

# CESE

## NEWSLETTER 11

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### CESE Newsletter

*La CESE Newsletter est le bulletin d'information officiel de l'Association d'Education Comparée en Europe, mais c'est aussi VOTRE newsletter. N'hésitez pas à nous envoyer des informations de valeur scientifique dans le domaine de l'éducation comparée, ou à nous soumettre des textes concernant des études intéressantes, des projets majeurs, des changements dans l'éducation comparée-curricula, des innovations de cours, promotions, etc... Envoyez-nous un offprint de votre dernier article ou une copie du livre que vous avez publié récemment.*

*The CESE Newsletter is the official information bulletin of the Comparative Education Society in Europe, but it is also YOUR newsletter. Do not hesitate to send us any information of scientific value in the field of comparative education, or submit texts about any interesting studies, major projects, changes in comparative education curricula, new courses, promotions, etc... Send us an offprint of your latest article or a copy of the book you have just published.*

*Die Newsletter ist das offizielle Informationsblatt der CESE, aber, es ist auch IHR Informationsblatt. Zögern Sie nicht, falls Sie Informationen wissenschaftlichen Charakters im Bereich der vergleichenden Erziehungswissenschaft weitergeben möchten. Schicken Sie uns Ihren Text über interessante Forschungsarbeiten, wichtige fortschrittsfördernde Kurse, Ernennungen, usw... indem Sie uns eine Kopie Ihres Artikels oder Ihres letztlich erschienenen Buches zu kommen lassen.*

JUNE 1982

1. 11th CESE Conference in Würzburg, 3-8 July 1983
2. From national and regional Societies
3. Publications
4. Agenda

# 11th CESE Conference in Würzburg, 3 to 8 July 1983

## Main theme: Education and the Diversity of Cultures: The Contribution of Comparative Education

In recent years, the main theme of this conference has been discussed at numerous meetings; however, there have been different formulations of the topic and of the questions involved and quite different programme content. This diversity of approach is bound to continue, since those interested in this theme are not only educationists, sociologists, linguists and representatives of the Arts and social sciences, but also politicians, educational administrators, teachers and the public at large.

The theme of the 11th CESE Conference is very topical, both academically and politically; but the organizers recognize the risk of repeating or paralleling others' efforts. We therefore see the essential starting-point in the concentration of all contributions on the following question: how the global phenomenon of « multi-culturalism » is mirrored in theoretical and practical approaches to problems arising in international or intercultural comparisons.

The intellectual perspective for presentations and discussions is seen in an interdisciplinary approach and reference to practical experience, subjected to **comparative analysis** as far as possible. **Multidisciplinarity**, in this context, means, firstly, interpreting the concepts of « culture » and « multiculturalism » by drawing on statements from the various disciplines, and, secondly, by analysing specific « cases » and « sectoral » approaches.

**Relevance to practice** underlies our major interest in experiments bearing on possibilities of multicultural education in various socio-political conditions. Within this framework, both macro- and micro-studies are included.

The **European scene** confronts the educationist with a wide diversity of cultures rooted in ethnic, religious and social characteristics, which have determined the history of this continent for centuries. Particular interest is therefore paid to the mutual impact of « national » and « cultural » systems manifesting themselves in different understanding and practices of education in national states seeing themselves hitherto as, in principle, « homogeneous ».

**Conflicts** arising when two different cultures come into contact fall mainly into one of two categories.

1. One traditional form of conflict is seen when minorities of long standing (often the older inhabitants of the region or national territory) confront a dominant culture, claiming to be the only (or the « true ») representative of the national identity.
2. A new form of conflict arises with the arrival of « foreign groups, with distinct ethnic, religious, linguistic and social characteristics. The status of such new residents as permanent immigrants, internal migrants, « guest-workers », or perhaps as refugees, accentuates and differentiates the problems which arise.

Another theme focuses on interrelations between Europe and the other continents.

CESE has never understood itself as a Euro-centered organisation and recognizes that multiculturalism is a worldwide phenomenon. Many « traditional » European problems were exported to non-European regions in colonial times, and the confrontation of « national » and « cultural » patterns burdens the search for identity of many Third World countries, now independent. A major interest in the conference programme is therefore to examine European and non-European multiculturalism, within the framework of North-South relationships, including an historical perspective.

