

# **E\*N\*I\*R\*D\*E\*L\*M**

**European Network for Improving Research and  
Development in Educational Leadership and  
Management**

**“Reflections on ENIRDELM:  
Two Decades of Friendly Professional Convergence”**

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*A short history of the network produced for its 20<sup>th</sup> Anniversary to  
be celebrated at the 20<sup>th</sup> Conference in Reykjavik, Iceland  
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## Introduction and Acknowledgements

ENIRDELM has for twenty years, been a voluntary part of my professional life which started as a school teacher in 1962 and extended until I finally retired from paid work in spring 2010. Ray Bolam was my boss and mentor at the National Development Centre for Educational Management and Policy (NDC) in 1991 when our new network was born in Utrecht in the Netherlands. It was Ray who encouraged me to join the first ENIRDELM Board which by rights would have been his obvious role, but he had many other obligations at the time. Although he was very active in supporting the network in its early years and indeed, was to have been keynote speaker at the September 2006 ENIRDELM conference, this return to involvement was sadly prevented by his unexpected and premature death a month earlier. Ray's support for Fons van Wieringen, the 'father of ENIRDELM' was instrumental in getting ENIRDELM\* underway. Ray also encouraged professional colleagues Danuta Elsner and Kauko Hamalainen who had both been visitors to the NDC to organise subsequent ENIRDELM conferences in Poland and Finland respectively.

My colleague on the first Board was Christen Jordet who also organised our first conference in 1992. For several years Christen has been encouraging me to make a record of ENIRDELM. For him too, the network was, for at least a decade before his retirement, one of his most satisfying and successful professional achievements. His contribution of six pages of reports about the network written for the Ministry of Education and Religious Affairs in Oslo helped me to kick-start the account that follows. It is a mixture of personal memoir, factual account, catalogue, handbook and photo archive that can be supplemented by visiting the ENIRDELM web-site but that tries to bring together in one account, twenty years of professional and personal activities.

There are so many ENIRDELM friends who have helped to make the network flourish and I have tried to recognise their contributions in the chapters that follow. Apart from our newsletter archive, I have had to rely on the assistance of friends who had retained old conference documents and ENIRDELM publications and who were able to pause in their busy professional lives to respond to my, no doubt, irritating requests for information and short contributions. In addition to Christen, these include Fons van Wieringen who generously contributed the Foreword, and Danuta Elsner, fellow members of the founding Board. In addition to Christen and Danuta, several conference organisers were able to contribute their reflections about the events they organised to which their names are added in the text: Jukka Ahonen; Éva Balázs ; Tibor Barath Pat Diggins; Gerald Dunning; Justina Erculj ; Ilze Ivanova; Ola Hof Kaldestad; Steinunn Helga Lárusdóttir Kristina Malmberg; Milan Pol; and Eric Verbiest;. Paul Mahieu offered substantive advice and encouragement. Danuta, Ilze, Anne Gold, Bo Sundstrom and Helga also sent written notes that I have included as boxed vignettes. Danuta, Fons, Milan, Ilze and Gerald sent me many photographs of our events that they had kept for posterity. Not all are included but the rest

are placed in the Photo Archive on the ENIRDELM website. Thanks also to the ENIRDELMers who sent me photos of themselves and approved the biopics in Chapter 6.

Any omissions or inaccuracies in the account that follows are entirely my responsibility and I hope that the text can be further improved if readers send me their additions and corrections. Like the network itself, this memoir is a joint enterprise, but ENIRDELM friends are widespread and busy, and not all have been able to respond to requests for assistance.

I would like also to acknowledge the support of Tibor Barath and Steinunn Helga Lárusdóttir the two most recent Chairpersons of the Board for recognising the value of designating me as Voluntary Permanent Secretary of ENIRDELM, not just to fill my retirement days with a continuing worthwhile project, but also to strengthen the 'institutional memory' that we as networkers share and to help us move forward into the uncertain future facing both our network and the generations ahead to whom we have dedicated our professional and personal lives.

Finally, I have to mention one ENIRDELMer to whom I must dedicate what may well be my final piece of substantial professional writing. My dear wife Dorota Ekiert-Oldroyd has, most of the time, tolerated my countless hours in front of the computer that were required to gather and compose what follows. Our participation in the friendly network has been one of so many shared blessings experienced in our life together for well over half the years since ENIRDEM was born.

***David Oldroyd, Tychy, Poland, March 2011***

\*ENIRDEM became ENIRDELM in 2006; both acronyms are used in the text that follows

## Foreword

### **Fons van Wieringen, the Founder of ENIRDELM**

*Such moments are rare when one becomes aware that something fundamentally is changing. That happened in 1989. In May 1989 Hungary opened the Iron Curtain on the border with Austria. This opening of the border resulted in an outflow of thousands of persons. The leadership of the GDR, which has recently proudly celebrated its fortieth anniversary of 'utopia', was to open its borders also. The end of the wall, and thus of the GDR, was unavoidable. The Berlin Wall fell on November 9, 1989.*



*Suddenly, Europe was anything other than I knew. Growing up in a sea-faring nation facing the Atlantic, countries on the other side of the ocean were the main reference, but suddenly I realized that I had stood with my back to Europe. Eastern Europe was at best a curious holiday destination but not really a part of Europe, now it turned out that Eastern Europe actually was at the centre of Europe. This moment was not to be lost, now we could do something to restore the culture of Europe and the culture of education that lies at its heart.*

*A conference of the ESHA (European Association of Secondary Heads) where I gave a lecture on educational management and where many old and new (in its different meanings) European countries were present was the ideal opportunity to create a new forum. Now or never! An initiative group was quickly formed: Christen Jordet who brought with him the right spirit to encourage educational management and also the resources of the Norwegian department; Danuta Elsner who had waited many years just to work in a cross-European setting like this; Rosa Lafitte i Figueras from Barcelona with a southern European slant and enthusiasm; and David Oldroyd from Bristol bringing his essential and enduring talent for organization. With this initiative group a network system was firmly established which 20 years later, still puts the idea forward that Europe's essence lies in education and that educational management and educational leadership are essential pillars in this process. There are not very many pan-European networks that have a continuous history of 20 years and have contributed so much to the interconnections of knowledge and people for the benefit of the quality of education and educational management and leadership. A report on this 20 year of European efforts was needed badly to show that there is still much to do but also to show that the network has achieved so much. David Oldroyd has taken on this challenging task. All those in and around the network are most grateful to David for accomplishing this very worthwhile and inspiring piece of history.*

**Fons van Wieringen**

# 1. Context - Two decades of transformation

## *European convergence*

Europeans have lived through two tumultuous decades either side of the millennium year 2000. The amazingly rapid and peaceful end to the Cold War and the fall of what Churchill called the Iron Curtain came as a surprise to everyone. The historic evening of 9 November 1989 was memorably recorded by the BBC's correspondent Brian Hanrahan who reflected on the event 20 years later <http://news.bbc.co.uk/2/hi/europe/8347695.stm> But the fall of the Berlin wall was preceded by events in many other countries, as Danuta reminds us.

*The first free election in Poland was held on the 4<sup>th</sup> June 1989 and then started the domino effect that led to the collapse of the Berlin wall. The first free election was a consequence of the round table agreement between the communist party and Solidarity members in 1988. The date of the free election is seen by Poles as initiating the official end of the communist regime in Central & Eastern Europe. I was in Bratislava, at that time in Czechoslovakia, in November 1989 and was afraid to leave the hotel because of the so-called peaceful revolution. So, not only the Berlin wall should be mentioned. The movement towards transition took place all over Central and Eastern European. Probably each country has a special date and a special event to remember.*

**Danuta Elsner**



After the wall came down and the domino effect continued to produce regime changes across the formerly Soviet dominated eastern Europe, east began to meet west in many new ways. The birth and expansion of ENIRDEM (European Network for Improving Research and Development in Educational Management) started one of these encounters that prospered through the last two decades.

In 1990 the then EEC had twelve members. In 1993 the Maastricht Treaty established the European Union and led to the creation of the Eurozone in 1999 which now comprises 16 nations. In 1995 Austria, Finland and Sweden gained accession to the EU, but Norway's referendum in 1994 kept Europe's richest nation (by per capita GDP) outside the expanding supra-national union, an independence maintained to the present day. But in the last decade the expansion eastwards of the EU has progressed in a way that could hardly be imagined when the Berlin Wall fell. This map from Wikipedia gives the full picture:



EU's enlargements in the 2000s:

- European Union pre-2004
- Joined the EU in 2004
- Joined the EU in 2007

The EU now has 27 member states with six other states negotiating to be candidates for accession (Croatia, Iceland and Turkey) or already official candidates

(Macedonia and Montenegro). Albania and Serbia made applications for membership in 2009. ENIRDELM's expansion, in terms of from where our participants came, had a greater range than that of the EU extending to almost 40 countries. Non-EU Norway provided our first conference venue and Iceland, also beyond the EU, will be the second non-EU venue as we celebrate our 20<sup>th</sup> anniversary conference in Reykjavík. But as the present 27 nations of the EU have converged politically and economically, ENIRDEM has made its small contribution to building our common European home. ENIRDELM, as it is now labelled, has not only drawn those with a shared interest in educational leadership from the EU, but also from further afield in Europe and beyond.

## ***Globalisation and exponential growth in the Digital Age***

During ENIRDELM's first two decades ***the phenomenon of globalisation*** has taken centre stage in world affairs and our recent conferences have featured examinations of its impact. Humankind is in a new situation twenty years on. Not only have business, culture and NGOs globalized, but environmental problems, like climate change, resource depletion and food and water availability, have a global dimension. While the developed countries in Europe and elsewhere, largely fail to reduce their ecological footprint, they expect the developing ones to follow sustainable pathways. The United Nations Organisation and other potential organs of global governance have not kept pace with other forms of globalisation despite many international conferences. Disparities of wealth have widened but 'the bottom billion' of impoverished people remained trapped in poverty as we currently experience an explosion in the wealth of the 'super-rich'. The UN Millennium Development Goals (MDGs) were targeted to be achieved by 2015, but it is very probable that humankind will fail again to ensure adequate living conditions for everyone on Earth. We are however, witnessing a shift in global power away from the US-EU-Nato axis towards the so-called BRICS nations (Brazil, Russia; India; China and South Africa) despite, or even because of, the continuing military hegemony of the US and conflicts in the Middle East and Afghanistan.

Two major global forces have been the ***continuing exponential growth of human population*** and the ***emergence of a global 'new economy' based on technological advances in the field of ICT*** that has led to an unprecedented level of interconnectedness in the global system. The latter is based on the amazing increases in computing capacity formulated in Moore's Law in 1965.

***Moore's law*** describes a long-term trend in the history of computing hardware. The number of transistors that can be placed inexpensively on an integrated circuit has doubled approximately every two years. The trend has continued for more than half a century and is not expected to stop until 2015 or later. The capabilities of many digital electronic devices are strongly linked to Moore's law: processing speed, memory capacity, sensors and even the number and size of pixels in digital cameras. All of these are improving at (roughly) exponential rates as well. This has dramatically increased the usefulness of digital electronics in nearly every segment of the world economy. Moore's law describes a driving force of technological and social change in the late 20th and early 21st centuries.

{Source: Wikipedia}

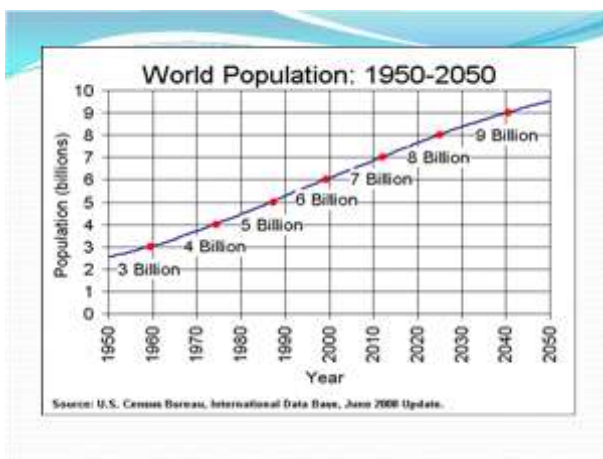
The first cell phones became available in the year that ENIRDELM was established. Ten years later Wikipedia, the open source encyclopaedia, that has become such a boon to on-line scholarship, was founded. The **power of computing, doubling every two years**, has continued to increase at the rate defined in Moore's Law. Compare your laptop today with what you were using in 1991 if you had access! In Europe the digital revolution has helped to speed up the access of those countries formerly behind the Iron Curtain to become active partners or **aspirants to EU membership** and to enjoy **greatly improved standards of living**.

