

Europäisches Forum für Freiheit im Bildungswesen  
European Forum for Freedom in Education

E / F / F / E

KOLLOQUIUM VIII

BILDUNGSFREIHEIT  
EINE CHANCE FÜR FRIEDEN

*EDUCATIONAL FREEDOM  
A DOORWAY TO PEACE*

Von Mittwoch, 2. Juni bis Sonntag, 6. Juni 1993  
*Wednesday 2nd June till Sunday 6th June 1993*

an der Karls-Universität Prag  
*at the Charles University of Prague*

Tagungsbüro/*Conference office:*

Dr. Jan Matuska

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**MITTWOCH/WEDNESDAY 2.6.1993**

17:00 - 19:00 h..... Eröffnung: Begrüßung durch Prof.Dr. Zdenek Helus für die Karls-  
Universität und Eginhard Fuchs für das E/F/F/E  
*Opening address by Prof.Dr. Zdenek Helus on behalf of the Charles  
University and Eginhard Fuchs on behalf of the E/F/F/E*

Beiträge von Präsident Václav Havel und Prof.Dr. Radim Palous  
*Contributions from president Václav Havel and  
Prof.Dr. Radim Palous*

19:00 - 20:00 h..... Buffet

20:30 - 22:00 h..... Konzert  
*Concert*

anschließend Zeit für Begegnung  
*followed by time for informal meeting*

## DONNERSTAG/THURSDAY 3.6.1993

- 09:00 - 09:30 h ..... Vorstellung des E/F/F/E durch Dr. Manfred Borchert  
*A profile of the E/F/F/E by Dr. Manfred Borchert*
- 09:30 - 10:30 h ..... Darstellung der aktuellen Situation im Bildungsbereich der Tschechischen Republik durch Dr. Karel Rydl  
*The current state of education in the Czech Republic by Dr. Karel Rydl*
- 10:30 - 11:00 h ..... Kaffeepause / *Coffee break*
- Anschließend Empfang beim Bürgermeister der Stadt Prag und Diskussion mit Parlamentariern (bis ca. 16:00 h)  
*reception in the presence of the Mayor of Prague and discussion with members of parliament (until around 4 p.m.)*
- 16:00 - 16:30 h ..... Plenum: Bildung der Arbeitsgruppen (siehe gesonderte Aufstellung)  
*Plenum: Formation of working-groups (see extra list)*  
anschließend Eröffnung: "Markt der Möglichkeiten"  
*followed by opening of the "Options Bazaar".*
- 17:00 - 18:30 h ..... Arbeitsgruppen / *working-groups*
- 18:30 - 20:00 h ..... Abendessen / *Evening meal*
- 20:00 - 21:30 h ..... Vortrag von Reijo Wilenius zum Tagungsthema "Bildungsfreiheit - eine Chance für Frieden": "Plädoyer für eine Bildungsgesellschaft"  
*Lecture by Reijo Wilenius on the conference theme: "Educational Freedom - a Doorway to Peace": "Plea for a cultural commonwealth"*

**FREITAG/FRIDAY 4.6.1993**

- 08:00 - 12:00 h ..... Exkursionen in verschiedene Schulen  
*Excursions to various schools*
- 12:00 - 15:00 h ..... Mittagessen und Pause  
*Lunch and break*
- 15:00 - 16:30 h ..... Arbeitsgruppen  
*Working-groups*
- 16:30 - 17:00 h ..... Pause  
*Break*
- 17:00 - 18:30 h ..... Arbeitsgruppen  
*Working-groups*
- 18:30 - 20:00 h ..... Abendessen  
*Evening meal*
- 20:00 - 21:30 h ..... Plenumsveranstaltung zur Besprechung von Angelegenheiten, die die  
Arbeit des E/F/F/E betreffen  
*Plenary session to discuss the current business of the E/F/F/E*

**SAMSTAG/SATURDAY 5.6.1993**

09:00 - 10:30 h ..... Fortsetzung der Plenumsveranstaltung zur Besprechung von  
Angelegenheiten, die die Arbeit des E/F/F/E betreffen  
*Continuation of plenary session to discuss the current business of the  
E/F/F/E*

10:30 - 11:00 h ..... Kaffeepause / *Coffee break*

**ZUKUNFTSVISIONEN: "BILDUNGSFREIHEIT IN EUROPA"**  
***VISIONS OF THE FUTURE: "EDUCATIONAL FREEDOM IN EUROPE"***

11:00 - 12:00 h ..... Fortsetzung der Arbeitsgruppen unter dem oben angegebenen Thema  
*Continuation of working-groups on the above theme*

12:30 - 14:00 h ..... Mittagessen / *Lunch*

14:00 - 16:00 h ..... Stadtrundfahrt / *Tour of the city*

16:00 - 17:00 h ..... Fortsetzung der Arbeitsgruppen / *Continuation of the working-groups*

17:00 - 18:00 h ..... Plenum: Präsentation der Gruppenarbeit  
*Plenum: presentation of group-work*

18:00 - 19:00 h ..... Abendessen / *Evening meal*

19:00 - 20:00 ..... Veranstaltungsabend mit Aufführungen von verschiedenen  
Kindergruppen / *Performances of various groups of children*

20:00 - Ende offen ... Zeit für Begegnung / *Open-ended time for informal meeting*

