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The President / le Président
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Frankfurt am Main, November 3, 1998

Dear Juan Carlos,

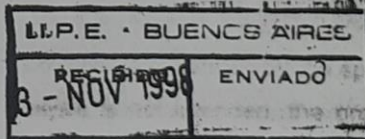
above all I hope that you have well adjusted to your new responsibilities which, I am sure, will give another proof of your creativity and initiative. Let me give your my warm wishes for this new phase of your professional challenge.

Hoping that your workload is not too hard to accept my following request, I should like to invite you to write an article for the German educational journal BILDUNG UND ERZIEHUNG (Education): The note attached should give you sufficient information on the background of the journal and the intended contents of the volume in question. I kindly ask you to write the paper on „Latin America“, because I am sure you are the most competent comparative educationist for this task. Your paper should not exceed 15 double-spaced pages (footnotes and bibliography excluded). Your paper will be translated into German. Therefore the deadline has been fixed by May 31st already.

I look forward to this new opportunity of closer cooperation. Should you have any question, please, do not hesitate to contact me. You may use e-mail, of course.

Yours sincerely,

Wolfgang Mitter
(Prof. Dr. Wolfgang Mitter)



Bildung und Erziehung, vol. 4/1999

The editorial board of the German educational journal *Bildung und Erziehung* (quarterly) has decided to foresee volume 4/1999 for the theme

Education at the Threshold to the 21st Century

Resuming the concepts of the volumes which were devoted to the same theme with regard to the „eighties“ (4/1982) and „nineties“ (2/1991) the theme should be discussed on the base of an approach to be focussed on *globalising* trends and problems from a *regional* view and to be based upon *case studies*. In this respect there has been a shift from the „national“ to the „regional“ dimension which had been dominant in the 1991 volume already. Wolfgang Mitter, member of the editorial board and former acting editor of the journal, will be responsible for this special volume.

The following cases have been taken into the choice: Africa, Eastern Asia, Southern Asia, North America, Latin America, and Europe.

It is evident that this choice is characterised by an exemplary approach which is caused by the limited space for publication. Nevertheless it seems to be legitimated by consideration of representative selection.

The authors are kindly invited to lay the emphasis of their papers on the *global relevance* of their region-bound findings. This request seems to be facilitated by the fact that all the invited colleagues are distinguished by their experience as comparative educationists.

The theme will be introduced by a summarising comment to be written by the special editor. Although a systematised comparative analysis is not intended, the present note should identify some relevant issues on the base of a rough comparison. For this purpose the following *guideline* has been drafted:

1. Educational strategies in the context of overall socio-economic, political, cultural and scientific developments and trends.
2. Function of national, international and supranational (regional) and global institutions with regard to their range of responsibility for the legislative and executive (administrative) or only „advisory“ foundations and competencies of the education system (including the status and prospects of private schools at the various levels). In this context stress should be laid on „denationalising“ trends.
3. Educational goals within the education systems: cognitive, affective, interactive, social, with special regard to the tensions between *equity of educational opportunity* and *quality* including its assurance.
4. Curricular problems with regard to the tensions between *core* (liberal education) and *optional areas* and to the changes caused by the continuous invasion of modern information and communication technologies into the classrooms.
5. Progress and obstacles in the education of women and girls.
6. Interrelations between formal and non-formal education with special regard to their „competitive“ impacts on the learning process of children, adolescents, and adults.
7. Specific problems according to regional peculiarities, e.g. religious education, intercultural education in relation to indigenous (including 'forgotten') minorities, immigrants and migrants.

This *guideline* has not been conceived as a strict direction, since it is thought to have an „orientating“ function which should give the authors the freedom to choose and weigh the relevance of the individual cases in reference to the regions in question.

The deadline for submission has been set by May 31, 1999.

Bildung und Erziehung is one of the leading educational journals in Germany and the other German-speaking countries. It is focussed on discussing the interrelations between education and its socio-economic, political, social and cultural context. Special and continuous weight is laid on comparative analyses in the international and intercultural domains and in response to the shifts of paradigms in educational theory in view of cross-disciplinary approaches.