



Mediterranean Studies
in Comparative Education

edited by
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Peter Mayo and
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EDITORS

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Table of Contents

Introduction

Carmel Borg, Peter Mayo & Ronald G. Sultana 5-7

Chapter 1: Looking Back Before Moving Forward: Building on
15 Years of Comparative Educational Research in the Mediterranean

Ronald G. Sultana 9-25

Chapter 2: Knowledge and Post-colonial Pedagogy

JosAnn Cutajar 27-47

Chapter 3: Education and the Teaching of History in the Light of
Encouraging Conflict Resolution in Cyprus

Isabelle Calleja 49-67

Chapter 4: Dis/integrated Orders and the Politics of Recognition:
Civil Upheavals, Militarism, and Educators' Lives and Work

André Elias Mazawi 69-89

Chapter 5: Global Discourses and Educational Reform in Egypt:
The Case of Active-Learning Pedagogies

Mark B. Ginsburg & Nagwa M. Megahed 91-115

Chapter 6: The Permanence of Distinctiveness: Performances
and Changing Schooling Governance in the Southern European
Welfare States

Paolo Landri 117-135



Introduction

The Mediterranean Society of Comparative Education (MESCE) was born in Catania, Sicily as a result of the vision and enthusiasm of a Sicilian scholar, Giovanni Pampanini who became the society's first President. He gathered a group of scholars in this city to help put together, in 2004, the Society's first conference. The network of people involved in this area of educational enquiry continued to grow and by the time the second MESCE Conference took place in Alexandria, Egypt in 2006 this society had already begun to make its mark in the international comparative education field. It had become a member of the World Council of Comparative Education Societies (WCCES) and was designated regional host for the 2007 World Congress of Comparative Education which took place in Sarajevo. The idea to host the congress there was proposed by Giovanni Pampanini at the WCCES Conference in Cuba in the Fall of 2004. The Sarajevo congress was soon followed, between 11-13 May, 2008, with the largest MESCE conference to date, held this time in Malta. This conference drew interest from various parts of the world and not just from the Mediterranean region. Keynote speakers were chosen from different corners of the Mediterranean including the Southern and Eastern Mediterranean and also included the Editor of *Comparative Education Review*.

Meanwhile the Euro-Mediterranean Centre for Educational Research (EMCER), at the University of Malta, directed by Ronald Sultana, and which produces the *Mediterranean Journal of Educational Studies* (MJES), began to work closely with MESCE and this book is very much the product of this collaboration. It should serve as a testimony to the Malta conference since it contains five keynote presentations and an additional paper presented at the conference.

The two conference convenors, who now occupy the posts of President and Secretary General of MESCE, join Ronald Sultana, a keynote speaker at the conference, in editing this book. This work follows closely on the establishment of a MESCE website that includes a variety of resources, both visual and audio. Together with the MJES, which is strongly being supported by the society, this website is intended to serve as a point of contact for comparative and other educational and social science researchers ensconced within and beyond the region.

The Malta conference bore the title of 'Intercultural Dialogue through Education', and addressed two broad themes, namely, 'Intercultural Dialogue Within and Across Nations' and 'Education in the Mediterranean'. Other related themes included: post-colonial education; religion and education; multi-ethnicity

and education; migration – inward and outward; North-South, South-North, East-West, West-East relations in education; and education for sustainability in the Mediterranean and beyond. Some of these broad themes are reflected in the chapters included in this volume.

Ronald Sultana's chapter testifies to his standing and wide experiences in the field. It takes us through a 15-year, autobiographical journey in the areas of research and coordination of comparative education projects. Sultana's personal account identifies the limits and explores the possibilities of doing comparative research in the region. It also provides signposts for future research.

JosAnn Cutajar focuses on one of Sultana's major concerns, namely the dependence of academics and academic institutions, found in small or intermediately developed countries, such as Malta, on Western-derived epistemologies and research. Cutajar argues that such dependence perpetuates subalternity. She proposes a post-colonial pedagogical strategy as a potential antidote to neo-colonial discourses.

One other chapter by a Maltese scholar is that offered by Isabelle Calleja from the University of Malta's Department of International Relations. Her chapter however focuses not on her home country but on the Cypriot conflict, which she has been researching on site for years. It is common knowledge that this conflict has physically divided the Turkish-Greek communities for more than thirty years. Calleja provides us with a study of the transformation experienced in the teaching of the History of Cyprus, as the country evolved from a long period of geo-political transformation, characterised by national, political and ideological division of the island, to a period marked by genuine attempts at border crossing and at a permanent solution to the crisis.

The Palestinian and Sudanese conflicts provide the backdrop for Mazawi's analysis of some of the context-dependent dynamics that affect teachers' lives and work. His cursory review unearths two disturbing truths: the absence of studies of educators' lives and work in the Arab region, exacerbated by the uncritical importation of models of 'educational leadership'; and the tourist-gaze approach to the construction of educators' work in the region. Mazawi, like Sultana and Cutajar, calls for a new research agenda that is critically engaged and contextually grounded; research projects that foreground educators' lives and work in the Arab region.

The work by CER Editor, Mark Ginsburg, from the USA, and Nagwa Megahed, from Egypt, examines the intersection of global discourses regarding student-centred and active-learning pedagogies with educational reform initiatives in Egypt. Ginsburg and Megahed's chapter invites comparative and international educators to problematise how local, national and global discourses are constrained or empowered by global and economic developments, including initiatives disguised as 'democratisation' and economic liberalisation.

The final chapter is by Paolo Landri, a sociologist and educational researcher from Naples who is deeply involved in the Italian and international sociology of education scenes and has recently been instrumental in establishing an Italian Sociology of Education journal. In his chapter, he focuses on emerging forms of governance of schooling in countries experiencing what he refers to as the southern model of welfare state – Spain, Portugal, Greece and Italy. Landri's work describes the countries' performances and highlights some of the differences experienced in their attempt to translate into action aspects of decentralisation.

This book favours the search for Mediterranean epistemologies. It promotes the concerns of researchers who are interested in transforming the comparative education scene rather than adapting to it. This volume confirms that the dream of relocating the roots of discourses in comparative education is possible.

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