## SONNTAG/SUNDAY 6.6.1993

- 09:00 - 11:00 h ..... Plenum: Präsentation der Ergebnisse der Arbeitsgruppen vom  
Donnerstag und Freitag  
*Plenum: presentation of results of the working-groups*
- 11:00 - 11:30 h ..... Kaffeepause  
*Coffee break*
- 11:30 - 12:30 h ..... György Konrád : Abschlußvortrag  
*György Konrád : Closing lecture*
- 12:30 - 14:00 h ..... Mittagessen  
*Lunch*  
anschließend Abreise  
*Departure*

## ARBEITSGRUPPEN / WORKING-GROUPS

- 1) ..... Minderheiten im Bildungswesen  
*Minorities in education*  
(Ramon Brüll, Dr. Attila Horváth und andere/*and others*)
- 2) ..... Möglichkeiten der Arbeit mit behinderten Menschen im Schulwesen  
*Working with the handicapped in education*  
(Dr. Marie Cerná, Martin Wienert)
- 3) ..... Lehrer/innen-Bildung in europäischer Kooperation  
*Collaborative teacher-training in Europe*  
(Dr. Manfred Borchert, Eginhard Fuchs, Ljuba Goldenberg, Dr. Tamás Vekerdy)
- 4) ..... Schulaufsicht in einem freiheitlichen Bildungswesen  
*School inspection in a liberal education system*  
(Ingo Krampen und andere/*and others*)
- 5) ..... Erste Schritte zu mehr Freiheit und Individualität im Unterricht  
*First steps to more freedom and individuality in teaching*  
(Walburga Henry)
- 6) ..... Länderkarte zur Bildungsfreiheit in Europa  
*Mapping educational freedom in Europe*  
(Prof.Dr. Hans Christoph Berg, Prof.Dr. Siegfried Jenkner, Dr. Heinrich Joswig)
- 7) ..... Alternative Pädagogik in der öffentlichen (staatlichen) Schule  
*Alternative teaching methods in the state school*  
(Dr. Gabriela Bolková, Edith Skiera, Prof.Dr. Ehrenhard Skiera)

Zu den angeführten Arbeitsgruppen sind Vorarbeiten schon geleistet worden. Es können auch noch weitere Arbeitsgruppen gebildet werden.

*For the working-groups listed preparatory work has already been carried out. Further groups could be formed.*

## Angaben zu den Arbeitsgruppen / *Descriptions of the working-groups:*

### 1) Minderheiten im Bildungswesen / *Minorities in education*

In vielen Gegenden Europas leben ethnische, kulturelle, religiöse und andere Mehr- und Minderheiten auf engstem Raum zusammen. Welche Konsequenzen ergeben sich daraus für das Bildungswesen? Welche Rolle kann eine sinnvolle Bildungspolitik für das Zusammenleben dieser Gruppen beitragen? Es soll ein Thesenpapier erarbeitet werden, wobei sowohl die Praxiserfahrung (erschreckende und ermutigende Beispiele) als auch das anerkannte Recht von nationalen Minderheiten berücksichtigt werden soll. Die Teilnehmer werden gebeten, vorab schriftlich formulierte Thesen mitzubringen. Bei Bedarf wird die Arbeitsgruppe in eine englischsprachige und eine deutschsprachige Gruppe geteilt.

*There are many areas in Europe where both minorities and majorities of different race, culture, religion etc. live as neighbours. What consequences does this have for education? What worthwhile contribution can the politics of education make to the peaceful co-existence of these groups? A draft paper on these questions will be prepared, geared to take account both of practical experience (using alarming as well as encouraging examples) and the recognised rights of national minorities. Participants are requested to commit their thoughts on this matter to paper as preparation. If necessary, the group can be divided into an English-speaking and a German-speaking part.*

### 2) Möglichkeiten der Arbeit mit behinderten Menschen im Schulwesen *Working with the handicapped in education*

Menschen mit Behinderungen brauchen eine besondere Förderung im Schulwesen. Es stellt sich die Frage, welche Behinderungsarten in der gleichen Schule zusammen betreut werden können und ob behinderte Kinder auch in Normalschulen gefördert werden können. Für einige Kinder sind in und neben der Schule besondere Therapien oder eine Ganztagsbetreuung erforderlich oder sogar die Unterbringung in einem Schulheim mit Internat. Wie kann die staatliche Gesetzgebung solchen vielfältigen Bedürfnissen Rechnung tragen? Neben den Kultusbehörden sind hier teilweise auch die Sozialbehörden angesprochen.

*Handicapped people need special treatment in school, if they are to make progress. The question is, what types of handicap can be dealt with in the same school, and is it possible for handicapped children to receive proper attention in a normal school? Some children need special therapy in addition to their schooling, or all-day care, or even boarding facilities. How can state legislation match up to such diverse needs? This is a matter for the social, as much as the educational, authorities.*



3) Lehrer/innen-Bildung in europäischer Kooperation  
*Collaborative teacher-training in Europe*

Zur Zeit arbeiten einige Arbeitsgruppen mit unterschiedlicher Zusammensetzung an 1. der Darstellung einiger bereits existierender Ausbildungseinrichtungen; 2. der Entwicklung eines Organisationskonzeptes für eine europäische Kooperation auf diesem Felde; 3. der Entwicklung eines Ausbildungskonzeptes für freier Lehrer/innen auf der Grundlage unterschiedlicher pädagogischer Richtungen, gegenseitiger Hilfe und Übereinstimmung von Zielvorstellungen. Das bis zur Konferenz in Prag erarbeitete Material wird vorgestellt und zur Diskussion gestellt werden. Weitere Schritte sollen verabredet werden.

