Sciences
- Arts
- Economics
- Psychological, Social and Educational Sciences
- Philosophy
- Spatial Sciences
- Management and Organization.

The University also provides professional training courses for teachers, chemists, doctors, dentists, accountants and information experts.

The University employs some 5000 academic and non-academic staff. The University of Groningen is one of the main research centres of the Netherlands. It receives most of its funding from public sources and is governed by an independent body.



## Location

The university is located in and around Groningen, a city of 170000 inhabitants which is the cultural, regional and business capital of the North of the Netherlands, founded some 950 years ago. The city has large hospitals, one of which is the university hospital, theatres, museums, book shops providing books in all European languages, art galleries, industry as well as other business and national government offices (for instance, the main offices of PTT Telecom). The city is well provided with restaurants, cafes, and bars and is known for its lively atmosphere.

The university began its existence in two monasteries in the old city centre. On the same site there now stands the University Building (the 'Academie Gebouw'). It forms the heart of the university and gives the centre of Groningen a marked academic air. Facing the University Building stands the entirely new University Library. Some faculties are situated near the University Building in the very centre of the city. Others are situated at various sites in or in the vicinity of the city.

The countryside surrounding Groningen offers many attractions within easy reach: woods and hayfields to the south, the Frisian lakes (sailing and surfing) to the west, the sea, islands and dunes (an international nature park) of the 'Wadden' to the north.

Groningen is two and a half hours by train from Amsterdam and Rotterdam and three hours by train from Hamburg (Germany). Groningen has a direct railway connection with Amsterdam International Airport (Schiphol). This is an hourly service.

## International Cooperation

A strong international orientation is of vital importance in academic research. The University of Groningen therefore emphasizes cooperation with foreign universities and institutes. This cooperation is manifested, among other things, in the exchange of students and researchers, the setting up of joint research projects and the organization of international conferences and symposia. Countries with which the university has substantial contact are the United States, Germany, the United Kingdom and France.

The University of Groningen is a member of the Coimbra Group, a network of 34 classical universities in Europe. In addition, the University of Groningen has entered into special cooperation agreements with several foreign universities: Universite de Ouagadougou, Burkina Faso; Universidade Eduardo Mondlane, Maputo, Mozambique; University of Asmara, Eritrea; Cantho University, Can Tho, Vietnam; Eotvos Lorand University Budapest (H); University of Economic Science Budapest (H); University of Wroclaw (PL); Comenius University Bratislava (SQ); University of St Petersburg (RF); University of Tartu (EE); Marine Biological Institute Moermansk (RF); University of Newcastle upon Tyne (GB); Universitat Oldenburg (D); Universitat Jena (D); Universitat Gottingen (D); Hebrew University Jerusalem, Israel; University of Tel Aviv, Israel; Ege University Izmir, Turkey; Victoria University of Wellington, New Zealand.

**Netscape - [18th CESE Conference, Groningen, The Netherlands]**

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**Welcome to the homepage of the  
18<sup>th</sup> CESE-Conference in  
Groningen, July 5-10, 1998**

The 18<sup>th</sup> CESE-conference will take place at the [University of Groningen](#), The Netherlands. The theme of the Conference is:

***"State - Market - Civil Society: Models of Social Order and the Future of European Education"***

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**CALL FOR PAPERS**

For specific personal information or specific questions concerning your accommodation, travelling etc., please wait for the second announcement in the CESE-Newsletter, which will include this information. After its distribution, about January, 1998, individual questions and regards will be promptly answered.

Send an E-mail message to the local organizing committee of the 18th CESE-conference in Groningen to: [cese-org@icce.rug.nl](mailto:cese-org@icce.rug.nl)

<http://www.rug.nl>

## SUBTHEMES OF THE 18TH CESE-CONFERENCE IN GRONINGEN

### **I. THE EUROPEAN WELFARE STATE AND DEREGULATION POLICIES IN EDUCATION.**

Over the past 100 years or so most European countries have tended to adopt policies involving very large state responsibilities for education, health, social security, employment, various infrastructures, and economic activity. This era seems to have come to an end. What, then, are the consequences for social policy in general, and educational policy in particular? To what extent is the «deregulation» model shifting from the field of the economy to that of education? What are the patterns and features characteristic of a «deregulated» education that are likely to emerge?

### **II. ALTERNATIVES TO STATE - RUN PUBLIC EDUCATIONAL SYSTEMS.**

For historical reasons, most European states have a public and a private sector of education. How can the alternatives to state-run schools in today's Europe be characterized? Are they real alternatives? Or are state-run schools increasingly being privatized while at the same time the alternatives are increasingly being state-supported? How may the shift in the relations between the public and private sector of education be defined and interpreted? What lessons can be drawn from experiences in this field carried out outside Europe, in particular in the USA and in New Zealand?

### **III. EQUITY, AUTONOMY, AND EFFICIENCY: THE NOTION OF «PUBLIC SERVICE» AND EUROPEAN TRADITIONS OF DEMOCRACY AND LIBERALISM.**

The shifting interdependency of state, market and civil society is generating a new dominant social order in which the impact of the major European political traditions is changing dramatically. To what extent are these changes affecting the importance given to key notions in education such as equity, autonomy and efficiency? Are the inherited European traditions being eroded by a new ideology, which might be called «economism»? Is «equality» being replaced by exclusion?

## SOUS-THÈMES DU 18ème CONGRÈS DE LA CESE À GRONINGUE

### **I. L'ETAT PROVIDENCE EN EUROPE ET LES POLITIQUES DE DÉRÉGULATION DANS LE DOMAINE DE L'ÉDUCATION**

Depuis plus d'un siècle, la plupart des pays européens ont mis en place des politiques impliquant une forte responsabilité de l'Etat dans les domaines de l'éducation, de la santé, de la sécurité sociale, de l'emploi, des infrastructures, et de l'activité économique. Cette période semble irrévocablement terminée. Quelles vont être les conséquences de cette mutation sur les politiques sociales en général et sur les politiques éducatives en particulier? Dans quelle mesure les politiques de dérégulation vont passer du domaine de l'économique à celui de l'éducation? Quelles sont les caractéristiques probables d'un système éducatif touché par la dérégulation?

### **II. LES SOLUTIONS DE REMPLACEMENT AUX SYSTÈMES ÉDUCATIFS GÉRÉS PAR L'ÉTAT**

Pour des raisons historiques, la plupart des pays européens disposent de systèmes éducatifs dans lesquels cohabitent un secteur public et un secteur privé. Comment peut-on caractériser, aujourd'hui, les perspectives de substitution au secteur public de l'éducation? Existe-t-il réellement des solutions de remplacement? Ou va-t-on assister à une privatisation progressive et partielle des écoles publiques, tandis que les écoles privées seront progressivement soutenues par des financements publics? Comment caractériser et interpréter les changements qui ont cours dans les relations entre les secteurs public et privé d'éducation? Quelles leçons peut-on tirer des expériences novatrices que l'on peut observer dans certains pays comme la Nouvelle Zélande ou les Etats-Unis?

### **III. ÉQUITÉ, AUTONOMIE ET EFFICIENCE: LA NOTION DE SERVICE PUBLIC ET LES TRADITIONS EUROPÉENNES DE DÉMOCRATIE ET DE LIBÉRALISME**

Les déplacements dans les rôles respectifs de l'Etat, du marché et de la société civile sont en train de produire un nouvel ordre social dominant dans lequel les traditions politiques européennes sont profondément bouleversées. Dans quelle mesure ces changements sont-ils susceptibles d'affecter certaines notions clés telles que l'équité, l'autonomie et l'efficacité? Faut-il considérer que les

#### **IV. EQUITY AND EFFECTIVENESS IN THE PERSPECTIVE OF EMPIRICAL CROSS-NATIONAL RESEARCH.**

Comparative research has produced, in the last decades, an important body of international analyses related to the evaluation of academic achievement and the measurement of school effectiveness. Which indicators of the performance of students, of equity and of the effectiveness of schools or school systems are presently available, or should be developed? How can comparisons and benchmarking of performance of students and measures of equity and effectiveness of schools be extended or improved? Which new perspectives are available in the area of cross-national comparative methodology and statistical modelling for issues of equity and effectiveness?

#### **V. THE CITIZEN OF EUROPE AND THE FUTURE OF EUROPEAN EDUCATION.**

The image of European citizenship is influenced by new models of social order resulting from the construction of the European Union. However, at the theoretical level the notion of «European citizenship» is still far from being univocally defined. On the other hand, in the European educational systems different approaches towards education for citizenship (national as well as European) can be found. Then, what is the meaning of «Education for European citizenship»? What is the role of the core curriculum in forming the citizens of the New Europe in terms of knowledge, skills and attitudes? How can education play its twofold role of stimulating and, at the same time, overcoming national antagonisms?

#### **VI. EDUCATIONAL TRANSFORMATION PROCESSES IN EASTERN AND WESTERN EUROPE.**

The transformation processes going on in economic, social and educational policy in the former socialist countries of East Central and Eastern Europe are likely to eclipse the fact that Western European countries, as well, are experiencing a far-reaching transformation of their social and educational infrastructure and policy. What, in the perspective of Eastern countries [delete,] after an all-encompassing oppressive state dominance, is being welcomed as «liberalization», takes, in Western Europe, the shape of «deregulation». What are the ambiguous consequences or even contradictions built into both liberalization and deregulation policies? To what extent do policies that, in Eastern Europe, strive for greater

traditions dont l'Europe a héritées sont érodées par une nouvelle idéologie que l'on pourrait désigner du nom d'«économisme»? L'égalité est-elle en passe d'être remplacée par l'exclusion?

#### **IV. ÉQUITÉ ET EFFICACITÉ DANS LE DOMAINE DE LA RECHERCHE EMPIRIQUE INTERNATIONALE COMPARÉE**

La recherche comparée a produit, au cours des dernières décennies, un important corpus d'analyses internationales relatives à l'évaluation des performances académiques et à la mesure de l'efficacité des écoles. Quels sont les indicateurs de performance des élèves, ou des résultats en termes d'équité et d'efficacité des écoles et des systèmes éducatifs, qui sont aujourd'hui disponibles ou qui devraient être développés? Comment peut-on améliorer les indicateurs de comparaison des performances des élèves et les mesures de l'équité ou de l'efficacité des écoles? Quelles sont les perspectives nouvelles dans le domaine des comparaisons internationales, tant au point de vue méthodologique qu'à celui de la modélisation statistique pour l'analyse des problèmes d'équité et d'efficacité?

#### **V. LE CITOYEN EUROPÉEN ET L'AVENIR DE L'ÉDUCATION EN EUROPE**

L'image de la citoyenneté européenne est influencée par de nouveaux modèles d'ordre social qui résultent de la construction de l'Union Européenne. Quelle est la place d'un curriculum de base commun en vue de former les citoyens de la nouvelle Europe en termes de connaissances, de savoir-faire et d'attitudes? Comment l'éducation peut-elle jouer son double rôle de stimulation des diversités culturelles et, en même temps, de dépassement des antagonismes nationaux?

#### **VI. LES PROCESSUS DE TRANSFORMATION DE L'ÉDUCATION EN EUROPE ORIENTALE ET OCCIDENTALE**

Les processus de transformation en cours dans tous les domaines, économique, social et éducatif dans les pays anciennement socialistes de l'Europe centrale et orientale risquent d'éclipser le fait que les pays d'Europe occidentale, eux aussi, connaissent un processus de profonde transformation de leurs infrastructures sociales et éducatives. Après une longue période de domination étatique oppressive en Europe orientale, on observe une phase de «libéralisation» qui en Europe occidentale, a son pendant avec la «dérégulation». Quelles peuvent être les

educational autonomy meet with structural adjustment exigencies that, in Western Europe, follow from international market competition and globalization processes?

## **VII. GENERAL EDUCATION - VOCATIONAL EDUCATION - TRAINING - CONTINUING EDUCATION: BLURRING THE BOUNDARIES?**

To a different degree the European systems of education still maintain distinctions between general and vocational education, or between education and training. Are these distinctions still valid? Or are they becoming out-dated in the light of specialization, individualization and the emergence of the rapidly growing sectors of continuing education? Are notions like life-long learning going to replace, in post-modern societies, traditional concepts of general education, "culture generale" or "Bildung"?

## **VIII. CHANGING POLICIES AND DIFFERENT PATTERNS OF EDUCATIONAL REFORM: THE CASE OF HIGHER EDUCATION.**

The University, one of the oldest social institutions in the World with a continuing history, has been experiencing, during the last decades, large and complex processes of restructuration in order to meet the structural changes of States, and the globalization of the economy. Emerging modes of production of scientific knowledge are being confronted with the traditional patterns of academic organization. Higher education systems are dealing with reforms and policies to meet both the demands of expansion, expenditure, and the market. What are the consequences for the traditional research imperatives of the University and its patterns of self-governance and autonomy? How are new public policies and major reforms affecting the University's role in the preservation and transmission of the cultural heritage?

## **IX. FREE WORKING GROUP. COORDINATOR**

## **X. SPECIAL WORKSHOP OF YOUNG RESEARCHERS IN COMPARATIVE EDUCATION. COORDINATOR**

conséquences ou les contradictions qui résulteront des politiques de libéralisation et de dérégulation? Dans quelle mesure les politiques qui, en Europe orientale, visent à une plus grande autonomie de la sphère éducative rencontrent les exigences des ajustements structurels qui, en Europe occidentale, découlent de la compétition économique internationale et des processus de globalisation?

## **VII. EDUCATION GÉNÉRALE / FORMATION PROFESSIONNELLE / ÉDUCATION PERMANENTE: DES FRONTIÈRES BROUILLÉES?**

À des degrés divers, les systèmes éducatifs européens continuent de maintenir une distinction entre la formation générale et professionnelle, ou entre les concepts d'éducation et de formation. Ces distinctions sont-elles toujours valables? Ou ne deviennent-elles pas obsolètes à la lumière de la spécialisation, de l'individualisation et de l'émergence rapidement croissante du secteur de la formation continue? Les notions d'apprentissage tout au long du cycle de vie ne sont-elles pas appelées à remplacer, dans les sociétés post-modernes, les concepts traditionnels d'éducation générale, de culture générale ou de «Bildung»?

## **VIII. LES POLITIQUES DE RÉFORME ET LES VOIES DIFFÉRENTES QU'ELLES EMPRUNTENT: LE CAS DE L'ENSEIGNEMENT SUPÉRIEUR**

Bien qu'elles fassent partie des institutions sociales les plus anciennes dans les parties du monde qui ont connu une histoire ininterrompue, les universités connaissent, depuis quelques décennies, un processus à la fois profond et complexe de restructuration en vue de faire face aux changements structurels des Etats et à la globalisation des économies. Les modes de production des connaissances scientifiques en émergence sont confrontés aux modèles traditionnels de l'organisation académique. L'ensemble du système d'enseignement supérieur doit faire face à des réformes et des politiques qui sont supposées répondre à la fois à l'expansion de la demande, à l'augmentation des dépenses, et aux besoins du marché. Quelles sont les conséquences de cette évolution pour les impératifs de la recherche traditionnelle au sein des universités, et pour ses modèles d'autorégulation et d'autonomie? Comment l'université va-t-elle prendre en compte les exigences des nouvelles politiques publiques, tout en assurant la préservation et la transmission de l'héritage culturel?

## **IX. GROUPE DE TRAVAIL LIBRE**

## **X. ATELIER SPÉCIAL POUR LES JEUNES CHERCHEURS EN ÉDUCATION COMPARÉE**

## CONCLUDING REMARKS OF THE 17<sup>TH</sup> CESE CONFERENCE

### «EDUCATION AND THE STRUCTURING OF THE EUROPEAN SPACE: CENTER-PERIPHERY, NORTH-SOUTH, IDENTITY- OTHERNESS» ATHENS, OCTOBER 13-18, 1996

**Professor Michael Kassotakis**  
University of Athens

*Agapiti synedri, fili ke files \** (Dear participants,  
dear friends)

In my attempt to present a synopsis of the ergasies (works) of the Conference, I am not going to summarize what has been discussed thus far. The plethora of presentations, the diversity of the themes addressed in them and the plutos (wealth) of problematics that was raised make this prospathia (attempt) of mine impossible.

I will try, however, to delineate the main characteristics of the symposium taking into consideration both the way the local organizing epitropi (committee) defined them and the various comments made during the ergasies (works) of it. I will, then, resort to a synthesis of the anakoinosis (presentations) and discussions which bears my personal apopsi (view) about the Conference.

