

## **5 Reform Experiences and Development Perspectives**

*Rainer Brockmeyer*

Over the last two decades, education has systematically improved in the three German-speaking countries. This is documented in the contributions in Chapter 2.

In the following, we direct our interest to the methodological results and experiences gathered during the innovation process. These were iterated in the Seminars from 1977 to 1993 and evaluated. We also outline the guiding principles ("*Leitvorstellungen*") and approaches to innovative action which will determine future developments.

We begin with a brief overview of the overlapping guiding principles and development. We then proceed to a methodological appraisal derived from the Seminar discussions.

## 5.1 Guiding Principles, Status of Development

Improvements in education achieved since about the mid-60's have been driven by several overlapping guiding principles on educational policy and professional precepts:

- removal of inequalities in educational opportunity
- democratisation and a greater voice for persons involved in education
- enhancement of the part played by individual schools in design and their greater autonomy
- reform of curricula and teaching methods with a view to science
- a more humanist pedagogic approach
- co-ordination of available schooling and education options

From the mid-60's to the early 70's, a common understanding was very nearly attained on these general goals, social groups and partisan politics notwithstanding. However, the consensus did not hold to permit their realisation. Since the early 70's until today, socio-political discussion has become mired in a lasting, more or less overt disagreement over what course will best permit the achievement of these general goals. Wolfgang Mitter has characterised this polarisation as a tension between general international development principles of "segregation" and "integration".

Context	"Segregation" Goal	"Integration" Goal
Education	Willingness and ability for individual achievement, mobility and decision	Inclination to joint effort and capacity for co-operative achievement
Qualification	Quality (excellence) in individual performance through constant winnowing	Optimisation of collective achievement through equalisation of educational opportunity (or even of results)
Instructional Level	Primary and Secondary Level I: Categorisation of general education goals	Primary and Secondary Level I: Uniformity of the general educational avenue
	Secondary Level II: Split between academic and vocational tracks	Secondary Level II: Integration of academic and vocational tracks

In the German-speaking countries, the basic tension in the political and scholarly discussion familiar from international development parlance has led to shifts of accent in approach which tend to correlate to political decisions and options.

The *traditional school organisation* in which vertical organisational forms run parallel to one another has been retained as the basic model for school organisation. An integrated school system ("*Gesamtschulsystem*"), as the new structure, was not accepted. However, important improvements have been advanced or introduced against this background. Among these are:

- expansion measures in the general educational system, e.g. a longer compulsory schooling period, a differentiation between required and elective courses, enhancement of possibilities for making an intermediate level degree accessible to a maximum number of pupils;

- expansion of vocational training -- with variations among the *Länder* -- by enhanced systematisation of vocational training paths, expansion of full-time schooling avenues, a better co-ordination between vocational school and on-the-job training and through the possibility of acquiring the right of access to post-secondary institutions ("*Erwerb des Hochschulzugangs*") through vocational training;
- in a number of regions, the introduction of new schooling forms as, for example, the integrated school ("*Gesamtschule*") in supplemental or integrated form at once as a supplementary and an alternative educational option;
- the integration of particularly remedial groups of pupils, also through the testing of new organisational forms.

The need to expand extracurricular activities has become evident through the expansion of all-day schools and the offer of supervised leisure time activities. Overall, it must be stated, however, that the basic model for school organisation remains that of academic instruction. Schools are ordinarily instructional, not sites of socio-pedagogic activities.

What has been achieved, then, are expansions of the traditional school organisation, not, as in other European countries, fundamental changes in school organisation.

With regard to *coursework and curricula*, intensive reform measures have been undertaken since the 70's in the German-speaking countries using results from modern learning research and altered demands of the employment system. This is evidenced, among other things, by:

- the inclusion of new courses and subjects, e.g. in sociological as well as economic-technological fields
- the revision of course content, methods and means of evaluating performance
- securing greater self-sufficiency of the individual school and faculty in the planning and design of instruction;
- the inclusion of pupils and parents in the design of school life and instruction.

The traditional basic structure of instruction has remained largely unchanged, e.g.

- the principal material and the ordering of traditional courses into main and ancillary courses ("*Haupt- und Nebenfächer*")
- a more subject-specific and subject-oriented approach in curriculum design

Although not yet widely adopted in practise, certain development goals are gaining favour, such as

- a more problem-solving, situational and application-oriented teaching style
- extracurricular learning processes;
- a stronger orientation toward overlapping qualifications (key qualifications), whereby vocational training has already clearly made progress in this respect.

All three countries were able to more or less achieve the goal of local or regional differentiation of learning options and to compensate for differences in regional course offerings. The expansion phase in education enabled all three countries to co-ordinate local or regional planning as to school location. The result is a relatively concentrated presence of the different educational options and school types. Regional disadvantages of access to educational institutions have been reduced. This was also the result of co-operation between central and regional planning and the activities of the school districts.