*Several groups of differing composition are currently working on: 1. descriptions of several already-existing training-centres; 2. the development of an organisational proposal for European co-operation in this field; 3. working out the basic outlines of an independent teacher-training involving different pedagogical approaches and founded upon mutual support and common aims. In Prague we will report on and discuss the current state of play. Further steps will be arranged.*

4) Schulaufsicht in einem freiheitlichen Bildungswesen  
*School inspection in a liberal education system*

In der Arbeitsgruppe sollen Erfahrungsberichte über verschiedene Formen von Schulaufsicht ausgetauscht werden. Diese sollen hinsichtlich der jeweiligen Vor- und Nachteile ausgewertet werden. Ferner soll eine Verständigung über die Grundbedingungen eines freiheitlichen Bildungswesens und die daraus folgenden Konsequenzen für die Schulaufsicht erfolgen.

*The working-group will proceed by sharing experience of different forms of school inspectorate, their advantages and disadvantages. It will also seek to arrive at an understanding of the basic requirements for a liberal education system, and the consequences they have for the school inspectorate.*

Die Arbeitsgruppe soll der Beginn eines Projektes sein, das einen Arbeitsbericht zum nächsten Kolloquium des E/F/F/E im Jahre 1994 vorlegt.

*The working-group is conceived as the beginning of a project, the results of which will be presented in a report to the E/F/F/E Colloquium in 1994.*

5) Erste Schritte zu mehr Freiheit und Individualität im Unterricht  
*First steps to more freedom and individuality in the classroom*

Die Arbeitsgruppe hat zwei Schwerpunkte: 1. Klärung der Bedingungen, unter denen sich Freiheit und Individualität im Unterricht realisieren lassen (Lehrer/innen-Persönlichkeit, Lernplan, Raumgestaltung, Unterrichtsorganisation, Methoden, Materialien, Kooperation im Kollegium); 2. Darstellung und Austausch über anschauliche Beispiele von Unterrichtspraxis, die mehr Individualität und Freiheit für Kinder und Lehrer/innen ermöglicht.

*This working-group has two main points of emphasis: 1. to clarify what makes for individual freedom in the classroom (teacher's personal presence, learning plan, classroom management and decor, lesson structure, methods, materials, co-operation with colleagues); 2. to present and exchange illustrative examples of practical ways of enhancing individual freedom for both teachers and pupils in the classroom.*

6) Länderkarte zur Bildungsfreiheit in Europa  
*Mapping educational freedom in Europe*

In Prag wird eine neue Ausgabe der Länderkarte des E/F/F/E vorliegen. Es gilt, das bis dahin Erreichte zu evaluieren und Gesichtspunkte zur Weiterentwicklung zu erarbeiten.  
*In Prague a new version of the Chart of Europe will be available. Our job will be to evaluate the work so far and decide upon the next steps to be taken.*

7) Alternative Pädagogik in der öffentlichen (staatlichen) Schule  
*Alternative teaching methods in the state school*

Als Gegenbewegung zur autoritären, lebensfernen, sogenannten "Alten Schule" entstanden in den letzten ca. 100 Jahren sowohl im privaten wie im staatlichen Bereich des Schulwesens verschiedene reform- beziehungsweise alternativpädagogische Richtungen. Unter sich sehr verschieden haben sie doch eine Reihe gemeinsamer pädagogischer Grundmotive: Orientierung am Kind; aktivitätsbetontes, lebensverbundenes, die Selbständigkeit förderndes Lernen; Schule als sozial-ethisch und ästhetisch gestaltete Lebensgemeinschaft; Erziehung des "ganzen Menschen". - Diese Bestrebungen hatten nicht unerhebliche Auswirkungen auf die Schule im allgemeinen, und sie sind eine bleibende Inspirationsquelle für die Entwicklung einer "humanen Schule". - Die Arbeitsgruppe hat Seminarcharakter. Es sollen u.a. zur Sprache kommen: Die "Neue Schule" in Europa und in den USA; alternative Ansätze in der tschechischen Schule; erlebnisorientierter Anfangsunterricht in der Grundschule; eine kindgerechte Schule - was heißt das?  
*In reaction to the authoritarian, impractical, so-called "old schools" a range of progressive, or alternative approaches have taken shape in the last 100 years both in the private and state sectors of the school-system. Although differing considerably one from another, they do have a set of basic characteristics in common: child and activity-centred learning which fosters independence and a direct relation to real life; the school as a living community imbued with social and aesthetic values; education of "the whole person". These endeavours have had a considerable effect upon schooling in general and form a continuing source of inspiration for the development of "humane schools". The working-group will take the form of a seminar. Topics for discussion include: the "new school" in Europe and U.S.A.; alternative approaches in Czech schools; experiential introductory lessons in primary schools; a school adapted to the needs of the child - what does this mean?*

# Europäisches Forum für Freiheit im Bildungswesen European Forum for Freedom in Education

Protectorate: ÁRPÁD GÖNCZ President of Hungary, MILAN KUČAN President of Slovenia

## Report on the 8th Colloquium of the E/F/F/E 2nd to 6th June 1993 in Prague

The 8th colloquium in Prague was with its 215 participants the largest event so far for the E/F/F/E. 30 countries were represented and thus a rich variety of cultural exchange and personal contact was made possible. The beauty of the city and the location of the conference centre in the midst of the old town provided a special atmosphere for the colloquium. The speech held by the dean of the Charles-University, Prof. Dr. Palous, and the performance by "Vivat Comenius" provided just the right note for the start of the colloquium.