As I mentioned in the Opening Session, the various organizational difficulties we were facing made us hesitant and with many reservations about the success of this endeavour. Now we know that those feelings were nothing but fears attributable to our deep desire for success as this Conference has been the first Conference of Sygkritikis Ekpedefsis (Comparative Education) organised in Greece.

I am in the pleasant position now to say in front of you that the Conference has surpassed our expectations. And we are very happy for this.

Let me start with the main characteristics of the Conference, which are as follows:

1. The great number of participants from many countries.
2. The participation of many young researchers with high quality presentations that are quite

promising for the future of Comparative Education.

3. The remarkable Comparative Education research in countries which have not had a long research tradition in this domain, and
4. The high level of all presentations as well as discussions.

We had had the opportunity to hear theoretical analyses from prominent researchers, critical presentations of the educational changes and problems related to the educational systems of different countries, interesting studies and new research methodologies in the area of Comparative Education.

I think that the main objectives of the Conference have been fully accomplished.

The relationship between Centre and Periphery has been analysed from different points of view. It has become obvious that such an analysis is not an easy task because of categorisation problems, the lack for clearly defined criteria and the fact that there are simultaneous trends for centralization and decentralization at international, european, national and regional levels. Europe is being metamorphosed into a powerful Centre through the tightening of links amongst the various nations under the impact of the globalisation of economy and international reconstructions. At the same time, a number of particular Centres have been created after the resolution of the coalition of the socialist countries on the basis of more complex criteria (political, religious, economic, national, etc.), while a number of other Centres, for instance the Mediterranean space, take a clearer shape. In this space formations of new links between Europe and the Arabic world as well as Israel, and other

\* The one third of the concluding remarks was presented in Greek. For this reason some Greek words have been kept in the English translation of the Greek part while the part in French has been inserted as it was.



countries of the Near East have been establishing thus creating new perspectives and challenges to Comparative Education and also offering the possibility for relevant institutions to be energised.

Special emphasis was given to the issue of identity and otherness. Specifically, the multi-dimensionality and complexity of this issue was stressed and many speakers underlined that the identity is defined by a plethora of factors such as nationality, social and parental origin, place of origin, religion, language, sex, political ideology, personal history etc. The national identity, the formation of which has been the goal of most educational systems thus far, appears to be prevailing among these factors. The emerging need for accessibility to the nations of Europe and the clearly defined perspective of unification creates the need for giving shape to the European identity. To this end, Education is called upon to play, along with a number of other factors, a significant role. It is also worth mentioning a number of other identities like the local identities, the identities of the minorities, the identities of the immigrants mentioned in the Conference. The lack for a unified identity generates a special pluralism of othernesses, which is both a source of wealth and a great difficulty in the attempt towards the creation of a unified conscious. It is imperative that there should be approval and social tolerance in favour of the various identities. I believe that only approval and social tolerance are not sufficient. What is necessary is creative co-existence devoid of any sort of inhibitions and exclusions.

A great number of studies, conducted in Greece, Cyprus, England, France, and in other European countries, focused on issues related to identity such as examination of the attitudes of pupils, students and teachers towards the Other and their perceptions of Europe. Different perceptions of Europe, different attitudes and ways of thinking were the converging results of these studies.

Another point of discussion concerned the various strategies employed for cultural integration like the strategy of compartmentalisation, the strategy of syncretic cultural integration, the monologic-authoritarian and the polylogic-communicative strategies. It was stressed that in order for the formation of the European identity

and the respect for others to be achieved special emphasis should be given to Culture and the quest for common roots.

Further, several speakers and participants raised a number of questions pertaining to the extent to which the program and content of the education that is being now offered reproduces xenophobia and ethnocentrism. The fears that several, mainly small countries, have for the alteration of their national identity and culture and their resistance to this fear were also a subject of remarkable analyses.

Globalisation and the role of Education were central topics and received special attention in the Conference. Globalisation is faced as a menace and/or motivation for change and also as a legalizing process for social events and as a way of imposing interests. The mass media and the way they have been used, play a significant role in this direction, as stressed by a number of interesting presentations. Some participants held the position that globalisation is mainly established by the recent economic changes and mainly the internationalisation of economy. They also expressed the fear that under the pressure of the economic changes the principles of equality and personal development tend to be replaced by the principles of economic efficiency of education and the profitable character of training which runs the danger of degrading general education. Some participants expressed the fear that globalisation serves the most «powerful» and works against the «small» countries while others, the most optimist ones, supported the view that unique and differential elements as well as decentralisation and development of particular populations can survive within the context of globalisation.

A great number of presentations focused on the educational changes which have taken place in the countries of Central and Eastern Europe and especially in Russia, Poland, Czech Republic, Ukraine, Croatia, Romania and Bulgaria. These changes have as their starting point the time of perestroika and aim at the decentralization of education, pluralism, democratization of countries, establishment of new laws, goals and content of Education as well as a number of other relevant issues.

The above changes, however, conflict with the insufficiency of the economic means, lack of



teaching staff and infrastructure. Thus, a divergence between desires, aims and needs on the one hand and reality on the other is formulated. The existing situation in some of these countries poses the dilemma: orientation to the West countries or back to the routes? Many speakers who referred to the eastern European countries analysed the educational changes occurring in them in comparison with the ones in the West Europe, underlining the research interest that the study of the educational systems of the countries of East Europe entails.

Special emphasis was placed on the construction of the new Europe and also on its cultural identity, a plethora of elements of which have been adopted from the ancient world, not only the European, but also the Asiatic and African ones.

The creation of the European Union influences dramatically the social and educational policy of both the member states and the states wishing to become a part of it.

It has become obvious that a number of questions concerning the educational systems of the European countries seek for solution. Clear classifications and typologies of these systems have not been made yet. A uniform educational policy has not been formed as well. Proposals for a common policy have revealed the existing differences. Suggestions were made especially for the technical and vocational education and training.

Topics related to the funding of Universities, establishment of private Universities and access to higher education were discussed. A number of comparative studies related to factors such as school curricula, content of textbooks and the attitudes of pupils developed under the influence of these factors were presented.

The discussion of methodological and epistemological approaches of Comparative Education was a point of particular interest, as revealed from the debate between the participants asserting that Comparative Education is exclusively an explanatory science and those supporting that Comparative Education has an additional practical use, that is the prediction of educational changes.

Beaucoup de participants ont fait des propositions concernant les changements éducatifs considérés nécessaires pour que l'éducation puisse répondre aux nouveaux défis posés par la construction de l'espace européen.

Ils ont souligné que jusqu'à maintenant l'éducation était soumise à l'évolution économique. Les réformes éducatives suivaient les transformations économiques et elles avaient comme objectif d'adapter l'éducation à la réalité existante dans le marché du travail. Le temps est arrivé pour renverser les choses et donner à l'éducation la possibilité de jouer un rôle primordiale dans la construction de la Nouvelle Europe.

Parmi les changements proposés figurent:

- ❖ La modification des programmes et des manuels scolaires dont le contenu doit s'adapter à la dimension européenne et cultiver en parallèle la conscience européenne
- ❖ La réforme de l'enseignement des langues étrangères qui peuvent servir comme moyen pour la connaissance de l'autre et pour la compréhension de leurs cultures.
- ❖ Le changement de la formation initiale et continue des enseignants de telle sorte qu'ils deviennent capables de contribuer à la formation des attitudes positives face à l'autre et à l'unification européenne.
- ❖ Le développement des activités scolaires et extrascolaires visant à promouvoir le respect des droits de l'homme et de l'altérité.
- ❖ L'augmentation de l'importance attachée à l'éducation civique.
- ❖ La modification des Ecoles Supérieures et la création de structures plus souples et plus adaptées à la réalité de globalisation de l'économie et de culture.
- ❖ L'utilisation des nouvelles technologies en ce domaine et enfin
- ❖ La promotion de la coopération éducative internationale.

En terminant, je voudrais répéter mes remerciements à tous ceux qui ont contribué à l'organisation de ce congrès et souhaiter à tous bon retour.



REPORT of the 17th CESE CONFERENCE, Athens, October 13-18, 1996

## Education and the Structuring of the European Space: Centre-Periphery, North-South, Identity-Otherness

*Andreas M. Kazamias,*  
Professor of Comparative Education  
and President of EAESE,  
Greek Comparative Education Society

Every two years since its creation in 1960, CESE has organized an international conference hosted by a comparative education society in different places. In 1994, it was decided to hold the 17<sup>th</sup> CESE Conference in Athens, Greece. The theme of the Conference was identified as: "Education and the Structuring of the European Space: Centre-Periphery, North-south, Identity-Otherness".

Of the factors in favour of holding the Conference in Greece was the consideration that the Greek Comparative Education Society (EAESE) was a newcomer in the comparative education field and it was hoped that there would be greater participation by people of the European Mediterranean region as regards participation both in terms of numbers and subject matter.

The following Report provides a summary of the Conference which took place in Athens on October 13-18, 1996\*.

### Participation

All in all there were almost 300 final registrations broken down, according to country, as follows:

Albania	1	Hawaii	1	Romania	1
Australia	3	Hungary	3	Russia	3
Belgium	3	Italy	12	Scotland	1
Bulgaria	1	Japan	4	Slovakia	2
Canada	3	Korea	1	Spain	13
Croatia	1	Lithuania	1	Switzerland	1
Cyprus	5	Malta	1	Sweden	4
Denmark	3	Netherlands	5	Turkey	1
Finland	2	Norway	7	United Kingdom	17
France	3	Poland	3	U.S.A.	3
Germany	10	Portugal	1	Uzbekistan	1
Greece	144				

\* Abridged from the *Final Report* sent by the author to the Director General of the Commission of the European Communities-Directorate General XXII: Education, Training and Youth, in accordance with the Agreement between the Commission and the Greek Comparative Education Society (EAESE), which granted a substantial financial support to hold the Athens CESE Conference.

Some characteristics of this social composition are noteworthy:

- a) There was a relatively high number of Greek nationals drawn mostly from the universities and the teaching profession.
- b) There was a noticeable representation from countries from what used to be called Eastern Europe. There was a substantial number of young scholars in the field of comparative and international education.

## OVERALL ASSESSMENT OF RESULTS - MAIN CHARACTERISTICS

### **1. As stated in article 11 of the Agreement, the initial objectives of the project included:**

- (a) Exchange of ideas on the themes and sub-themes of the conference to be accompanied by:
  - (b) The widest possible dissemination of its activities to specialists in education, teachers and professors, educational decision makers, workers in education and users of its products, and the public at large.
  - (c) The aforementioned dissemination of information to be carried out through publications.
  - (d) The setting up of cooperative relationships among institutions in the various European countries, which are related to research programs and other activities in the area of comparative education.

### **2. We believe that some of these objectives were fully realized while the prospects for the others have been favorably investigated/explored.**

a) All in all there were six plenary sessions at which well-known scholars in comparative education and the social sciences made presentations to large audiences that included teachers and university professors, educational researchers, policy makers, workers in education, educational administrators and others. Except for the keynote address at the first plenary session, each other presentation was accompanied by lively discussion. It may be noted here that the opening plenary session was attended by the Deputy Minister of Education of Greece and the rectors of the Universities of Athens and Panteion, who also addressed the convocation.



b) Two roundtable discussions, one at the opening session and the other at the conclusion of the conference. These also elicited considerable exchange of ideas.

c) Thirty (30) sessions during the four day conference, covering a wide spectrum of topics pertaining to the themes of the Conference, each of which was chaired by two coordinators and included at least three presentations. All sessions were well-attended and well-discussed. All reactions that have reached us thus far have been very favorable and some highly laudatory.

d) Some of the sessions were commented upon in the local mass media, specifically in the press and on radio.

e) All papers have been collected. They will be reviewed, and a selection of the finest academic papers will be made for publication by Peter Lang Publishers. The editors of this volume will be Professor Andreas M. Kazamias, President of EΛEΣE, and Professor Miguel A. Pereyra, Secretary of CESE.

f) Cooperative relationships involving European Institutions have been explored. Specifically the process of establishing networks of cooperation involving the University of Athens, the University of London Institute of Education, the University of Granada, the University of Berlin, the University of Cyprus and the University of Malta has been set in motion.



g) As to the substantive content of the presentations, suffice to note here the generally high quality of most presentations which covered a wide gamut of cognitive areas, e.g., theoretical studies and analyses, critical assessments of educational reforms and pedagogical trends, and empirical studies. (For more information on these substantive questions see below).

**3. In this section of the report, it is of relevance to highlight two other characteristics:**

a) The relatively large number of countries represented at the Conference, and

b) The relatively large number of young researchers from many countries but especially from those of the Mediterranean region, i.e., Greece, Spain, Portugal, Cyprus and Italy.

## RESULTS - SUBSTANTIVE CONTENT OF PRESENTATIONS

In this section of the report we present capsule statements of the main ideas and substantive «findings» of the Conference. These will refer/relate to the main topical rubrics, as well as to the plenary session addresses.

### **1. Plenary sessions**

Of particular interest was the social-theoretical analysis made by Prof. Nicos Mouzelis, the keynote speaker, on the topic «Multicultural Europe: Conceptualizing Complexity on the Socio-Cultural and Educational Levels». Prof. Mouzelis examined critically four basic modes of socio-cultural and educational integration as ideal types. These modes were described as: (a) compartmentalized, (b) monologic, (c) syncretic and (d) multilogic or communicative. He argued that in the European Union there seems to be developing a «monologic» and «syncretic» mode of integration which he characterized as «economic fundamentalism», propagated by the rising neo-liberal and market oriented ideology and vision of the future. He also argued for a reversal of these modes/strategies towards a more «communicative» type of integration through «post Keynesian social-democratic measures and strategies».

Especially noteworthy were three other plenary session speeches namely those of Prof. Lê Thành Khôi, Prof. Candido Gomez and Dr. Rezan Benatar. All three speakers presented a set of rather «cosmic» ideas that dealt with the *problematique* of Eurocentrism. In the contemporary European social and educational theory, Eurocentrism has emerged as a significant discourse in view of (a) the multicultural and multiethnic space of the «New Europe», (b) economic and cultural globalization, (c) the demand for Europeanization and a European dimension of education, and (d) the quest for a redefinition of identities and alterities. One of the contributions of these sessions was that they alerted us to the dangers of an esostrephic ethnocentrism cum Eurocentrism.

Finally, Prof. Andreas Kazamias, using a comparative-historical approach, reinterpreted the development of Greek national education by examining it (a) in its historical context and (b) in relation to its periodic dialectic relationship to Europe.

### **2. Thematic Axes of the Working Group Sessions.**

#### *a. Methodological and Epistemological Perspectives of Comparative Education*

As expected in gatherings of this nature, several addresses, directly or indirectly, referred to the «state of the art» or «the episteme» of comparative education. In this connection, it was shown that the field continues to be characterized by a diversity of approaches, viz, comparative historical and interpretative, policy-oriented, critical and empirical/statistical. These methodological questions evoked considerable discussion especially among young researchers in the field. At the same time, the papers presented showed that comparativists are now examining new questions such as multiculturalism, regional educational problems, at-risk social groups, school climates and achievement, citizenship in a multi-ethnic and multinational Europe, and problems of identity and alterity.

*b. Centre-Periphery and North-South*

Despite the methodological and epistemological difficulties in conceptualizing Europe in terms of such categories as Centre-Periphery and North-South (and earlier in terms of West and East), some presentations examined the structural, cultural and educational cleavages, the spheres of «influence» and the unequal distribution of power, as well as the different identities entailed by these categories. In connection with this axis, some speakers argued for the recognition of the Mediterranean rim «as a legitimate organizing category for generative research in comparative and cross-cultural educational studies». (See, for example, R.S. Sultana in [Abstracts](#), listed by alphabetic names).

Other perspectives/viewpoints within this framework were expressed with reference to university education in an Arctic region (Greenland), and the European South. As to the first (university education in Greenland), the point, which has wider relevance, was made that «the European ethnic canon (which still dominates university discourse in Europe) sanitizes Western history while demeaning - even demonizing - non-Western cultures». (See H.J. Mortensen, [Abstracts](#)). As to the second, it was argued that university reforms in the semi-peripheral countries in the European South, «were not the result of internal intellectual and social developments, as was the case of most economically and educationally developed European countries, but a result of externally imposed models, that were operating in a traditional social and economic reality» (E. Kanakis, [Abstracts](#)). Finally, reference should be made to the paper by Prof. Wolfgang Mitter, who noted the changing relations of «Centre» and «Periphery» in view of the «collapse of the Soviet system» in Eastern Europe.



