

Celis, Rebekka

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The present volume of *European Studies in Education* has been written in the context of the Amsterdam-Berlin-London network of faculties of educational science (*Able*) and contains contributions from two conferences organised within this network. The book is a compilation of sixteen articles by fifteen different authors. The range of subjects touched upon is wide, but the different themes can be arranged according to three major fields of contemporary education in Europe: *intercultural education, values in education and educational institutions*, which constitute the three chapters of this book. In each of these central areas, education is currently confronted with rapid changes, related to the process of European unification and globalisation, which is considerably altering the frame of reference for nation-based cultures and educational systems. The enlargement of Europe in the years to come constitutes one of the most challenging developments in the European Union. This development will make the communication between the members of different cultures even more crucial than it is today. In this process the communalities and differences between European nation states, cultures and regions play an important role. How to handle these will be among the central tasks of the future. In the European Union, education is destined to become an increasingly intercultural task. And education is expected to contribute to the social integra-

tion within this European unification, although not all authors are as convinced about the influential capacities of Education.

The different contributions in this book differ with respect to the level of abstraction. Some articles are of a more abstract and theoretical nature; e.g. the individualisation of higher education (Rau), the Other as point of reference (Wulf), etc. while others are more concrete and entail reporting research findings or case studies; e.g. discussing the introduction of a new school subject LER (Life-Ethics-Religion) after the unification of Germany (Ehrenspeck), the introduction of the National Curriculum for state schools and the School Curriculum and Assessment and Authority in Britain (White), a comparison between games in Germany and Japan to indicate the importance of children's play in value education (Lenzen).

From a comparative point of view the range of themes covered is impressive, as are the diverse educational contexts discussed. Apart from different social and political backgrounds, the book covers different educational settings: primary education, reformatory education, higher education, children's play, etc.

The *first chapter of this book* deals with the issues that concern *intercultural education*. How to communicate and cope with the other is among the central challenges of intercultural education. This again deals with the question of integration within the consolidation of the European Union and the role of education in the development or promotion of this (Lenzen).

When discussing societal integration, Lenzen makes a distinction between integration as the state of being of a socie-

tal system and integration as a social act integrating people in a society. The first concerns systemic integration, while the second entails social integration (Lenzen). It is this social integration which is most dealt with in this book.

Several authors state that society today is confronted with social phenomena like racism, xenophobia and nationalism, which have to be dealt with in their historical context. Gundara focuses on this historical context in his article. He assigns history education with an important task and he also stresses the importance of curriculum and the production of textbooks. These need to be reconsidered against the backdrop of a eurocentric education system. Also Leeman assigns schools with an integrative function. *Integrative* does not entail that there is no attention paid to respect for individual or cultural differences. She promotes other ways of thinking about culture and differences, than those in terms of ethnically-based differentiation and dichotomisation.

In the article on ‘The Other as reference point of European education’, Wulf argues against conceptualising culture as a homogenous unit. It is better to think of it as a conglomeration of profound differences, as a plurality of ways of being and belonging, as a *deep diversity*. Confrontation with other cultures, with the Other in one’s own culture and the foreigner in our own person, teaches us to perceive and think from the other’s point of view, a kind of heterological thinking. This is especially the case within a Europe increasingly confronted with *others*. Leeman agrees with this and holds a plea for multiculturalism as the outcome of a process of conflict and negotiation on cultural and ethnic differences in the

context of an ethnically-heterogenous society.

In this chapter the authors all discuss in a certain way the issue of social integration and the role education has to play in this. They however do not uncritically approach the question – or desirability – of social integration. Lenzen poses that “at first glance, we are under the impression that integration is always the desired goal of dis-integrated people”, but describes the circumstances under which the opposite might be the case. And this daring and critical statement is of importance for intercultural education, however is too seldom heard.

The *second chapter* consists of articles dealing with *values in education*, and value conflicts, which are central issues within a pluralistic society. European unification and globalisation constitute challenges to education by which the traditional character and values thereof might be changed. More than ever, the goals, methods and contents of education in transition have to be discussed (Röling). Whitty & Merkens discuss the trend towards a perspective of market-oriented education, values of individualism, competition, performativity, and differentiation. These changes – economical dependencies and the pauperism of human relations – have contributed to the growth of self-managing schools and the promotion of a decentred market identity or an authoritarian character. They however do not go very far in their analysis.

Given the importance of values and attitudes for personality development and education – as all authors in this chapter agree on – moral education in schools is needed (White). Moral education is considered important by Ehrenspeck in

times of social upheaval and social crisis as a means of counteracting the loss of meaning and the lack of orientation that many pupils suffer from, or to fight concrete problems such as violence among youths, attacks against foreigners or the loss of normative orientation. White approaches the issue of values in education from an interesting angle, he questions the interrelation often made between morality and religion, for the loss of the religious framework would then indeed lead to the loss of morality. White does not believe that society is in moral decline, it is rather a question of uncertainty, a certain lack of confidence about how we should behave and what we should believe. He claims that there is evidence of more nuances, of more self-reflexivity. Morality is not to be separated from the rest of one's life and education has an important role to play here, it needs to broaden young people's horizons by offering multiple and multiplying visions of how they can fill their lives.