The traditional presence in the German-speaking countries of the *taxation and financing* aspects were only minimally affected by reform measures of the 70's. The self-sufficiency of individual schools has

increased, however; the monitoring function has progressively become more closely tied to the advisory function. Compared to developments in other social areas, e.g. the economy, control and management of the school have undergone fairly minor changes.

- the differing, though traditional, administrative competences and levels of responsibility in the three countries have been retained;
- increased latitude for the school in internal design has not yet led to a fundamental change in the chain of accountability or the monitoring processes
- with regard to the financing system and budgeting processes, the notable transition in other European countries to making budget the responsibility of the individual institution has occurred only to a minor degree.

However, in the last few years, discussion of pedagogically and economically effective taxation, evaluation, monitoring and financing processes has picked up in the three German-speaking countries. This is clearly demonstrated by the consultations in the regional seminars concerning the posture of the individual school, evaluation of the functions of the school review board as well as the general demands on independent design.

The reform phase brought about a stronger *participation* in the three German-speaking countries of teachers, parents, pupils and societal groups in the design of education. Consultative structures at all levels of responsibility were established where there had traditionally been none -- in Switzerland, for example. This led to a more dynamic discussion of educational improvements.

## **5.2 Planning Experiences with Innovations**

Here we summarise the reform experiences -- as discussed in the regional Seminars and in the Steering Committee -- and evaluate them according to methodological criteria.

Reform processes in education are probably always driven by conflict between fundamental goals. Questions of educational design cannot usually be answered with *general propositions*, "closed systems" and models, but rather, must be renegotiated according to given social and local conditions.

School systems have only limited latitude to carry out their development according to their own ideas. The course of development is much more determined by political, economic, social and cultural circumstances. Changes in schools may come about more often as a result of external circumstances than as a result of internal initiative.

Improvements in education are often more dependent on political decisions and options than professionals think. Concepts and models that are not keyed back to acceptable guiding principles have turned out to be useless to effect a general improvement in education. They have usually turned out to be counterproductive on the issue of acceptance.

The *planning orientation* of the 80's and 90's changed from that of the 60's and 70's. This is apparent from the Seminars.

The planning notions of closed conceptions and systems have receded in favour of thinking in terms of orientation and design principles. These usually serve as the parameters for differing development processes with local and regional variations.

Centralised prescriptions and directives have given way to advice and decentralised responsibility for development. For this it is necessary for individual schools and the school system generally to have a flexible innovation strategy that is rooted in principle, yet responsive to changing circumstances.

Rather than looking to the overall system for innovations, we now look to individual institutions or to institutions in communal or regional settings.

The assignment of development responsibility to the schools alters the task of the centralised agencies to one of giving the orientation for important development trends. Sociology and the science of teaching, especially school research, have an important role to play as the link between central orientations and the developments in practice.

Reform concepts and development projects require the acceptance at least by that segment of those immediately affected who form opinions and tolerance from the majority. The success of reform measures in education is jeopardised if they are not developed through debate and clarified through participatory democratic processes. This also requires that concepts and guiding principles be examined to ensure their usefulness under differing development conditions.

The changed planning orientation has resulted in other *innovation strategies and emphases for development projects*.

The focus of innovation has become firm in the last two decades: it is less to seek perfection in academic learning, content and methods than to enable institutions, the school in particular, to provide positive learning experiences, to increase the willingness and ability to learn, to promote stable personalities and to offer social experiences. The role of teaching has become more important than mere reform of academic instruction.

In countries with a differentiated and highly developed educational system, innovations and development projects are less likely to succeed when introduced through general programs and centralised scheduling. The trend is toward a policy of promoting and giving orientation for innovative activities in the subregions and individual systems. Innovative developments on this basis can be dynamic processes which can take hold at many points. The goal of this approach is not to implement certain models within a specific time frame, but rather, to spur developments which achieve the prescribed goals by various means at different paces. For this reason, political and professional orientation is just as important as giving design latitude at the local and regional level.

*Model experiments* are always important where qualitative changes in a system as complex as the school are concerned. They make it possible to study what happens when political or pedagogic goals confront the realities of practise. Goals can be modified based on individual projects while the orientation to prescribed goals can be the impetus for a systematic change in general education practice affecting many institutions.

*National traditions* are of great importance in education. They determine to a large degree what educational reforms are possible and must be taken into account as the context for innovations. The increasing *internationalisation* of our society necessitates a continual orientation toward international development to distil the criteria for decisions made in our own country and region and to overcome those aspects of our own traditions which impede development.