Here is a reflection from Ann Gold about how email came to two English universities.

*I remember flying back to England from an ENIRDEM conference, seated next to David in 1993 or 4. We discussed email which David had just got it at Bristol University and we at the Institute of Education at the University of London were about to get. We were thinking about how it might make things easier! And then I remember organising to work with Annikki Jantti at OPEKO in Heinola, Finland, perhaps a year later, doing it all completely by email, and being astounded!*

**Anne Gold**

The **global recession of 2008** has been another aspect of the increased interconnectedness of economies and financial markets. Public services, including education, are undergoing cut-backs as a result of **the excessive rise of credit** and ill-conceived, inadequately regulated banking practices made harder to control due to the massive and accelerating availability of information and communications technology. ICT has also been a central focus in the provision of learning both in and out of educational institutions as schools strive to keep up with the remarkably **rapid spread of digital technologies**. The widespread use of cell phones by even very young children has imposed management difficulties in schools.



Education now has an even greater role than in the past in preparing the next generation for **a range of rising global challenges** such as **climate change** and the many pressures on the natural systems that support life on earth. Around the time of our 20<sup>th</sup> anniversary conference the total **global human population will reach 7 billion**, a figure that marks a trebling since the older members of our network were born around the time of the Second World War. The fact that when ENIRDELM started

in 1991 there were almost 1.7 billion fewer humans on the planet is surely among the most significant facts for us to contemplate. Almost three times as many people as live in the entire EU have been added the human population of the earth in the last two decades. This alarming fact underlies the recent initiative within our network about **educational leadership for sustainable development (EL4SD)**. Although many countries in Europe now have stable or declining populations, the pressure of people combined with the almost **universal commitment to ever-increasing economic growth** will continue to create serious **global instabilities and turbulence** in the decades ahead. The following chart maps the



impact of the global recession that was greater on the advanced economies, but it also shows a predicted return to exponential rates of growth on the world economy.

Growth in percent	2007	2008	2009	2010	2011
Global economies	5.2	3.0	0.6	4.2	4.3
Advanced economies		0.5	-3.2	2.3	
Emerging and Developing economies	6.1	2.4	6.3		

Note: Year 2010 and 2011 as per IMF forecast - April 2010

Even at 4% this means a doubling of global GDP every 9 years. This implies that world-wide, over twice as much new infrastructure, agricultural production, housing, resource use, pollution will materialise in ENIRDELM's next decade. Two billion additional humans plus all their additional 'stuff' added to the planet may, and indeed already has, run up against planetary limits. The issue of the sustainability of many things, including our airline flight-dependent networking, will increasingly be under threat. At least we now can network using Skype!

Another significant trend in the last twenty years has been the **greatly increased pressure on the slow-growing European countries to accept migrants from the poorer parts of the world** as well as **massive movements of workers between European countries**. Europe in 2003 hosted a population of 56 million migrants (a higher total than North America's 40 million) and there is every indication that Europe's importance as a region of destination will increase, as European countries recruit migrants to fill the labour and skills shortages that are predicted to rise in the coming decades. Since 1989, the EU has played a crucial role in supporting conflict prevention and transition in Central and East European countries (CEECs), former Soviet states, and the Western Balkans. The Stabilisation and Association Process and EU enlargement to the east offer object lessons in refugee and migration prevention. Concerns about terrorist attacks have contributed to a marked tendency to 'tighten' EU immigration and refugee policy. However, the region's record of cooperation in this area has been significant. (Source: <http://www.gcim.org/attachements/RS4.pdf>) Some ENIRDELM conferences have reflected these trends in migration, particularly that in Antwerp, a city that has a rich blend of cultures and languages that have led to many educational leadership challenges. Multi-cultural education, also a theme for the Brno/Telc conference is a challenge that has increased markedly in the last two decades as a consequence of increasingly diverse populations. In some European nations the failure of immigrant communities to integrate, and incidents of terrorism associated with extremists have given rise to much anxiety and a questioning by more nationalistic politicians of public policies on minority populations and multicultural educational approaches.

As a network for the last 20 years ENIRDELM has, unlike global population and national economies, not experienced exponential growth. Nor has our network suffered anxieties about our national, cultural or linguistic differences. In fact we have been a model for sustainability by maintaining a self-renewing, self-reliant steady-state membership, by bringing people together in friendship, by offering mutual support and achieving, voluntarily, productive encounters, ideas, projects and publications. The spread of English as a lingua franca over recent decades has helped ENIRDELM's capacity to bring people together. We can now network increasingly through the internet without the cost and

turbulence of flying. And we can continue to promote educational leadership for both better schooling and for sustainable development. The world we now face is much more turbulent and uncertain than it was in 1991, but the record of our past achievements in the rest of this account offers hope that ENIRDELM can continue to adapt creatively and in a spirit of friendship, to the challenges of the years ahead.

## ***Educational Trends***

In education, globalisation and the advance of digital technology has allowed ***the rise of international comparative testing of educational performance*** on standardised tests devised by the OECD and others. This has started to drive education policy in many European countries. Finland, the source of many of our members and the site of two ENIRDEM conferences, has emerged as the front-runner in these international educational league tables. Unlike most other countries in Europe, Finland has not espoused the policies of so-called ***new public management (NPM)***.

Emanating from the Britain following the 1988 Education Reform Act the politically-driven policies of NPM have become a central feature of, what ENIRDELM friend Pasi Sahlberg has labelled, the ***global educational reform movement***. It is not by chance that this forms the ironic acronym GERM. Many ENIRDELM presentations and papers have shared Pasi's critical perspective on the drive of politicians to bring educators to account by stepping up high-stakes standardised testing that produce league tables of statistics based on limited and often controversial results in a limited selection of subjects. Although the EU has used much rhetoric about encouraging innovation and creativity in schools as part of its Lisbon Agenda to become the world's most economically productive region, it has also promoted increased accountability, standardisation as part of the desire to harmonise educational systems across the continent and create compatible frameworks of qualifications. Part of the NPM educational worldview is to increase choice and competition between schools based on the assumption that what works in the business world can lead to increased quality and productivity in schooling.

Since ENIRDEM was set up, the very language of educational purposes and leadership has changed. The curriculum is now 'delivered'; results are calibrated in decimal point changes related to 'baselines' and 'benchmarks', using 'performance indicators'; education has been increasingly privatised in a 'quasi-market place' in which parents have become 'customers'. Many ENIRDELM presentations have queried this ***'commodification' of education*** and lamented the loss of scope for action by creative teachers in the classroom as test-results have increasingly become the focus of 'learning outcomes'. The subtle and complex art of teaching and learning with its strong social and moral dimensions seems to many of us, to have got lost in the unceasing overload of reforms imposed on the teaching profession in recent years.

But ***the digital revolution*** has massively changed schools. In 1991 computers were not widely used in the classrooms of Europe although they were widely used in administration in the more technically advanced systems. However, twenty years on, the use of computer hardware and the development of educational software have penetrated deeply into both the private and school lives of children across the continent making a huge impact on how

teachers organise their work and have to be trained. In Poland my seven year-old grand-daughters in their first year at school now share one computer between two children and, of course, at home they already spend hours each week in front of the small screen in addition to being socialised into the consumer society in front of advertisement-soaked TV transmissions. Access to open source information is simply taken for granted by older students. Wikipedia serves as an amazingly large example of what is available in what we know refer to as **'the knowledge society' in the 'digital age':**

- Launched on 15 January 2000
- Now has 17 million articles in 270 languages, all written by volunteers
- Billionth edit took place on 16 April 2010
- Used by 400 million people every month
- Claims to have 80,000 editors, although reports suggest that it has recently lost thousands; something Wikipedia disputes
- Aims to grow to one billion users by 2015 with a focus on women and people in the developing world

There are still a few older members of the professions who never acquired the skills of computer use, but they are a rapidly disappearing generation.

School administrative systems now look very different than they were twenty years ago as **increasing responsibility and autonomy has been granted to schools** themselves to manage their own budgets and policies, albeit with strongly framed national curricula and testing schemes in many countries. One of the benefits of networking is that we can compare the relative progress of our national systems and schools along these trend lines. The strong representation of Scandinavian members in ENIRDELM has helped members from other regions share their focus on ethical issues, democratic participation and maintaining a humanistic, child-centred approach and resisting the worst aspects of new public management. The scope of action for school leaders has been simultaneously strengthened and weakened over recent years, but few would deny that their role in preparing the next generation to face **an increasingly uncertain future** has taken on even more importance than when our network came into being.

But at a more fundamental level educational leadership still has to face its critics, one of the most outspoken being H. L. Mencken the American satirist who challenged us with the vitriolic opinion that our *"schools reek with . . . puerile nonsense. Their programmes of study sound like the fantastic inventions of comedians gone insane"*. Long before Michel Foucault, he understood that the aim of the educational system was *"to make good citizens. And what is a good citizen? Simply one who never says, does or thinks anything that is unusual. Schools are maintained in order to bring this uniformity up to the highest possible point. A school is a hopper into which children are heaved while they are still young and tender; therein they are pressed into certain standard shapes and covered from head to heels with official rubber-stamps."*

## 2. The Origins, Evolution and Membership

### *Origins and Mission*

It was the fall of the Berlin wall and the preceding transformational events that stimulated Fons van Wieringen of the University of Amsterdam to take the Utrecht initiative to set up the ENIRDEM Board in 1991. Two years after the fall of the Berlin Wall the ESHA (European Association of Secondary Heads) together with the Dutch Ministry of Education took an historic initiative. All the countries in Europe were invited to an education conference in Utrecht. This was probably the first conference of education after the Second World War where all European countries were invited. The Dutch Ministry of Education organized buses from the capitals of the East European countries and the Ministry also paid for the delegates' stay in Utrecht. Researchers and Education Ministry people from all the participating countries were present.

At the Utrecht conference Professor Fons van Wieringen took the initiative to establish a European network for research and development in educational management, later made into the acronym ENIRDEM at the first Board meeting. A steering/working group was established with the following members:

- Professor Fons van Wieringen, University of Amsterdam;
- Rosa Lafitte i Figueras, University of Barcelona;
- Danuta Elsner, Director of the In-service Education Centre, Katowice,
- David Oldroyd, Senior Lecturer and Researcher at the University of Bristol
- Christen Jordet, an Adviser at the Ministry of Education, Norway.

Ray Bolam from the University of Bristol also attended the meeting in Utrecht but nominated his colleague David Oldroyd to sit on the ENIRDEM Board that became the organising hub of the network. Fons had never met Rosa, Christen and Ray before Utrecht. The formation of the initiative group was as he recalls it now, was mainly an informal process.



**David, Danuta and Fons all looking much younger in 1992 at the Board meeting in Katowice, Poland**



**Christen, Danuta and Fons at the same meeting at which Christen proposed running a bus from Katowice to Sanner**

Thanks to the presence of Christen Jordet on the Board, in 1992 the Norwegian Ministry of Education took the initiative to arrange the first ENIRDEM conference in Norway at the Sanner Hotel, Hadeland from 2 to 4 October. The invitation was sent to the institutions that had taken part in the Utrecht conference. The following countries from Eastern Europe took

part in the Sanner Conference: Poland, Hungary, Lithuania, Latvia, Romania, Czechoslovakia (as it then was) and Bulgaria. At that time it would have been difficult to believe that today, 21 years after the Utrecht conference, that these countries would be active member states of the EU, equal members in European cooperation.