*c. Identity and Visions of Otherness (see Abstracts)*

This thematic axis attracted considerable attention in terms of number of presentations, eliciting at the same time, variability in methodological approaches. At one level of analysis, there were empirical studies, some of which sought to gauge the attitudes of school pupils and university students towards Europe and towards nationals of countries other than the pupils' or the students' own country (see for example, C. Theophilides and M. Koutselini; E. Matsangouras and Y. Roussakis; and L. Bombas, [Abstracts](#)). At another level, there were presentations of qualitative and critical studies of the social and educational problematics of ethnic identity as a major defining feature in multi-ethnic and multi-national Europe. Ethnic identity and the related concepts of multi-culturalism are emerging dominant discourses in the neo-European space with important implications for educational policy, curriculum, pedagogy, and other aspects of schooling. Related to these discursive practices was an inquiry into «the accommodation or lack of accommodation» in Britain, Belgium, the Netherlands, France and Germany of indigenous immigrant minorities (see E. S. Swing, [Abstracts](#)). Within this conceptual tapestry, worthy of note was the presentation, which provided lively discussion, of Prof. D. Coulby. By examining the state-sponsored curricular systems in European countries, specifically in England and Wales, Greece, Norway, Denmark, Roumania and former Yugoslavia, Coulby argued that these systems «contribute to the generation and reproduction of xenophobic and ethnocentric attitudes and behaviours», hardly a salutary phenomenon in a pluralistic and democratic Europe, which places great emphasis upon civil and human rights. The persistence of ethnocentrism and Eurocentrism in the national systems of education and the dilemmas that this poses in the «imagined» integrated, multi-ethnic and multi-cultural Europe was underscored in several presentations and during the various discussion sessions.

*d. Educational Transition Processes in Central and Eastern European Societies*

As noted above the Conference drew a number of scholars from «Central and Eastern European countries». The speakers presented the new institutional frameworks that have been introduced in the educational systems following the collapse of the Soviet Union. One basic trend seems to be the restructuring of educational systems from the perspectives of modernization, democratization and integration into the free market economy, and the abandonment of the Marxist-Leninist ideology. Steering mechanisms have included decentralization in educational management and financing, pluralism in curriculum issues, privatization and parental choice (see for example J. Wickmann, Maria Nagy, Z. Jackunas, J. Krukowski and C. Majorek, and V. Mircheva, [Abstracts](#)).

broad aim of European integration necessarily calls for changes and/or adjustments in the national systems of Education, with respect to both vocational training and general education (paideia). «European integration», according to W. Wielemans (Belgium), «makes educational policy even more important, especially as an instrument to forge the future of Europe» (see [Abstracts](#)). A similar observation was made by C. Soumelis (Greece), who proposed that member states following the example of other federal states such as Germany and the U.S.A., «agreed to a minimum common policy in education and undertake to introduce the necessary changes in both their educational structures and curricula through independent national policies» ([Abstracts](#)). A couple of papers focused specifically on vocational education and its relationship to economic development, while another (that of F. Ferrer of Spain) examined the different approaches by European member-states to the problem of access to higher education. Finally, Prof. M. Kassotakis of Greece pointed to the problems that face this country in redefining its educational system and bringing it more in line with those of other countries of the European Union.



#### *f. Free Working Groups*

As provided in the appendix to the Project Agreement, participants in the Conference could submit papers which, though relevant to the Conference theme «Education and the Structuring of the European Space», did not fit into the main sub-themes. All in all, thirty five (35) such papers were presented and classified under the following thematic rubrics.

- ❖ Education and the European Space
- ❖ Language, Culture and Education
- ❖ Comparative Education: Methodological and Epistemological Perspectives
- ❖ Curriculum, Textbooks and the State
- ❖ Quality, Equality and Equity in Education
- ❖ Democratization, Citizenship and Education
- ❖ Educational Policy, Management and Evaluation
- ❖ Distant and Adult Education
- ❖ School Climates and Achievement

Within the limits of this report, it would be impossible to follow the same pattern as above and give short descriptions of the substance of the papers under these rubrics. Suffice to refer only to some, which, according to our judgement, merit special attention. Under «Democratization, Citizenship and Education», one young scholar examined the issue of privatization of Greek universities, while another talked about citizenship and education in the United Europe. It was argued that «the ongoing process of European integration poses a challenge to both national citizenship, as the vehicle of rights and duties of national subjects, and national systems of educations as vehicles of the monopoly of legitimate education». It was further argued that the current community hegemonic discourse which emphasizes education as a means of economic efficiency, rather than social equity and advancement, can legitimately be questioned. This was based on the assumption that it is the active citizen rather than the homo economicus that serves better a «European way for the unification of the peoples of Europe» (Y. Roussakis [Abstracts](#)). Another presentation under the same thematic rubric, dealt with the democratization of general education in Russia (A. Djourinski, [Abstracts](#)). «Under the Free Working Group Sessions», worthy of special note were also the papers on (a) «Distant and Adult Education», specifically Prof. D. Palomba's (Italy) on «Didactique Scientifique, Enseignement a Distance et Education Interculturelle: Contradictions et Convergences Possible», and, (b) «Curriculum Textbooks and the State», specifically Prof. B. E. Behar's (Turkey) on «The Processing of Historical Knowledge in Turkish Schoolbooks: Time, Space and Action». It should be noted, finally, that reference has already been made to the free working group session on «Comparative Education: Methodological and Epistemological Perspectives».



## Reviewed Abstracts

**Behar, Busra Ersanh.** Marmara Universitesi, Istanbul, Turkey

«The Processing of Historical Knowledge in Turkish Schoolbooks: Time, Space and Action»

History education, directly related to identity problems throughout the world, lingers on as one of the major problems in Turkish elementary and secondary education programs. The «Turkish History Thesis» formulated during the early thirties was meant to create a sound basis to implement modern nationalistic sentiments. This republican enterprise, however, eventually paved the way for a defensive and isolationist mental set that was influential on the later periods of the republic. Contrary to the general understanding that the problem of Turkish history education was directly related to extreme nationalistic references to Turkic origins, I argue that the problem that created a confined defensive identity was mainly a problem of method.

The methodological problem could be analysed in terms of three dimensions: temporal, spatial and operational. Firstly, a distorted use of chronology, and an unnecessary emphasis on selected periods could not give young people a sound understanding of historical change and/or development, leaving aside a sound identity for self-assertion. Secondly, undecidedness in choosing certain geographical areas as key positions for identity formation created a lack of confidence. These different locations that were emphasized were Europe, Anatolia, Central Asia, and the Islamic countries. Thirdly, narration of action—mainly military and political operations—were basically fortuitous or accidental and action was not extended to the cultural, philosophical, and intellectual arena. This general approach can be studied by examples from three sets of history textbooks: those of the thirties, those of late the 70s emphasizing the turkic-islamic synthesis, and those of the 1990s which barely started to consider the criticisms made on history textbooks and tried to integrate a new perspective reached by the disintegration of the Soviet Union. The spatial scope was enlarged in the latter set of books, thanks to recent political developments but reforms on the temporal and operational scopes have not yet seriously been taken up.

**Bombas, Leonidas C.** «Nea Ekpaideftiria», Greece

«Europe and the Way I See it: Recording Primary School Children's Attitudes and Preferences»

One hundred and fifty (86 girls and 64 boys) primary school children grades five (n=70) and six (n=80) were asked to indicate their Europe-related attitudes and preferences via a four-item questionnaire. Upon analyzing the data collected, both quantitatively and qualitatively due to the format of the responses, the following picture emerged: a) France (50%), Italy (16%) and Britain (14%) were the first three European countries that the Ss would like to visit, Paris being the very first (city) choice followed by Venice and—surprisingly perhaps—by London; b) France (74,66%), Britain (62,00%), Spain (60,00%), Italy (59,33%) and Germany (58,00%) «made up» Europe in the «eyes» of the children when asked to write the names of five European countries. From the non-EU countries of Europe, Romania (12,66%) was at the top of their preferences; c) Through their respective sentences all Ss were very positive when writing about Greeks/Greece (48,33%) and—though to a lesser degree—when «talking» about European/Europe (25,66%). On the whole their «negative» sentences were noticeably fewer, Greeks/Greece having the lead (7,16% for Greece and only 2,00% for Europe). «Intercultural» sentences were 10,00% for Europe and only 0,83% for Greece, whereas sentences expressing «conflict» between Europe and Greece were almost non-existent (0,00% for Europe and 1,16% for Greece; and d) the perceived similarities and differences between Greeks and other Europeans were in: appearance 30,66% Vs 22,66% in culture/life-style/traditions 44,00% Vs 50,66%, and in development 14,66% Vs 20,00%. The variable «character» did not appear to play important role in delineating similarities (6,60%) and/or differences (4,00%) between Greeks and other Europeans. Expectedly, language (0,66% Vs 56,00%) was the leading differentiating variable, while religion claimed quite a few similarities (14,66%) vis-a-vis the expected differences (32,00%). Thus, in «seeing» themselves within the contemporary «European making of us and others», Greek primary school children point to a number of parameters worth of investigation along the educational (and not only) policy lines.

**Coulby, David.** Bath College of Higher Education, U.K.

«European State Curricular Systems: The Production of the Nation, the Production of Others and the Production of Warfare»

The question which this paper addresses concerns the extent to which school and university curricular systems contribute to the generation and reproduction of xenophobic and ethnocentric attitudes and behaviours. It concerns the ways in which particular states use curricular systems to confuse themselves with nations and the portrayal of other states and nations, as well as of certain inhabitants of the state itself, which results from this process. It concerns the extent to which school and university curricular systems actually play a part in exacerbating within-state and between-state conflicts. It concerns the relationship between curricular systems and warfare.

The method of enquiry is by means of an examination of curricular systems in Europe. Particular attention is paid to state sponsored school curricular systems such as those of Norway, Denmark, England and Wales, Greece, Romania and the former Yugoslavia. Curricular areas of particular interest include the teaching of the state language and literature, the teaching of history, religious education and second and third languages. Analysis focuses on the way in which state curricular systems attempt to create/re-create nations and the way in which they depict other nations (which may be outwith the state or within). It focuses furthermore on the depiction of past and current conflicts between states, masquerading to a greater or lesser extent as nations; on the way in which particular curricular systems regard warfare.



The results inevitably vary from state to state. The process of Russification in the former Soviet Union and the subsequent, for example, Latvianisation are relatively clear examples. The notion of Hellenism in the Greek curricular system and the extent to which it is related to attitudes and policies towards neighbouring countries might be themes which the conference would less readily address. England and Wales on the one hand and Denmark on the other offer contrasting ways in which curricular systems can embody tradition and a sense of identity whilst reinforcing or eroding nationalism and ethnocentricity. Beyond these results the paper concludes by examining the extent to which there is an actual relationship between curricular systems and warfare.

**Djourinski, A.** Moscow Pedagogical University, Russia  
«The Democratization of General Education in Russia»

Russian education is following the road to democratization. This process is multifaceted and contradictory. There are two different approaches. The first is based on the idea of egalitarianism. The other, on the idea of pluralism. The first was the official doctrine of the Soviet Union; the second is supported by the modern regime of Russia.

For the democratization of Russian education, it is necessary to decide on some principal problems, such as:

- The social and educational guarantees of educational rights
- The creation of a «middle road» between centralized and decentralized management of education
- The creation of a stable system of private schools
- The satisfaction of the educational interests of different ethnic groups
- The choice of priorities such as: moral education for toleration, humanism, liberty of the individual, common mankind values, against political and national extremism.

**Ferrer, Ferran.** Universidad Autónoma de Barcelona, Espagna  
«Access to Higher Education in Europe»

Access to higher education constitutes an important aspect of an educational system. Countries approach this question differently, according to their educational traditions and the characteristics of their own educational system. This paper purports to show the tendencies which are more or less common to European countries.

The main focus of the presentation will be to highlight the relevant points of the transition process, namely: the examinations at the end of the secondary level, the numerus clausus, university autonomy in the selection of students, and the system of evaluation for access to higher education.

**Jackunas, Zibartas.** Institute of Pedagogics, Vilnius, Lithuania  
«Educational Transition Processes in Lithuania: Common Traits and Peculiarities»

Since the beginning of reforms in 1988, the Lithuanian education system has been involved in continuing changes. They manifest many similarities with educational transition processes in other countries of Central and Eastern Europe as well as the distinctive features reflecting the specific sociocultural conditions in contemporary Lithuania.

The following features characterize the educational transformations taking place in many postcommunist countries, including Lithuania:

- Changes in education are inspired by the ideals of a democratic, pluralistic society and the desire to break away this traditions of totalitarian education;
- Progressive diversification of the system;
- Curriculum development, based on the more active participation of schools and teachers and the strengthening of the value component of the content of schooling;
- Decentralization of educational management, increase of school autonomy, and greater participation of self-governing, consultative bodies in decision making;
- Severe financial constraints, which limit the pace of educational change;
- Low salaries and status of teachers, lack of incentives for teachers to participate actively in the reforms;
- Reserved attitude of pre-service teacher training institutions with respect to educational reform, etc.

On the other hand, the educational transition processes in Lithuania, as in other countries, are marked by some distinctive characteristics, namely:

- There is a relatively well established conceptual foundation for reform;
- Stability and some consistency of educational reform, despite the changes that took place in the political life of the country and the leadership of educational administration.

**Kanakis, Emmanuel.** University of London  
«Modernisation and Late-university Modernisation in the European South»

This paper examines the relationship between the university and consecutive social and economic modernisation phases, and it tries to identify patterns of difference in the interaction between the university and the demands for modernisation. It is argued that the crises of the universities are related to the time and the way they have responded culturally and nationally to modernisation.

The paper suggests two modernisation phases, where the first coincides with the era of the industrial revolution, while the second refers to the tightening of the World System, as a patterning of economic relations between metropolises and peripheries. The paper

identifies the asynchronous development of university institutions in the race to catch up with the rapid social and economic changes of the external environment. It argues that the university reforms of the semi-peripheral countries of the European south were not a result of internal intellectual and social developments, as was and is the case of most economically and educationally developed European countries, but a result of externally imposed models that were operating in a traditional social and economic reality.

A critique of the dominant characteristics of the late-developed universities will follow. An attempt will be made to juxtapose, in ideal-typical terms, the pervasive elements of the university as a modernising corporate bureaucratic organisation of the post-industrial countries of the core, against the traditional university of the semi-peripheral countries, where the university is the centre for the training of established elite professions and a mechanism of social mobility.

**Kassotakis, Michel.** Université d'Athènes, Grèce  
«La Politique de l' Education en Grèce et l' Union Européenne»

L' adaptation de l' économie grecque à celle des autres pays membres de l' Union Européenne, le besoin d' améliorer la qualification de la main-d' oeuvre, renforcé par la concurrence que la circulation libre des travailleurs, des capitaux et des biens peut entraîner dans l' espace européen, le désir que la Grèce contribue à la construction de l' Union Européenne, pas seulement du point de vue économique, mais surtout du point de vue politique et culturel, se comprennent parmi les facteurs qui ont fortement influencé la politique éducative grecque au cours des dernières décennies.

Pour une longue période on a eu en Grèce une sorte d' ambivalence autour de l' harmonisation de l' éducation grecque à la réalité de C.E.E. Des réserves sont exprimées à l' égard des repercussions que «l' europeisation» de l' éducation pourrait avoir sur l' identité nationale du peuple grec, sur la poursuite de sa tradition culturelle, sur sa religion et surtout sur sa langue. Certains même manifestaient une attitude négative face à une telle évolution, alors que d' autres considéraient que l' influence des actions de la C.E.E. dans le domaine éducatif pourrait accélérer l' amélioration de la qualité d' enseignement grec et augmenter son efficacité.

Cette ambivalence, en combinaison avec des mouvements idéologiques, qui, au début au moins, considéraient que l' adhésion de la Grèce à la C.E.E. pourrait renforcer sa soumission à l' Occident et augmenter sa dépendance de métropoles capitalistes, ont ralenti l' exploitation des occasions offertes par la C.E.E. pour l' accélération du développement éducatif du pays.

Progressivement ces problèmes sont, plus au moins, dépassés et à partir du milieu de la décennie '80 un effort important, ayant comme objectif de moderniser l' éducation et de la rendre capable de répondre avec succès au défi européen, a commencé. Beaucoup d' innovations dont les plus importantes seront présentées dans notre communication, sont mises au point. Cependant l' absence d' une politique éducative stable et cohérente, le manque d' une programmation systématique, le rôle négatif d' un bureaucratisme excessif et inefficace, les résistances idéologiques, qui persistent chez une partie de la société grecque, et l' attachement de l' école grecque à la tradition littéraire n' ont pas permis d' obtenir jusqu' à présent les effets souhaités.