E/F/F/E

The public responded with genuine interest towards the programme. The Charles-University's invitation to a press conference was accepted by representatives of the major Czech papers which in turn reported favourably. Journalists from other countries (Germany, Switzerland, Slovak Republic) took part as well, and interviewed members of the E/F/F/E during the course of the conference so that various reports and articles may be expected to be published in the near future. On the whole the general interest in the aims of the E/F/F/E is increasing, but a major breakthrough in terms of broad action has not yet come about.

In a plenary meeting a presentation was given by the preparatory group responsible for the next colloquium in Bern, Switzerland. The University in Bern will be the host and organize the colloquium in cooperation with the ABS (Arbeitsgemeinschaft Bildung Schweiz) and the E/F/F/E so that considerable participation by the general public can be expected. For the colloquium in spring 1995 invitations to London, Vienna and St. Petersburg have been offered. The idea has been envisaged of holding run-up events in each of these places. They would be directed towards familiarising the E/F/F/E participants from abroad with the issues peculiar to each locality. Also various other projects were announced as well as imminent founding of a number of national groups. The enthusiasm and enterprise shown at this meeting was irresistible.

The following new publications were available during the colloquium:

- "The Right to Education and the Freedom of Education in European Constitutions - Part 2: Member States of the Council for Cultural Co-Operation (outside the European Community)" compiled by Siegfried Jenkner (Prague 1993) - DM 7,00 -

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### National Offices:

Budapest - Erivan - Helsinki

Ljubljana - London - Praha - Witten - Zagreb

- European Survey Map 92/93 (appears annually and reports on the fortunes of educational freedom in the countries of Europe) - DM 5,00 -
- Volume 4: Eginhard Fuchs (Hrsg.): "Für Freiheit im Bildungswesen - Gesprächsbeiträge und Erklärungen", deutsche Ausgabe, Info3-Verlag, Frankfurt am Main 1993; ISBN 3-924391-14-9; - DM 24,00 -
- Volume 5: Eginhard Fuchs (ed.): "Towards Freedom in Education - "Discussion Papers and Declarations", englische Ausgabe, Info3-Verlag, Frankfurt am Main 1993, ISBN 3-924391-15-7; DM 24,00 -
- Volume 6: John E. Chubb / Terry M. Moe: "Good Schools by Choice - A New Strategy for Educational Reform" - "Freie Schulen sind bessere Schulen - Erfahrungen und Reformvorschläge aus den USA", English Edition with a German summary by Johannes Kiersch, Info3-Verlag, Frankfurt am Main 1993, ISBN 3-924391-16-5; - DM 12,00 -

Of special interest was the publication of the 2nd edition of the European Survey Map. This year it contained reports from 23 countries. They gave information on changes in the field of education for better or worse during the last 12 months according to the criteria set up by the 16 international declarations and conventions on the right to education and the freedom of education (UNO: Universal Declaration of Human Rights, 10.02.1948 to EC: Treaty on European Union, 07.02.1992). Whereas this year the European Survey Map will be used in public presentations of the E/F/F/E on a trial-basis, we hope that the 3rd edition will have matured enough to make it accessible to a broader public. In the future this instrument may serve to awake awareness of violations against the human right to education.

9 working groups held 5 meetings of 1½ hours each during the colloquium (1. Minorities in Education, 2. Working with the Handicapped in Education, 3. Collaborative Teacher-Training in Europe, 4. School Inspection in a Liberal Education System, 5. First Steps to more Freedom and Individuality in the Classroom, 6. Mapping Educational Freedom in Europe, 7. Alternative Teaching Methods in the State School, 8. Political Coordination Group, 9. on the Tempus Programme). Due to the number of participants attending for the first time some of the working groups were more of an informative nature. The Political Coordination Group dealt with the future political strategy of the E/F/F/E. The other working groups have either been investigating a particular field for some time (European Survey Map: compilation of data on the historical development of education in the individual countries; Collaborative Teacher-Training in Europe; Minorities in Education) or met during this colloquium for the first time and decided to continue their work thereafter (Working with the Handicapped in Education; School Inspection). The working groups had to come to terms with the dual function of going for results while at the same time trying to work in new members with useful contributions to make. Short reports on the working groups last referred to are enclosed.

As regards the organisation of the conference as a whole there are two basic problems: the fact that it pursues a two-fold objective, and that it has such a wide mixture of participants. The objective of being politically influential, especially in the host-country of a conference, can only to a certain degree be combined with the objective of clarifying certain pedagogical issues. The mixed nature of the participants results from the astonishing growth of the E/F/F/E. On the one

Due to the growth of the E/F/F/E organisational issues were raised and discussed during this and the preceding colloquia. In this discussion the principle guideline is to individualize areas of responsibility and to structure the forms of cooperation in new ways. Freedom of action, both intellectual and practical, should be guaranteed, the various modes of work should be organized federally. Up to now the effectiveness of the Forum's work strongly relies, in our opinion, on the fact that centralised structures have been avoided and we have not been subject to the constraints of imperative mandates.