Most education takes place in educational institutions, which determine to a large extent the quality of the processes of education. *Educational institutions* are confronted with major changes – intensifying intercultural education and value education consequently leads to the transformation of educational institutions. This is what the authors in the *third chapter* write about. The issues of changes for educational institutions are discussed through different subjects and levels of education. The educational institutions and the changes and developments it undergoes are not in every contribution discussed as explicitly and thus I find not every article to be completely at the right place in this chapter on edu-

cational institutions. The article by Jewitt & Kress on the construction of scientific identities through image, gesture and movement in the science classrooms and the one by Vosse on the implementation of cross-peer tutoring in primary schools for the decentralisation of education, only touch very indirectly upon (changes in) the educational institutions.

The two last articles discuss Higher Education (Sikkema and Rau). Sikkema deals with the question to what extent the elite character of the higher education in the Netherlands has changed or may have stayed the same, because in general the socio-economic status has increased in society, and individuals with lower socio-economic backgrounds may still hesitate to enter university. Rau focuses on issues of individualisation and the concept of individualisation can be seen to change with the transition from elite to mass education.

The *key issue*, overarching all contributions is the fact that societal conditions for education and educational institutions are changing. Each contribution approaches this issue from a different background, different point of view and discusses it within various educational settings and contexts. Current societal developments challenge the way one thinks about education and the role that is attributed to education. All authors share the conviction that education is of major importance in these changing times. Especially the role of education in contributing to social integration has been dealt with by several authors. They however do not all agree on the part education can or has to play in achieving social and societal integration. There seems however to be consensus on the following statements by Lenzen and

White “The contribution of pedagogy entails the establishment of reflexivity about costs and benefits of integration. Education and upbringing can make a contribution by training people to perceive the necessary integration”. “Education needs to broaden people’s horizons by offering multiple and multiplying visions of how they can fill their lives”. This book is mainly optimistic and hopeful about the future and the role education can play in shaping the society.

According to Whitty, a feature of good educational research is to take the wider view in the study of education. I have tried to read each article from this statement about good educational research. One has to make connections between the global and the local, and understand the intersection between biography and history, between identity and structure, in order to understand the transformations of society, transformations of educational policies, and transformations of identities. And this infusion of the bigger picture into the study of education is – to my opinion – what every author has tried to do.

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Schleicher, Klaus & Weber, Peter J. (Hrsg.). (2002). *Zeitgeschichte europäischer Bildung 1970–2000. Band III: Europa in den Schulen*. Münster: Waxmann, 505 S., 34,80 €.

In drei Sammelbänden zur *Zeitgeschichte europäischer Bildung* wurde die Frage der Umsetzung einer ‚europäischen Bildung‘ diskutiert: Beschäftigten sich Band

I mit den supranationalen und Band II mit den nationalen Einflüssen, so geht es in dem dritten Band um die lokalen Einflüsse auf eine europäische Bildung. Die Frage, der dieser Textband nachgeht ist: Wie wird das Konstrukt Europa in den Schulen aufgenommen und umgesetzt, obwohl doch Bildung kein zentraler politischer Tätigkeitsbereich der Europäischen Union ist.

Die Autoren kommen aus den verschiedensten Institutionen und Tätigkeitsbereichen in Deutschland (Universitäten, Schulen, Bildungsverwaltung etc.), so dass der Leser einen Einblick aus den verschiedensten Perspektiven erhält. Aufgrund der Vielschichtigkeit des von den Herausgebern vorgegebenen Analyserahmens ist es bedauerlich, aber auch verständlich, dass eine Fokussierung auf deutsche Praxisbeispiele vorgenommen wird. Hier wäre sicherlich anzuregen, neben den international ausgerichteten Einleitungs- und Abschlusskapiteln auch die Praxisbeispiele in einem weiteren Band auf eine breitere europäische Basis zu stellen. Die unterschiedlichen Sichtweisen – u.a. nach Bundesländerorientierung – werden sehr leserfreundlich als Einteilung für die sechs Kapitel wieder aufgenommen, so dass sich ein ‚roter Faden‘ ergibt, die Beiträge aber auch unabhängig voneinander zur Kenntnis genommen werden können. Eine Einleitung von Klaus Schleicher führt zu den Kapiteln hin und greift die Grundproblematik der europäischen Bildung auf, nicht ohne eine Verbindung zu den ersten beiden Bänden herzustellen. Der Ausblick von Peter J. Weber bündelt die Beiträge wieder, wagt einen Ausblick und schließt damit die dreibändige Reihe ab.