**Krukowski, Jan and Majorek, Czeslaw.** Cracow Pedagogical University, Poland  
«More than Redesign: Alternative Programs of Pre-service Teacher Education in Post-communist Poland»

A major element of the reform of Poland's education system is the decentralization of authority. Today, the belief is that teachers should influence both the curriculum content and the teaching methods in schools and that they should have a powerful and direct role in attempts to improve schooling. Hence, a policy supporting full professionalization of teaching has been initiated.

However, increased autonomy and power for teachers carries with it a redefinition of professional responsibility. It is now claimed that the accountability of teachers should be increased by demanding more of them than was demanded in the past. A call for new standards in the teaching profession raises problems of certification and the evaluation of teaching as a profession in the new social and political circumstances. The presentation will be organised as follows:

1. Introduction: The Changing Goals of the Education System and Teacher Training Objectives in Poland.
2. Debates within Teacher Education: Structure, Content and Character of Teacher Preparation Programs.
3. Three Approaches to Teacher Education:
  - a. The knowledge based, academically oriented, program.
  - b. The skill based, practically oriented, program.
  - c. The combined program.
4. Institutional Diversity: The Concept of Preparation for a «Larger World».
5. Teacher Training as a Private Enterprise: An Important Controversy in the Legal Foundations of Teacher Education.
6. Conclusion: A Look to the Future.

**Elias Matsangouras and Yiannis Roussakis,** University of Athens, Greece  
«Education and the Structuring of the Mediterranean and the European Space»

Recently, many educators have commented on the important role of education in the structuring of a United Europe. Thus, there is growing importance for comparative research on the various aspects of the educational system, such as, the knowledge, the skills and the attitudes that foster young Europeans.

Teachers form one of the basic factors that contribute to the formation and the articulation of those aspects through the official, and the hidden curriculum. Having accepted that, our study/research attempts to trace/investigate the sense of community identity and the perceptions of student teachers of the Department of Elementary Education of the University of Athens towards such issues as unity, identity and otherness in Europe in general and the Mediterranean in particular. We regard this second point (which considers

the peoples of the Mediterranean) of great importance, since it could provide us with evidence about the existence or the absence of a kind of a «regional identity» of the European south as well as the broader area of the Mediterranean, a region which originally has served as a context for a multi-synthesis of societies and civilizations.

The analysis of the empirical data is expected to help answer the following research questions:

- What is the attitude of prospective teachers towards the process of European unification and the participation of Greece in the European Union?
- Which are, in the student teachers' views, the main features/issues that contribute to the integration or the fragmentation of the European space?
- Which are, in the student teachers' views, the main features/issues that contribute to the integration or the fragmentation of the Mediterranean space?
- What is the image which prospect teachers have of the other European and Mediterranean people?
- How is the social distance of the student teachers towards other Europeans and Mediterraneans scaled?

**Mircheva, Violetta.** Institute for Education and Science, Bulgaria  
«Directions of the Education Reform in Bulgaria in the Transition Phase»

The democratisation of society in Bulgaria and the affiliation of the country to the European universal values has influenced its educational policy.

This paper is a review of the structural and institutional reforms made in Bulgarian education in the recent years. They include:

- The official structure of the educational system;
- A new structure of the educational management, conditions being created for its decentralisation;
- The basic laws on education etc.

There are a lot of problems during the transition phase from a totalitarian to a democratic society. However, the democratic processes are irreversible. In view of their further development, it is essential for us to have a good knowledge of the experience of the more advanced countries in education. This shows the significance of comparative research in the field of education.

**Mitter, Wolfgang.** German Institute of International Educational Research, Germany  
«Changes in the Relations Between Centres and Peripheries as Consequences of the collapse of the Soviet Union»

The collapse of the Soviet Union, already initiated in the Perestroika period, has entailed the disappearance of MOSCOW in its capacity as monopolistic CENTRE of an imperial system which combined political and military power with ideological leadership. This monopoly was not restricted to the Soviet Union, but included all the member states of the «Socialist Bloc». The relations between Moscow and the peripheries were diversified and relativised by the existence of «sub-centres», according to political, economic or ethnic peculiarities.



This explorative study, based upon the analysis of documents and the evaluation of recorded personal experience is rooted in the following hypotheses: (a) The collapse of the Soviet system has given way to the emergence of new centres and, consequently, to new relations between them and the changed peripheries. (b) The new interrelational networks are characterised by a high degree of complexity, since the criteria of the new centre-building are diverse: political (national or regional), ethnic, religious, economic, also geographical -all of them in various combinations. The acquisition of national sovereignty can be considered as the main criterion. (c) The changes are complicated by the orientation of many newly-rising centres outside the former «Socialist Bloc», e.g. European Union, NATO (in Central and Southeast Europe and the Baltic states), Turkey (in Central Asia). (d) The changes in the relations between centres and peripheries include educational components per se, since they necessarily affect, beside structural reforms (eg the installation of new administrative responsibilities), re-considerations concerning identity building. (e) All these changes have their impact on curriculum development and textbook production. The «language question» has proved to be considered as a paramount issue in the reform processes.

The current situation is entirely open, as are the perspectives of further development.

**Mortensen, Hans Junker.** University of Greenland  
«University Education in an Arctic Region»

This paper is concerned with the development of university education in Greenland. It explores the structural cleavages in education among the peoples living in one of the Arctic regions who came under the influence of European ethnocentricity when it first emerged as a discursive rationale for colonialism. It is assumed that the European ethnic «canon» sanitizes Western history while demeaning -even demonizing- non-Western cultures. European ethnocentricity defines itself in terms of its noblest achievements within science, technology and philosophy but defines the non-West in terms of its deficiencies, real or imagined. In the light of this assumption, this paper seeks to trace the development of university education in Greenland and also investigate how higher education in a non-Western society may be pursued.

**Nagy, Maria.** National Institute of Public Education, Hungary

«School Structures in Transition. Structural Changes in the Hungarian Educational System in the 1990's»

The paper examines the main reform trends in the Hungarian school structure since the end of the 1980's. It describes how the old unified 8+4/3 school structure, introduced immediately after World War Two and serving the post-war communist, state socialist system, began slowly to erode with the disintegration of the political, social and economic system. It looks at some of the main political and ideological implications of the changes initiated at the central educational policy-making level. It shows how social tendencies (mostly the rapid social differentiation of the population), intertwined with the democratisation and marketisation of educational policy-making (decentralisation of educational administration, growing parental choice, the introduction of a per capita grant in financing education), influenced these disintegration processes. Based on the data of a 1995 survey on local government educational policies since 1990, the paper examines some of the main changes and some of the main differences between urban and rural areas. It also describes some of the future plans of local educational administrators as regards school structure. Based on data analyses, the paper also tries to assess how much of these (rather substantial) changes are really wanted and controlled by educational administrators.

**Palomba, Donatella.** II Università de Rome, Italie

«Didactique Scientifique, Enseignement à Distance et Education Interculturelle: Contradictions et Convergences Possibles»

A partir d'un cas particulier, qui est pour certains aspects un cas-limite, tel que le projet européen d'enseignement à distance pour la scolarisation d'enfants et adolescents tsiganes, cette communication se propose de discuter quelques points concernant les conditions de légitimité d'une utilisation de l'enseignement à distance dans une situation interculturelle, notamment face à des cultures qui sont radicalement «autres» par rapport au système de valeurs qui sous-tend l'organisation scolaire.

L'exposé identifiera certains caractères essentiels de la structure pédagogique aussi bien que de la fonction sociale de l'enseignement à distance, considéré comme l'une des étapes les plus avancées d'un processus d'extension de l'enseignement et d'affinement de la didactique, étroitement lié à l'évolution de la société industrialisée à partir de la fin du XIX siècle. Ce processus se situe à l'intérieur d'un cadre de référence attribuant à la scolarisation une valeur positive de plusieurs points de vue (culturel, social, moral, politique, économique), ce qui n'est pas forcément partagé par toutes les cultures présentes dans la société.

Prenant en compte ces caractères, la discussion portera sur la possibilité d'utiliser l'enseignement à distance dans un rapport éducatif qui soit authentiquement «interculturel», c'est-à-dire un rapport basé sur un dialogue entre cultures autant que possible paritaire sur le plan pédagogique, aussi bien que sur le plan socio-éducatif.

Une telle possibilité ne peut pas être affirmée ni niée une fois pour toutes, mais elle est liée à la mise en place d'une négociation entre les différents acteurs ressortissant de différentes cultures (notamment école, élèves, familles), permettant d'identifier d'un commun accord les finalités à poursuivre et les moyens les plus efficaces pour les rejoindre.

Les opportunités offertes en cette direction par l'enseignement à distance seront illustrées en se référant en particulier aux expériences menées à l'intérieur du projet de partenariat européen destiné aux tsiganes. (Les pays participants ont été jusqu'à présent la France, la Grande Bretagne et l'Italie, auxquels va s'ajouter l'Espagne).

**Roussakis, Yiannis.** University of Athens, Greece

«Citizenship and Education in the United Europe: Between the Homo Civilis and the Homo Economicus»

European citizenship and the educational dimension of the European Community have both been developing in parallel in the last two decades. A critical turn in this process was the Maastricht Treaty, where, in article 8, European citizenship was institutionalized and, in articles 126 and 127, education was established as a new concern for the European Union.

In 1993, the formation of European citizenship was specified as a basic aim of the European dimension of education. Recently (December 1995), the White Paper on Education and Training stated that it was based on «the concern of every European citizen, younger or adult, who faces the problem of adjusting to new conditions of finding a job and changes in the nature of work».

We believe that the on-going process of European integration poses a challenge to both national citizenship, as the vehicle of rights and duties of national subjects and, national systems of education as vehicles of the «monopoly of legitimate education».

We also note that current Community discourse stems from the European Welfare State tradition which holds education as a fundamental social right of citizenship, treating it narrowly as a means for successful incorporation of the Europeans in the economic life. As a result many observe that educational policy «becomes more a subsection of economic rather than social policy».

We are going to argue that this perception of education, as a means of economic efficiency rather than social advancement is a hegemonic discourse that has to be challenged. We hold that it is the active citizen rather than the homo economicus that serves better a «European» way for the unification of the peoples of Europe.

**Sherman Swing, Elizabeth.** Saint Joseph's University, Philadelphia, Pa., U.S.A

«Immigrants, Minority Communities and Assimilation: a European Dilemma»

A major problem faced by many European countries is how to accommodate minorities, both indigenous and immigrant, within national education systems. This comparative paper, based on primary documents gathered from educators and government officials, analyzes accommodation, or lack of accommodation, in Britain, Belgium, the Netherlands, France, and Germany. Topics examined include: immigration and naturalization policies, structural and curriculum changes in schools, the role of supranational agencies in the formulation of pilot programs, policies leading to separatism or assimilation, the role of national or state curriculum, ethnic and linguistic conflicts, concepts of nationalism, claims and expectations of minority groups. Conclusions focus on the disparity between policy and reality within a spectrum of accommodation procedures.

**Sultana, Ronald G.** University of Malta, Msida, Malta  
«The Mediterranean: a New Focus for Comparative Education Studies?»

This paper first of all sets out to make a case for the recognition of the «Mediterranean» as a legitimate organising category for generative research in comparative and cross-cultural educational studies. The geographical, economic, political, cultural, religious/normative and educational reasons justifying this claim are outlined, and placed within a context that does justice to the axis of unity and discord that currently mark the identity of the region. Among these different axes are the effect of a united Europe, the rise of fundamentalism, economic disparities between North and South, and processes of cultural invasion and domination which lead to contradictory pressures on Mediterranean peoples as they seek to arbitrate between the demands of tradition and modernity.

It is argued that education has an important role to play in mediating between these different and contradictory pressures, in interpreting their significance and importance, and in promoting unity and understanding in the perspective of a genuine dialogue between the North and the South. It is however also argued that before the Mediterranean can present and represent itself to others, it must first of all find a way to explore its own identity, and to create harmony between the different voices that mark its shores. It is in this context that the value and timeliness of the Mediterranean Education Project - which sets out to develop different channels for South-South and South-North dialogue on issues related to education, culture and identity - becomes clear. The paper therefore presents an outline of the different activities of the Project, including the compilation of an inventory of human resources and expertise in education in Mediterranean countries, the launching of a Mediterranean Journal of Educational Studies, and the facilitation of collaborative research projects through the annual Selmun Seminar.

**Theophilides, Christos and Koutselini, Mary.** University of Cyprus  
«Education and the Structuring of the European Space»

It has been argued that education is a primary means towards realising the ideal of a United Europe. As a result, the European dimension in education was established as part of the curriculum in certain European countries. Given the role attached to education in promoting the European ideal, it is interesting to study student teachers' perceptions of the objective they are supposed to promote: how do education students view the structuring of the European space and how do they look at the people of various European regions?

To answer the above question a comparative study was launched between Cyprus (a non-member state of EU) and Greece (a member state of EU) at the respective Education Departments of the University of Cyprus and Athens. Since this is a preliminary stage of the investigation, only data from Cyprus are reported in this study.

The subjects of the study at the Cypriot site were all first, second and third year education students (N = 566) of the University of Cyprus. Data were collected from two sources. First, a questionnaire, combining open and closed questions, was administered to all members of the population at the end of the academic year 1995-1996. In all, 236 usable questionnaires were returned, a response rate which amounts to 41.70%. Second, information was collected from the textbooks used in the primary schools of the island; the purpose of utilising this data source (content analysis of the textbooks used) was to find out what student teachers experience when studying the intended curriculum; The data collected are expected to be analysed shortly and present evidence which will help answer the following research questions:

1. What are student teachers' perceptions?
  - a. of the structuring of the European space as a whole and of the Mediterranean region specifically as geographical, economic and cultural entities?
  - b. of the European identity and of the presence of various nations?
2. How do students' perceptions of the structuring of the European space and of the European identity coincide with views expressed in the textbooks used at the elementary school level?

**Wichmann, Jürgen.** Humboldt University, Berlin, Germany  
«The Transformation of Educational Systems in Central and Eastern Europe: Prospects and Problems»

In this paper I want to analyze a number of the most important processes and problems in the field of pedagogy, school and educational policy in the former socialist countries of Central and East Europe since the beginning of the 1990's. These developments originated in the inconsequential and incomplete reforms of the perestroika period. In spite of its shortcomings, the perestroika impulse (weakening or destruction of the old system) was a necessary prerequisite for the subsequent implementation of national educational systems with modern elements and structures. Since 1990, the results of the intended changes (decentralisation, diversification, pluralism, implementation of new educational laws, goals, and content etc.) are in opposition to undesirable side-products (financial and personal problems, discrepancies between the products of education and the demands of the labor market, social problems in schooling and education etc.). These and other problems will be described and analyzed in the case of Russia as well as other post-Soviet states. In order to outline differences and similarities, following a comparative approach, there will be additional examples of educational developments in Poland, the Czech Republic, Hungary, and in Germany's five new Bundeslander.

**Wielemans, Willy.** Centre for Comparative Education, Belgium  
«Educational Policy in the Countries of the European Union. Facts, Trends and Critical Interpretation»

European integration makes educational policy even more important, especially as an instrument to forge the future of Europe. This growing consciousness motivates us to critically analyse and compare the educational policies of the countries of the European Union (EU). This investigation is only realistic on condition that the research objectives are clearly marked.

Therefore, the following questions will guide the paper:

1. Concerning the «facts»:

- Can the history of European educational policies provide us with a taxonomy to distinguish «types» of educational policy?
- What are the main changes concerning both structures and role conceptions in the field of educational policy?
- Has educational policy either an autonomy of its own, or to what extent is this policy influenced by other leading sub-systems?
- What is the impact of supra-national organizations on educational policies?
- Are educational policies in the EU visibly influenced by (new?) underlying «ideologies»?
- What are the main current policy issues in the EU-countries?

2. Concerning the «trends»: Is it possible to deduce certain «trends» from the comparative analysis of the mentioned «facts»?

3. Concerning the «critical analysis»:

- Does the literature on educational policy analysis provide us with «critical interpretation schemes»?
- What will be the outcome if discovered «facts» and «trends» are confronted with such-like schemes?

The paper will conclude with some critical recommendations concerning the future of educational policy in the EU.