### **5.3 Perspectives for Future Co-operation**

Improvements in the school will accelerate in the coming years. Certain social developments which are apparent in all European countries will contribute to that acceleration. They are:

- changes in production and services which are recognisable in the restructuring of the world economy and the demands for general and special skills which these imply for the employment system,
- changes in social structures which affect how children and adolescents grow up,
- the continual difficulty of finding new orientations for individual life styles and society as a whole and the effort to reinforce the effectiveness of democratic societies.

More than ever, future co-operation among these countries will take special care to appreciate the tension between changing social and living conditions and the design of education in terms of organisation and content.

For their co-operation, the three countries can rely on a common language, common cultural traditions in many areas and a consequently similar attitude toward education. This facilitates communication and permits them to proceed directly to more complex development problems. Moreover, as highly developed, industrialised nations, the three countries confront similar economic and social, teaching and educational developments.

- On the one hand, the internationalisation of economic, social and living problems is apparent; on the other, the demand for individual self-determination is increasingly felt as an emphasis on local and regional autonomy in development planning and responsibility. The federated governmental structure of the three countries mirrors this stronger consciousness of regional independence.
- the sweeping changes in economic, labour and skill structures for production and services are happening in sharp contrast to education's dependence on traditional design concepts.
- We also observe in modern industrialised countries a weakening in the traditional social and personal orientation and the conversion to individual attitudes toward life and behaviour patterns; on the other hand, we can clearly see a need for new socially oriented models of behaviour.
- While there is a rapid reduction in the effectiveness of traditional educational properties, of the family, the school, the church, there is a converse increase in the influence of behavioural standards and values delivered through the media.

Education is directly and critically affected by these conflicting developments:

- in establishing educational goals and content,
- in the organisational-structural improvement of education options and degrees awarded,
- with regard to the nature and scope of democratic forms of participation in the design of education processes,
- in the devices for financing education.

The three countries are not alone in trying to deal with these problems. Changes in societal living conditions and orientations forced by the economic-technological development and the world-wide development problem essentially affects every country. Therefore, the steering committee feels obliged to make its results from innovation policy in the three German-speaking countries available to other countries and invite them to exchange ideas in the context of the OECD and CERI.

The experience with school and educational reforms shows that, along with changing the academic and pedagogic orientation, new strategic approaches have to be found in innovation planning and implementation. The following notions appear to have emerged:

- centralised orientation must be co-ordinated with flexible, situation-specific basic planning in an attitude of mutual support.
- Planning for innovative development must give up on micro-management because the development idea has become the guiding principle of educational reforms. Planning must come to view itself as "development-orienting" and "development-supportive", not as "development-dictating".
- Neither partial nor wholesale planning can depend on surefire prognoses but must expect future uncertainties. Developments in education do not lend themselves to linear design. "All or nothing" strategies are not permissible. Development planning in education must be aware how touchy social systems are and allow for scheduling latitude accordingly.
- developments in education have to expect the status quo to be recalcitrant and to use this constructively; various development avenues should be opened, there should be no reliance on a single model.

The co-operation among the three countries will be keyed to establishing development goals with a view to the practical realities of their implementation. General criteria for reform measures and the principles for the valuation of development processes will be distilled from this.

With regard to issues and contradictions, co-operation among the three countries will concentrate more in years to come on topics which have critical significance for improvements.

- Of primary importance are the orientation principles from which educational planning measures and local developments must proceed. These are the general social and pedagogic orientations and special guiding principles for the development of education, course subjects, degrees and certificates, of forms for democratic decision-making and financing.
- It is very important that taxing procedures in education be revised. This concerns the function and working manner of the administration, school district, individual schools with their own administration, faculty and participating groups.
- To arrive at educational policy and academic decisions, it is necessary that a convincing system of evaluation, appraisal and disclosure of development processes be created.
- The support of education scholars is necessary for the development of education. University administration and policy should suggest project topics for educational research and school and model experiments.

Biannual regional seminars will continue which will arrive at overall insights on development processes and directions through the systematic exchange of experience among administrators, practitioners and scholars.

The co-operation among the German-speaking countries will undertake in future -- in close co-operation with the efforts of the OECD/CERI -- to address issues on the improvement of education and seek to help clarify them through regional research and development projects. The three countries will key their

planning to the CERI program, make the results of their co-operation available to and invite input from partner countries.