The Conference Programme will be organized around six themes. In broad terms, the thematic interests may be defined as: theoretical analysis, examination of policies and strategies, case studies, especially empirical case studies, in the European context, international relationships, perspectives on emerging sub-cultures.

1. Multiculturalism and multicultural education - a multidisciplinary approach.
2. Multiculturalism and multicultural education: perspectives on policy and alternative strategies.
3. Multiculturalism and multicultural education in Europe: case studies of national education systems and ethnic or cultural minorities.
4. Multiculturalism and multicultural education in Europe: problems concerning the « integration » of immigrants, guest-workers and refugees into the education systems of host countries.

5. Multiculturalism and multicultural education as exemplified in the relationships between European countries and the Third World.
6. Perspectives on and from emerging sub-cultures (especially youth, the unemployed, the social position of women, etc.).

These six thematic areas will be introduced by invited speakers in **major speeches** and will be developed and discussed in **working groups**. The preparations for the groups will be undertaken by the following colleagues:

1. Prof. D. Kallen
2. Prof. L. Liegle
3. Prof. J.L. Garcia Garrido
4. Prof. M. Sutherland
5. Prof. M. Debeauvais
6. Prof. E. King

Written contributions, which should not exceed 15 pages, A4, double spaced typing, are requested by February 1, 1983. They should be submitted to the coordinator of the relevant working group and can be in English, French or German. In addition, we request a one page abstract in one of the official languages of the Conference.

As at previous CESE conferences, « optional working groups » may be arranged in addition to the official working groups dealing with the themes outlined above. Suggestions for the optional working groups should be addressed directly to the Conference Secretariat.

## FROM NATIONAL AND REGIONAL SOCIETIES



## COLLOQUE DE L'A.F.E.C. À SÈVRES, 13-15 MAI 1982

### Liste des communications

J. ADDA ET B. DUMONT: « Quelques évaluations de la réforme des mathématiques »

A. BARKATOOLAH: « L'absence d'évaluation remet-elle en cause l'existence d'une réforme? Le cas de l'île Maurice »

Y. BARRA: « L'évaluation de la réforme éducative au Bénin »

B. BEIS: « Les évaluations de la réforme Haby »

M. BERNARD: « Des réformes des pratiques en éducation aux pratiques des réformes en éducation »

L. CERYCH: « Mise en oeuvre et résultats des réformes d'enseignement supérieur en Europe »

I. CHABOU: « L'évaluation des réformes de l'enseignement supérieur entre l'emprise politique et les exigences d'une pédagogie à caractère scientifique; le cas de l'Algérie »

J. CHAMPION/A. HERNANDEZ: « L'évaluation des réformes de l'éducation dans le système éducatif dominicain »

A. COULON: « L'évaluation institutionnelle; le cas de l'Université de Paris VIII »

M. DAWOUD: « Une grille d'évaluation de la compétence des professeurs d'université: une comparaison Québec-France »

M. DEBEAUVAIS: « L'évolution des théories et des pratiques de l'évaluation dans les Organisations Internationales »

I. DEBLE: « Comparaison de deux évaluations de la réforme d'enseignement rural en Haute-Volta »

P. DIAS: « Institutions Scolaires et Evaluation de la Compétence: Simple problème d'efficacité pédagogique ou nécessité d'inclure les composantes socio-culturelles et politiques »

M. ETAIX: « Les évaluations de la réforme de l'enseignement télévisuel en Côte d'Ivoire »

C. FITOURI: « Limites et signification de la qualification dans l'évaluation »

P. FURTER: « L'évaluation des campagnes d'alphabétisation »

A. GAUFFENIC: « L'évaluation de l'enseignement par les étudiants: le cas des Grandes écoles de commerce »

E. GELPI: « L'évaluation des réformes éducatives et participation des populations »

R. GEORGE: « Notes on IIEP activities in Evaluation »

A.M. GOGUEL: « Les conflits des évaluations: une réforme de l'éducation en Afrique du Sud: le Bantustan Act de 1953 »