## LIST OF THE PARTICIPANTS AND PAPERS REGISTERED AT THE 17th CESE CONFERENCE IN ATHENS

**Edem Ablav, Pedagogical Institute, Uzbekistan**

«Population, Language, Culture and Education in the Republic of Uzbekistan»

**Fenia Alexopoulou, University of Central Lancashire, U.K.**

«Higher Education Students in the United Europe: Student Perceptions, their Preparation and New Challenges»

**Maurice Nyamanga Amutabi, Moi University, ELDORET, Kenya**

«Internationalization of Education: Kenya's Dilemma»

**Helena Antunes, Ana Morais, Université de Lisbonne, Portugal**

«Minorités Culturelles et Problèmes d'Éducabilité: Une Analyse Sociologique»

**Newton Cesar Balzan, Brazil**

«Center-Periphery: Beyond Diversity, a Common Problem - the Preparation of University Professors»

**Leslie Bash, Anglia Polytechnic University, U.K.**

«Community and Change: the Question of Jewish Ethnic Identity»

**Busra Ersan Behar, Marmara Universitesi, Istanbul, Turkey**

«The Processing of Historical Knowledge in Turkish Schoolbooks: Time, Space and Action»

**Nikolai A. Belkanov, Pedagogical Institute of Elets, Russia**

«Fate of the Russian Education: Self-search in the Context of Globalization»

**Rezan Benatar, Columbia University, U.S.A.**

«Identity and Alterity in an Age of Globalization: Some dichotomies Reconsidered»

**Jane Blum, University of Wisconsin, U.S.A.**

«Educational Policy Studies»

**Leonidas C. Bombas, Nea Ekpaideftiria, Greece**

«Europe and the Way I See it»: Recording Primary School Children's Attitudes and Preferences»

**Sifis Bouzakis, Eleni Berdousi and G. Koustourakis, University of Patras, Greece**

«The Comparative Discourse/Argument in the Greek Reforms of General and Technical-Vocational Education, 1965-1985»

**J. Braaksma, University of Twente, Enschede, The Netherlands**

«The Contributions of Inspectorates»

**Colin Brock, University of Oxford, U.K.**

«The Potential Contribution of 'A Geography of Education to the Analysis of Issues of Globalisation, Standardisation and Pluralism»

**Maria Eugenia Castanho and Fatima A.J. da Silva, Pontificia Universidade Catolica de Campinas, Sao Paulo, Brazil**

«Secondary Teaching: Text and Context»

**Filia Chrysostomidou, University of Athens, Greece**

«The Impact of International Organizations on the Development of Environmental Education in Greece, 1977-1995»

**David Coulby, Bath College of Higher Education, U.K.**

«European State Curricular Systems: The Production of the Nation, the Production of Others and the Production of Warfare»

**Robert Cowen, University of London, U.K.**

«The Mediterranean Rim: Space, Education and History»

**Pauli Davila Balsera, University of the Basque Country, Spain**

«Vocational Training within the Context of General Education: A Comparative Approach»

**E. Diamesis, Greek Pedagogical Institute, Greece**

«Politics, Power and Education in Greece: A Study of the Role of Central State Agencies and the Educational Community in Educational Policy»

**Yiannis Dimitreas, Victoria University of Technology, Victoria, Australia**

«Structuring of a Mediterranean Space within the Education

System in Australia"

**Djourinski, Moscow Pedagogical University, Russia**  
"The Democratization of General Education in Russia"

**Christos Doukas, Politics in Education, Greece**  
"The European Community Programme 'Comenius' and Greek Education: A Challenge for Transformative Reform"

**Jean-Claude Eicher, Université de Bourgogne, France**  
"Le Financement de l'Enseignement Supérieur en Europe: Fin de la Gratuité?"

**Ferran Ferrer, Universidad Autonoma de Barcelona, Espagna**  
"Access to Higher Education in Europe"

**George Flouris, University of Crete, Greece**  
"Human Rights Education in the Formation of a European Identity: The Case of Greece, England and France"

**Igor V. Folvarochny, Chernivtsi State University, Ukraine**  
"The Problems of Educational Transition Processes in Central and Eastern European Countries"

**Maria José García Ruiz, Universidad Nacional de Educacion a Distancia (UNED), Madrid, Spain**  
"Contradictions, Similarities and Differences Between the Spanish Educational Reform (1990 and 1995). The English Era (1988) and the French Loi d'Orientation sur l'Education (1989)"

**Haim H. Gaziel, Bar Ilan University, Israel**  
"Personal Value System and Managerial Preferences: A Comparative Study"

**Steve Georgakakis, University of Sydney, Australia**  
"Greek Schools in Australia. Emigration, Ethnicity, Education"

**Zlata Godler, University of Zagreb, Croatia**  
"Indicators of Croatia's High School Students' Intercultural Predispositions"

**Candido A. Gomes, Catholic University of Brasilia, Brazil**  
**The Joseph Lauwerys Memorial Lecture**  
"European Crossroads: Unity, Cleavages and Education in the Threshold of a New Millennium"

**A. González, J. Encabo and A. Ayala, Université de Murcia, Espagne**  
"Intolérance et Tolérance Religieuse: Avatars d' une Laïcité Progressive en Espagne"

**Athanase Gotovos, University of Ioannina, Greece**  
"The 'Cynical Others': Perceptions of European Policy by Greek Adolescents"

**Dimitrios B. Goudiras, Aristoteleio Panepistimio Thessalonikis, Greece**  
"The Identity of the "Second Generation" of Emigrants in Germany. A Social-pedagogical Research Approach"

**Nigel Grant, University of Glasgow, Scotland**  
"Some Problems of Identity and Education"

**David Hellawell, University of Central England, U.K. and Peter James Murphy, University of Victoria, Canada**  
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**Lis Hemmingsen, Research Centre of Adult Education, The Royal Danish School of Educational Studies, Copenhagen, Denmark**  
"How Can the Teachers of Adults Learn to Work across Sectors in the Educational System?"

**Eleni Hondolidou, University of Thessaloniki, Greece**  
"The Construction of European Identity through the Centralisation Process of Education in England: the Case of the Subject of English"

**Zibartas Jackunas, Institute of Pedagogics, Vilnius, Lithuania**  
"Educational Transition Processes in Lithuania: Common Traits and Peculiarities"

**Hourdakis - P.R. Caloyiannaki, University of Crete, Greece**  
"The Historical-Comparative Approach to Pedagogical Phenomena: Methodological and Epistemological Issues"

**Amalia A. Ifanti & Christos Terezis, University of Patras, Greece**  
"Some Aspects of Plato's Approach to Education as Expressed in the "Laws" (Nomoi)"

**Stavros Kamaroudis, University of Thessaloniki, Greece**  
"Quelle Langue Parlent-ils?"

**Sh. Kamilova, English Teacher, Medical Pediatric Institute, Tashkent**  
"Abu Nasr al Farabey"

**Emmanuel Kanakis, University of London, U.K.**  
"Modernisation and Late-university Modernisation in the European South"

**Xanthi Karadima, U.K.**  
"Teacher Education and In-service Training in Southern Europe"

**Michel Kassotakis, Université d' Athènes, Grèce**  
"La Politique de l'Éducation en Grèce et l' Union Européenne"

**Professor Andreas Kazamias, Universities of Athens and Wisconsin, U.S.A.**  
"Greek Paideia in Modern and Neo-Modern Europe: Comparative Perspectives and Prospects"

**Andreas M. Kazamias and George Pasiadis, University of Athens, Greece**  
"Comparative Education: Methodological and Epistemological Reflections"

**Michèle Kefala, University of Cyprus, Cyprus**  
"Primary School Children. About Themselves and Other Nationals"

**Anastasia Kostakis, Greek Pedagogical Institute, Greece**  
"Curricular Responses to Student Diversity at the Compulsory Secondary School Level in Several European Educational Systems"

**Nelly Kostoula and Vasilis Makrakis, University of Crete, Greece**  
"Second Language Learning and Global Education"

**Hans Georg Kotthoff, University of Münster, Germany**  
"School Autonomy and School Evaluation in Comparative Perspective"

**Susanne Kreitz-Sandberg, University of Tokyo, Japan**  
"Suicide in Japan and Germany. A Contribution to Comparative Youth Research"

**Anastasia Krespi, University of Bristol, U.K.**  
"All are Equal but Some are More Equal than Others"

**Rama Krishna, R.V.R. College of Education, Guntur, India**  
"Pedagogical Programmes to Promote Gandhian Principles of Non-violence in Schools"

**Jan Krukowski and Czeslaw Majorek, Cracow Pedagogical University, Poland**

"More than Redesign: Alternative Programs of Pre-service Teacher Education in Post-communist Poland"

**Grenga Kuck, Opera Nomadi, Italy**

"The Intercultural Dimension and the European Partnership in Distance Learning for Romani and Traveller Pupils"

**Peter H. Kwakkelstein, University of Amsterdam, The Netherlands**

"Reversing the Soft Machine"

**Melvin Lang, University of Hawaii at Manoa**

"The Potential of Distance Education for Intercultural Education Via Interactive Media"

**Jean-Michel Leclercq, Association Francophone d'Education Comparée, France**

"The Recent Extension of the European Union and the Impact on Education: Reinforcing Contrasts and Similarities"

**Alberte Ledoyen, Commission des Droits de la Personne et de la Jeunesse, Montreal, Canada**

"Trois Modeles Interculturels d'Éducation dans le Contexte Migratoire du Quebec ou cours du Dernier Demi-Siecle"

**Anna Lerna, Renato Corsetti and Traute Taeschner, University of Rome "La Sapienza", Italy**

"A European Model for Teaching Foreign Languages to Children"

**P. Litvinova, St. Petersburg University of Pedagogical Art, Russia**

"New Realities of Educational Space in CIS"

**Julián Luengo Navas, University of Granada, Spain**

"Compensatory Education in Spain: The Case of Granada in Andalusia"

**Angela Viana Machado Fernandes, Universidade Estadual Paulista-UNESP at Araraquara**

"Citizenship and Education: a Comparative Analysis of Democratizing Processes in Spain and Brazil"

**Vasilis Makrakis, University of Crete, Greece**

"The Impact of Mass Media and University Courses on Preservice Teachers' Attitudes and Knowledge on Global Issues in Four Countries"

**Sabine Manning, WIFO, Germany**

"Integrated Qualifications for Professional Work and Study - A Comparison of Innovative Approaches in Western Europe"

**George Markou, University of Athens, Greece**

"Intercultural Teacher Initial and In-service Training: A Pilot Project"

**Elias Matsangouras and Yiannis Rousakis, University of Athens, Greece**

"Education and the Structuring of the Mediterranean and the European Space"

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"Localizing the Global: The Changing Shape of Educational Politics"

**Klaus-Dieter Mende, Institute of Education, University of Potsdam, Germany**

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**Violetta Mirchéva, Institute for Education and Science, Bulgaria**

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**Wolfgang Mitter, German Institute of International Educational Research, Germany**

"Changes in the Relations Between Centres and Peripheries as Consequences of the Collapse of the Soviet Union"

**Hans Junker Mortensen, University of Greenland**

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**Nicos Mouzelis, London School of Economics and Political Science**

"Multi-Cultural Europe: Strategies of Educational and Cultural Integration"

**Stavros Moutsios, University of London, U.K.**

"State Curriculum Control in England and Greece"

**Peter Murphy, University of Victoria, Canada**

"The Professional Entrepreneur: A New Breed of Educational Administrator"

**Maria Nagy, National Institute of Public Education, Hungary**

"School Structures in Transition. Structural Changes in the Hungarian Educational System in the 1990's"

**Athena Nikta, University of Crete, Greece**

"Female Participation in European Universities and Further Implications of European Educational Policy for Sex Equality in Greece"

**Mina O'Dowd, The Institute of International Education, Sweden**

"Public 'Concentration Schools' in Sweden: Comparing the Conditions for Greek and Assyrian Immigrant Pupils"

**Marilyn Osborn, University of Bristol, U.K.**

"Being a Pupil in England and France: Findings from a Comparative Study of Primary School Children"

**Donatella Palomba, II Università de Rome, Italy**

"Didactique Scientifique, Enseignement à Distance et Éducation Interculturelle: Contradictions et Convergences Possibles"

**Giovanni Pampanini, Centro Mediterraneo dell' Educazione, Italy**

"Sicily and Malta, Two Islands for 'Just Peace' in the Mediterranean Area. An Introduction of the Centro Mediterraneo dell' Educazione"

**Margarita Pavlova, St. Petersburg State University of Pedagogical Art, Russia**

"Technology Education in Russia and the United Kingdom: A Case Study"

**Soledad Perez, Université de Genève, Suisse**

"La Situation des Femmes Enseignantes en Afrique Francophone et en Europe: le Cas de l' Enseignement Technique et Professionnel"

**Emmanuel P. Perselis, University of Athens, Greece**

"Religious Pluralism and Religious Education (RE) in Europe and Greece. Comparative Tendencies and Perspectives"

**Panayiotis Persianis, University of Cyprus**

"Cultural Resistance to the Structuring of the European Space and the Resulting Policy of Reform and Non-reform in Education. The Cases of Greece and Cyprus"

**Popi Piyiaki, University of Crete, Greece**

"The Crippled Pedagogue: Discourses in Education and the Greek Case"

**Lill Pleym, Editor, Scandinavian University Press, Oslo, Norway**

"Textbooks as Part of Education Reforms: The Norwegian Case"



**Eleoussa Polyzoï, Annabelle Mays and Sheena Gardner**  
**The University of Winnipeg, Canada**  
 "Educational Transformation in a Changing Societal Context: The Recent Czech Experience"

**Panayotis Poulis, Université Démocrite de Thrace, Grèce**  
 "Minorités et Éducation. Le Cas de la Minorité Musulmane en Grèce"

**Eleni Prokou, Institute of Education, University of London, U.K.**  
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 "Instruction of Democratic Behaviour in a World-system of a Civil Society"

**Gonzalo Retamal, IBE/UNESCO**  
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**Ewa Romanowska, Warsaw University, Bialystok, Poland**  
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**Yiannis Roussakis, University of Athens, Greece**  
 "Citizenship and Education in the United Europe: Between the Homo Civilis and the Homo Economicus"

**C. dos Santos Filho, Faculdade de Educacao, UNICAMP, Brazil**  
 "Democratic Management of Public Schools: Obstacles and Possibilities from the Perspective of Students, Teachers and Parents"

**Florentino Sanz Fernández, Universidad Nacional de Educacion a Distancia (UNED), Madrid, Espagna**  
 "Eduquer dans un monde globalisé"

**Lander Sarasola and Luis M. Naya, University of the Basque Country, Euskal Herriko Unibertsitatea, Spain**  
 "Proposals of Labour Insertion for the Young Leaving the Educational System: The Nationwide and Community Present Time in the Spanish State"

**Tatyana V. Senko, Belarussian Pedagogical University, Minsk, Belarus, CIS**  
 "The Structure of Interpersonal Interaction in Diade"

**Diego Sevilla Merino, Université de Granada, Espagne**  
 "Analyse de l'évolution vers la tolérance dans le système éducatif espagnole"

**Susanne M. Shafer, Arizona State University, U.S.A.**  
 "European Identity as Promoted through Civic Education"

**Elizabeth Sherman Swing, Saint Joseph's University, Philadelphia, USA**  
 "Immigrants, Minority Communities and Assimilation: a European Dilemma"

**Azzedine Si Moussa, EURYDICE European Unit, Belgium**  
 "Decentralisation and Financing of Education: Trends in the European Union"

**Hannu Simola, University of Helsinki, Finland**  
 "Rationalism of Hopes: A Discursive Basis for Educational Reforms?"

**Kostas Soumelis, Greece**  
 "Looking for a Common European Policy in Education"

**George Stamelos, University of Patras, Greece**  
 "Les Dimensions Régionales du Choix et de la Réussite par Option aux Examens pour l' Entrée aux Etablissements Supérieurs en Grèce: 1982/83 - 1994/95"

**Eleni Stephanou, Panteion University, Greece**  
 "Greek Culture in Multicultural Europe"

**Ronald G. Sultana, University of Malta, Msida**  
 "The Mediterranean: a New Focus for Comparative Education Studies?"

**Olav Sunnana, University of Oslo, Norway**  
 "Cleavages and Influence in Education Between North and South in Europe"

**Éva Széchy, Eötvös Loránd University, Hungary**  
 "Globalization in Education and the National Values of Education"

**Vittorio Telmon, SICESE, Italie**  
 "Religion, L'acuité et Tolerance dans l' Evolution Éducative en Europe"

**Lê Thành Khôi, Université René Descartes-Sorbonne, France**  
 "L' Europe et le monde"

**Christos Theophilides and Mary Koutselini, University of Cyprus**  
 "Education and the Structuring of the European Space"

**Helga Thomas, Technical University of Berlin, Germany**  
 "The European Union and the Formulation of Social and Educational Policy"

**Viorica E. Ungureanu, Association of Scientists, Iasi, Romania**  
 "Le Role de l'Éducation Dans la Structuration de l' Espace Européen"

**Anna Vidali, University of Athens, Greece**  
 "Greek Ethnic Identity and the Minority Groups: Towards an Integration to the E.C."