### **Part III: Documents from the Nine Regional Seminars**

## 1. OECD/CERI Regional Seminar of the German-Speaking Countries

**Topic:** *Evaluation of Educational Innovations*

**Date:** September 28 - October 1, 1977

**Place:** Dillingen on the Danube, Germany

**Number in Attendance:** 41

**Moderator:** Prof. **Rainer Brockmeyer**, Ministry of Culture for North-Rhine Westphalia, Düsseldorf

### Speakers

Prof. Dr. **Herwig Blankertz**, German Association for Pedagogic Sciences, Münster: "*Analyses Keyed to Topic Area: Communication with Decision-Makers*"

Prof. Dr. **Karl Frey**, Institute for Teaching of the Natural Sciences at the University of Kiel and **Uri Peter Trier**, Director of the Pedagogic Department of the Education Authority for the Canton of Zurich: "*Goals of Evaluation*"

Prof. Dr. **Wolfgang Mitter**, German Institute for International Pedagogic Research, Frankfurt: "*Organisational Forms for Evaluation*"

Prof. Dr. **Peter Posch**, University, Klagenfurt: "*Communication with Decision-Makers - Analysis of Case Studies*"

Prof. Dr. **Jürgen Raschert**, Free University, Berlin: "*Theories for Evaluation of Case Studies Generally*"

Prof. Dr. **Otto Schorb**, State Institute for Education Research and Planning, Munich: "*Theories for Evaluation of Case Studies Generally*"

Prof. Dr. **Wolfgang-P. Teschner**, University Kiel: "*Theories of Organisational Forms for Evaluation*"

### Case Studies Presented:

- *from the German Federal Republic*

- Ernst Oppek: First-Year Vocational Training in Baden-Württemberg
- Dieter Appelt: The Scientific Observation of the Newly Designed *Gymnasium* Terminal Level (college level) in Bavaria
- Detlev Acker: The New Terminal Level in North-Rhine Westphalia
- Erwin Voigt: Curriculum Development and Continuing Teacher Education for Integrated Schools ("*Gesamtschulen*") in Educational Centres - Berlin
- Herbert Kluge: Introduction of the New Math in the Primary Schools of Lower Saxony

- *from Austria*

- Franz Burgstaller: Curriculum Development and Its Effects on Teacher Training and Continuing Teacher Education

- *from Switzerland*

- Arnold Bangerter: A School Experiment in Secondary Level I: Integrated School ("*Gesamtschule*")  
Dulliken, Canton of Solothurn

## Publication

"*Evaluation of Educational Innovations*", OECD/CERI-Seminar, Dillingen, 1977, Verlag Klett-Cotta, Stuttgart, 249 pp.

## 2. OECD/CERI - Regional Seminar of the German-Speaking Countries

**Topic:** *Dimensions and Limits on the Evaluation of Educational Innovations*

**Date:** April 23 - 27, 1979

**Place:** Neusiedl am See, Austria

**Number Attending:** 46

**Moderator:** Dr. Franz Burgstaller, Klagenfurt

## Speakers

Dr. **Anton Strittmatter**, Director of the Central Swiss Advisory Service for Educational Issues, Lucerne: "*Curriculum Evaluation. Discussion - Practice - Perspectives*"

Prof. Dr. **Erich Dauenhauer**, Agency for Vocational and Labour-Related Pedagogic Study, Pirmasens: "*Vocational Preparation and Initiation by the School*"

Dr. **Gottfried Petri**, Center for School Experiments and Development, Graz: "*What Can Evaluation Contribute to Promote the Efficiency of Pedagogic Development Projects?*"

Dr. **Uwe Hameyer**, IPN Kiel, in co-operation with **David Thomas**, OECD, Paris: "*Vocational Preparation and Initiation by the General Education Schools. Information on Developments in Several OECD Countries*"

## Case Examples Presented

### a) Vocational Preparation and Initiation through the School

- *from the Federal Republic of Germany*

- Harald Dibbern: Test Project: "Instruction on Vocational Choices" in Schleswig-Holstein 1975-1978
- Hans-Joachim Lissmann: Case Study to Evaluate the Model Experiment "Experience of Pupil Shortcomings regarding Complex Phenomena of the World of Business and Work - Suggestions for Dealing with them in the Polytechnic/Labour Course"
- Karlheinz Peters: Case Study on the Model Experiment "Improvement of the *Hauptschule*", Introduction of Vocational Preparation Year - First-Year Vocational Training for Adolescents Required to Attend Vocational Schools"

- *from Austria*

- Franz Burgstaller: Vocational Preparation and Initiation by the General Education Schools: Polytechnic Apprenticeship and Sufficiency Aspects after the 6th Grade

b) Curriculum

- *from the German Federal Republic*

- Robert Geipel: The Space Sciences Curriculum-Research Project of the Central Union of German Geographers (RCFP): Conception, Problems of Legitimation and Organisation
- Helmut Schrettenbrunner: The Evaluation of the Space Sciences Curriculum-Research Project (RCFP)

- *from Austria*

- Werner Antoni: School Experiment "Geography and Economics" for ages 10 to 14
- Gottfried Petri: School Experiment "Geography and Economic" for schools for ages 10 to 14. Part 2: Evaluation

- *from Switzerland*

- Anton Strittmatter in collaboration with Ernst Bärtsch and Xaver Winiger: Reform of the Upper Level ("*Oberstufe*") in Central Switzerland

**Publication**

*"Dimensions and Limitations in Evaluating Educational Innovations"*, OECD/CERI Seminar, Neusiedl am See, 1979, Austrian Federal Publishing Service, Vienna, 262 pp.