The Norwegian Ministry of Education followed the Dutch example. A bus to Norway was organised in by Board member Danuta Elsner in Katowice, where in the In-service Education Centre of which she was Director, was the meeting point for all participants from Central and Eastern Europe. Also the delegates' stay at Sanner Hotel was also paid for by the Ministry. The Norwegian Minister of Education opened the conference. On the last day of the conference a session was dedicated to defining the mission of the network. What emerged is summarised in Figure 1.

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**Figure 1: Mission, Aims and Activities, Sanner, Norway, 2.10.1992**

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**ENIRDEM MISSION**

“ENIRDEM seeks to improve the quality of educational management development and research across the whole of Europe. It does this through the initiative and energy of its participants (researchers, trainer/developers and managers) through mutually generated activities within and especially between, Central, Eastern and Western Europe.”

**AIMS**

1. Facilitate collaboration in R&DEM throughout Europe, including the recognition of equivalence of curricula and qualifications
2. Encourage mobility of R&DEM professionals: visits, lectureships, attachments, collaborative research and annual conferences
3. Disseminate and exchange R&DEM information, documents and materials
4. Collaborate and co-ordinate with other related European networks and associations

**ACTIVITIES**

<i>Collective</i>	<i>Self-generated</i>
<ul style="list-style-type: none"> <li>• Conferences</li> <li>• Seminars</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative R &amp; D</li> <li>• Joint authorship</li> </ul>

<ul style="list-style-type: none"> <li>• Directory</li> <li>• Newsletter</li> <li>• Books</li> <li>• Commissioned Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange of materials</li> <li>• Visits, attachments</li> <li>• Invitations to new members</li> </ul>
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Some of the detail of four aims envisioned in Figure 1 by participants at the inaugural conference in Norway in retrospect may have been too ambitious. Certainly the institutions of the EU and national governments have, through the Bologna Process and other Europe-wide qualifications systems taken up the challenge of recognising equivalence of curricula and qualifications. From time to time, approaches have been made to fulfil the fourth aim but in general, although several ENIRDELM members also participate in the activities of other international networks, the consensus has been to maintain ENIRDELM's small unfunded friendship-based existence without venturing into coalitions or mergers. Nevertheless, the initial mission has been resoundingly realised in our network's first 20 years.

During the years following the network's debut in Sanner, the conferences were arranged in the following cities: 1993 Katowice, 1994 Helsinki, 1995 Prague, 1996 Antwerp, 1997 Ørebro, 1998 Riga and in 1999 Budapest. The full list is included in Chapter 3. In general the pattern emerged of alternating venues between western and eastern parts of Europe. Many of the participants from these early conferences have taken part in the conferences during the 20 years, but only Professor Paul Mahieu from the University of Antwerp has taken part in every one of them, and has also arranged two conferences! David and Danuta, members of the original Board still regularly attend the annual event and David officially became Voluntary Permanent Secretary to ENIRDELM in 2010 following the Szeged Conference.

### ***Purposes and motives***

The ambitions of the professionals who shared an interest in educational management have evolved over the years. One recent summary listed the following ten purposes initially motivated by a strong desire to bring together in friendship and mutual support people who had been separated from each other during the Cold War era:

1. Bringing European people and professionals East and West together
2. Promoting personal and professional dialogue and connections between a variety of role-holders within the field of educational leadership (university and national institution researchers and lecturers, school practitioners, leadership developers & consultants (public & private sectors) regional and national administrators.
3. Putting the personal dimension back into the professional
4. Promoting the heart as well as the head in educational leadership
5. Building personal and professional networks that lead to personal professional and organizational development
6. Creating and implementing R & D projects in educational leadership
7. Adding to the body of relevant literature on educational leadership

8. Giving a platform to individual professionals to present and publish their work and thereby advance their professional development and status
9. Broadening the perspective of members to promote first a 'European view' and more recently a 'global view' of the world and the role of educational leadership within it
10. Promoting an integrated worldview with concern for a sustainable future encompassing:
  - a. person;
  - b. role;
  - c. organizations;
  - d. network of organizations;
  - e. European and global contexts on which these persons, roles and organizations depend and in which they serve

It is a huge ambition for a self-regulating and self-financing totally voluntary network to survive and prosper in pursuing the purposes set out above, but ENIRDELM has managed to do this for twenty years without the aid of a formal secretariat or any core budget from membership fees. It has been driven by the annual 'heroic' efforts of individual volunteers and their teams within the organizations listed in the record of ENIRDELM Conferences. Of course, individual participants in ENIRDELM have had opportunities for professional learning, for presenting their own experiences, research and scholarship in the field of educational leadership, for interacting with colleagues with different roles in various education systems as well as participating in international projects and having their academic work published for a wider audience and for recognition by their own institutions. In addition, the rapid creation of a tradition of friendship, warm feelings and celebration started from the very first conference in Sanner, Norway when the tradition of a joyous end to the conference emerged with an impromptu 'songs and drinks of the nations' finale following the formal dinner on the last evening of the conference. A large circle of 30-40 people from all over Europe formed in the hotel lobby and broke down barriers by sharing their music and their national beverages. So it turned out that this new network would be for the heart as well as the head!

### ***Evolution and change of name***

For the newcomers from central and Eastern Europe and the Baltic to both the EU and ENIRDEM, Sanner was for most of them their first exposure to 'the west', However their initial diffidence and uncertainty, due in some cases to language difficulties, was rapidly transformed between the events at Sanner and the conference in Majvik, Finland two years later. The image of diffident newcomer-strangers from behind the former Iron Curtain finding their way into the west of Europe was replaced by a rapid shift to leadership from the east when Danuta Elsner organized the highly successful 2<sup>nd</sup> ENIRDELM Conference in Katowice, Poland. This set the pattern and standard for a succession of successful conferences in former communist areas (Prague '95 – Jaroslav Kalous; Riga '98 – Ilze Ivanova; Budapest '99 – Eva Balazs; Bled '01 – Justina Erculj; Riga '03-Ilze again; Brno/Telc '05 - Milan Pol; and Szeged '10 – Tibor Barath). It is a mark of the success of this integration and spread of leadership responsibility that the very idea of 'us and them' that we had lived

with for so long before the 90s has completely evaporated after almost twenty years of mutual learning and the spread of venues across the whole of Europe. Perhaps because of the use of English as the lingua franca of ENIRDELM the countries in the south bordering the Mediterranean have not provided many members particularly Italy and Greece and the nations of south east Europe, and following early involvement, the participation from Portugal and Spain has waned. Nevertheless we have had ENIRDELM friends from the countries shown in Figure 2.

The increasing awareness of globalization was incorporated into the theme of the Bergen Conference in 2007, following the concern for a 'sustainable future' in the theme of the previous Uppsala event. The EL4SD initiative (Educational Leadership for Sustainable Development) emerged after the Bergen Conference as global threats, including climate destabilisation, increasingly entered peoples' consciousness stimulated in part by Professor Mike Bottery's keynote speech and David Oldroyd's workshop in Norway.

Following continuing discussion initiated by Justina Erculj, the organiser of the 2001 Bled Conference, the name of ENIRDEM was finally expanded to ENIRDELM. The decision to change the name to ENIRDELM was taken in a meeting of all the participants on the Saturday morning of the 2006 Glamorgan conference. The next conference in Uppsala was the first conference to be held under the new acronym. It was done in recognition of the fact that increased autonomy of schools and expanding decision-making capacity for educational leaders within the framework of EU policy that encouraged subsidiarity, the policy of shifting policy-making and decision-making downwards closer to the people who have to implement them. Educational leaders were increasingly required to lead (as opposed to manage) in the sense of articulating organizational vision and mission and not simply managing directives issued by their administrative authorities. The theme of this increasing 'scope for action', shifting from the education system to the educational institutions was one well rehearsed and repeated during the time when Gunnar Berg was a central participant in ENIRDEM.

### ***Network building and geography***

Starting from the inception of our network, the motor for network-building has been personal contacts, starting with Fons van Wieringen's initiative in which his contact with Ray Bolam brought in David Oldroyd, a colleague of Ray at the National Development Centre for Educational Leadership and Management at the University of Bristol, along with Danuta Elsner who was at that time working with David and Ray on an academic attachment in Bristol. Christen Jordet from Norway was also a personal contact of Fons. Rosa Lafitte joined the first Board to bring a perspective from the south of Europe. Thus the first Board that came together from among the participants who attended the Dutch government ESHA event in Utrecht in 1991 nominally covered the north, west, east and south of the continent.

Christen Jordet in Sanner, Norway used his clout to persuade the Ministry of Education and Religious Affairs to support the first conference in Sanner and set the network in motion. In the early years such support and the fees paid by participants from the more affluent countries, made it possible to subsidise participants from Eastern and Central Europe. Famously a bus was provided to take central Europeans to Sanner and for longer trips train



fares were subsidised. But gradually, the institutions of east and central Europe became more able to provide participants with financial support in attending conferences. The Swedish and Finnish contingents were strong and active from the very start. Ann Gold describes how she came to be involved with ENRIDEM. This personal networking is probably the main way in which ENIRDELM has grown.

*I was working with John Sayer and Peter Karstanje in ESEM (the European School of Educational Management) from 1992 where we met Annikki Jantti, Milan Pol, Adam Niemczyński several other ENIRDELM stalwarts. John and Peter suggested that I should come to Katowice in 1993 to my first ENIRDEM conference. I think that John Sayer had been one of the people at the original meeting in Sanner and then for a couple of times afterwards. And Peter was in it all right from the beginning too, I think.* **Anne Gold**

Annikki Jäntti, in Finland later pioneered the incorporation of national groups of leadership development 'students' from national courses into the annual conference. ENIRDEM had no Permanent Secretariat and participants joined the conferences largely through personal invitations and as a result of activities between conferences. It was usual that at each conference a substantial contingent of people interested in educational leadership attended from the local system in which the conference was located.

Participants from outside Europe have always been welcomed as guests - US (Dean Bowles several conferences and now our American Correspondent); Canada (Kirk Anderson in Bled); Israel (Zohar Tal several conferences); Australia (Ian Smith in Katowice 1992 and Chris Branson in Szeged 2010); Africa (Ola Kaldestad's students in Brno) and Laos (Peter Karstanje's visitors in Szeged). Turkey finally arrived in the form of Mualla Aksu in Antwerp in 2009. Although Turkey is mainly in Asia, as is Antalya, Mualla's home base, the connection of this huge country with the EU has been a major issue for many years and it is encouraging the Mualla is now the newest member of the ENIRDELM Board. Austria finally arrived, not surprisingly at our Szeged conference in neighbouring Hungary.

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**Figure 2: ENIRDEM Contact persons and some-time Activators**

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1. **Albania - Alqi Mustafai**
2. Austria – Martin Hartmann
3. Belarus - Yuri Zagoumenov
4. Belgium - Paul Mahieu
5. **Bosnia-Herzegovina – Sanja Hadzihajdic**
6. Bulgaria - Bozhidar Gyoshev
7. **Croatia – Vesna Hrvoj-Sic**
8. **Cyprus - Yiorgos Lambrou**
9. Czech Republic - Lenka Slavikova
10. **Denmark – Hans Joergen Knudsen**
11. Estonia – Mart Laanpere
12. Finland - Anniki Jantti
13. **France – Denise Bonnet**
14. Germany - Uwe Hameyer
15. **Greece -**
16. Hungary – Maria Szabo

17. Iceland - Borkur Hansen
18. Israel - Zohar Tal
- 19. Italy -**
20. Ireland – Anne Kelleher
21. Latvia - Ilze Ivanova
22. Lithuania - Rimantas Zelvys
- 23. Luxembourg -**
- 24. Macedonia (FYROM) – Natasa Angeloska-Galevska**
- 25. Malta -**
- 26. Moldova –**
- 27. Montenegro – Atos Milosevic**
28. Netherlands - Eric Verbiest
29. Norway - Christen Jordet
30. Poland – Dorota Ekiert-Oldroyd
- 31. Portugal - Maria de Fatima Sanches**
32. Romania - Madlen Serban
- 33. Russia – Konstantin Ushakov**
- 34. Serbia and Montenegro – Tatyana Glisic**
35. Slovakia - Jan Michalko
36. Slovenia - Justina Erculj
37. Spain – Rosa Lafitte
- 38. Switzerland -**
39. Sweden - Erik Groth
40. Turkey – Mualla Aksu
41. UK - David Oldroyd
- 42. Ukraine - Natalia Kutova**

- **The parts of the continent missed completely by ENIRDELM are emboldened in red**
  - **Countries from which only one or two participants have arrived for a limited time are marked in blue**
  - **Countries where individual contacts agreed to be ‘Activators’ but who never participated in the conferences are marked in green**
- 

For a number of years individuals in each country where we had contacts were invited to act as Activators. It was hoped that they would publicise the network in their countries, invite new members to the conference and file reports and items for publication in the twice-yearly newsletters. With one or two notable exceptions such as Erik Groth in Sweden and the Chairpersons of the Board, the hope of a regular supply of items for the newsletter was not fulfilled. Several contacts in south east Europe who never managed to attend conferences agreed to be ENIRDELM activators and sent copy for the newsletters.