**Jürgen Wichmann, Humboldt University, Germany**  
 "The Transformation of Educational Systems in Central and Eastern Europe: Prospects and Problems"

**Willy Wielemans, Centre for Comparative Education, Leuven, Belgium**  
 "Educational Policy in the Countries of the European Union. Facts, Trends and Critical Interpretation"

**M. A. Winzer, The University of Lethbridge, Alberta, Canada**  
 "The Elusive Quest for Refined Data in Comparative Studies: The Case of Special Education"

**Song Gill Yun, Korea National University of Education, Korea**  
 "What Was the Relationship Between Psychological Variables of Home Environment and Affective Characteristics of Gifted Underachiever?"

**Aigli Zafeirakou, University of Thessaly, Greece**  
 "Les Politiques Éducatives Mises en Place pour l' Amélioration des Resultats des Élèves: Le Cas de la Grèce et de la France"

**Evie Zambeta, University of Athens, Greece**  
 "The Discourse of Privatization of Greek Universities: Consumerism Versus Citizenship"

**George K. Zarifis, University of Warwick, U.K.**  
 "Vocational Education and Training Policy for Young People in the European Union"



## Report of the President Professor Jürgen Schriewer to the General Assembly of CESE Athens, October 16, 1996

Since I was prevented from giving my full report in Copenhagen in 1994, this version will be a bit longer. It will cover both of the present Executive Committee's two-year terms, giving special emphasis, however, to the last two years. I shall focus on the actions taken by the Executive Committee and on the Society's moral, social, institutional, and financial situation.

Let me begin by listing the meetings of the Executive Committee. The Committee held official meetings in Dijon (July 1992), Berlin (January 1993 and November 1994), Granada (October 1993), Copenhagen (July 1994), Sèvres (May 1995), and Athens (October 1995). In preparation for the congress in Copenhagen, I met with the Vice-President and head of the local Organizing Committee, Thyge Winther-Jensen, at Stockholm (December 1992) and at Copenhagen (May 1994). I was also invited to Glasgow in May of 1994 by Nigel Grant, in order to acknowledge all the facilities offered by the University of Glasgow for hosting the 17th Congress. As the members are aware, and as was printed once again in the minutes of the Copenhagen General Assembly held at the beginning of July 1994, a compromise was negotiated at Copenhagen to hold the 17th Congress at Glasgow in 1995 and the 18th at Athens in 1996. As it turned out, however, the amount of time available to our Scottish colleagues would not have been sufficient; Professor Grant declined.

Preparations for the Athens Congress subsequently led to a certain degree of irritation both within the Greek Comparative Education Society (ELESE) and between ELESE and the CESE Executive Committee. An informal Executive Committee meeting was held at Berlin, in February 1996, at which we definitively settled the Athens program. I would like to take this opportunity to express my enormous gratitude to Andreas Kazamias who was, in a difficult situation, extremely helpful in maintaining the Greek proposal. I shall return to this subject presently.

In the following report I will deal with two matters of considerable interest to our members: What were the topics under discussion during all these meetings? Who provided the necessary financial support?

### Topics of Discussion

As may be obvious, most of our meetings, and approximately half of all our meeting time, were devoted to the preparation of CESE's main activities, namely the Copenhagen and Athens congresses. There is no need for me to return in greater detail to these congresses. By all accounts, the 1994 congress in Copenhagen was an overwhelming success, both in academic and social terms. Although still underway, the Athens Congress will also be, according to all available indications, an extraordinarily successful event. Nevertheless, the issues not readily available for evaluation to all CESE members merit the same degree of attention. I should make it quite clear that the Committee was very much concerned about the future of our Society and about the future of Comparative Education itself in Europe.

The general guidelines of both our deliberations and our efforts were centered around strengthening the academic character of CESE; reinforcing its attraction for the younger generation of educationalists; and ensuring its position in a (European) space characterized by increasing competition. All these aims, to be sure, also inevitably entail a process of innovative transformation.

(i) We embarked on an effort to transform the Bulletin from a mere Newsletter into a forum that is open to broader information and discussion in the field. We repeatedly and intensively discussed content, responsibilities, the editorial character of book reviews, the Bulletin's format and size, and finally its price. The response, overall, has been encouraging, ranging from positive to enthusiastic. I am sure that the renewed Bulletin has considerably aided in the shaping of a more attractive image for the Society. A great debt of gratitude, indeed, is owed to Miguel A. Pereyra for many initiatives undertaken for this purpose.

(ii) A second major focus has been CESE's publications. CESE's activities should be known in the wider academic circles of Education and educational research. The only vehicles for achieving this are books and a review. We are committed to transforming mere congress proceedings into actual volumes to be marketed by a publisher. The results achieved thus far include

❖ *Globalización y Descentralización de los sistemas educativos. Fundamentos para un nuevo programa de la Educación Comparada*, edited by Miguel Pereyra, et. al. (Barcelona: Pomares, 1996). This book is the outcome of a symposium jointly organized by CESE and the Region of Andalucía at Granada, October 1993.

❖ *Challenges to European Education*, edited by Thyge Winther-Jensen (Frankfurt am Main, etc.: Peter Lang, 1996). This volume, a compilation of papers presented at Copenhagen, was prepared with the assistance of Donatella Palomba and Miguel A. Pereyra; the final formatting of the manuscript being done at Berlin. (The many invisible hands involved in every aspect of these publications should not be forgotten.)

We have agreed, in principle, to prepare a similar publication about the Athens Congress which is to be edited by Andreas M. Kazamias and Miguel A. Pereyra. To the extent that we succeed in establishing a substantial and recognizable series of book publications, we will inevitably attract more substantial research papers (and their authors) to our conferences; by raising the level of academic standards of our conferences, we might very well increase the wider academic community's interest in our work. Thus, we see such publications as a lever that might set into motion a dynamic momentum that will continue on its own. In summary, the *Bulletin* in its new form and the two book publications can be seen as the academic results of the present Committee's term of office.

(iii) The Executive Committee also tried to organize research activities, to be carried out under the guidance of CESE. These were to be the task of a Research Committee chaired by Donatella Palomba. A proposal for the creation of a thematic network as defined by the ERASMUS program was submitted to the European Commission (26 Feb. 1996), arguing that a project investigating the state of the art of Comparative Education in universities and colleges within all European Union countries and building upon the existing networks (national societies of Comparative Education as well as the Comparative Education Society in Europe) is, at present, completely lacking. The great diversity of definitions of the field, of paradigmatic and methodological approaches, and of the institutional settings has so far impeded the development of a clear identity. An examination of the current state of the art of Comparative Education, extending across all European Union countries, seems a promising way to overcome a situation that threatens the very future of Comparative Education in Europe - especially in comparison with the vitality of the field in the United States.

This proposal was not approved. This is not surprising, given the fact that 95 per cent of all proposals were rejected. It will be the responsibility of the new Committee to consider how we should proceed in this matter.

(iv) Furthermore, the Committee was deeply concerned about the future relations of CESE with new - and possibly competing - associations in the field of Educational Research in Europe, such as the recently established European Educational Research Association (EERA).

I had the opportunity to discuss the purposes and composition of this society with its president, Professor James Calderhead, during a meeting at Paris last April. In a letter he later wrote to me, Professor Calderhead, offering CESE the possibility of membership, clarified details about the EERA.

Presently, we have as members all the national associations of educational research in Europe, 15 of the major institutes of educational research (like NFER), a few other institute members which are mostly university education departments, and close on 100 individual members. The main benefits of membership are free copies of the *Bulletin*, copies of *Educational Research and Evaluation* at a reduced rate, and reduced rates for all members for the ECER conferences. There is also, of course, the opportunity to engage with the networks that EERA is developing to promote collaboration amongst researchers and the dissemination of research findings and methodology.

The question is whether CESE is strong enough to compete with EERA at the European level, or whether it would be wiser to become a member association and to represent, within a European umbrella organisation, the field of comparative research. Inevitably, however, EERA, merely by the weight of its numbers, will attract a larger share of European research funds and the attention of a wider European audience. Thus, the present Committee is very much in favour of the second alternative; it will be up to the new Committee to take a definite decision.

(v) It may be noted that the issues raised have all been related, directly or indirectly, to the future of our Society. What, then, is the state of CESE in social terms? In the brief speech I made in Dijon after my election as President in 1992, I expressed my deep concern about the demographic structure of CESE. Let me differentiate between three successive time periods:

(a) Against the background of a dramatic decline in income from membership fees and the attendant financial difficulties, the Vice President, the Secretary Treasurer and I carried out an overall analysis of the structure of CESE membership, utilizing our combined knowledge of the persons involved. The result of this analysis showed:

- ♦ A total of roughly 125 members active in the field, in terms of continuous publication or participation in CESE conferences or national meetings.
- ♦ More than 140 members who were no longer at all active in the field, according to these criteria, either due to retirement or having simply vanished without explanation.

Included in these figures, and perhaps more indicative of the situation, are approximately 40 retired members, not nearly counterweighed by the less than ten young researchers at the doctoral or post-doctoral level who have joined.

It is not the absolute figures, but the proportion between these figures that is dramatic. These proportions, at any rate, are the background for the dramatic financial situation to be explained in greater detail by the Secretary-Treasurer in his report.

(b) While with respect to such figures we remained very pessimistic about the future of CESE, a study on the strength of the representation of Comparative Education in European universities I am currently undertaking paints a less pessimistic picture.

While there is evidence of a the field's general decline, e.g., in the United Kingdom, France, and Germany, there is, on the other hand, a considerable increase can be seen in countries like Spain, Greece, and Italy. Thus, at the European level, we see an impressive shift from north to south. The one European country which has the highest number of professorships specializing in Comparative Education is now Spain (11 professorships). The foundation of a new *Revista Española de Educación Comparada*; and the publication of the previously-mentioned volume on *Globalización y descentralización de los sistemas educativos* are concomitant indicators of this development. Seen retrospectively, it was, therefore, certainly a wise decision to transfer the secretariat to a country which is so active in our field.

Parallel to this north-south shift at the European level, there is a complimentary shift, particularly visible in Germany, from east to west. Since the mid-1970s, there has been a loss of more than ten professorships in former West Germany while, on the other hand, four new professorships have been created in former East Germany since 1991/92.

One might see in this twofold movement (north to south and west to east) the emergence of a second chance for our field. A great deal depends, then, on a clear problem-awareness and on deliberate action on behalf of CESE to seize this opportunity and profit from it.

(c) With the success of the Athens Conference, one might almost become enthusiastic. We admitted about fifty new members between 1993 and this conference, most of them young researchers. Quite conspicuously, the Athens Congress brought together the largest number of young researchers and doctoral students CESE conferences have seen in decades. However, it is not only the numbers that are impressive, but also the quality of the papers presented by these young scholars. I very much hope that our Society takes advantage of the opportunities opened up to our field both by the more general movement I mentioned and by the Athens Congress. Making the most of these developments will be the most serious responsibility of the new Committee.

### **Financial Support**

A second major theme that I have already referred to is the question of, given the dramatic scarcity of financial resources, who paid for the activities of the CESE Committee? The list of generous support sources includes the University of Granada and the Government of the Region of Andalucía; the International Affairs Division and the Faculty of Education at Humboldt University, Berlin, in the form of facilities offered by the University guesthouse and the repeated arrangement of lecture series in panel sessions (1994, in cooperation with Hans Weiler, Rector of the University of Frankfurt/Oder); the University of Copenhagen, who offered the use of its University guesthouse; the University of Glasgow, who provided for my journey to Glasgow; the Friedrich-Ebert Foundation, which subsidized our October 1995 meeting in conjunction with an international workshop; and finally the Francophone Association and the Sèvres Centre, which hosted the Committee's 1995 meeting. I would like to extend my personal thanks to all of these organizations and institutions. Without their substantial contribution, the activities of CESE would have collapsed.

## A Word of Thanks

This topic leads directly to the last part of my report, an expression of gratitude on behalf of myself and CESE to ELESE and its officers: Andreas Kazamias, Michales Kassotakis, Dimitri Mattheou, and to all those who collaborated with them and who did such a marvellous job in organizing the Athens Conference. This conference was attended by 300 participants, had the highest number of young scholars ever seen in a CESE conference, and attracted an exceptionally high quality of papers. I am sure that the volume that is to be prepared by Andreas Kazamias and Miguel Pereyra on the basis of the conference will become another substantial contribution to the literature on Education in Europe. I also extend my warmest thanks to my friends and colleagues on the Executive Committee for a four-year period of joint discussion and effective work. In the course of these years a much deeper understanding, a mutual confidence and trust, and a remarkable solidarity have grown among us.

I sincerely hope the other Executive Committee members will forgive me if I particularly underline the role played by the two Vice-Presidents, Thyge Winther-Jensen and Donatella Palomba, with whom I have been in constant contact. Every issue of any importance to the Society has been discussed among us in order to come to an unanimous decision. The Scandinavian tradition, in the sense of pragmatic compromise and consensus, and the well-balanced rationality and judiciousness which could be seen as representative of the accumulated heritage of Latin civilization made up a wonderful combination. It is such a combination that represents the Europe which most of us would wish to emerge without further delay.

Last but not least, I want to mention a person who was - unfortunately - not able to attend the Athens Conference, but who many members have come to know through Executive Committee meetings, symposia and visits to Berlin, and through numerous phone calls, fax messages and letters. I refer to my secretary Martine Tarrieux. For more than four years she has accompanied the development of CESE, always behind the scenes, but with extraordinary dedication. Many times she stayed on in the Institute until 10 or 11 o'clock in the evening in order to handle CESE matters after the usual business of the day. I should say that not only I personally, but also CESE as a society owes her a great deal of gratitude.

## CESE Women's Prize for Research in Comparative Education

At the last CESE Conference held in Athens it was agreed to encourage women in doing comparative education research by organising a competition for the *CESE Women's Prize for Research in Comparative Education*. The prize will be awarded every two years at the CESE Conference. The first time will be in Groningen 1998. The intention is not only to provide the honor and a symbol but also to add some finances to the prize.

Research competing for the prize shall be judged by three known experts in comparative education, at least one woman and one man. The co-ordination of the prize is in the hands of Professor Margaret B. Sutherland.

Criteria for accepting reported research for judgement by the experts are:

- It should be comparative (including a comparison of at least 2 countries).
- It should be scholarly and original.
- It should contain suggestions for follow up activities.
- It should be written in either English or French (or in another language but delivered in translation to one of these two languages).

- It should contain proper information about the topic, the methods used, the data collected, conclusions, and references.

- The work may have been published or presented elsewhere but the applicant is expected to give a brief presentation about it at the CESE Conference.

Four copies of the paper, report or article competing for the prize have to be sent to the co-ordinator (three without any reference to the identity of the author and one including name, etc.). The co-ordinator takes care for a first formal test whether the criteria mentioned are met. If so, the co-ordinator passes on the papers anonymous to the experts for judgement. The papers have to be received by the co-ordinator on the same date as the abstracts which have to be delivered for the CESE Conference.

For further information regarding the *CESE Women's Prize for Research in Comparative Education*, please approach Professor Margaret B. Sutherland.

46 The Scores, ST. Andrews, KY 16 9 AS, Scotland, UK  
e-mail: [m.b.sutherland@dundee.ac.uk](mailto:m.b.sutherland@dundee.ac.uk)



## Minutes of the General Assembly of the Comparative Education Society in Europe



Athens, October 16, 1996

Professor Schriewer, President of CESE, opened the General Assembly (GA) with a warm welcome to the members present. He extended a special greeting to Professor Herman Roehrs, professor emeritus at the University of Heidelberg and one of the founding fathers who created CESE in London 35 years ago.

1. The President introduced a remembrance of two CESE members who have passed away since 1994, Professors Tadeusz Wiloch of Poland and Leonhard Froese of Germany. The GA observed a moment of silence for them. (See the tribute to Professor Froese in Issue 37 of the CESE Newsletter, p. 17.)

