



Reforms in Education: A European Research Network presents

“European Comprehensive School Reform: Ideals, Actors and Educational Practices”

Organizers: Johannes Westberg and Hilda Amsing, University of Groningen
Concluding reflections: Susanne Wiborg, UCL Institute of Education, London

An online international workshop, 20-21 October, 2020

In the 1960s, a comprehensive school reform movement swept across Europe with the general dual aim of promoting equal educational opportunities and economic growth. As the historical basis for trend in Europe, the outcomes of this policy trend varied starkly between countries and regions. In Scandinavian countries, a unified school system for (nearly) all children in primary and secondary school was created, while England and Germany have retained a comparatively segmented school system.

Although the national histories of comprehensive education, and the international development of comprehensive schooling from a comparative perspective, has been dealt with in a number of important studies, much remains to be studied regarding the social, political and cultural history of the varying conditions, forms and impact of comprehensive school reform in Europe.

In this workshop, we want to take further steps towards innovative project proposals on this theme. We thus welcome a range of papers addressing both the micro and the macro perspectives, covering issues such as the ideals, actors, and educational practices of these reform. These papers may deal with national and transnational politics, addressing, for example the tensions between varying educational ideals of comprehensive schooling (equality, differentiation, child-centeredness), and the actors engaging in these school reforms. These may include teachers and teacher unions, local government, researchers, higher education institutions, textbook authors, and publishers.

On local and regional levels, the rise of comprehensive schooling may be addressed in a range of fashions. Papers may discuss the translation of policies into educational practices, the changing teacher and pupil experiences of comprehensive schooling, the actual building of schools for a comprehensive school system, and the regional variations in the introduction of comprehensive schooling could be addressed.

As the purpose of this workshop is to promote further work into the European comprehensive school reform, the presentations of this workshop may both cover studies already conducted, planned articles and project proposals.



Timetable for the lecture

October 20

International and transnational perspectives

08.45:	Introduction, Johannes Westberg
09.00:	Presentation 1
09.15:	Presentation 2
09.30:	Presentation 3
09.45:	Comments by Joakim Landahl
10.00:	Break

Science and Media

10.20:	Presentation 4
10.35:	Presentation 5
10.50:	Presentation 6
11.05:	Comments by Piet van der Ploeg

October 21

Inequality

08.45:	Introduction, Johannes Westberg
09.00:	Presentation 7
09.15:	Presentation 8
09.30:	Presentation 9
09.45:	Comments by Mette Buchardt
10.00:	Break

Separate tracks and minority groups

10.20:	Presentation 10
10.35:	Presentation 11
10.50:	Comments by Hilda Amsing
11.05:	Reflections and future directions, Susanne Wiborg

Registration:

Registration till October 13, 2020: l.van.der.weerd@rug.nl

Part of:

Reforms in Education: A European Research Network (<https://educationreform.network/>)





Papers (in order of appearance)

International and transnational perspectives

1. Katharina Sass (postdoc, Bergen, NO), "Cleavages and Coalitions – The Politics of Comprehensive School Reforms in Norway and North Rhine-Westphalia/Germany (1954-1979)"
2. Harald Jarning (Associate Professor, Oslo, NO), "Curriculum and assessment patterns and schooling for all: Curriculum and transfer patterns across the divide between compulsory and post-compulsory schooling: 1960 and 1985. Norwegian examples and Scandinavian comparisons"
3. Johan Prytz & Johanna Ringarp (associate professors, Uppsala, SE), "New perspectives on the establishment of Swedish comprehensive schooling: A proposal for methods of analysis"

Science and Media

4. Philipp Eigenmann (Senior research assistant, University of Zurich), "Sociology of Education and Comprehensive School Reform in Switzerland"
5. Joakim Landahl (professor, Stockholm University, SE), "In search for a scientific foundation: Experimenting with the comprehensive school at the national school for educational research in Linköping, Sweden (1958-1968)"
6. Linda Greveling (Phd-student, University of Groningen, NL), "'Middenschool in the media. The representation of the Dutch comprehensive education experiment, 1969-1982"

Inequality and equality

7. Anita Berendsen (Msc, Groningen, NL), Science, policy and the discourse on Inequality of opportunity in Dutch education (1965-2008).
8. Ida Spangsberg Hansen (PhD-Fellow, Aalborg, DK), "Teachers perspective on equality under the reign of inclusion reform policies"
9. Hilda Amsing (Groningen, NL), "Dissolving Dutch tensions between freedom of education and state interference for realizing equal opportunities: The case of the Middle School experiment at the protestant Anna Maria van Schurman college in Franeker (1974-1986)."

Separate track and minority groups

10. Jonathan Lilliedahl (Associate lecturer, Örebro, SE), "The political legitimacy of alternative approaches and separate tracks within the comprehensive education system"
11. Nanna Ramsing Enemark (PhD-student, Aalborg, DK) & Mette Buchardt (professor, Aalborg, DK), "The political discovery of migrant pupils in welfare state educational reforms. A Northern European perspective and the case of Denmark 1970s onwards"