**3. OECD/CERI Regional Seminar of the German-Speaking Countries**

**Topic:** *Evaluation and Innovations in the Elementary/Primary School*

**Date:** May 18 - 22, 1981

**Place:** Muttens bei Basel, Switzerland

**Number Attending:** 84

**Moderator:** Karl Frey, Kiel

**Opening Remarks:** - **Uri Peter Trier**, Director of the Pedagogic Department of the Education Commission for the Canton of Zurich: *"Introduction to the Seminar's Goals and Procedures"*

- **U. Hameyer**, Kiel: *"Hints on Designing Case Studies"*

**Speakers**

**Ilse Lichtenstein-Rother**, Augsburg: *"Curriculum Development and Research"*

**Jean-Luc Patry** and **August Flammer**, Freiburg (Switzerland): *"Pupil Evaluation - The Status of Research"*

**Erich Löschenkohl**, Klagenfurt: *"Basic Problems in Making the Transition from Volksschule to the School and a Few Proposed Solutions"*

**Case Studies Presented**

- *from the German Federal Republic*

- Walter Ploessl: Curricula for the Primary School ("*Grundschule*") in Bavaria (1971-1980): Development and Scientific Observation
  - Reinhold Christiani: Effects of the Transition from Judgmental to Non-Judgmental Performance Evaluation in Grades 1 and 2 of the Primary School in North-Rhine Westphalia
  - Inge Birk: The Transition from Kindergarten to Primary School in Baden-Württemberg
- *from Austria*
- Leonard Pagitsch: Relevance of the Primary School Curriculum Using the Example of 4th Grade Mathematics
  - Helmut Siegfried: Pupil Evaluation in Primary School
  - Dieter Antoni: Problems in Making the Transition from Pre-School to Primary School: Ideas for Co-operation between Parents and School in Rural Areas
- *from Switzerland*
- Werner Heller: Goals and Guidelines for Teaching Mathematics Instruction in Compulsory School in Switzerland
  - Jean Cardinet: In Search of Criteria-Based Evaluation of Pupil Performance
  - Josette Feyler and Raymond Hutin: The "Fluidité" Project in the Canton of Geneva

## **Publication**

*"Evaluation of Innovations in the Elementary/Primary School"*, OECD/CERI Seminar, Muttentz bei Basel, 1981, Paul Haupt Publishing, Bern, 465 pp.

## **4. OECD/CERI Regional Seminars of the German-Speaking Countries**

**Topic:** *Curriculum Development and Instructional Practise*

**Date:** September 26 - 30, 1983

**Place:** Berlin, Germany

**Number Attending:** 51

**Moderator/Reporter:** Prof. Dr. **Klaus Westphalen**, Pedagogic University, Kiel

### **Speakers**

Prof. Dr. **Claus Günzler**, Pedagogic University, Karlsruhe: "*Overall Goals and School Realities - Eight Propositions to Rationalise, Introduce and Adopt Overall Goals for Today's Instructional Practise*"

Prof. Dr. **Friedrich Oswald**, Institute for Teaching Sciences, Vienna University: "*Setting Goals for Curriculum Reform - Wish and Reality*"

Dr. **Felix Oggenfuss**, Education Department, Canton Freiburg (Switzerland): "*Primary Goals of the School and Curriculum Reform*"

### **Case Studies**

- *from the German Federal Republic*

- Caspar Kuhlmann: School Grades and Interdisciplinary Teaching Aids Using the Example of Museum Pedagogy
  - Herbert Knepper: Curriculum - Textbook - Teaching Aids
  - Gerd Schmitz: Examination/Evaluation of Curricula at the Secondary Level
- *from Austria*
- Wolfgang Krendlesberger: Instruction in Core-Subject System in Schools for Ages 10-14 and its Effects on Curriculum Development or Design
  - Helmut Salfinger: The Development of a Model Curriculum for General Education Higher Schools Using the Example of Foreign Languages (English for ages 14-18)
- *from Switzerland*
- Beat Mayer: Primary Ideas in the Curriculum and their Significance for School Practise .
  - Xaver Winiger: Development, Testing and Evaluation of Curriculum "Vocational Career Choices in Central Switzerland"

## **Publication**

*"Curriculum Development and Teaching Practise in Germany, Austria and Switzerland"*, OECD/CERI Seminar, Berlin, 1983, Köllen Publishing, Bonn-Oedekoven, 308 pp.