2. The minutes of the previous GA (Copenhagen, June 29, 1994), published in Issue 38 of our Newsletter, were approved with the addition of a proposition, introduced for the record by Professor Margaret B. Sutherland, recognizing Professor

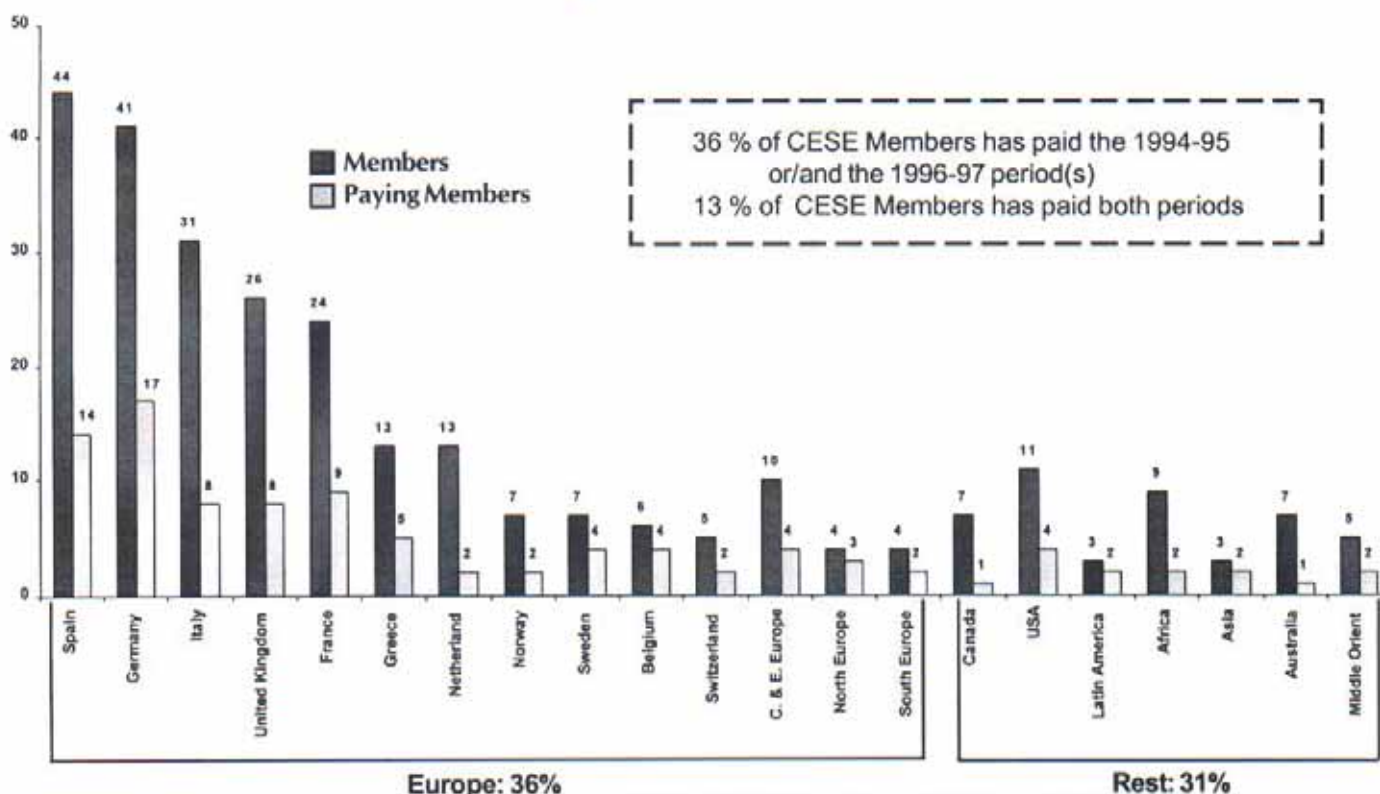
Marie Eliou. At the Copenhagen GA, Professor Eliou issued the invitation for the organization of the 17th CESE Conference in Athens.

3. The President presented his report. (See p. 26)

4. The Secretary Treasurer presented his report, focusing on three main points:

a) The Secretary pointed out the dramatic situation regarding payment of membership fees, which are low in comparison with the number of members listed in the Society (see Fig. 1). Resulting from the long process of completing and correcting the list of members received from the Brussels Secretariat, the figures shown in Fig. 1 refer to members who have actually been receiving the several letters and Newsletters sent from the Granada Secretariat in recent years.

### **Paying and No-paying CESE Members Classified into Countries, Regions and Continents (1996)**





b) The recent increase in postage costs in Spain introduces more financial difficulties for the Society, making necessary the use of new and innovative forms of communication with our members through the introduction of new technologies (e.g. the internet and e-mail).

c) The Secretary again emphasized the extremely difficult situation of relying on official grants. In this respect, Professor Pereyra assured the GA that his department at the University of Granada absolutely will not be able to help CESE financially.

The Budget and Finances of CESE, as shown in Fig.2, present the following balance and figures for the period 1994 to 1996:

<b>Granada Secretariat - Finances*</b>	
Balans 1994 (July) - 1996 (October)	
<b>IN</b>	
Total rest from Balans 1993/1994: .....	218,141 Pesetas
Membership fees: .....	916,775 Pesetas
Carfax advertisement fee: .....	15,500 Pesetas
Greek Society of Comparative Education .....	882,360 Pesetas**
<b>TOTAL .....</b>	<b>2,032,776 Pesetas</b>
<b>OUT</b>	
Bank expenses: .....	57,167 Pesetas
Secretariat expenses:	
mailing & handing & courier service .....	783,128 Pesetas
fotocopies .....	42,957 Pesetas
stationary .....	72,681 Pesetas
Newsletter Issue 37 (500 copies): .....	70,000 Pesetas
Newsletter Issue 38 (2,500 copies): .....	279,440 Pesetas
Mailing Box rents: .....	4,500 Pesetas
Subscriptions dues to the WCCES (1993-1995): .....	74,800 Pesetas
Travel expenses of the EC of CESE: .....	284,640 Pesetas
<b>TOTAL .....</b>	<b>1,669,313 Pesetas</b>
<b>IN - OUT= .....</b>	<b>+363,463 Pesetas</b>

Professor Pereyra concluded his report, expressing a word of sincere and warm gratitude to M<sup>me</sup> Martine Tarrieux, Professor Schriewer's secretary in his Humboldt University office, who has benevolently assisted the Granada Secretariat many times with remarkable generosity and efficiency.

5. The President invited Professor Jean-Claude Eicher, who served together with Professor Willy Wielemans as auditors of

the CESE budget, to provide his Report. Professor Eicher expressed that, after his exam of the CESE budget presented by the Secretary-Treasurer, he was impressed by the efforts made in the last years directed towards to clarify and simplify the financial situation of CESE, as long as the efforts to reduce costs in mailing and printing our Newsletter. For those reasons, Prof. Eicher expressed a word of sincere congratulation to the Treasurer.

\*CESE has a Belgian account under the name of Professor Henk Van daele, Past-President. According to Professor Van daele's notification to the Granada Secretariat of July 25th 1996, the financial situation of that account is, by December 31st 1995, + 17,051 BF.

\*\*The amount transferred to the Granada Secretariat by the Greek Society of Comparative Education paid the costs of printing Issue 38 of CESE Newsletter, and the mailing & handing as well as the services of a courier firm in order to have a prompt delivery of the full programme of the 17th CESE Conference in Athens.

6. The Secretary Treasurer proposed the following ideas for preserving the future of our society to the GA:

a) *Increasing membership fees from 45 to 70 ECU starting next term (1998-99).*

b) Reducing the membership fee by 50% for CESE members from the Eastern European countries who are struggling to overcome difficult life-circumstances, and for young members (doctoral and post-doctoral students of the field) who qualify as members but do not hold teaching or research posts or positions.

c) Applying article 5.2 of our Statutes ("Members whose subscriptions are in arrears for more than two years shall not be entitled to exercise any of their membership rights, unless the Executive Committee decides otherwise. The Executive Committee may recommend the exclusion of such members from the general meeting"), after sending a final letter, to those members who have not paid their membership fees over the last few years. This proposition will force CESE to face the facts, saving an important part of its minimal funds.

7. The GA approved these propositions as well as the financial report presented by the Secretary Treasurer.

8. As a result of the development of the CESE Women Network, established at the Madrid Conference in 1990, the GA unanimously approved the creation of a CESE Women's Prize for Research in Comparative Education, introduced by Professor Sutherland, the group's coordinator. The prize will be awarded every two years at the CESE conference, beginning in Groningen in 1998. As pointed out by Professor Sutherland, it is intended not only as an honor and a symbol, but also to provide some financial prize; in this respect, the CESE Women Network will shortly apply for modest funds from diverse institutions. (See p. 29.)

9. The President invited Professor Gijs Rupert of the University of Groningen, the Netherlands, to introduce his city's candidacy for the organization of the 18th CESE Conference. Professor Rupert provided a clear and complete presentation of the diverse advantages of Groningen, the most popular city for students in his country, as well as practical details for the organization of the conference. He suggested the date of July 1998 to the GA, and the theme "State, Market, and Associations: Models of Social Order and the Future of Educational Systems in Europe." It was clear that the Dutch colleagues would only be able to organize the conference if the European Union grants official support, as it has for past CESE conferences. The GA unanimously approved the candidacy of Groningen for the organization of the 18th CESE conference.

10. Professor Victorio Telmon, President of SICESE (*Sezione Italiana della CESE*, or the Italian Society of Comparative Education), presented the pre-candidacy of Rome for the organization of the 19th CESE conference in the year 200, with

the theme "The State of Comparative Education Research in Europe at the Turn of the Century." As stated by Professor Telmon, they will present full information about the organization of the conference to the next GA. In the meantime, they would like to initiate the procedures for getting the support of diverse institutions such as the Italian Ministry of Education. The GA also approved the Italian candidacy for the organization of the 19th conference unanimously.

11. The President, referring to his previous report, stated that in a moment of clear innovation for CESE, it is right that we honor those who have substantially contributed to intellectually shaping the field of Comparative Education in Europe. For that reason, the Executive Committee of CESE proposed to the GA that our distinguished colleague Nigel Grant, professor emeritus of Education at the University of Glasgow, as Honorary Member of CESE. The GA accepted the proposal with satisfaction. (See his *Laudatio* in p.34-35.)

12. After examining the ballots of the CESE members (made up of 40 nominations), Professor Wolfgang Mitter, Chair of the Nomination Committee, communicated to the GA the proposal to nominate Professor Thyge Winther-Jensen for President of CESE; Professors François Orivel and Willy Wielemans for Vice-Presidents; and Professors Donatella Palomba and Zlata Godler for Members. After asking the nominees if they would like to run for the posts, Professor Mitter proposed their nominations to the GA. The nominations were accepted unanimously. Professor Mitter made special mention of the willingness to accept becoming a Member of the next EC shown by Professor Palomba, CESE's current Vice-President. Finally, he also paid respect to Professor Schriewer for his two terms as President of CESE, and now as Member of the new EC as Past-President.

13. Professor Winther-Jensen closed the General Assembly of CESE as the new President. In his speech, he expressed his great satisfaction with heading a society characterized by the great charm of both continuity and change in a scientific association which is not organized under the domination of specific nations, but by various nations on equal terms. He shared his hope for the preservation of that charm.



## From the SECRETARIAT Deficits of Modernity, Hints of Postmodernity, and the Future of CESE

Always CESE has financial difficulties. Despite a large nominal membership, payment of bi-annual membership fees is erratic [See the Minutes, p. 30]. **Note: You can pay by credit-card.**

❖ This financial problem means that mailing costs hurt the Society. As far as possible we propose to keep in individual contact with members, to deal with individual enquiries and so on by E-mail. **Note: please send me your e-mail address. My own e-mail number is [mpereyra@platon.ugr.es](mailto:mpereyra@platon.ugr.es).**

❖ We will also be developing network links and our own CESE web page for the interim exchange of information, in between the formal, hard-text and costly CESE Newsletter itself, which will go out to members once a year. **Note: Do let me have News items!** However, although the Newsletter is important to the Society, it is also cumbersome as a means of communication.

E-mail and other Internet communication possibilities mean that the density and frequency of communication between members can increase. We will be happy to insert news items in our CESE network for those who are not yet computerized. Just mail or fax me the information you want put on the Net. **Note: Please let me know if you do not have access to computer facilities at least once a month and I will work out ways to keep you up-to-date.**

The use of Internet for the collection and diffusion of information seems to be a promising innovation which actually is revolution-

**Institute of International Education, Stockholm University**  
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ising our field: distances and the lack of roads/ways of efficient communication are been reducing or even disappearing without high costs, and in way so comfortable -to be sitting down in front of our personal computers, and connecting with a modem to the net of nets.



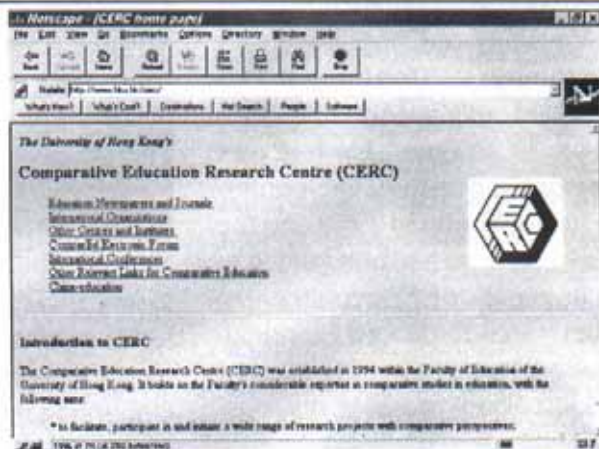
Very soon, at the end of this month, we will be able to visit the web site of the next WCCES Conference, to be held in Cape Town in 1998. Look for it in:

<http://www.uct.ac.za/education/wcces/index.htm>

Just now we are providing for you the CERC's web site, actually the most complete, productive, and visited of the web sites found by us about our field. The Comparative Education Research Centre of the University of Hong Kong also published a Newsletter, as you can find there. Simply try to use this outstanding web site -and others such as those created by the IIE of Stockholm and the UNESCO's IBE shown below- for getting all sorts of information and data about Comparative Education! And, if you would find more fine web sites, please let us know. Thanks!

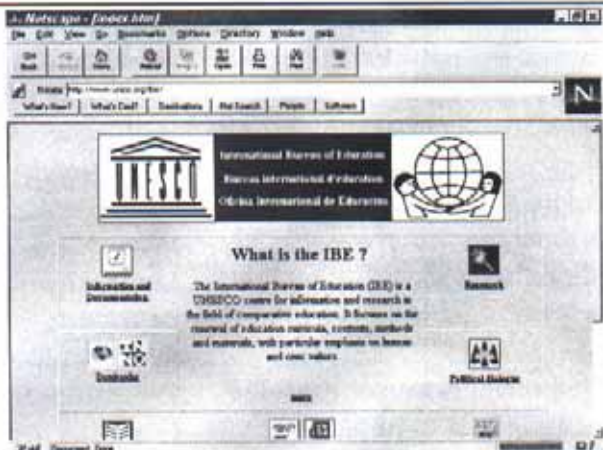
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## Nigel Grant, Honorary Member of CESE.

At the General Assembly of CESE in Athens professor Nigel Grant was appointed an Honorary Member of the Society. As an old friend of his I am honoured to have been asked by the editor of the Newsletter to write his laudatio.

I have known professor Grant - now Emeritus Professor of Education in the University of Glasgow, M.A., M.Ed., Ph.D., FRSE (Fellow of the Royal Society of Edinburgh) and holder of the Academy of the Czech and Slovak Federal Republic Jan Amos Komenský medal - since he visited the University of Copenhagen for the first time in 1970 on the initiative of a present colleague of mine, professor K. D. Wagner. He had met professor Grant at the CESE-conference in Stockholm in 1969 and the following year he had him invited to the University of Copenhagen to present a lecture on East European Education. I was still a student at that time - just about finishing my master's degree - and had never before met professor Grant, but still I thought I knew him quite well. We had all read his book on *Soviet Education*, published in 1964, and we were all very keen to see and listen to the man behind the book. The meeting was an undeniable success. We were all impressed by the speaker's knowledge of his subject combined with his personal charm that was strongly underlined by his Scottish accent and appearance.

More important, however, it was that the meeting had some far ranging

and lasting effects. The Chair of Education in the University of Copenhagen was established as late as in 1955. The studies and the literature used were all very internationally oriented (mostly in English, German and some in French), but personal contacts to the world outside Denmark were relatively few, although the first holder of the Chair, professor K. Grue-Sørensen, was one of the founding fathers of CESE in London in 1961.



Nigel Grant

In retrospect Nigel Grant's visit was a turning point. As a result of the meeting a link was established between Copenhagen and Edinburgh (Nigel Grant was at that time acting Head of the Department). Gradually the link opened the Institute to the English-speaking world. It began as a joint venture between Edinburgh and Copenhagen. We had seminars in Copenhagen and Edinburgh and joint staff meetings, and planned joint courses and individual visits.

When Nigel Grant later moved to the University of Glasgow, he took the programme with him. The link was later transformed into a Joint Study Programme (JSPs, the forerunner of Erasmus). It was JSP No 4, which

made it something of a trail-blazer. It was then put into ERASMUS and the programme went on from year to year, developing a European Certificate in Comparative and International Education. It later expanded to other universities throughout Europe, including among others Florence and Barcelona. And it is still working.