**Natasa Angeloska-Galevska** was one of our voluntary but non-attending contributors. She is a professor in the Institute of Pedagogy at St Cyril and Methodius University in Skopje, Macedonia and is a specialist in the education of children with special educational needs.



**Alqi Mustafai** was an activator-contributor from Albania where he works at the National Institute of Vocational Education, specialising in curriculum design. He spent some time in Italy working at the European Training Foundation, the agency of the EU that is responsible for the development of vocational education and training in partner countries in the 'European neighbourhood'.

**Sanja**  
Herzegovina  
other people  
English-medium  
the newsletter  
research at a



**Hadzihajdic** is a teacher educator from central Bosnia- with a background of teaching English, like a number of from central and southern Europe equipped to join professional networks. In return for her contribution to she was able to receive some support in her M Ed British university.



**Tatyana Glisic** is from Serbia and works at the Ministry of Education there. She, like many of her colleagues in the western Balkans, sees international links and networking as making a desirable contribution to the eventual integration of her country into our broader European home. In common with her fellow ENIRDELM activators she has been unable to attend any of our annual conferences.

Other such voluntary activator-contributors from the region are listed in Figure 2 and one from Cyprus. They were recruited with the hope that they would eventually be able to meet ENIRDELM friends face-to-face in our September conferences, but for reasons of distance and finance this is not always possible. Nevertheless, the editors of the newsletter, always anxious to receive interesting copy from around the continent have been very grateful for their help. ENIRDEM only ever had one participant from Denmark which is very strange, given the high proportion of Danes who as English speakers.

**Hans Joergen Knudsen** did manage to attend a couple of conferences and send copy to the newsletter about his country. Also we have only had one French participant in our conferences over the years: Denise Bonnet. There appears to be a general reluctance on the part of French and German colleagues to engage in English-language networking when they have their own languages to defend against the growing hegemony of English as a lingua franca. However, we have had several more friends from Germany since Uwe Hamayer was active and at present, Joerg Kassner is an active and regular conference participant from Europe's richest nation.



As the availability of the internet expanded and allowed all participants to be reached by emails, the notion that all members were activators was evolved. After Szeged, a complete mailing list of members has been compiled by the Secretariat and all those listed are sent information rather than just the identified activators. It is now up to each single recipient of

these mailings to be active in letting the world know about our activities. There is obviously no record of the personal actions that spread information about ENIRDELM, but the website now adds another quick and accessible source to the world at large.

The Permanent Secretariat is now in place to support and to report to the Board and membership bi-annually concerning the following:

- **Conference** – publicity and editing documentation for the organisers
- **Electronic mailing lists** – updating and recruiting between conferences
- **Website** – assistance to Thomas Söderberg (updates; blogs; book-marked resources)
- **Newsletter** – assistance to Linda Devlin, Editor (requests for and contribution of copy)
- **Research initiatives and bids** - EL4SD (Mike Bottery) ; EPSLN (Eric Verbiest); etc.
- **Archive** – of publications; history and photo-gallery of ENIRDELM

Currently the dispersed ‘virtual’ Secretariat that is concerned mainly with providing continuity to ENIRDELM between conferences comprises five individuals all offering their services voluntarily:

- **Voluntary Permanent Secretary** – David Oldroyd
- **Webmaster** – Thomas Söderberg
- **Editor of Newsletter** – Linda Devlin
- **Coordinator EL4SD Initiative** – Mike Bottery
- **Coordinator EPNSL Affiliation** – Eric Verbiest

It is anticipated that in future there might be a move from ‘VIRTUAL’ voluntary and unfunded Secretariat without an institutional base, to a ‘PERMANENT’ Secretariat institutionally-based and able to draw on some funding and infrastructure from the institution where it is located.

### 3. The Conferences

#### *Birthplace and venues for the next 20 years*

- **1991 European Secondary Heads' Association Congress, Utrecht, Netherlands**

*Fons van Weiringen*, then a Professor at the University of Amsterdam at took the initiative at this large ESHA congress sponsored by the Dutch government, to establish the First Board of what was to become ENIRDEM: Fons, **Danuta Elsner, Christen Jordet, Rosa Lafitte i Figueras and David Oldroyd**.

- **1992 Sanner, Norway (1<sup>st</sup>)**

*Christen Jordet organises the first conference sponsored by the Norwegian Ministry of Education and Church Affairs*

Keynotes: *Ray Bolam* 'Three aspects of effectiveness: School, management and headteacher effectiveness'. *Angela Thody* '?'



*There were 54 participants from 16 countries at ENIRDEM's first conference in Sanner: 14 of the participants came from 6 countries in Eastern Europe. Sanner is an idyllic hotel about one hour from Oslo in a region called Hadeland. The real attraction of the local area is the twin churches built together when the population increased, a strange and remarkable phenomenon! I went with some of the participants to have a look at the Twin churches, and they were all so surprised when we came there. In the same way as the Dutch Ministry of Education had transported eastern European participants to the congress in Utrecht the*

*year before, our Norwegian Ministry sent a bus to Warsaw to collect the 14 participants from Poland, Hungary, Lithuania, Romania, Czech Republic, Latvia and Bulgaria whose trip to Sanner, I hope was pleasant! The Ministry also paid for their stay at the Sanner Hotel. What I really remember about the people from Eastern Europe, is how reserved they were at Sanner, but this changed quickly the next conferences during the following years. What I best remember from the social programme is that some participants came with a bottle of whisky or brandy to the hotel reception were they offered other participants a drink. I was so surprised, because this is forbidden in Norway, but what really surprised me was that the hotel people at Sanner tolerated this. This was not the case for the hotel people in Bergen 16 years later at the ENIRDELM conference there. They took away the bottles!*

**Christen Jordet**

- **1993 Katowice, Poland (2<sup>nd</sup>)**

*Danuta Elsner, Provincial In-service Centre, (WOM) Katowice organises the first conference in Central Europe*

**"Reforming and Reframing Educational Management"**

Panel discussion: 'Key issues in European Educational Management – comparative perspective'. Panel: *Rosa Laffitte, Adam Niemczyński, Ray Bolam and Gabor Halasz*.



*71 people from 17 countries met in the largest In-service Education Centre in Poland to discuss key issues in educational management in Europe, develop new projects, explore effective management; exchange ideas, materials and examples of good practice and to entertain and be entertained. For all, conference participants and staff of the Centre alike, it was a unique cross-cultural learning challenge so soon after the opening up of central and eastern Europe. Many of the first participants still needed visas and those from Central and Eastern Europe had to overcome many bureaucratic barriers to travel to Poland. The staff of the Centre did not know foreign languages except Russian and they had to attend accelerated course in English. There was no Internet at that time and fax was the popular means of communication. There were no cheap flights and crossing the border was still irritating. But, apart from these inconveniences, we realised at the conference dinner, while listening to a choir from one of the Katowice school, that not only English, but music is our lingua franca.*

**Danuta Elsner**

- **1994 Majvik, Helsinki, Finland (3<sup>rd</sup>)**

***Kauko Hamalainen and Eija Haapanen, University of Helsinki***

***“Values and Resources for Educational Management in Europe”***

Keynote dialogue: *Ray Bolam, Märja Talvi, Marja Alestalo. ‘Values and resources’.*

Keynote: *Eija Haapanen ‘Making School Improvement Happen’*

- **1995 Prague, Czech Republic (4<sup>th</sup>)**

***Jaroslav Kalous, Charles University***



Keynote: *Jaroslav Kalous ‘Transition and Transformation of Education’.*

*Fons van Wieringen ‘Educational Management in Institutionalised Settings’.*

- **1996 Antwerp, Belgium (5<sup>th</sup>)**

***Paul Mahieu, Catholic University of Antwerp***



***“Developing Educational Management for Life Long Learning in Europe”***

Keynotes:

*Rudi Schollaert “?”*

*Adam Niemczynski ‘Managing Education for a Global Future’*





- **1997 Orebro, Sweden (6<sup>th</sup>)**

**Gunnar Berg, Orebro University**



***“School as a reflection of a multicultural society”.***

Keynotes:

*Bert Stalhammar ‘School leadership in a changing dynamic world’.*

*John Steinberg ‘School leadership and teacher performance’.*

- **1998 Riga, Latvia (7<sup>th</sup>)**

**Ilze Ivanova, University of Latvia**



**University of Latvia in central Riga**

***“Leading Education in the 21<sup>st</sup> Century”***

Keynotes: *Paul Mahieu ‘Into the 21st Century: Some Features of Educational Leadership’*

*Anne Gold ‘School Based Continuous Professional Development: the School Leader’s Responsibility’*

*The conference was organized in Riga , October 1-3 rd by University of Latvia and Riga Teachers’ Education Centre and Riga City School Board. 104 participants took part in the conference, the largest groups being: 12 from Czech Republic, 11 from Estonia, 20 from Finland, 7 from Hungary, 9 from Norway, 11 from Netherlands.*

*Sessions included:*

*Some characteristics of School Management*

*Trends of Educational Management Development*

*University problems*

*School and its Problems including Special Education Experiences*

*Paul Mahieu in his keynote revealed contrasting features of leadership as he guided the participants through centuries of ‘Gods of educational management’. It quite an exhilarating journey! Anne Gold’s presentation stimulated heated discussions about school leaders’ responsibilities. Participants perhaps remember that it was cold in the big University*

premises , but a very warm atmosphere was developed among all participants throughout the whole conference.

