



European Forum on Educational Administration

NEWSLETTER

Forum Européen des Administrateurs de l'Éducation

No 2/2004

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It is published by
Forum Européen des
Administrateurs d'Éducation
28, rue du Général Foy
75008 Paris
France

Editorial Note

The editor welcomes contributions from Forum members. These can include letters to the editor, notes of books published on themes of cross-European interest, requests for assistance from other members, or other matters. These should be sent (preferably in English) to the editor preferably by E-mail.

We would be grateful if material for publication could be sent as soon as possible.

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CONGRATULATIONS TO THE NEW EU MEMBER STATES

Those days in May when the European Union was enlarged by ten new countries, I was at a conference in Madrid. The conference theme was inclusion of children with special needs. At the round table discussion a participant asked the facilitators: "Do you believe that inclusion can be realised at all in this cruel modern world?" My answer was influenced by the topical news of that week: the EU enlargement, and I would like to share with you my reflection to that question.

If twenty years ago somebody in my country would suggest that Latvia would regain its independence in twenty years' time, it would sound like a dream. If fifteen years ago somebody would tell me that Latvia would join the European Union, it would sound like a desire for many many years. If ten years ago somebody would tell in my country that Latvia would join the Union in 2004, most people would take it sceptically. But it all has happened within last twenty years. Could it happen if there would not be a dream and a desire?

The members of the European Forum of Educational Administration, who have joined the EFEA within last ten years, have been privileged: we had been invited and welcomed before the official enlargement of the Union: Cyprus, Estonia, Hungary, Latvia, Lithuania, Slovenia, which are now the new member states of the European Union, have been actively involved in the EFEA Intervisitation Programmes, conferences, meetings and other activities since the beginning of 1990's. It was due to the effort of the EFEA leaders of that period, David Parkes, André Lafond, Hermann Avenarius, Sten Allehammer, Eskil Stego, Per Kvist, and due to the support of the sole of the EFEA, Heinz Engel, Bernadetta Satin, Len Watson and many others who believed and really worked toward the enlarged and united Europe. My sincere gratitude to those people and my sincere congratulations to the national organizations of the EFEA of Cyprus, Estonia, Hungary, Latvia, Lithuania and Slovenia.

Zenija Berzina
President of the EFEA

**Association Française des Administrateurs
de l'Éducation, 2004
LYON, 12-14 March 2004:
XXVth National Conference
"School and Territory. What Type of
Decentralisation?"**

As could be expected, the conference did not take place in the capital, but in Lyon, itself a former religious capital in the distant history of old France, and still the capital of good cheer. The following paper by Bernard Toulemonde, as an introduction to the conference, sets the picture :

This year, AFAE has decided to examine the relationship between school and the territories. School has long been deeply involved in its local environment, in different degrees, according to the level of education (primary schools being "communales", "collèges" and "lycées" being "State"), but also according to the status (private schools, largely autonomous by tradition, confronted with the centralisation of the public system), and according to different periods in history. Regarding this particular point, we have experienced, during the last twenty years an important development of relationship between the whole range of education, from schools to universities, and their environment, under the influence of decentralisation.

To-day, we feel the need for a close scrutiny of the present state of things, and of the way schools and local communities live and work together. How territorial decentralisation, functional decentralisation and the autonomy of schools are structured together, not to mention deconcentration ? More simply, how relationships have started locally ? on what grounds? What success and what shortcomings? In a word, in a system with shared competences, how has work been organized ? How have responsibilities been assumed ? It behoves the academics and the actors themselves, head-teachers and administrators of the State system, people in charge and politicians from the local communities, partners of the school, at work together in this conference, to illustrate this enquiry with their testimonies and their reflexions.*

At present, as a new step is going to be taken, must we, can we, go further? The growing cooperation between communities and regionalisation lead assuredly to new perspectives. In what direction? How far can we go on the way of territory-level management without breaking solidarities, and without undoing the national system of education ? will the quality of education and training of our students be the better for it? We'll have to think about the conditions of change, in the light perhaps of such experiments as are presently under way or thanks to examples from abroad.

A certain number of workshops were dedicated to subjects such as :

- The local project in education
- School and the cooperation between communities
- State public administration and local public administration
- Decentralisation and the principle of equality
- The autonomy of schools: how far?
- The evolution of leadership positions
- Pedagogy: a reserved or a shared domain?
- The vocational school in its environment
- Training facilities, decentralisation, areas and autonomy
- Decentralisation and staff management.

The conference which in spite of the distance and of its "decentralised character" - or thanks to it? attracted a very numerous audience, met a great success, as well through its academic activities as in its more touristic, cultural and catering aspects. One must remember Lyon is one of the oldest and most beautiful cities of our country.

The proceedings of the conference can be found in *Administration et Éducation* n° 3, 2004, to be published in October 2004.

**Regional Conference
CLERMONT-FERRAND, 31 March 2004**

This event was one of the conferences organised in the recent months at the regional level, with or without connexion with the yearly national conference.

A numerous audience worked on the subject: "Steering through results within the school, how it is linked with the local State Authorities.

After a lecture by President Bernard Toulemonde on the topic "Steering pedagogy and steering through results: what problems?", Claudine Peretti, Director of Evaluation and prospective in the Ministry of Education presented what tools could be used in this prospect and what sort of steering could be worked out. Numerous and enriching exchanges ensued, which involved a great part of the audience on a very stimulating subject Concerning the activities of year, please apply to AFAE site: <http://perso.wanadoo.fr/afae/> Other information to be found at: afae@wanadoo.fr
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*Deconcentration in the French system consists in handing down central responsibilities and competences to lower and local levels of the state administration (Translator's note).