Nigel Grant (full name: Nigel Duncan Cameron Grant) was born in Glasgow in 1932 - as a Glenmoriston (not a Strathspey) Grant. It needs some familiarity with Scottish history to appreciate the difference. All that can be said on this occasion is that the year 45 (1745, of course!) is crucial for the understanding of the difference between the two Grant clans.

In 1939 the family left Glasgow and moved to Inverness, where his father was appointed editor of the local paper, *The Highland News*, (and later started *The Highland Herald* after the war). He received here all his schooling, primary and secondary, from the age of 7 to 18 at Inverness Royal Academy and continued his education at Glasgow University, where he took his M.A. in English language and literature. Glasgow was a natural choice. The Highlands, then as now, had no higher education, and he never seriously considered to go to one of the three other universities in Scotland at that time: St Andrews, Aberdeen and Edinburgh.

After two years' military service he started working at school (25 years old) while at the same time preparing for an M.Ed. degree at the University of Glasgow. During the course his attention was drawn for the first time towards comparative education (one of his two options). He was seriously taken by the international aspects in the wide-ranging course-work and

for the thesis he made a study of traditional Asian scripts as vehicles of mass education. A characteristic dimension in his approach to comparative education is visible already at this early point: comparative education combined with a strongly linguistic interest.

After the M.Ed. degree he accepted a post as lecturer at Jordanhill College (Scottish center of teacher education). He stayed for five years and made here his first important step in his academic career. His second Head (the first was James Scotland), the late Lawrence Stenhouse was determined to help his colleagues realize their potential. He was it who obtained for him his first travel grant, to the USSR in 1962. On his return he wrote the book *Soviet Education* (published by Penguins in 1964). A hard-back edition came out the year later, there were four more Penguin editions, and over the years translations into German, Dutch, Italian and Thai. The book certainly helped make his name. The last edition was published in 1979 and the Soviet Union has since collapsed, but in the meantime it launched him on his career.

From that book came an invitation to the Education Department at the University of Edinburgh. It was there that a second dimension in his approach to comparative education began to reassert itself: the Scottish dimension - Gaelic included - not instead of the international perspective, but *within* it. Surely, he is a Scot, but he would most certainly prefer to be characterized - not as a nationalistic Scot - but as "an international Scot."

The time in Edinburgh, where he stayed for thirteen years, was a very important and productive period in

his life. He established himself in University teaching, got involved in journalism, broadcasting (radio and television), was caught up in politics, especially the Referendum. In general he was becoming more international, and beginning to be more involved in things Scottish. Together with Bob Bell (later the Open University) he wrote *Patterns of Education in the British Isles*, in which the British Isles were taken as the example of a cross-border international grouping that exemplified different intra-British case studies as well as thematic studies like the education of minorities, politics and education. With John Lowe he got involved in another book, *Education and Nation-Building in the Third World*, edited by Lowe, Grant and T.D. Williams and based on a seminar that John Lowe organized. He also found time to finish his Ph.D. thesis on *Teacher Education in the Soviet Union and Eastern Europe in the Post-War Period, 1945-1966*. The major works were followed by a good many other articles and papers.

Without doubt, the years in Edinburgh was the period in which he came to recognize the lines of his future actions.

In 1978 Stanley Nisbet in Glasgow decided to retire and Nigel Grant applied for the chair - and got it. He moved with his family to Glasgow and kept the chair till his own retirement in 1995 because of illness. From the discussions I had with him during these years it became obvious to me, that he saw the Glasgow appointment as an opportunity to realize further the ideas that had already emerged in Edinburgh and to transform - at least partly - the Glasgow Department into a centre of comparative education. To a consider-

able degree, he succeeded. The existing courses were reorganized and new courses in comparative education were established. And maybe more important, a large number of foreign students from all over Europe (including Denmark) came to study comparative education and other subjects as well at his Department. The drawbacks were a heavy load of paper work and the circumstance that during the same period cuts in staff and resources were carried out in the British university world. But in spite of this, he succeeded in keeping up the comparative profile of the Glasgow Department, and he also found time for extra-departmental involvement as a member of the Board of *Comparative Education*.

During the years Nigel Grant has been a regular and loyal participant in the CESE-conferences, always as an active and committed contributor, and at the same time as an obliged and modest observer, a *primus inter pares*. Those who have come to know him well would characterize his approach to comparative education as a typical humanistic one, including strong linguistic and cultural elements. In that respect he carries on a classic tradition in comparative education. He has an extraordinary memory which manifests itself in the fact that he is able still to quote by heart long passages from Shakespeare's plays. It also manifests itself in his capability to master several languages, including Gaelic. Usually, in good company he was easily persuaded to give a song and practise the guitar. In fact, good company always follows Nigel Grant.

*Thyge Winther-Jensen*

## In memory of Susanne M. Shafer

I first came to know Susanne Shafer at a CESE conference in Würzburg, in 1983. Thereafter, we kept meeting at conferences so that eventually I felt that Comparative Education conferences scarcely began until I'd made contact with Susanne. I learned a great deal about her at such meetings - her rigorous scholarship, her great good sense, her impatience with verbosity. She was a scholar whose straight thinking and straight talking were a source of pleasure and reassurance in sessions where academic waffle was threatening to take over. Gradually I came to discover also the wider range of Susanne's studies and interests: I became aware that she was a much respected teacher and researcher in her own country and especially in her own University of Arizona, where she gave sterling service for twenty-five years, retiring in 1991 as Emeritus Professor in the Division of Educational Leadership and Policy Studies in the College of Education. I learned also not only about, but from, her research activities, especially her investigations of civic education, and her subsequent teaching on the topic of civic education - a matter in which she had not simply an objective interest but to which she had a strong personal commitment - to teachers in the former East Germany.

For Susanne, while clearly American, was at the same time, one might say, an honorary European - and indeed, a European also by birth, since she was born in Mannheim and frequently returned to work and study in European countries. This dual cultural identity enriched and characterised her work. She was a most devoted past student of her Alma Mater, Smith College, and had a particular loyalty to the University of Michigan where her doctoral studies took place. But she also engaged in postdoctoral study in Cambridge and Oxford; and she taught not only in the United States but for some shorter periods in Tübingen University and the Ruhr University of Bochum. The award of the Bundesverdienstkreuz, 1<sup>st</sup> Class, of the Federal Republic of Germany in 1985 was consequently a most fully merited recognition of her involvement in European activities. Susanne's blend of cultural backgrounds meant also that she was especially well qualified to edit the journal *European Education*. One of my most recent memories of her is indeed the keenness she showed during the Sydney World Congress of Comparative Education Societies in 1996 in looking out for presentations which would make a worthwhile contribution to 'her' Journal.

Susanne's European personality was evident too in her attendance at CESE conferences. For many years her writings as well as her committee activities showed her interest in the education of women and the situation of women in society. As far back as 1975 a contribution of hers to *Comparative Education* analysed the situation of women in employment, education and social life in England, East Germany and West Germany to arrive at a clear portrayal of the (remarkably similar) factors preventing women from using their talents in professional and managerial roles in these countries. It was therefore a continuation of a long-

standing concern for the advancement of women which caused her, in recent years, to be a valued and active participant in meetings of the CESE Women's Network. With characteristic generosity she undertook to serve as Secretary to this Network and devoted herself to that task with her usual thoroughness and conscientiousness. She was closely concerned in our planning to establish a CESE Women's Network Prize for women's research in Comparative Education and gave careful thought to the problem of finding financial support to the project. Even earlier than this, she had been a staunch supporter of the movement to give women a greater role in CESE affairs and at CESE conferences.

But many of Susanne's friends remember her also as a most thoughtful and kindly hostess who made evident her pleasure in making their visits to her home an experience of the most excellent hospitality. Her partnership with her husband, Bob, was clearly of an ideal kind, evidenced by their joint writing (as in their early study of teachers' attitudes to children's use of language in West Germany and England), by their shared ethical principles, and by her delight in the honour to be paid to him by the University of Wisconsin in this year.

In all her activities - and Susanne contributed her full share to service on committees of her University and to the office of President of notable organisations, including the American Comparative and International Education Society (CIES) - she was full of energy and splendidly purposeful. She could be relied on for thoughtful preparation and for fair though firm treatment of themes under discussion. In view of her outstanding qualifications and experience, it seems all the more distressing that when Susanne had much good and interesting work still to do, when she was looking forward with pleasure to so many enjoyable experiences, she should suddenly be taken from us. Yet we may find comfort in the thought that until the very end she was able to enjoy living the kind of life she loved, using her talents effectively, continuing to make an admirable contribution to CESE and to the study of Comparative Education.

Our profound sympathy went to her husband, Dr Robert Shafer, in the loss he suffered by Susanne's sudden death on March 28, 1997. Given the closeness and strength of their relationship, the news of his death, a very short time after hers, must make us feel that, like the subject of a favourite poem, having briefly tried the experience of living without one he loved, Susanne's husband 'liked it not, and died.' His period of mourning, perhaps mercifully, was brought soon to an end. But our loss continues to be very real, casting a shadow over the progress of our Society's activities.

*Margaret B. Sutherland*

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## General Comments from MJES

The MJES has received a high profile in several international conferences, and thanks to a range of advertising strategies, there is an awareness of its existence. The flow of papers submitted for publication is very good (56 papers received), although more subscriptions are required for the venture to become financially viable. We are offering a reduced subscription fee to *bona fide* subscribers from low-income countries.

We have not quite managed to penetrate the North African market, although interest there is picking up slightly. Encouraging interest in the project has been shown by Israel, Turkey, Greece, Cyprus, Spain, and to a lesser extent Portugal.

We have had proposal for special issues in the following areas: "Narrative as Practice, Technique and Methodology in Educational Research (by Professors Devorah Kalekin-Fishman & Freema Elbaz); "Images of the Mediterranean in the Curriculum" (by Professor Elias Matsagouras). Professor Sara Guri-Rosenblit, from Israel, will edit a special issue on "Higher Education in the Mediterranean".

Please let us know your comments, suggestions and inquiries:

<gsul@unimt.mt>

**Ronald G. Sultana**

Director, Comparative Education Programme,  
University of Malta, Msida MSD 06 - Malta.

#### SUBSCRIPTION INFORMATION

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newsletter

# REVISTA ESPAÑOLA DE EDUCACIÓN COMPARADA

Nº 2, 1997

Issue number 2 of the *Revista Española de Educación Comparada* (Spanish Review of Comparative Education) is focused on «Education, Training and Employment in Developed Countries». The content of the issue is divided in two monographic sections: the first one deals with the title's topics, and the second with present contemporary perspectives as well as multicultural education. The third section is dedicated to the analysis of the latest documents, either legislative or consultative, that are bound to have a decisive influence in education policy in European countries. A final section of book reviews offers a general comment of some of the latest novelties related to the field of Comparative Education.

## Sección monográfica I: Educación, formación y empleo en los países desarrollados

❖ Luis Miguel Lázaro Lorente, *Educación, formación y empleo en los países desarrollados*.

❖ Frances Pedró, *Cenicienta, El Rey León y Peter Pan. Análisis de los modelos estructurales de formación profesional y de su distinta dinámica en los países de la Unión Europea*.

❖ Enrique Retuerto de la Torre, *Ensayos de aproximación entre los sistemas de cualificación profesional en la Unión Europea*.

❖ Ángel González Hernández y Juana M<sup>a</sup> Madrid Izquierdo, *Políticas para la igualdad de oportunidades de la mujer: educación, formación y empleo*.

❖ Mónica Drebing Ruiz Holst, *Importancia de la Pedagogía Social en la formación profesional de jóvenes socialmente desfavorecidos en Berlín, Alemania*.

## Sección Monográfica II: Educación Intercultural

❖ Félix Etxeberria Balerdi, *Educación y atención a la diversidad*.

❖ Jagdish Gundara, *Cuestiones y problemas de la Educación Intercultural en Gran Bretaña*.

❖ Marie-Gabrielle Philipp, *La Educación Intercultural: El caso francés*.

## Documentos

❖ DEARING (1996): *Review of Qualifications from 16-19 Years Old. Full Report* (London, HMSO). Síntesis del documento original elaborada por M<sup>a</sup> José García Ruíz.

❖ DEPARTMENT OF EDUCATION (1996): *Self Government*

*for Schools* (London, HMSO). Síntesis del documento original elaborada por M<sup>a</sup> José García Ruíz.

## Novedades Editoriales

❖ García Garrido, J.L. (1996), *Diccionario Europeo de la Educación* (Madrid, Dykinson) (Ferrán Ferrer).

❖ Benner, D. y Lenzen, D. (Eds.) (1996), *Education for the New Europe* (Frankfurt, Peter Lang Verlag) (Javier M. Valle).

❖ Aldrich, R. (1996), *Education for the Nation* (London, Institute of Education-London University-Cassell) (Javier Vergara)

❖ Delors, J. (1996), *La Educación encierra un tesoro* (Madrid, Santillana-UNESCO) (Concepción Ramos Cuenca).

❖ Rodríguez Carrajo, M. (1996), *Política Educativa de la Unión Europea* (Salamanca, Universidad Pontificia de Salamanca) (Javier M. Valle).

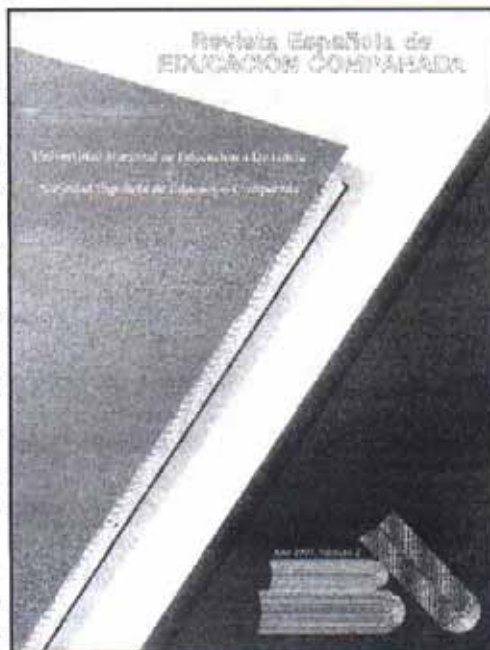
❖ Ferrer, F. (1996), *Els sistemes d'accés a la Universitat des d'una perspectiva internacional* (Barcelona, Consell Interuniversitari de Catalunya) (Sol Cardenal Gistrau)

The general theme of the issue number 3 of the *Revista Española de Educación Comparada* will be focused on «Concepts, Methods, and Techniques in Comparative Education: Homage to Marc Antoine Jullien de Paris in the 150<sup>th</sup> Anniversary of his death», and at the present is being edited by Professor Julio Ruíz Berrio, from the Complutense University of Madrid.

The 6<sup>th</sup> Spanish National Conference on Comparative Education will take place in the University of Seville at the end of March 1998. The Conference will develop

the subject under the general heading of «Care towards Childhood from a Comparative Perspective». Educational, sanitary and assistential aspects represent only some of the features that will be considered among the whole known relevant issues for a child growing environment. The Annual Assembly of the Spanish Society of Comparative Education will also take place, as usual, during the Conference, and an homage will be paid to Marc Antoine Jullien de Paris, in the 150<sup>th</sup> Anniversary of his death. The Presidency of the Conference is held by Dr. Vicente Llorent Bedmar, from the University of Seville, and the Organizing Committee is represented by Dr. Isabel Corts Giner, from the same university. Further information can be obtained in

**Dr. Vicente Llorent Bedmar**  
**Universidad de Sevilla. Fac. de Ciencias de la Educación**  
**Avda. San Francisco Javier, s/n**  
**E-41005 SEVILLA**





# CESE

COMPARATIVE EDUCATION SOCIETY IN EUROPE  
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### A. TO BE COMPLETED BY THE CANDIDATE / A REMPLIR PAR LE CANDIDAT

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Present position and date of appointment / Fonction occupée actuellement et date d'entrée en fonction: \_\_\_\_\_

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Principal qualifications (University degrees, membership in scholarly societies and on official commissions, official honours, etc.) / Titres principaux (diplômes universitaires, appartenance à des associations scientifiques, nominations à des responsabilités officielles, récompenses officielles, etc.):

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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) / b) Publications (donner la liste des publications les plus importantes - 10 au maximum): \_\_\_\_\_

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*Signature of the Applicant / Signature du Candidat*

## **B. TO BE COMPLETED BY THE SPONSOR / A COMPLETER PAR LE PARRAIN**

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 / 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.

Name (block letters) / Nom (lettre d'imprimerie)

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Date

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