**Ilze Ivanova**

*The Riga conference is the first ENIRDELM conference I attended and I remember that Anne Gold gave a keynote speech. I particularly remember how cold it was in the beautiful hall where we were and can see her standing with an electric fan blowing heat towards her.*

**Steinunn Helga Lárusdóttir**

- **1999 Budapest, Hungary (8<sup>th</sup>)**



**Éva Balázs, National Institute of Public Education**

**“Quality and Educational Management: A European Issue”**

**Keynote: Carol FitzGibbon “Value-added approaches to Quality Assessment in Education”**

*The main financial contribution for the organization of the Budapest conference and the publication of the conference results was given by a EU Socrates grant of 40000 euros, for which 9 institutions of*

*ENIRDEM members formed a consortium to apply. The National Institute of Public Education, Budapest; the Soros Foundation, Educational Development Institute of Open Society Institute Budapest and the Budapest Capital Authority also supported the conference by different ways (grants for East-European participants, producing professional materials, reception etc.). 118 registered participants from 20 countries attended the Budapest conference.*

*The theme was Quality assurance – as a school management issue for Europe. There were 2 keynote and 9 plenary lectures, 5 sessions with 29 lectures. A so-called Hungarian session was also organized, in which ENIRDEM members reflected on the newly developed Hungarian quality assurance system. The traditional round table group sessions increased personal involvement and mutual learning in 6 mixed groups of network members.*

*Five field visits were organized with the participation of nine Hungarian schools and other institutions, for which professional papers were prepared and distributed in advance.*

*Most of the conference papers were published in the conference book (Balázs – van Wieringen – Watson (eds.): Quality and educational management. Wolters Kluwer–Műszaki Könyvkiadó, Budapest, 2000). In other outcomes of the conference, the DG Education and Culture of the European Committee gave information on up-coming EU-projects; previously prepared networking activities were continued and new ones formed; the conference participants formed recommendations for the European Union in relation to quality matters and networking and also gave valuable feedback on what they observed about Hungarian approaches to quality matters.*

*The conference was held in the Hotel Benczúr, in a historic affluent suburb (now a part of the city-centre) of Budapest, very close to monuments, baths and good restaurants. That is why participants – who were very satisfied with the professional programme – felt that there was not enough free time in the 1999 conference. An optional excursion to the Danube curve after the conference offered some compensation for the tight programme to participants able to take part.*

**Éva Balázs**



- **2000 Tilburg, Netherlands (9<sup>th</sup>)**

**Eric Verbiest, Fontys University**



**“Changing School Autonomy and Developing Educational Managers”**

Keynotes: Peter Karstanje; Gabor Halasz

Critical friends: Rimantas Zelvys, Edith Hooge

*Against the background of a tremendous change in the autonomy of schools and the corresponding changes in expectations to school leaders, the leading questions for the conference concerned the changes in school autonomy in the different European countries and the consequences for educational management and for the training of educational managers. Two excellent keynote speakers, Dr. P. Karstanje (NL) and Prof. Dr. G. Hálász (H) discussed a lot of aspects of autonomy and the consequences for educational management and training. In this conference we introduced a new phenomenon: the critical friend. We invited Dr. R. Zelvys (LT) to give a comment on the keynotes of Dr. Karstanje. Dr. E. Hooge (NL) reflected on the key note of Dr. Hálász. Beside the key notes, the field-visits, the parallel-sessions and the social events, we also organised a market-place where in an informal way, plans for research, co-operation and so on were discussed.*

**Eric Verbiest**



**Group photograph from Tilburg**



**At work in Tilburg**

- **2001 Bled, Slovenia (10<sup>th</sup>)**

**Justina Erculj, National Centre for Educational Management**



**“Leading Schools for Learning”**

Keynotes: *Anita Trnavčević*, National Leadership School, Slovenia  
*Gunnar Berg*, Uppsala University ‘To lead or to be led – that is the question: From the uni-professional to the multi-professional school organisation’.

Critical friends: *Eric Verbiest*, Fontys University of Professional Education, The Netherlands and *Ilze Ivanova*, University of Latvia, Latvia

*The mountain and lake resort of Bled is one of the most beautiful locations in Europe and attracts many professional conferences. The ENIRDEM event celebrated our tenth anniversary in the Hotel Kompas and was organized by Šola za ravnatelje, the National Leadership School that is located in Kranj some distance to the east of Bled. Appropriately, the two keynote speakers and their critical friends were all regular participants of previous ENIRDELM conferences. The conference registration fee was 140 euros and the hotel rate 78 euros per night for a single room. The conference had four sub-themes: Management and/or leadership: the challenge – coping with the double role of management pedagogical leadership; Schools that promote learning – creating a shared learning culture; School leaders' learning - policies and practices that have been initiated and make a valuable contribution to school leaders' learning; Leading to learn and learning to lead - other factors and actors within and outside schools that promote and support learning and leading at all school levels. A review of the previous decade of the network was presented by David Oldroyd at the final session but the attempt that followed the conference to establish ‘an umbrella model’ for the network that elaborated and spread the leadership of ongoing activities did not materialise.*

**Justina Erculj**

- **2002 Kilkenny, Ireland (11<sup>th</sup>)**

**Anne Kelleher, Kildare Regional Education Centre**

**“Developing Caring Learning Communities: Challenges for School Leaders in Creating Learning Environments that Care”**

Keynote: *John Hume, M.E.P. “?”*



*When Professor John Heywood and I reached the picturesque village of Sanner, we had no idea that ENIRDELM would be such a positive influence in shaping educational cooperation and developments in education in Europe. We were privileged to be participants in creating a new and liberating discourse on education in Europe. Between Sanner in 1992 and Brno in 2005 when I retired, I had participated in 11 conferences. This must qualify for membership in the Club of 50! With ENIRDELM friends we participated in many inter-country and in Comenius projects. We were proud to host the 2002 conference in Kilkenny. John Hume was our keynote speaker. John, who was a member of the House of Commons and a member of the European parliament, was a tireless worker in the cause of peace and reconciliation. He was awarded the Nobel Peace prize a short time previously. John knew that one has to create a dignified space for dialogue for those engaged in violence as a means to unite people. His contribution to peace in Ireland is acknowledged by all, his participation in our conference*

*was dignified and in a way connected us in our endeavours. I was very happy to have been a participant in ENIRDELM. I am pleased that so many of my colleagues continue to be participants in this dynamic enterprise.*

**Pat Diggins**

- **2003 Riga, Latvia (12<sup>th</sup>)**

**Ilze Ivanova, University of Latvia**



**“Leading Schools with a Global Perspective”**

Keynotes: *Pasi Sahlberg* ‘Schools and globalisation.’

*Patrick Diggins* ‘Leadership-A Global Perspective’

Critical friend: *Jaroslav Kalous*

**Conference Photo Riga 2003**



*The conference was organized by University of Latvia, Riga Teacher Education Centre and Distance Education Centre of Latvia. There were 94 participants: the biggest groups were from Norway, Finland and Sweden. There was also an interesting case - participants from Bosnia Herzegovina Hariz Agic and Ediba Pozderovic had come to Latvia without a visa, but with the support of Rector Prof. Lacis. The problem was solved very quickly. Pasi Salberg’s presentation was interactive even for so many people. Patrick Diggins put the accent on Leadership with a global perspective. The participants were so organized that it was possible to issue all presentations in a book before the conference. Sarmite Vegere our ENIRDEM member was at that time a state Secretary in Ministry of Education and there was a nice reception in Ministry of Education. A big lobby in the Hotel Riga was a good place for discussions. The conference was located just a short distance away in the main building of University. A walk in Old Riga in the late evening was attractive for and appreciated by many participants. In this conference the idea of working in interest groups was expressed but it did not materialise because people had been networking for so many years in their own ways. As in every conference the last evening was a warm occasion – singing and dancing lasted until 2 o’clock in the morning, but thankfully the hotel was so close.*

**Ilze Ivanova**



- **2004 Helsinki, Finland (13<sup>th</sup>)**

**Jukka Ahonen, City of Helsinki Education Department**



Introduction: *Bo Sundstrom* 'Leading by Learning versus New Public Management: David's fight with Goliath'

Keynotes: *Justina Erculj, Slovenia* "School Culture - between the Public and the Private"

*Mirja-Tytti Talib Ph.D. Finland, Helsinki University:* "Persistence of Otherness - Teachers' multicultural competence, School Culture and Tolerance of Difference".

Critical friend: *Irmeli Halinen, Finland, National Board of Education.*

*The conference was organised without an official organisation in charge of the administration or budget. To support his work as chairman and organizer Jukka collected a professional group of five "old friends" among ENIRDEM members. Leila Lahti, Tapani Nieminen, Mikko Salonen, Atso Taipale and Auli Tikkanen were members of the planning group. Jukka was in charge of editing the Proceedings with the support of the international board. There was a minor contribution from both the City of Helsinki and WSOY, the biggest Finnish publisher of educational literature. The conference as well as the accommodation was located in the Hotel Aurora, a comfortable place situated quite near to the Töölönlahti Bay and the Central Park of Helsinki. Many of the speakers and workshop leaders referred to the phenomenon called New Public Management (NPM). For example in their papers both Bo Sundström and Jukka Ahonen pointed out the changes in the role of school leaders and the challenges to the administrative cooperation regarding NPM. After a break of a few years there was a session devoted to the presentations of posters. A group of Finnish principals presented their doctoral studies. There was also a pre-conference sponsored by OPEKO, the Further Education Centre of National Board of Education. The pre-conference included one day training of Finnish school leaders by Justina Erculj, David Oldroyd, and Bo Sundström.*

**Jukka Ahonen**

**Conference Photo Helsinki 2004**



- **2005 Brno/Telc, Czech Republic (14th)**

**Milan Pol, Masaryk University, Brno**

**“Dealing with Diversity: a Key Issue for Educational Management”**



Keynotes: *Anne Gold* “Dealing with Diversity: a key values issue for educational management?” Critical friend: *Jaroslav Kalous*  
*Anita Trnavčević and Paul Mahieu* “Multi-cultural challenges in two countries”

*The broad and topical theme of Brno and Telč was examined from varied perspectives and offered an opportunity to generate new ideas and create international contacts potentially leading to joint projects. It was a continuation of the previous themes from the two successive conferences, Leading School with Global Perspective (Riga, 2003) and Leadership and School Culture — Opportunities and Challenges (Helsinki, 2004). Anne Gold’s keynote presentation criticised the way in which new public management had captured the discourse of education at the expense of values relating to diversity and she argued the case for a more ‘educative leadership’ in schools and educational systems. A second keynote was jointly presented by Anita Trnavčević and Paul Mahieu in Telc about the challenges of diversity in multi-cultural Belgium and Slovenia. This was our only conference that was conducted on two sites: first in Brno at Masaryk University where Milan is now a professor, and then in the UN Heritage historic town of Telc. Our conference there coincided with the Festival to celebrate the town’s most illustrious former resident – Good King Wenceslas – and we were able to watch the pageant that relived the arrival of the king and his courtiers into the town as they clattered through the square on horseback dressed in all their finery.*

**Milan Pol**

- **2006 Pontypridd, Glamorgan, Wales (15<sup>th</sup>)**

**Gerald Dunning, University of Glamorgan**

**“Leading a Learning Organisation - Lessons from the Past: Visions for the Future”**



Keynotes: *Jane Davidson, Minister for Education and Life-long Learning, Welsh Assembly Government* ‘Leading a Learning Country’

*Professor Peter Karstanje, University of Amsterdam 'Transformational Leadership: A Prerequisite for a Learning Organisation'*

*Dick Weindling, Create Consultants 'A Review of CPD research and Implications for Policy - a Tribute to Ray Bolam'*

*The theme selected for the 2006 Glamorgan conference in Wales - Leading a Learning Organisation: Lessons from the Past; Visions for the Future - was chosen to highlight and clarify a core purpose of educational leadership and management: its impact on effective and successful learning. The retrospective/prospective foci also signalled a revisiting of issues central to earlier conferences (in particular Antwerp, Bled and Kilkenny) and the confirmation and re-exploration of some of ENIRDEM's key values in celebration of its first decade and a half of activity. The conference featured three keynote addresses. The first, given by the then education minister in the Welsh Assembly Government (at that point six and a half years into her seven and a half year tenure of the role - is this a European record for ministerial longevity and consistency in an education portfolio?) reviewed the steady divergence of Welsh educational policy from the public management agenda dominant in the English government's approach and the pursuit of a comprehensive strategy to establish Wales as a "Learning Country". The second marked a welcome return to ENIRDEM by Peter Karstanje who considered transformational leadership as a prerequisite for a learning organisation. The third keynote constituted a late change to the programme necessitated by the sad and untimely death of Ray Bolam three weeks earlier. In the event, his close friend and colleague, Dick Weindling, presented a review of a recent CPD research project on which he and Ray had collaborated. Ray's significant contribution to ENIRDEM was also celebrated by formal tributes by Peter Karstanje and Gerald Dunning. Social and cultural highlights of the conference reflected two of the most famous products of South Wales – coal and choirs! Dinners on the first and final evenings were followed by performances by an award-winning chamber choir and a traditional Welsh male voice choir from the Rhondda Valley – the former coal capital of the world! The middle evening of the conference saw ENIRDEM "go underground" – not in guerrilla resistance to the politics of education reform – but with a visit to a former Rhondda coal mine where delegates were treated to a highly realistic simulated tour of underground workings. Fortunately everyone survived the simulated methane gas explosion unscathed! The Glamorgan meeting was also notable as the last ever ENIRDEM conference since its members took the decision to re-designate the network as ENIRDELM from 2007.*