S. HENRIQUEZ: « Le problème de l'évaluation des changements éducatifs »

W. HORNER: « L'évaluation des examens: une comparaison France-Allemagne »

J. INOSTROZA: « L'évaluation d'une expérience d'intégration des enfants en difficulté au niveau local, au Québec »

P. LADERRIERE: « Signification de l'auto-évaluation au niveau des établissements: une comparaison européenne »

J. LAMOURE: « L'évaluation du système éducatif par les Services statistiques nationaux: le cas du SIGES »

T. MALAN: « La pratique de l'évaluation dans le corps de l'Inspection; l'exemple de la réforme de l'autonomie des établissements scolaires et universitaires en France »

A.D. MARQUEZ: « L'évaluation des innovations: axiologie, idéologie et politique »

L.I. NEMBA: « L'évaluation des changements en Education »

D. PALOMBA: « L'évaluation des réformes du deuxième cycle de l'enseignement secondaire en Italie »

G. RAMA: « Les changements éducatifs en Amérique Latine »

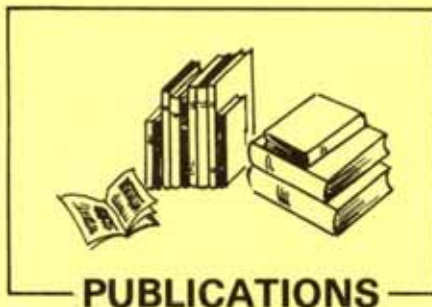
W.M. RIVIERA: « International Evaluation in Adult Education »

D. SENSI: « Un exemple d'Analyse d'une Evaluation d'Innovation pédagogique en Belgique francophone »

D. SENSI, BRUSSELMANS et HENRY: « Une évaluation externe d'une innovation pédagogique dans l'enseignement technique et professionnel en Belgique »

M. SOETARD: « Pratique pédagogique et théorie des réformes »

P. SOULEZ: « La dimension épistémologique de l'évaluation »



The CESE secretariat has received the following publications:

Le secrétariat de la CESE a reçu les publications suivantes:

Das CESE Sekretariat erhielt folgende Publikationen:

BALLAUF, Theodor  
*Funktionen der Schule. Historisch-systematische Analysen zur Scolarisation*, Weinheim-Basel, Beltz, 1982 (D.I.I.P.F., Studien und Dokumentationen zur deutschen Bildungsgeschichte, 19)

VAN DAELE, Henk  
*Paedagogica Belgica academica. Periodical Survey of the Belgian University Studies in Education*, Ghent, Baertsoenkaai 3, 1981

HERBERT, Michael  
*Erziehung und Volksbildung in Altwürttemberg*, Weinheim-Basel, Beltz, 1982 (D.I.I.P.F., Studien und Dokumentationen zur deutschen Bildungsgeschichte, 20)

*Bericht 1980 - 1981*, Frankfurt a.M., D.I.I.P.F., s.d.

*Mitteilungen und Nachrichten D.I.I.P.F.*, Frankfurt a.M., 1981, n. 104-105

*Perspectivas Pedagógicas*, Barcelona, 1981, n. 45-46 y 47-48

MICELSCU, Maria  
*Bildungsreform in Spanien*, Frankfurt a.M., D.I.I.P.F., 1982 (Studien und Dokumentationen zur vergleichenden Bildungsforschung, 21)

*VE Informationen*, Münster, Dezember 1981, n. 9

*Canadian and international education - Education Canadienne et internationale*, Calgary, 1981, n. 2

*Boletín de la Sociedad Española de Pedagogía comparada*, s.1., 1981, n. 4

WALSH, May  
*Catharine Esther Beecher's Contribution ...*, London, LACE, 1981 (LACE Occasional Paper, 5)

GOODENOW, Ronald  
*Intercultural Adaptation through Education: Historical and Comparative Perspectives*, London, LACE, 1981 (LACE Occasional Paper, 6)

FORMIGA, Manuel  
*Higher Education in Brazil: An Analysis of its Growth in the Seventies*, London, LACE, 1982 (LACE Occasional Paper, 7)

*EURinto*, Bruxelles, 1982, n. 64, 65, 66 et 67

*Nouvelles universitaires Européennes - European University News*, Brussels, 1981, n. 119 et 1982, n. 120 et 121