## **5. OECD/CERI Regional Seminar of the German-Speaking Countries**

**Topic:** *Making the Transition from Compulsory School to the Job World*

**Date:** October 14 - 18, 1985

**Place:** Salzburg, Austria

**Number Attending:** 71

**Moderator/Reporter:** Dr. **Franz Burgstaller**, Klagenfurt

### **Speakers**

Prof. Dr. **Franz Josef Kaiser**, Paderborn: *"Preparing General Education Pupils for Career Life and the Job World"*

Prof. Dr. **Elmar Lange**, Bielefeld University: *"Decisions Faced When Making the Transition from School to the Job World and Counselling Tips"*

**Joachim Schäfer**, Director of Federal Labour Institute, Nuremberg: *"Overview of the Counselling Services"*

Univ. Prof. Dr. **Wilfried Schneider**, Economic University, Vienna: *"What Does the Economy Expect of Compulsory School Graduates?"*

Dr. **Herbert Winkler**, Federal Ministry of Education and Art, Vienna: *"Content and Methods to Ensure Vocational Training"*

Dr. **Emil Wettstein**, Director of the Office for Vocational Training, Zurich: "*Ensuring Quality Vocational Training*"

### **Case Studies Presented**

- *from the German Federal Republic*

- Rudolf Schlossbauer: On-the-Job Training - a Tangible Help in Bringing the *Hauptschule* to the Career and Job World

- *from Austria*

- Renate Forstner: Preparation for Profession and Vocation in the *Hauptschule*
- Helmut David: Job World and School
- Maria Hofstätter and Ilan Knapp: The Situation of Youth without Job Training
- Johann Steinringer and Peter Deifl: Transitional Training Programs for Unemployed Graduates

- *from Switzerland*

- Albert Grimm: Preparation for Career Selection at the *Realschule* in the Canton of Zurich
- Ueli Kraft: Employing Transitional Aids to Find a Vocation and Subjective Training Success among Swiss Apprentices
- Jacques Amos: Phase One of Vocational Training: The Rationale for Cancelling Teaching Contracts

### **Publication**

"*The Transition from Compulsory School to Career*", OECD/CERI Seminar, Salzburg, 1985, Köllen Publishing, Bonn-Oedekoven, 181 pp.

## **6. OECD/CERI Regional Seminar of the German-Speaking Countries**

**Topic:** *Willingness and Ability to Learn between School and Career*

**Date:** November 3 - 7, 1987

**Place:** Lucerne, Switzerland

**Number Attending:** 89

**Moderator/Reporter:** Dr. **Emil Wettstein**, Office for Vocational Training of the Canton of Zurich

**Seminar Concept:** **Uri Peter Trier**, Director of the Pedagogic Department, Education Commission for the Canton of Zurich

### **Debate:**

**Uri Peter Trier**, Education Commission, Canton of Zurich

Prof. Dr. **Hans Adam**, Board Member, Zoological Institute, University of Salzburg

Prof. Dr. **Hans Aebli**, Director Emeritus of the Pedagogic Psychology Institute, Bern University

Prof. Dr. **Jürgen Raschert**, Free University, Berlin

### **Speakers**

Prof. **Fredi P. Büchel**, Geneva University: "*Study Strategies among Youth in Vocational Training Programs*"

Dr. **Ilan Knapp**, Austrian Institute for Research on Vocational Training, Vienna: "*Career Goal, Educational Planning, Relevant Law and Training for Faculty*"

Univ.-Certif. Ed. **Johannes Koch**, Friedrichsdorf Office of Social and Educational Analysis and Planning, Gnarrenburg: "*New Training Methods: Research Findings Regarding On-the-Job Training*"

**Dr. Heinze Schirp**, State Institute for Schooling and Advanced Training, Soest: "*Youth Between School and Career*"

**Fritz Staub**, Pedagogic Psychology Dept., Bern University: "*Learning the Problem-Solving Process: From Understanding the Problem to Planning its Solution*"

### **Case Studies Presented**

- *from the German Federal Republic*

- Günther Blom: The Hamburg Training Program for *Hauptschule* Drop-Out's
- Wolfgang Hobmaier: Project Week Economy - an Approach for Introducing Pupils to the Economy: A Project of the Training Facility of the Foundation on Bavarian Economy, Munich

- *from Austria*

- Egon Blum: Supervising Apprentices In-Company and in Vocational School with a Special Segment: Dual Training in Austria Using the Example of Metal Works Company, Julius Blum of Höchst, Austria
- Gerhard Rebholz: Career Orientation Aids in the *Hauptschule* and Polytechnic Apprenticeship in Austria

- *from Switzerland*

- Heinz Bieri: Electives and Study Groups in the Upper Level *Gymnasium* at the Canton School in Lucerne
- Rolf Dubs: The Interdisciplinary Course: Economics/Law/Society/Computer Science in the New Curriculum for Commercial Schools in Switzerland