Unfortunately two of the official speakers, Václav Havel and György Konrád, were taken ill.

We are pleased to be able to say that 75 % of participants from Eastern Europe managed to cover their own travel costs (e.g. through local authorities, institutions, foundations or out of their own pockets). It must be said, however, that some participants from the "rich" West also needed help with their travel expenses; e.g. those from England where independent schools refusing to follow the national curriculum (Jewish, Muslim, Waldorf schools etc.) do not receive state support of any kind.

In total the conference cost DM 108.000. Funding was provided by: The Czeck Ministry of Education, the Charles University of Prague, the Commerzbank of Prague, Tempus and the Robert Bosch Foundation. DM 38.000 were contributed by the participants themselves. We offer our hearty thanks to all who helped make the conference possible.

Eginhard Fuchs

## **Political Coordination Group**

### **Report on the results of the group's meetings during the 8th Colloquium in Prague.**

#### **Participants:**

Fiona Carnie, Christopher Clouder, Nana Göbel, Peter Grillis, Nada Maljkovic, Martin Näf, Matthias Riepe, Annette Robert, Jose Rodrigues, Eduard Sarojan, Andreas Schubert, Pearse O'Shiel, Anna Szeszler, Michael Wilhelmi.

#### **Criteria for the organization of the national committees**

##### *1. Task of the national committees*

The national committees of the E/F/F/E stand for the freedom in education, represent the interests of free schools and act as a "watchdog" for infringements of the rights of schools.

##### *2. Criteria for the formation of national committees*

A national committee may be formed if and when its members agree to found their work upon the Declaration of Human Rights (see UN Declaration 1948), the Helsinki Declaration and the Helsinki Memorandum of the E/F/F/E.

Each national committee should try to create as wide a spectrum of membership as possible, so that an equally wide variety of school-types are represented by its members.

##### *3. Tasks of the international circle of representatives*

- to work out common goals and follow them up,
- to facilitate exchange of information on the current situation in member countries, especially between countries affected by similar problems,
- to co-ordinate political activities,
- to build a bridge between national and international work,
- to approve new national committees and admit them to the E/F/F/E.

##### *4. Structure of the international circle of representatives*

The international circle of representatives comprises those representatives from the national committees who have been chosen according to the rules valid within their committee.

Continuity of attendance is essential for membership of the circle of representatives.

The international circle of representatives sets its own work agenda and specifies the way in which it wishes to work together with the Executive of the E/F/F/E.

Nana Göbel

**Working group "Minorities"**  
**Results from the Colloquium in Prague**

In January 1993 the working group held an informal meeting in Witten, Germany, and then met during the Colloquium in Prague (with almost totally different participants).

A first draft of a declaration on the role of education for national and other minorities was drawn up and is enclosed with this report.

During the Colloquium in Witten (in November 1993) the task of the working group will be to compare the draft with the existing international declarations and to make alterations if necessary.

We hope that this declaration can be officially passed at the Spring-Colloquium 1994 in Bern. For this it will be necessary that all interested participants, especially those from Switzerland, discuss this matter. (Contact: Ramon Brüll).

The passing of this declaration by the E/F/F/E is only of interest if the suggested text is an improvement on the declaration of the European Council.

There is a concrete need for action in Hungary because the current draft for the laws concerning minorities is disastrous. In this case a letter should be addressed to the Hungarian government by the E/F/F/E (contact: Dr. Attila Horváth).

The material collected so far and further material supplemented by November 1993 will be available through the E/F/F/E secretariat in Witten.

Ramon Brüll

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## **Working group "Minorities" Declaration (Draft) (5.6.1993)**

Translation by Magda Maier

1. A minority group within a given area is determined by common traditional or other characteristics, e.g. ethnic, religious, cultural etc. The existence of the minority group is independent of the status of citizenship.
2. Social problems concerning such groups arise when the national state is presumed to be homogeneous in regard to culture, religion, language and ethnic background.
3. This aspect of the national state puts minorities in need of special protection regarding their rights in society and the preservation of their particular culture.
4. The right of children to be educated is among these rights. Another is the right of the children to grow up and to participate in the culture of their own community.
5. These rights are to be safeguarded by the state in which this minority lives. Appropriate bodies are to be established if these do not yet exist.
6. No child is to be forced into an education or culture which is not in accord with, or antagonistic to that of his or her particular group.
7. State schools (monopoly schools) are to enable children from minority groups to be instructed in the mother tongue (the language spoken in the family), both as a medium of education and as a foreign language, if a group of parents (or carers) explicitly wish this to take place in a class of reasonable size. No child is to be prevented from participating in the education offered by any other group.
8. The general right to establish and maintain schools and the right to a free choice of schools particularly apply to minority groups. The state is to safeguard these rights. Minority schools should be accorded the same rights as all other schools.
9. The rights here named may be invoked by any minority group.

### **Postscript**

This draft only contains the legal aspect of the subject of minority cultures in the field of education. This aspect can only form the legal framework of the preservation of the specific quality of the minority concerned.