An Exciting New Activity Between HUNGARY - UKRAINE - SLOVENIA

The Hungarian organization of EFEA has organized for the first time a three-country meeting between Hungarian, Ukraine and Slovenian members. It was held in Budapest from 23rd to 25th April 2004. The activity was organized by László Sándor, the president of the Hungarian Forum. A very warm welcome and stay in Budapest, the capital of Hungary was enabled by Béla Csécesei, Mayor of District VIII. (Józsefváros) of the city of Budapest, who is also a member of EFEA.

The main topic of the conference was "Education of the Roma minority in Slovenia, Ukraine and Hungary". We also discussed the development of further activities among the three countries.

After having lectures from the Hungarian, Ukraine and Slovenian participants the following recommendations concerning Roma education was accepted:

1. European perspectives and transformation of the education can help to solve the educational troubles and problems of Romas in all three countries.
2. Education of Romas needs better and more rationally allocated financial support on primary, secondary and higher education.
3. Successful integration of Roma pupils and students is one of the most important part of education and the educational system has to be protected from the segregation.
4. Roma organizations, communities and experts should be allowed to tell their own interests and needs in the field of education.
5. Regarding to the good experience in Hungary the digital secondary school and the concept of the digital education should be widely spread among Roma students.
6. A Comprehensive educational school system seem to be more effective than the selective one, so changes are (have) to be made towards the comprehensive school system.
7. Special teacher training courses are needed, especially in the field of different Roma languages.
8. Roma experts have to be encouraged to participate in the preparation of the curriculum of the Roma education.



Laszlo opening the meeting



The Participants from Hungary, the Ukraine and Slovenia

László Sándor , Hungary
Joze Mlakar, Slovenia

IRISH FOLLOW-UP
of the European Intervisitation Programme

On the 9th October the Society for the Management of Education in Ireland (SMEI) (which, along with the British Educational Leadership, Management and Administration Society organized in October 2003 a very successful European Intervisitation Programme in Dublin and Belfast), held in Dublin a one-day seminar as a follow-up of the EIP. Around 25 participants (from both the Republic of Ireland and Northern Ireland) took part, including a number of representatives of schools which had been visited as part of the Intervisitation.

Group discussions and a plenary session allowed valuable opportunities for members to reconsider the theme of the EIP ("Learning in a pluralist society: Identity and Inclusion") as it related to their own schools and to the larger education systems and societies of which they are a part. The exploration of the issues involved, and the ways in which the schools are responding positively to these challenges, provided plenty of very active discussions. Of particular value was the chance for people from schools in the Republic and in Northern Ireland to share experiences 'across the border'. A number of the participants said that they wished in the future to follow up the contacts they had made during the day.

Rapporteurs from each discussion group reported to the plenary discussion, and their reports will form part of the material to be included in the forthcoming book which is being prepared as an outcome of the EIP.

The seminar was organized and led by Mrs Verity Swan, Mrs Mary Reilly and Professor John Heywood; while participants were welcomed on behalf of the EFEA and BELMAS by Professor Len Watson.

L.E.W.

NEW EFEA BULLETIN

The EFEA Executive is pleased to announce the publication of a second (revised and updated) edition of the glossary of education in the Republic of Ireland, the first edition of which was distributed to participants in the 2003 European Intervisitation Programme. A copy will before Christmas be sent to each EIP member, as part of their conference fee.

The document is: Leonard E Watson and John Heywood (2004), *Education in Northern Ireland: A Glossary*. 2nd edition. School of Education, Sheffield Hallam University, for the European Forum on Educational Administration (EFEA Bulletin No. 5). ISBN 184387 036 3.

Copies are available post paid from Professor Len Watson (5 The Glade, Endcliffe Vale Road, Sheffield, S10 3FQ, England), or <l.e.watson@shu.ac.uk>, 8 pounds sterling or 12 euros, post paid.

**EUROPEAN
INTERVISITATION
PROGRAMME**

ADVANCE NOTICE

Plans are progressing for the next EIP, to be held in Grenada and Madrid, Span, from the 22nd to the 28th October 2005.

The theme will focus upon the ways in which the pluralism of the Spanish society relates to pluralism in education within the context of European citizenship. Attention will be given to such issues as immigration and education; equity within education, regionalism and the European dimension in education.

Watch this space!

NEWS AND NOTES

• The new president of the AFAE is Monsieur Warzée and the new contact person for the EFEA is Hélène Perrier, who had been Director of the French Gymnasium in Berlin in the past.

• In January 2003 was Hermann Avenarius' 65th birthday impressively celebrated in Frankfurt University. Friends and colleagues published and edited a book to honour him and his work: *Bildung vor neuen Herausforderungen* (Education Before New Challenges) published by Luchterhand Verlag 2003, Neuwied.

• A trilateral seminar is to be held on the 12th and 13th of November between Germany, the Netherlands and Sweden in Dortmund with the theme: "Development and the securing of quality in school education in the three participating countries in comparison". A report will follow by Zita Götte and Bob van de Ven.

• The 25th annual conference of the DGBV will be held on the 2nd – 4th of December 2004 in Dillingen with the theme: "Priorität für Bildung – nur eine Geldfrage?" Zum Spannungsverhältnis von Finanzierung und Qualität im Bildungswesen (Priority for Education - only a question of money?). Further information is at www.dgbv.de.