### **Schools and Companies Visited**

- 1 Canton School and Literary *Gymnasium*, Lucerne
- 2 Commercial Vocational School, Lucerne
- 3 Swiss Union Bank, Lucerne branch
- 4 Commercial Vocational School Lucerne
- 5 Schindler Elevators, Ebikon
- 6 Manufacturing facilities of the Confiserie Bachmann, Lucerne
- 7 Cabinetmakers' Training Facility, Lucerne

### **Publication**

"*Willingness and Ability to Learn between School and Career*", OECD/CERI Seminar, Lucerne, 1987, Köllen Publishing, Bonn-Oedekoven, 186 pp.

## 7. OECD/CERI Regional Seminar of the German-Speaking Countries

**Topic:** *How to make schools receptive to new developments/challenges*

**Date:** October 16 - 20, 1989

**Place:** Bremerhaven, Germany

**Number Attending:** 66

**Moderator/Reporter:** Prof. Dr. **Wolfgang Mitter**, German Institute for International Pedagogic Research (DIPF), Frankfurt

### Topics Emphasised

- Changes in Educational Conditions for the School - Families, Being a Child, Circumstances for Youth
- Changes in Educational Conditions for the School - a "New General Education"?
- A New Take on School - Practical Consequences of Changes in Educational Conditions
- Goals for Changes in Schools and their Realisation - Taking Stock of Experiences to Date

### Speakers

Prof. Dr. **Helmut Heid**, Regensburg University: "*Research Findings on Vocational Skills*"

Prof. Dr. **Klaus-Jürgen Tillmann**, Hamburg: "*Elements of a General Education for Life in the Society of Tomorrow*"

Dr. **Hans Haenisch**, State Institute for School and Advanced Education in the State of North-Rhine Westphalia, Soest: "*Appraisal of Instruments, Procedures and Time Frames for Educational Changes*"

Univ.-Doz. Dr. **Josef Kurzreiter**, Pedagogic Academy of the Archdiocese, Vienna: "*Being a Child in Altered Family Structures*"

Univ.-Prof. Dr. **Josef Thonhauser**, Salzburg University: "*Appraisal of Instruments, Procedures and Time Frames for Educational Changes*"

Univ.-Prof. Dr. **Peter Posch**, University of Education Science, Klagenfurt: "*Scientific Comments and Analysis of the School Reports*"

Prof. Dr. **Helmut Fend**, Zurich University: "*Educational Concepts and the Aspects of Young People's Lives in Socio-Historical Change*"

Dr. **Anton Strittmatter**, Swiss Teacher Journal, Sempach: "*On the Acceptance of Innovations to Organisational School Developments*"

### Case Studies

a) On the Topic of "Changes in Pupil Behaviour in Context of Changing Socialisation Conditions in Secondary Level I"

- *from the German Federal Republic*

- Manfred Bollhöfer: School on Leher Markt in Bremerhaven

- *from Austria*

- Helmut W. Burger: Federal *Realgymnasium* Linz on the Danube

- *from Switzerland*

- Hans-Hugo Rellstab: Upper Level School, Dulliken/Solothurn
- b) On the Topic of "A New Take on School - Practical Issues in Changing Conditions"
  - *from the German Federal Republic*
  - Hans Rössler: Being Receptive to New Pedagogic Challenges for the School and its Environment at *Gymnasium*
    - *from Austria*
  - Heidrun Winter: Change in Teaching Practises in the *Hauptschule*
    - *from Switzerland*
  - Hilde Schenker: Experiment in Integrated Teaching of Children with Learning Disabilities in the *Grundschule*
  - Alex Buff: Experiment in Evaluating Primary School Pupils in Grades 1 -3 without Grades

### **Publication**

*"How to make schools receptive to developments and challenges"*, OECD/CERI Seminar, Bremerhaven, 1989, Köllen Publishing, Bonn-Oedekoven, 234 pp.

### **8. OECD/CERI Regional Seminar of the German-Speaking Countries**

**Topic:** *Learning for Europe: New Forms of Living and Learning at School*

**Date:** September 23 - 27, 1991

**Place:** Geras, Austria

**Number Attending:** 70

### **Speakers**

Prof. Dr. **Theodor Ickler**, Erlangen-Nuremberg University, *"Languages and Foreign Languages in Europe: Perspectives and Options"*

Univ. Prof. Dr. **Karl Heinz Gruber**, Institute for Teaching Sciences of the University of Vienna: *"Signs of Converging Trends of the European School and Curriculum Development"*

Prof. Dr. **Rudolf Künzli**: *"Origin and Future Or to What Extent Europe Can Be a Sensible Reference Point for Educational Processes"*