**Gerald Dunning**

- **2007 Uppsala, Sweden (16th) [now ENIRDELM]**

***Kristina Malmberg, Department of Studies in Education, Culture and Media, Uppsala University***

***"Education with a Moral Purpose: Educational Leadership, Management and Governance for a Sustainable Future"***

*Keynote speaker I: Prof. Leif Östman, Uppsala University : 'Teaching traditions within education for sustainable development and environmental education'* Critical friend: *Dr Anne Gold Institute of Education, University of London*

*Keynote speaker II: Prof. Andy Hargreaves, Boston College, US Sustainable leadership* Critical friend: *Prof. Mats Ekholm, Karlstad University.*

Keynote speaker III: *Asst. Prof. Hans-Åke Scherp, Karlstad University, Sweden. 'Sense-making school leadership and sustainable school development'*. Critical friend: *Prof Eric Verbiest, Fontys University, Tilburg, Netherlands.*



*According to a United Nation declaration in 2005 we are in a "Decade of Education for Sustainable Development". What kind of impact has such a declaration had on schools and educational leaders? How can the concept of sustainable development be understood in relation to school development and educational management and leadership? These were questions explored at the 16<sup>th</sup> annual meeting of the ENIRDELM network held in Uppsala in September 2007. By choosing Education with a moral purpose: Educational leadership, management and governance for a sustainable future as the conference theme, the aim was to explore sustainable leadership and development of the school alongside curricula-focused issues related to global demands and threats and their moral implications for schooling. In the Swedish context the United Nations declaration of 2005 was the starting point for action both among national policy-makers and within education institutions. Education for sustainable development is a concept open to many interpretations and obstacles for education for sustainable development can easily be identified. During the conference we had the opportunity, from different perspectives, to scrutinize concepts and ideas of education for sustainable development as well as for its implications for educational leadership and management.*

***Kristina Malmberg***

- **2008 Bergen, Norway (17th)**

***Ola Hoff Kaldestad, The Norwegian Teacher Academy, Bergen***



***"Leading to Learn together and Learning to Lead together"***

*Keynotes: Mike Bottery 'The impact of globalisation on learning and leadership'*

*Eileen O'Connor 'Learning to Lead - Middle Leaders' Perceptions of their Learning and their Learning Needs in the Republic of Ireland'*

*Inspired of the success by inviting Andy Hargreaves to our conference in Uppsala, we introduced professor Mike Bottery from Hull University as keynote speaker. His teaching and research in the Management of Education and Educational Policy is particularly concerned with investigating the values that underpin educational decisions. His book: 'Education, Policy and Ethics' was short-listed for the best academic book of 2000 by the Standing Conference on Studies in Education. The second keynote speaker and member of the ENIRDELM board, Eileen O'Connor, presented some aspects from her recent doctoral thesis. Both presentations were at the heart of the conference theme.*

***Ola Hoff Kaldestad***



- **2009 Antwerp, Belgium (18th)**

**Paul Mahieu, University of Antwerp**



**“Leading Educational Institutions in Times of Turbulence and Complexity. Implications for New Professionalism”**

Keynotes: *Justina Erculj*

*Geert Devos* ‘Performance and Well-being of Principals’

*The organisation of a conference – even for a rather small and “open” group of colleagues - includes a lot of duties: listen to the Board’s wishes and advice, search for key note speeches, organising the programme, accommodation, catering, cultural activities, registration, administration, finances... But for all those things I had from the beginning (September 2008 in Bergen) the assistance of a splendid team: Marina, Joelle, Elke and Saskia (all women!): they did a wonderful job! Maybe the evaluation of the Antwerp conference can best be summarised by the quote of one of the waiters during the last dinner: “never seen such an enthusiast conference public!” Indeed, the success of an activity as the ENIRDELM conference cannot be guaranteed by the “management”. The involvement of the participants is as important (make the comparison with a school...!) ENIRDELM is a self supporting group of volunteers. From different professional roles, they share the care for improving quality of schools and education. The quality of the key note speeches, workshops and (all!) paper presentations, proves that ENIRDELM is becoming a more and more professional network. I would like to thank all participants for their engagement. In the Antwerp conference we introduced some novelties, e.g. a new format of the opening and closing sessions and “field visits”. This experiment was evaluated positively, but in my opinion, we have to be careful to repeat it next conferences. Let it be up to the local inspiration to invent every year a good balance between formal and informal, between theory and practice...*

**Paul Mahieu**

- **2010 Szeged, Hungary (19th)**

**Tibor Barath, Hungarian-Netherlands School of Educational Management, University of Szeged**



**“Does leadership matter? Implications for Leadership Development and the School as a Learning Organisation”**

Keynotes: *Gabor Halasz* ‘School leadership and pupil learning outcomes’

*Peter Slegers* ‘School improvement over time: Changing teachers’

practices – what matters?’ Critical friend: Jaroslav Kalous

*The 2010 ENIRDELM Conference was organised by the Hungarian-Netherlands School of Educational Management, University of Szeged. 84 professional participants registered, for the first time using an entirely on-line registration system, and 79 persons took part in the conference. With the organising staff, over 90 people were involved from 21 nations and 3 continents: Australia, Austria, Belgium, Czech Republic, England, Finland, Germany, Hungary, Iceland, Republic of Ireland, Italy, Latvia, the Netherlands, Norway, Poland, Romania, Slovakia, Slovenia, Sweden, Turkey and Vietnam. This was the first time we had guests from Asia and Australia. Schools and education systems are closely connected to environment, local society and the world of work. To survive and succeed in this world, high quality of leadership is indispensable. That is why we started the conference*



off with corporate strategic consultant Imre Molnár, who examined how this world functions and what impact leadership has on the operation of businesses. After this context-creating lecture, we heard two key-note lectures. Professor Gábor Halász dealt with the assessment of the impact of leadership on learning, school results and the growing importance of leadership practice. Following his lecture we invited the audience to participate in a round-table discussion. Professor Peter Sleegers, the second key-note speaker, analysed transformational leadership, the organisational conditions of the school and the relationship between teacher motivation and practice. Jaroslav Kalous acted as a challenging critical friend and moderated a discussion of the presentation.

**Tibor Barath**

- **2011 Reykjavik, Iceland (20<sup>th</sup>)**

**Steinunn Helga Lárusdóttir, School of Education, University of Iceland, Reykjavík, Iceland**



**“Education of School Leaders: The ethical dimension”**

Keynotes: Marianne Coleman ‘Educational Leadership for Diversity and Social Justice: Implications for practice’

Jón Torfi Jónasson

Sigurður Kristinsson

This year, on the 20th anniversary of ENIRDELM, we focus on Education and Practice of School Leaders: The Ethical Dimension. This conference theme is a vital dimension of leadership education and leadership practice. At our Reykjavík conference we will explore theory and practice of educational leadership in an attempt to shed light on what kind of professional development we can offer our leaders, those aspiring as well as those already in post. We hope that the conference theme is of interest to you and we encourage you to join us, to contribute to the conference activities and to celebrate the 20 anniversary of ENIRDELM in Reykjavík, Iceland, 22-24 September 2011. We expect to see a diverse group of researchers, consultants, school teachers, principals, trainers and policy makers who will share ideas, research findings and experiences bearing in mind the ENIRDELM mission of improving school leadership. The ENIRDELM Board particularly welcomes new conference participants and those older members who have not had the opportunity to attend recent conferences.

**Steinunn Helga Lárusdóttir**

### **Underlying and implicit values**

*“We all may be proud of our network based on voluntarism, professionalism and friendship.”*

**Paul Mahieu, ENIRDELM Conference 100% participant.**

As Paul’s praise quoted above reminds us, our network, unlike many others, has never had core funding to sustain its. Two decades of sustainable development have depended largely on the voluntary efforts of the members aided from time to time by one-off sponsorship from the host country or institution. In addition to the efforts of the ENIRDELM Board, staff in the institutions that hosted the conferences and administrators in the local education systems have given generously of their time on top of their normal workloads to support our voluntary networking. Behind every conference there are many local meetings involved

to make it all happen. The principle of voluntarism has flowed deeply and widely throughout the ENIRDELM community of practitioners.

In Budapest we did have support from the Open Learning Institution and it is easy to see why the democracy-promoting foundation of George Soros lent its support. Recurring themes of humanistic, democratic, empowering leadership values have featured in ENIRDELM's conferences, typified by Ann Gold's keynote speech in Brno. In general, the systemic reforms labelled New Public Management with their strong emphasis on standards, measurement, league tables and international competition have not been well received by many of the ENIRDELM participants and such policies and their impact on both education and its leadership have often been subject of criticism. Frequently humanistic conference themes have featured; for example, in 2002 at Kilkenny "Developing Caring Learning Communities: Challenges for School Leaders in Creating Learning Environments that Care" or in 2005 in Brno/Telc "Dealing with Diversity". The ethical dimension of our professional work has come to the fore strongly in the second decade and both the Uppsala and Reykjavik themes "Education with a Moral Purpose: Educational Leadership, Management and Governance for a Sustainable Future" and "Education of School Leaders: The ethical dimension" confirm this trend. Probably in ENIRDELM's first decade more technical issues tended to predominate, possibly given the relatively underdeveloped state of educational leadership in the former communist region. The influence of the EU's priority of lifelong learning and the notion of the learning organisation and professional learning communities have also been strongly addressed. But of course in such a wide range of participants from so many countries, one cannot discern a specific ENIRDELM ideology relating to the theory and practice of educational leadership, nor, perhaps, would this be desirable. Or themes represent the decisions of each successive set of Board members following a sounding out of the broader membership.

A glance at the themes and Keynote presentations (above) over the years suggests the Board attempted, in its selection of conference themes and speakers, to move with current issues and priorities. Of course, the jargon of educational leadership comes through in the conference themes - 'learning organisation'; 'new professionalism'; 'moral purpose'; 'school culture'; 'school autonomy'; 'lifelong learning' - as one would expect among a networked 'professional learning community'. The papers published in the conference proceedings represent a mix of ENIRDELM's range of constituents, although for obvious reasons, they are predominantly from university-based academic researchers and scholars. The papers combine quantitative and qualitative studies that focus on leadership and leadership development policy as well as practice.

Another underlying value is represented by the concern at each conference to visit and experience the real world of schooling and educational leadership development in each of the host countries as well as to get a taste for the diversity of environments in which our work is carried out. The following hard-hat visit to a coal mine in South Wales offers one illustration.

### Subterranean Wales beckons



ENIRDEM from the outset focused on building social rapport among its diverse members. As already mentioned in Chapter 2, the highly valued ‘songs and drinks of the nations’ party that concludes each conference encapsulates the notion of ‘The Friendly European Network’. The first ‘songs of the nations’ sung in their native languages and the ‘drinks of the nations’ brought by

participants at first constituted something of a risk. The impromptu event annoyed the hotel management in a protestant country with strict laws about alcohol consumption! But as Christen Jordet reminds us in chapter three, they surprisingly let it go ahead. This event has been repeated year after year and organisers in recent years have added sophisticated professional entertainers, and music for dancing, to the final ENIRDELM formal dinner and party. For many years David acted as master of ceremonies and activator of this spontaneous entertainment but in recent years Ilze has stepped into this role, using her considerable powers of facilitation and always ably assisted by Paul Mahieu who’s “Two Cocks” duet with Eric has become part of ENIRDELM’s folk lore!



**The English delegation performs “Good King Wenceslas” in the King’s home town of Telc**  
(Trio: Oldroyd as the magnanimous King; Dunning as the humble page; Gold as the glamorous back-up vocalist)

**The Polish delegation coaches the Welsh delegate**  
(Dorota and Danuta help Gerald to perform a Polish folk dance)



## The usual large and well-prepared Swedish Choir in Telc



The expectation of a culminating splendid banquet followed by such entertainment both provided for and by the participants has been a great social attraction to add to the professional learning that the conferences offer. Even the formerly reserved and gentle giant Milan from CR is now a dynamic participant in ENIRDELM's party-times!