Apart from the legal aspects, the question remained open as to who was responsible for the culture of minority groups and for the fruitful interrelationship of cultures. This could not be entered into sufficiently. The working group agreed, however, that this was a task for educational and other cultural institutions (universities, theatres, the media, schools, kindergartens, civic groups, etc.) and not for the state as such.

If cultural institutions aim at an understanding among nations, they can feel impelled to motivate people to immerse themselves into the cultures that are foreign to them. Creating and promoting opportunities for in-depth encounters can further understanding and prevent minority groups from separating themselves from the development of society as a whole.

The working group expressed concern for the rights of children in transient families or groups which are not covered by the term "minority" in the sense of the first paragraph.



**Short report from working group 2**  
**"Working with the handicapped in education"**

In Prague this working group met for the first time.

Having introduced ourselves, we discussed the question of improving the situation of the handicapped child in education.

There was agreement upon the usage of the word

*"Integration"*

for the combined schooling of "handicapped" and "non-handicapped" children, in contrast to

*"the Education of Children with different handicaps".*

We exchanged our initial thoughts on this theme, without coming to any conclusions worth mentioning.

The intention to continue this work in Witten (November 1993) and/or Bern (Spring 1994) was generally agreed. It was felt, however, that the time allotted to the working groups was too short. Before the next meeting every participant will approach others who may be interested in taking part in this work.

For future meetings it was decided to change the theme of the working group to

**"Working with the child in need of special care in education".**

The participants hope to awaken the interest of a wider circle for this working group at the next E/F/F/E meetings. More "fellow campaigners" are sought from all over Europe, especially from Holland, Great Britain, Scandinavia and Germany.

Martin Wienert

## **Working Group "School Inspection"**

Minutes of the meetings held during the Prague Colloquium, 2nd to 6th June, 1993.

### **I. Exchange of experience regarding existing forms of school inspection**

The planned exchange of experience couldn't be put into practice in a systematic way because of the lack of clarity regarding which facts and viewpoints should be considered in discussion. For the work within the working group to continue on more solid ground it was decided to write up a questionnaire as a basis for the participants preparation for the next working-group meeting. Following and supplementing the proposal by Andrey Dombrovsky, I have drawn up and enclosed such a questionnaire (Appendix 1).

#### Reports from various countries:

##### Switzerland / Canton Aargau

- An inspectorate is in existence; the inspection officers work as such in addition to their regular occupation as teachers. Their term is limited to 12 years.
- The inspectors are appointed by parent-council and by political committees, partially through public elections as well.
- Inspectors can intervene on curricular content as well as on teacher's assessments by imposing particular measures. Detected flaws are passed on to the parent-council.

##### Spain

- There is a system of inspection in which professional and part-time inspectors are employed.
- The newly ratified school-law provides for curricular freedom to a certain extent at state-schools - with the exception of some main subjects.

##### Russia

- Presently, according to the new school law, no inspection is exercised concerning curricular content.
- Permission for new schools is granted if exams have been successfully carried through for a three year period.
- Theoretically the performance of all schools in Russia is judged on the same criteria; the problem that arises is the great differences that occur from region to region.

In order to give a clear picture of the various forms of school inspection in Europe, Hartmut Schrewe called attention to the publication of the German Institute of International Pedagogical Research: School Inspectorates in the Member States of the European Community (Editor Clive Hopes). Presently this series of publications consists of seven brochures dealing with the countries Spain, Portugal, Holland, Italy, Ireland, France, England and Wales. These reports are available at the Secretariat of the EFFE in Witten.

## **II. Finding a common understanding on the basic requirements for a liberal education and the resulting consequences for school inspection**

Dr. Reinald Eichholz, an official with special responsibility for children's affairs of the German province Nordrhein-Westfalia, held an introductory lecture dealing with the above matter. It was followed by a discussion mainly dealing with clarifying legal and pedagogical criteria for inspection.

### Further details of discussion

- The modern school exists by virtue of the active participation of all those involved in it; otherwise freedom, no matter to what extent it is granted by law, will remain theoretical. The still widespread dominance of red-tape in and around schools must be replaced by autonomy in their conception and management (Schrewe).
- An Agreement on two basic issues must be reached between schools and school authorities
  - a) on the guaranteeing of minimum standards
  - b) on protection from indoctrination

As long as there is no agreement on these issues, those running a school are not in a position to take over the state's responsibility for it (Urban).

- As all education should awaken the capability for self-education, so should inspection produce the capability for self-inspection (Jost).

## **III. Continuation of work**

- 1) The next working group meeting was arranged for the 2. and 3. of October 1993 in Witten-Annen:

### Issues:

- Discussion and evaluation of answered questionnaires (Appendix).
- Basic requirements for a school inspectorate in a liberal educational system. Structuring the relevant criteria and agreeing on content as well as entrusting someone with the first draft.

- 2) An additional working group meeting will take place during the next colloquium of the E/F/F/E between the 18. and 21. of November 1993 in Witten-Annen.

### Issues:

- Revision of the first draft;
- Discussion of the form of the draft and of how it will be presented for approval to the Colloquium next spring in Bern;
- Deciding who should be responsible for the final draft.

- 3) To conclude its work the working-group will meet once more in Bern. Here a concluding discussion about the draft and its final editing will take place. During the colloquium the draft should be approved as an official document of the E/F/F/E, either in the plenum or in the working group (as still to be decided).