### **Case Studies Presented**

- *from the German Federal Republic*
  - Helmut Wittman: Foreign Languages in the *Grundschule*
  - Hans Buschauer: Special Aspects of Saarland Project: "French in the *Grundschule*"
  - Elke Thürmann and Peter Virnich: Key Credentials for a European Future
- *from Austria*

- Eduard Strebl: School Partnership Reta - Znaim
- Franz Günter Winkler: School Partnership Laa/Thay - Lundenburg
- *from Switzerland*
- The Committee Langu 2: Foreign Language Instruction in the Swiss Conference of Canton Education Commissioners: Project Report Presented by Committee Members
- Christoph Flügel: Foreign Language Instruction in Canton Tessin - a Case Study
- Carl Moos: The "Liceo artistico" (Arts *Gymnasium*) in Zurich

## Publication

*"Learning for Europe, New Forms of Living and Learning in School"*, OECD/CERI Seminar, Geras (Austria), 1991, Köllen Publishing, Bonn-Oedekoven, 102 pp.

## 9. OECD/CERI Regional Seminar of the German-Speaking Countries

**Topic:** *What can schools do for school development?*

**Date:** September 27 - October 1, 1993

**Place:** Einsiedeln, Switzerland

**Number Attending:** 83

**Moderator/Reporter:** Dr. Anton Strittmatter, Sempach

### Speakers

**Malcolm Skilbeck**, Deputy Director of the Bureau for Education, Employment, Labour and Social Affairs of the OECD: *"25 Years of CERI: What have we learned about innovations in the schools?"*

**Clive Hopes**, German Institute for International Pedagogic Research, Frankfurt, Consultant to the OECD: *"Results and Findings from the CERI Projects on Seminar Topics"*

Prof. Dr. **Jürgen Oelkers**, Pedagogic Institute, Bern University: *"What can schools do for school development? - Dimensions of the development of public education"*

Prof. Dr. **Hans-Günther Rolff**, Institute for School Development, Dortmund University: *"Schools as Learning Institutions"*

**René Ullmann**, Organisational Consultant, Zug: *"Organisational Development for a Special Organisational Form, the School - Experiences and Thoughts of an Organisational Consultant"*

Prof. Dr. **Bernd Schilcher**, President of the State School Council for Styria, Graz: *"School Development from Below - Conditions and Results from the Administrative-Political and Legal Standpoint"*

### Case Studies Presented

- *from the German Federal Republic*

- Erika Risse and Uwe Dreske: Open Instruction and Practical Learning as a Reform-Pedagogic Approach of Differentiated Encouragement in *Gymnasium* at the Elsa-Brandström Gymnasium, Oberhausen, in North-Rhine Westphalia, and Kreisgymnasium Freital-Deuben in Saxony
- Gerold Becker: Common Development of Reform-Pedagogic School Profiles of Schools in Hesse and Thuringia
- Wolf Fleischer-Bickmann: Institutional School Development Program in Bremen
- Eva Liss-Mildenberger: Advanced Study Project of the State Institutes for Teacher Training and Continuing Education in Speyer for Preparation and Assistance to School Internal Moderators

- *from Austria*

- Peter Böhm and Ilse Wiese: "Open Learning" in the Volksschule Börsegasse and other *Volksschulen* in Vienna
- Sigrid Binder and Hannes Krall: Internally Differentiated Middle School Frohnleiten
- Johann Stadler and Franz Rauch: School Experiment New Middle School, School District Graz-West of Bundesgymnasium and Bundesrealgymnasium Graz
- Friedrich Geretslehner and Edwin Radnitzky: Projects in the Electronics Department of the HTBLA (High Technology Vocational Training Institute) Braunau

- *from Austria*

- Edwin Achermann: Development Project Stanser Primary School
- Hugo Sigrist and Xaver Winiger: Integrated Orientation Level in Lungern
- Stefan Tschudi: Expanded Learning Forms in the Canton School in Sursee
- Heinz Ochsenbein: School Experiment "General Education Instruction" in the Commercial-Industrial Vocational School in Bern

### **School Development Project Visited**

Advanced Education School, Zug  
Vocational School, Landis & Gyr, Zug

### **Seminar Documentation**

*"Introduction to School Development Projects"*, Bibliography (annotated) for the OECD/CERI Regional Seminar 1993 in Einsiedeln by Urs Vögeli-Mantovani and Silvia Grossenbacher, Swiss Co-ordination Agency for Education Research (SKBF) in co-operation with the EDK (Canton Education Authority), 1993, 30 pp.

### **Publication**

*"What can schools do for school development?"*, OECD/CERI Seminar, 1993, Einsiedeln, 1994, Köllen Publishing, Bonn-Buschdorf, 347 pp.