These joyous occasions represent what can be seen as a deeply shared value of international friendship amongst ENIRDELMers that has abolished the division between East and West, between parliamentary and communist political and capitalist and centrally planned economic systems.

For a fuller visual and musical illustration of the conference and festivities in Szeged, Hungary in September 2010 see the Christmas on-line presentation now in the ENIRDELM website that was compiled and sent by the 'Three Angels' who helped Tibor Barath make the 19<sup>th</sup> conference a HUNSEM such a success:

[http://www.kovi-vezetokepzes.hu/enirdelm\\_ajandek.html](http://www.kovi-vezetokepzes.hu/enirdelm_ajandek.html)

The conference programmes have generally followed a well-tried formula that tries to balance keynote presentations with members' papers time for discussion and visits to local educational institutions as well as social time to network and build professional and personal relationships. The following programme from 2005 is typical.

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**Figure 3: An example of a conference programme from 2005**

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**ENIRDEM conference**  
**“Dealing with Diversity: a Key Issue for Educational Management”**

September 22-25, 2005, Brno/Telč

*Programme*

**Thursday, September 22<sup>nd</sup>**

12.00 – onwards	Registration
14.00- 15.00	Board meeting
12.30-17.00	School Visits <i>Private secondary comprehensive school (Moravské Gymnázium – Brno, Veverří), Basic school (Brno, Antonínská)</i>
18.00-18.30	Welcome address
18.30-19.00	Opening presentation (David Oldroyd)
19.00-20.00	Old friends and new friends – Round table discussions
20.00-21.30	Dinner

**Friday, September 23<sup>rd</sup>**

9.00-10.15	Keynote presentation (Anne Gold) and the Critical friend’s perspective (Jaroslav Kalous)
10.15-11.00	Round table discussions of the Keynote presentation
11.00-11.30	Coffee
11.30-13.00	Presentation of papers concurrently
13.00-14.00	Lunch
14.00-15.30	Presentation of papers concurrently
15.30-16.00	Coffee break
16.00-17.30	Posters and Informal networking
17.00	Dinner,
19.00	Buses to Telč

**Saturday, September 24<sup>th</sup>**

9.00-10.00	Keynote presentation (Anita Trnavčević, Paul Mahieu)
10.00-11.15	Concurrent session – papers
11.15-11.45	Coffee break
11.45-12.30	Symposium on ESIST project
12.30-13.00	Looking back, looking forward Conference 2006 arrangements Conference 2005 finale
13.00-14.00	Lunch
14.00-15.00	ENIRDEM board meeting
19.00	Conference dinner – ENIRDEM party “Songs and Drinks of the Nations” Conference venue – Plenary Hall)

**Sunday, September 25<sup>th</sup>**

Departure

## 4. The Publications

### ***The Conference Proceedings and Research Reports***

ENIRDELM Conference Reports are published after fourteen of the conferences. During the first years the Akademisch Boeken Centrum in Amsterdam published these and the pivotal contribution of Fons van Wieringen as editor and go-between with the publisher is obvious. The conference reports have been much used as teaching material in training programmes for educational management, especially in Eastern Europe offering a platform for publishing in the English language with the assistance of free and skilful editors. They give a yearly survey of research work going on in Europe.

Research Reports are produced intermittently depending on what projects have been mounted. We identify in brackets the three listed below

The impressive list that follows is organised by identifying first the publishers. It represents a huge amount of voluntary work by both authors and editors that characterises the spirit of ENIRDELM.

#### **ABC, De Lier**

- 1992 ***Training for Educational Management in Europe***  
van Wieringen, F, ed.
- 1993 ***Educational Management across Europe***  
Bolam, R and van Wieringen, eds.
- 1994 ***European Issues in Educational Management***  
Oldroyd, D and van Wieringen, F, eds.
- 1995 ***Reforming Educational Management in Europe***  
Hamalainen, K and van Wieringen, F, eds.
- 1996 ***Improving Educational Management***  
Kalous, J and van Wieringen, F, eds.



#### **F.Waxmann: Munchen/New York**

- 1999 ***Research on Educational Management in Europe*** [Research Report]  
Bolam, R and van Wieringen, F, eds.
- 2000 ***New Heads in Europe*** [Research Report]  
Bolam, R., Dunning, G and Karstanje, P, eds.

#### **Wolters Kluwer, Budapest**

- 2000 ***Quality and Educational Management: a European Issue***  
Balazs, E., van Wieringen, F and Watson, L, eds.

#### **National School of Management, Ljubljana**



- 2002 ***Leading Schools for Learning***  
Oldroyd, D., ed.

**Drumcondra and Kildare Education Centres, Ireland**

- 2002 ***Developing Caring Learning Communities: Challenges for School Leaders in Learning Communities***  
Kelleher, A and Diggins, P. eds.

**University of Latvia, Riga**

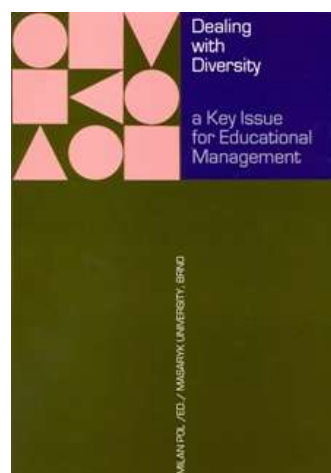
- 2003 ***Leading Schools with a Global Perspective***  
Ivanova, I, et.al.

**City of Helsinki Education Department, Finland**

- 2004 ***Leadership and School Culture – Opportunities and Challenges***  
Jukka Ahonen, ed.

**Masaryk University**

- 2005 ***Dealing with Diversity: a Key Issue for Educational Management***  
Milan Pol, ed.



**Socrates – Comenius**

- 2005 ***Evaluation for Improving School Leaders' Training Programmes (ESIST)*** [Research Report]  
Justina Erculj, Anita Trnavcevic, Paul Mahieu, Milan Pol, Eric Verbiest, Dorota Ekiert-Oldroyd, Kristina Malmberg and Milos Novak.

**University of Glamorgan, Wales**

- 2006 ***Leading a Learning Organisation: Lessons from the Past; Visions for the Future***  
Gerald Dunning, ed.

**Uppsala University, Sweden**

- 2007 ***Education with a Moral Purpose: Educational Leadership, Management and Governance for a Sustainable Future***  
Per Hansson & Kristina Malmberg, eds.

## **Garant Publishers, Antwerp**

2010 ***Ways to Professionalise School Leadership in times of turbulence and complexity***  
Paul Mahieu, ed.

Other spin-off publications arising from unfunded collaboration between ENIRDLEM friends include:

- Hamalainen, Kauko, Haapanen, Eija and Oldroyd, David: " Making School Improvement Work" (1995)
- Oldroyd, David, Elsner, Danuta and Poster, Cyril: " Educational Management Today: a Concise Dictionary and Guide " (1996)
- Karstanje, Peter and Ushakov, Konstantin: " Education Management: Problems and Approaches" (In the Russian language)
- Oldroyd, D and Ekiert-Grabowska, D. Kierowanie Zmiana (Managing Change) Phare-TERM, Warsaw (1995)
- Oldroyd, D Ekiert-Grabowska, D and Elsner, D (1997) Training Materials for Lithuanian VET Reform Disseminators Phare PMU: Vilnius
- Journal Director Sjkole: A journal edited by the National Institute for the Education in Russia (RIPKRO) Konstantin Ushakov is the editor and Ria van Hoewijk was actively involved in the editorial staff.

There may be several more books, and certainly a number of collaborative articles in journals which not tabulated here. Many of these involved voluntary editing by a native English speaker that helped ENRIDELM friends, some very senior academics, to produce articles with a high standard of English text.

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### ***Figure 4: An example of a conference proceedings publication from 2000***

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#### **Quality and Educational Management**

##### **► Contents**

##### **A European Issue**

##### **ENIRDEM Conference papers, Budapest, 1999**

**Editors: Éva Balázs, Fons van Wieringen, Leonard Watson**

##### **Contents**

###### *Preface*

*Managing Education Quality • Éva Balázs and Fons van Wieringen*

*Which Way Are You Going, Quality? • Justina Erčulj*

*School Culture and Teachers' Esprit de Corps • Gunnar Berg*

*Quality Assurance: Reflection from a Research Circle • Bo Sundström*

*Towards a Quality-oriented Culture in Schools • Eric Verbiest*

*From Diagnosis to School Improvement • Jadwiga Brzdak*

*Issues in Implementing: a School Improvement Project in Iceland • Börkur Hansen*

*Effectiveness in Public Education: Models and Aspects of Leadership • Tibor Baráth*

*Leading for Quality • Silva Roncelli-Vaupot*

*Complaint Management: A Tool for Quality Improvement • Kurt De Meester and Paul Mahieu*

*Quality, Science and Soros's Reflexivity Concept: A Value-Added Approach • Carol Taylor Fitz-Gibbon*



*Changes in Quality Assurance Systems and Theoretical Models of Education Management* • Rimantas Zelvys  
*Developing the Quality of Bulgarian Education* • Petar Balkanski  
*School Autonomy and External Quality Control* • Peter Karstanje  
*Quality and School-Based Continuous Professional Development: School Leaders' Responsibilities* • Anne Gold

Paperback release published by Műszaki Könyvkiadó, a member of Wolters Kluwer Group, Budapest, [2000]

© Éva Balázs, Fons van Wieringen, Justina Erčulj, Gunnar Berg, Bo Sundström, Eric Verbiest, Jadwiga Brzdąk, Börkur Hansen, Tibor Baráth, Silva Roncelli-Vaupot, Kurt De Meester, Paul Mahieu, Carol Taylor Fitz-Gibbon, Rimantas Zelvys, Petar Balkanski, Peter Karstanje, Anne Gold

© Műszaki Könyvkiadó, Budapest, 2000

This example typifies the range of topics and the geographical spread of the contributors. Of the fifteen articles, six were from former eastern European countries from the Baltic to Bulgaria and the book was a joint Hungarian, Dutch and English collaboration. Several of the authors listed still remain active in the network: Paul, Tibor, Borkur, Eric, Bo, Gunnar, Justina and Eva all of whom attended the Szeged conference in 2009 almost a decade on from the Budapest proceedings.

### ***The Newsletter***

**David Oldroyd** has spent more years producing the ENIRDELM newsletter than anyone else and now, as Voluntary Permanent Secretary of the network remains active in supporting the present Editor. He was the original Editor and for a time was assisted by Erik Groth at the beginning of the new millennium. David was responsible for developing the present format of the twice-yearly publication. Over the years the newsletter has improved in quality and increased in size (now around 30pps.) and recently more photographs have been incorporated into the well-tried framework of sections that



are as follows:

#### ***Co-editors David and Erik consult in Sweden in 2001***

- *Chairperson's Report*
- *Conference Report or Invitation*
- *Editorial*
- *ENIRDELM and Secretariat Matters*
- *What's happening to..?*
- *What's happening in..?*
- *From our American Correspondent*
- *ENIRDELM Project Updates*
- *Interesting Web-sites*
- *Feature Articles*

- *Recent Publications by ENIRDELM Friends*
- *Book Reviews*
- *Profiles of Educational Leadership Institutions and Networks*
- *Educational and leadership humour*
- *Forthcoming events*

On the enirdelm.org web-site the newsletters for the last ten years are archived. They have provided a primary source of data for this outline history.



**Linda Devlin Our Current Editor**

Responsibility for the newsletter has remained with English-native speaking ENIRDELM friends over the years. Linda, from Wolverhampton University in England, took over from David Oldroyd after the Bergen Conference in 2008 when he opted to concentrate on the EL4SD initiative. However he has remained very active in supporting the twice-yearly production of the newsletter, a role now formalised and included in the tasks of Voluntary Permanent

Secretary. David was the original Editor and was succeeded for a period by Anne Gold in the early 2000s.



**Dean Bowles Our American Correspondent**

One especially original and interesting regular item is provided by Dean Bowles, our American Correspondent, who was a frequent participant in ENIRDELM Conferences in previous years. Dean is Professor Emeritus at the University of Wisconsin and formerly worked frequently in the Baltic States as well as many other countries around the world.