### **Questionnaire regarding school inspection**

- 1) Is school inspection in your country organised centrally or federally? If federally, please answer the following questions as they apply to your federal area indicating, to the best of your knowledge, how things stand in other parts of the federation.
- 2) What is the legal basis for school inspection in your country? If available, please enclose copies of the relevant legal documents (translation will be taken care of).
- 3) According to which system does school inspection function in your country? Responsibility of authorities, inspectorate system, hybrid forms?
- 4) Is the method of school inspection defined in detail by laws, regulations, decrees etc.? Or are the school inspectors granted personal discretion?
- 5) What are the main motives for school inspection in your country? Are these motives legally documented or publicly known?
- 6) Is there a distinction made in your country between constitutional inspection (are minimum legal standards and children's rights being upheld), and pedagogical inspection (are curricular requirements being followed)?
- 7) What form does school inspection take in your country? Who or what is inspected?
- 8) Who (how many people in what position) carries out school inspection, where and when (at what intervals and for how long) is school inspection carried on in your country?
- 9) Once inspection has taken place how are its results evaluated, and to whom, if at all, are they made known?
- 10) Does school inspection differ between state school and independent schools? If yes, then how?
- 11) What typical situations of conflict arise between schools and school inspection
  - a) in the state school sector,
  - b) in the independent school sector?
- 12) What measures are taken (and by whom) to avoid situations of conflict and to improve school inspection?

Bochum, 29. Juli 1993  
Kra/Gu

### *Introduction to the Project "Curriculum sources"*

In every school, in every lesson "something" is being learnt. Who or what gives it its particular slant: which views, which methods, which people, which powers?

Freedom in education is more influenced by this than by any regulation or law. The idea of education and the image of man and world at work in a particular type of school are revealed more clearly and concretely in this way than through any consideration of general principles. More often than not there is little awareness of this factor. Much in the make-up of this hidden factor stems from the content of and developments in the "usual" subjects. Much is injected into it by outside interests unnoticed by teachers. In the 60s curriculum research took up certain aspects of this problem, but only in the interests of steering learning processes in a particular direction, which proved a dead-end.

The "central curriculum" system practised in various countries currently poses an especially strong threat. However, the question of "minimal requirements" is also far from straightforward.

To clarify and develop this point, I would suggest that one can ask the following questions:

- Are minimal requirements in respect of content necessary in general education? If so, which requirements, on what grounds and subject to which variations in different cultural situations? If not, what should take their place? Which consequences can take effect through "minimal requirements"? How can they be prevented?
- What is the choice of subject content amongst the different types of school and educational movements? What are the methods? Who decides what when? How does development come about? How do cultural differences play a part? What is the reasoning and justification put forward? Which sets of arguments make themselves evident where these are not stated or consciously recognized?

To answer questions such as these would create a clearer, more comprehensible picture of the view of freedom and education enshrined in any given philosophy of education than any generalized discussion. This would at the same time provide the basis in the E/F/F/E for a deeper grasp of these issues.

By way of illustration some typical "philosophies of education" are set out in what follows. They are given in a brief, distilled form, although in practice they often merge together. (By the way, the series does not encompass the philosophy behind Waldorf Education. On this see the chapter by C. Gögelein: "Geschichte und Prinzipien des 'Lehrplans' der Waldorfschule" in: A. Hellmich u.a. (ed.), Montessori-, Freinet-, Waldorfpädagogik; Weinheim und Basel 1992, S. 171 ff).

1. Central orientation towards a "Leitmotiv", an educational ideal, an image of the human being (see E. Meinberg 1988), a complex of norms and values (see W. Klafki 2, 1986, p. 41). This may include morals, traditions and conventions. Schools promulgating a particular philosophy belong to this category - also the "emancipational education" of the late 60s and early 70s.
2. A body of knowledge is to be acquired, the heritage of a particular culture, of traditions, the past, of the western world. (See among others J. Dolch 1959 and W. Heldmann 1990.)
3. Education tailored to the demands of society, the state, the ruling system, of "life". The individual aspect of "Equal Opportunities" (GEW et al.) "Education is a citizen's right" (R. Dahrendorf) is indirectly connected to this point of view.
4. The "Eternal Image of true Man" (Heydebrand 1983, p. 12) - all is derived from a knowledge of the human being, from "anthropology". (Rather questionable to some when formulated thus; should not 4. be included under 1.)
5. On another level, more relating to decision-making processes involved in 1. to 4. - "consensus and the balance of interests in society" (see Weniger, Klafki 1986, p. 74)

(In relation to all points see especially H. Blankertz 1970, J. Dolch 1959, O. Willmann 1957; a short overview up to the present day is to be found in W. H. Petersen, 1991.)