STÜBIG, Heinz  
*Pädagogik und Politik in der preussischen Reformzeit*, Weinheim-Basel, Beltz, 1982

(D.I.I.P.F., Studien und Dokumentationen zur deutschen Bildungsgeschichte, 21)

*European Centre for Higher Education. New Acquisitions of the Library*, Bucharest, 1981, n. 3 and 4

*LACE Newsletter*, London, 1982, n. 3

*European Cultural Foundation. Newsletter*, Bruxelles, V, 1982, n. 1

*Ecole & Paix*, Genève, XV, 1982, n. 1

*SEFI News*, Bruxelles, 1982, n. 10

ENGBERG, Agnete  
*Early Childhood and Pre-School Education in Denmark*, København, Ministry of Education, 1982

*Les Ciències de l'Educació a Examen - Las Ciencias de la Educación a Examen*, Bellaterra, Universitat Autònoma de Barcelona, 1981

*Examinations and Marking, etc. at the Upper Secondary School-leaving Examination and in the Gymnasium*, København, Ministry of Education, 1981

*Basic Vocational Education Act*, København, Ministry of Education, 1981

*Awareness List IERS*, Geneva, 1981, n. 28

*Awareness List IERS. Special Series. Lifelong Education*, Geneva, 1981, n. 10

*RIHED Bulletin*, Singapore, V, 1981, n. 3

VAN VELZEN, W.G.  
*Final Report of the second-planning Conference, 's-Hertogenbosch*, 1982 (International School Improvement Project)

*Cooperation in Education. An ICU international Quartely*, Rome, 1981, n. 35-36

*ATEE News*, Brussels, 1982, n. 8

*NGVO Nieuwsbrief*, 's-Hertogenbosch, 1982, n. 1

NEGRIN FAJARDO, Olegario  
*El metodo universal de J. Jacotot y el metodo natural-reflexivo de J. Costa*, in *Revista Ciencias de la Educación*, 1981, n. 105 (Separata)

*African Studies in Curriculum Development & Evaluation* (General editors: Peter Sachsenmeier, Kofi L. Quansah, and Sylvester N. Dioh), Nairobi, 1981.

FEREDE, Yizaw: The role of elementary school teachers in curriculum development and implementation in selected government elementary schools of Addis Ababa.

WORK, Shimeles: The implementation of technical education curriculum in the reorganized secondary schools in Addis Ababa.

OKPE, Godwin: The development of curriculum content for pre-service training of auxiliary teachers in Anambra state of Nigeria.

GOUALA, Pierre Macaire: Problems of learning English in the Congo due to mother-tongue interference.

REDDI, Sadasivam Jaganada: The teaching of history at school certificate level and suggestions for a reform of history of Mauritius syllabus.

WAMI, Tabor: Some of the problems of Addis Ababa elementary school supervisors in relation to curriculum implementation.

MADEJE, B.V. : Evaluation of the implementation of the physical education program in Dar Es Salaam city primary schools.

NWAJI AJIE, Victor Eiemchuku : A critical study of in-service teacher education for primary school teachers in Rivers state Nigeria.

KOUMA, Felix : A study of problems faced by teachers in the Congo and some practical solutions.

ADO, Patience : The development of population education curriculum for elementary schools in Ghana.

SAJAW, Baboucar : The West African exams council agricultural science syllabuses and their appropriateness for agricultural prevocational training in the Gambia.

DANSAMO, Dendir : Problems of using English as a medium of instruction in the junior secondary schools of Ethiopia.

KATIGULA, Barnabas Aloys Joseph : Towards determining learning activities of pre-school education in Tanzania.

KIYIMBA, David : Developing and evaluation supplementary science readers for primary 3 pupils in Uganda.

LEBUSA, Eliza Mantsalla : A critical survey of teaching strategies involving instructional materials in the teaching of Sesotho reading in standards 1-3 in Lesotho.

MOTHA, Esness : The development of instructional units on family education for the primary teachers' certificate in Swaziland.

ASHU, Comfort Eneke : Classroom interaction in schools in Faco division in anglophone Cameroon.

OWIGAR, Esther Agutu : A study of attitudes of teachers and pupils toward history teaching by radio in Nairobi primary schools.