**Report on the working group: MAPPING EDUCATIONAL FREEDOM IN EUROPE**  
Prague, June 1993

1. In the discussion of the reports submitted for the Witten meeting in November 1992 it became clear that their readability would be improved if each one followed the same basic outline. Ideally, annual reports and national profiles should appear in parallel for easy reference, the former on the right-hand, the latter on the left-hand page. This proposal had originally been worked out by a group (the Euro-Seminar for Pluralism in Teacher Training) formed at the Slovenia colloquium, and found approval with both plenum and Executive.
2. Just (but only just) before the working group met in Prague it had proved possible to send out a 20-page first-draft to all registered participants. Contents: firstly, an introduction including the basic article format plus map and table, secondly, nine national profiles (albeit very heterogeneous in form, range and quality), thirdly, an article on future prospects together with a basic statement on educational freedom. At the meeting itself a large colour map and a further national profile were added in.
3. The ensuing discussion of this draft by a group whose numbers (15-20) and composition fluctuated somewhat concentrated upon the criteria behind the newly presented map. Opinions varied considerably as to its viability. The general consensus was that information given in the concentrated form of maps and tables requires a better data-base and agreed criteria of interpretation. Unfortunately dealing with this point took so much time that there was none left to consider other aspects of the material under discussion.
4. Main points for further work arising from the Prague meeting:
  - assessment and, if necessary, improvement of the format and questions to be dealt with;
  - perusal and amendment of existing reports with a view to making them more comparable;
  - compiling further reports on established criteria;
  - discussion of appropriate response to the differences in values evident in the reports.

Hans Christoph Berg

## **Report on the working group: TEACHER TRAINING**

Prague, June 1993

With about 30 participants, the group on teacher training was fairly large. Some of them had worked together on this theme at previous Colloquia, others were entirely new to it.

First came a report on how teacher training has been developing in Saxony since the Colloquium in Ljubljana. From Estonia we heard about co-operation with German and Swiss institutes. In Armenia students are showing great interest in teacher training courses. There is a group there wishing to found a Free University, but this can only be achieved on the basis of international co-operation. In Donetsk (Ukraine) a Free University is about to be given state recognition. Here, in a Centre for Alternative Education, two-year in-service courses will be on offer. In Kiev there is a Montessori Centre. In Moscow the Free Eureka University continues to develop with 1500 teachers taking part in its further education courses. With support from England and the Netherlands and in co-operation with about 350 schools courses in school management are being given. From Jena (Germany) was reported the setting up, from its beginnings in working groups on Jena and Montessori education, of an Education Workshop in the Regional Institute for Teacher Training. In Witten (Germany) there have, since Ljubljana, been moves afoot to found a European Institute of Teacher Training. Teachers from the Montessori, Freinet, Waldorf and Free Alternative school movements have been working together on its conceptual framework and possible organisational structures. This group submitted a paper describing their work to date.

In the discussion which followed complaints were heard from several countries about the total inability of a theoretical training to prepare teachers for professional practice. Reform in this area was long overdue. Pedagogical training needed to move away from blinkered specialisation, the search for personal values should be an integral part of it, it should offer much more inter-disciplinary choice and place experience of working with children at the beginning of the learning process.

For its subsequent sessions the group, by common consent, divided into four. The themes under consideration by these smaller groups were "creativity of trainers", "study and self-development", "student needs" and "working with underprivileged children".

Manfred Borchert



## Towards Independent Teacher Training

A democratic, pluralistic education system is indispensable for the development of a modern, productive, liberal and democratic society. Such an education system is the only one which

- mirrors developments in modern industry and the service economy towards individualised recruitment processes, the diversification of career structures and, last but not least, innovative initiative in business and culture,
- could function as a cultural constraint upon totalitarian ideologies and the claims of would-be dictators,
- would continually generate innovation in educational politics and institutions while at the same time preserving what is worthwhile in the face of fashionable trends,
- would insure protection, in matters of education and teaching, for parents, children, young people and teachers belonging to minorities (of race, religion, worldview or educational philosophy).

The people best suited to carrying the responsibility for a diverse and democratic education system would themselves be free individuals with a professional training of the highest quality behind them. The *European Institute of Independent Teacher Training* intends to offer students in eastern and western countries just such a training.

In doing this it can build upon training-related experience gained within the reformist tradition and align itself with the newer progressive movements\*, which bow neither to collectivist ideas - of whatever type - nor to technocratic state supervision.

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\* One of the forerunners of this reformist tradition was Jan Amos Komensky (Comenius 1592-1670) with his school in Sárospatak (Hungary) based upon tolerance and creativity. Reform has had many facets, and among those still flourishing today we would place schools along the lines of John Dewey (1859-1952), Célestin Freinet (1896-1966), N.F.S. Grundtvig (1783-1872), Hermann Lietz (1868-1919), Maria Montessori (1870-1952), Helen Parkhurst (1887-1973), Peter Petersen (1884-1952), Rudolf Steiner (1861-1925) and Leo Tolstoy (1828-1910). Worthy of mention also are the Jozef Zsolnai Schools in Hungary, the Russian Author Schools, the Free Alternative Schools in Germany and the Community Schools in Great Britain, together with a host of other experimental and model schools, which have not spread so widely, but are locally very successful.

The leading ideas behind the training in the various branches of the *European Institute of Independent Teacher Training* will be the following:

- **individuality**, construed as the opportunity to discover one's own interests and to follow them
- **self-education**, i.e. active acquisition of knowledge, abilities and skills
- **creativity**, through the schooling of perception and self-expression
- **courage** to take a stand for freedom
- **tolerance** and a propensity to democracy, the latter through experiencing it everyday, the former through teamwork
- **one-world awareness** through knowledge and experience of other cultures
- **practice-related learning** as a chance to take on direct responsibility and reflect back one's own development.

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