NABANJA-MAKUMBI, Elizabeth Roselyn : Development of improved instructional units in ecology in secondary form II in Kenya.

NGUCHU, Ruth Rukunga : The extent to which radio is used in teaching of home science in urban primary schools in Kenya.

SAMBA, Wutama Bulama : Evaluation of social studies programme in government teachers' colleges of Borno state, Nigeria.

MALUSU, Joseph : The teaching of social ethical values through a traditional African initiation ceremony.

CHIMWENJE, Dennis Danny : Evaluation of geography teaching in Malawian secondary schools with special reference to the need for specific objectives.

AKINSELOYIN, Timothy Oyewole : A study of students' riots in secondary schools in Ondo state of Nigeria.

SHABA, A.M.I. : An examination of the effectiveness of science educators in teachers' colleges in Malawi.

LEMU, Muhammad S. : Improving the numbers of qualified teachers through in-service programme in Niger State of Nigeria via distance learning system.

TARLOWOH, Jacob A.L. : A study of the relationship between national education curricula and national examination in Liberia.



### 10 - 14 July 1982

« Leistung und Lernfreude. Ein internationales Gespräch ».

Information : Freie Pädagogische Akademie, Postfach, CH-8908 Hedingen.

### 14 - 17 July 1982

« Improving University Teaching ». Eighth international conference at Berlin (Fachhochschule für Sozialarbeit und Sozialpädagogik, Berlin, FRG)

Information : University of Maryland, Delphi Road, College Park, Maryland 20742, USA

### 18 - 22 July 1982

« The Emerging Global Village ». 25th Anniversary Conference at Baltimore of the Society for International Development.

Information : Society for International Development, 1834 Jefferson Place, Washington D.C. 20036 USA.

### 2 - 6 August 1982

Eighth international congress of the World Association for Educational Research : « Personality, Education, Society ».

Information : University of Helsinki, Department of Education, Fabianinkatu 28 A, SF 00100 Helsinki 10, Finland.

### 29 August - 2 September 1982

« University Education and Pedagogical Technology ».

27th Session of the Union of Universities of Yugoslavia at Dubrovnik.

Information : Union of Universities, 11000 Belgrad, Palmoticéva 22/1.

### 7 - 10 September 1982

« The History of Pre-school Education and its Relation to the History of Education in General ».

4th Session of the International Standing Conference for the History of Education at Budapest.

Information : Eötvös Loránd University, Budapest pf. 109, H-1364 Hungary.

### 7 - 10 September 1982

« Teacher Education within the Framework of the European Community ».

7th Conference of ATEE in Birmingham. Information : G. Asbury, City of Birmingham Polytechnic, Westbourne Road, Edgbaston, Birmingham B15 3TN, England.

### 17 - 19 September 1982

Annual Conference of the British Comparative Education Society in Worcester.

### 28 Septembre - 2 Octobre 1982

« L'animation aujourd'hui ... ».

Premier Colloque francophone à Genève. Information : IES, Institut d'Ecoles Sociales, rue Prévost-Martin 28, 1211 Genève 4, Suisse.

### 28 - 29 October 1982

« Higher education : recent developments in the Netherlands and Flanders ».

Conference of the Dutch Speaking Society (N.G.V.O.) at Ghent (Belgium).

Information : K. De Clerck, Baertsoenkaai 3, 9000 Ghent, Belgium.

### 21 - 25 March 1983

« Pragmatics and Education ».

3rd Language and language acquisition Conference.

Information : Communicatie en Cognitie, Blandijnberg 2, 9000 Ghent, Belgium.

### 6 - 8 April 1983

« Continuing Engineering Education ».

Second world conference of SEFI at Paris. Information : SEFI, rue de la Concorde 51, 1050 Brussels, Belgium.

### 3 - 8 July 1983

XIth CESE Conference at Würzburg (FRG).

« Education and the diversity of cultures : the contribution of comparative education ».

### 5 - 9 September 1983

« Higher Education by the Year 2000 ».

International Congress of EARDHE in Frankfurt a.M.

Information : EARDHE, Prof. Dr. U.P. Ritter, J.W. Goethe-Universität, Fachbereich 2, Postfach 11.19.32, 6000 Frankfurt a.M. 11, FRG.