**Anne Gold**



Anne Gold served as Editor of the Newsletter for a short time. Anne was a shining light in our network and this picture was taken before her keynote presentation at the 2005 Conference in Brno/Telc hosted by Milan Pol who himself also had a short time as Editor. Anne has retired from London University's Institute of Education but before she finished her career and association with ENIRDELM, she was awarded an honorary doctorate by the University of Uppsala in Sweden, the site of our 2007 Conference. Several ENIRDELM colleagues contributed to the consultation that led to her receiving this well-deserved recognition for her many publications and services to education both in Europe and further afield.

## ***The Website & Blogs***

Ilze Ivanova remembers that we had a very simple Web-site already in 1998. She remembers giving all the conference data Eva Balazs to assist with the preparation of the Budapest conference the following year. The first Web address was <http://vip.latnet.lv/de/Enirdem.htm>



**Our present Webmaster Thomas Söderberg** pictured here is based at the University of Karlstad in central Sweden. He is the third person to occupy this important role that is helping to bring ENIRDELM into the digital age. **Thomas Tisler** from Slovenia took over the Latvian site moving it to Slovenia in 2001 after the Conference in Bled with the support of Justina Erculj and Andre Koren at Slovenia's National School of Educational Management. At the second conference held in Riga in 2003, **Mart Laanpere** came from Estonia and took up the role of webmaster until his career moved in new directions. Thomas

Söderberg from Sweden replaced him and moved operations to Karlstad University in 2008. Thomas is a long-time ENIRDELMer and has attended almost all conferences in recent years. He is educational manager at Karlstad University at the School Leader Training Unit. His previous career includes: school psychologist, Educational Director at the Swedish National Agency for Education, Coordinator of the teacher training program at Högskolan Dalarna and teacher trainer. He now specialises in leadership, special education and systemic theory and thinking.

The new framework for the website created in 2010 by Thomas consists of nine tabs with sub-tabs:

- ENIRDELM Home Page – News; Current; Afoot
- Conferences – Previous; Presentations; Archive
- Newsletter – Current; Archive
- Activities – Activities Archive
- Publications – Books: Members' Publications; Reviews
- History – History of ENIRDELM; Photo Archive
- ENIRDELM Blog
- EL4SD – EL4SD Blog; Resource Bank; Academic articles
- Contacts – Secretariat; Board

The website ([www.enirdelm.org](http://www.enirdelm.org)) is a work in progress and members can send their contributions and suggestions at any time to the Secretariat and the Webmaster.

The website is an important element of ENIRDELM's strategy for the future. It keeps us connected to the professional world and allows communication with existing members during the period between conferences. For the last three years two weblogs (blogs) have been established (E\*N\*I\*R\*D\*E\*L\*M and EL4SD) that still have to 'take off'. At present they remain a 'one man show' perhaps due to the main career demands of most people in our

professional field. But the two platforms for ongoing debate, discourse and information-sharing exist and may eventually attract some support and a wider readership.

## 5. The Projects – networking beyond the conference

### ***Formal and funded projects***

During the period 1992 – 2000 several projects arose from collaboration between members of ENIRDEM.

#### ***Dutch-Hungarian School Management Programme***

This programme was started in 1991 when a group of Dutch school directors took part in an 8 week course in Amsterdam and in 1992 the programme was also established in Hungary. In 1993-94 this course was widened to become a one year post-graduate course. The aim of the course was to develop a programme at a university level for future school leaders. An infrastructure was established to run the courses, harmonise the training and develop course programmes. In 1996 an accreditation group was established consisting of well known professors who met the steering group and the Hungarian experts in August 1996 reviewing numerous documents about the programme. These documents included aims, aim groups, content, the number of lessons, evaluation, etc. This procedure was essential to ensure the quality of the programme. Three universities and some pedagogical institutes in the Netherlands used the programme from 1995-96 onwards. Starting in 1997 a Master's degree programme arising from this initiative was implemented by three Hungarian universities.

#### ***Hungarian –Netherlands School of Educational Management (HUNSEM)***

This is a concrete result of the flourishing Hungarian – Dutch networking established in 1998. The HUNSEM was a new inter-university institute consisting of five universities in the two countries. The purposes of the foundation of the HUNSEM as an inter-university institute were:

- a) to establish the organizational and institutional background of educational management training and within the framework of the Dutch- Hungarian bilateral programme,
- b) to ensure the scientific foundation and development of the field,
- c) to ensure that the training can be maintained and developed in a regular basis in accordance with market requirements,
- d) to deepen and strengthen international relations in the scientific field involved.

#### ***Polish School Directors' Self-Development (PSDS) Project***

This project was started in 1992. It was co-directed by the ENIRDELM board members Danuta Elsner, Director of the Provincial In-service Education Centre in Katowice and David Oldroyd, Senior Lecturer, University of Bristol.

During the two first years, three modules to be used in schools by Polish School Directors were developed:

- Managing Yourself
- Managing Teams
- Managing YOUR School

The next year ten management directors on the staff of the centre were trained to run courses for about 50 school directors each year. The project lasted until April 1997. The results have been spectacular: 55 facilitators were trained, 242 circles for headteachers in 45 provinces were organized, 3700 headteachers had their certificates and 7200 copies of the training material were sold across Poland and also in the Polish community schools in the Ukraine.

### ***University of Silesia, Poland – The Management Development Centre***

A Management Development Centre was established at the University of Silesia in collaboration with the University of Bristol. The Director of the centre Professor Dorota Ekiert-Grabowska and Senior Lecturer David Oldroyd, Bristol University were the project leaders. The Centre developed a programme for postgraduate students starting in 1994. Ten management educators were trained and a three-semester postgraduate Diploma in Educational Management was created.

School directors attended 14-day workshops to implement improvements in their schools use the self-development materials from the PSDS project. In a one-year extension to the project, new workshops on the psychology of self-esteem were developed and an anthology of educational management readings in Polish produced. The Centre continued its work until 2005 when the Faculty of the University of Silesia in which it was located was reorganised.

### ***The Lithuanian-Finnish Project of Training Principals***

A series of seminars were in Lithuania and Finland and 22 principals and administrators from different parts of Lithuania have taken part in the project. The main themes were been pedagogical leadership, curriculum, evaluation and human relations.

The institutes leading the projects were the Lithuanian In-Service Training Institute, Rimantas Pranskaitis, Head of Educational Management Department and Annikki Janti, the Training Coordinator of the Heinola Course Centre in central Finland.

### ***The Latvian-Finnish Project of Training Principals.***

The background and basic data about the project originating from the Heinola Course Centre (the training unit of the Finnish National Board of Education) arose from a survey of educational needs made by National Board of Education and Finnish training partners (FTP) from 1993. The project was carried out in 2 phases. About 40 participants (school principals, administrators) from different parts of Latvia and 40 participants from Finland took part in the project-training of principals that was involved practical exchange of experiences in both countries. The project was guided by Marja Liisa Toivanen (National Board of Education), Annikki Janti (Heinola Course Centre ), Kauko Hamalainen , Eija Haapanen (Helsinki University) and Ilze Ivanova (University of Latvia). As a result of that project some school principals still have mutual contacts.

### ***The East-East Working Seminar (EASE)***

This was a seminar which was held one day before the ENIRDELM conference in Prague in September 1995. Twelve East-Central European ENIRDELM researchers took part in the seminar which was organised by Hungarian Educational Managers' Association. (HEMA). The aim of EASE was to set up and facilitate the flow of information to other countries about

research and development on educational management achieved by the countries of Eastern and Central Europe. The working seminar generated further networking and proposals for joint work. Examples of such activities included cross-cultural comparison in the region, writing of articles for each other periodicals, sending information by e-mail and publishing or translating books.

It finally underlined the fact that East-Central Europe did not want to be separated from the west, the participants stating their intention to remain an organic part of the ENIRDEM.

### ***Management, Leadership and the Activity of the School (SLAV) Project.***

This project is involved ENIRDELM-members from nine countries and was organised by the University of Uppsala, Sweden. The central focus of the project was to investigate who steers the school in the context of broader social reform and what was the interplay between formal and informal steering. Formal steering involves legality perspective involving formal demands and positional status emanating from the outside world or within the school. Informal steering involves a legitimacy perspective involving steering informally by social influences both outside and within the school, for example, traditional, ritual or other unwritten rules.

### ***International Comparative Research Project on Values and Leadership***

Because criteria for defining a good school differed across countries and levels of schooling, researchers from different countries cooperated in a comparative project to investigate differences in values relating to quality improvement among schools and school heads. The central focus of the research was on effectiveness criteria. The research was done in Hungary in 1997 and in the Netherlands in 1998.

### ***New Headteachers in the New Europe.***

ENIRDELM Members worked together in this research to study the roles, tasks, problems and training needs of new head teachers in five European countries: Hungary, the Netherlands, Norway, Spain and Wales. Questionnaire data were collected from about 100 headteachers in each country (Spain collected data from three autonomous regions). The University of Bilbao was responsible for analysis of quantitative data – qualitative analysis was undertaken by individual contributors of the national chapters and the overall editors. The findings were presented at the ENIRDEM conference in Prague, and were published in 2000.

### ***Educational Management in Rapidly Changing Society***



### **Ilze Ivanova and Oskars Zids planning the project with friends from Norway in Kristiansand**

This project was carried out during 2000- 2003 by Kristiansand Municipality School Board (Norway) and University of Latvia. It was a school principal training programme. Theory was balanced with practice in both countries and practical experiences were exchanged. Since



that time the cooperation has continued. Using scholarships, Ph.D. students have made study visits not only to Kristiansand but also to Bergen.

#### ***International Programme for Women in Educational Management (IPWEM) Project (1999-2004)***

The International Programme for Women in Educational Management – Training the Trainers (IPWEM TT), grew out of cooperation between a group of ENIRDEM members. Danuta Elsner, Poland, Annikki Jääntti, Finland, Maureen Bohan, Ireland and Anne Gold, UK developed and delivered this successful SOCRATES project, culminating in a 10 day programme in Heinola, Finland in July 2000. The manual resulting from this programme was launched in Ireland in December 2001. At the same time as the launch, a group of old and new core group members of IPWEM TT met to discuss the next stage – how to disseminate further all the exciting work and contacts. Annikki Jääntti, Anne Gold, Eileen O’Connor (Ireland), Steinunn Helga Lárusdóttir (Iceland) and Justina Erčulj (Slovenia) worked on IPWEM+NET to consolidate, develop and extend the work completed in IPWEM TT extending the network of contacts, training and good practice and disseminating information about women as educational managers. Activities continued into 2004.

#### **Happy IPWEM participants at a reunion in Helsinki 2004**



#### ***ESIST Project (2004-2006)***

ESIST is an acronym for a Comenius 2.1. project - Evaluation Strategies for Improving School Leaders’ Training Programmes – A European Perspective. Six of its seven partners were “old” ENIRDEM friends: Kristina Malmberg, Dorota Ekiert-Oldroyd, Paul Mahieu, Milan Pol, Eric Verbiest and Justina Erčulj (co-ordinator). Miloš Novak from Slovakia and Anita Trnavčević from Šola za ravnatelje, Slovenia became new ENIRDEM members ESIST promoted ENIRDEM ideas to new friends. The overall aim of the ESIST project was to develop strategies, methods and materials for evaluation and improvement of quality of school leaders’ training courses/programmes in the participating countries and to bring the results together in a manual distributed to all ENIRDEM friends in 2006. The project was



based on Eric Verbiest's comparative study of school leaders' training programmes and experiences with working with these programmes.

***EL4SD Project - Educational Leadership for Sustainable Development (2008 - )  
"An international study of what school leaders value".***

This self-funding initiative is the most ambitious ever undertaken by the ENIRDELM network. It arose from the 2008 Bergen ENIRDELM Conference which included a keynote presentation by Mike Bottery and a workshop by David Oldroyd on the issue of educational leadership and the threats to a sustainable global environment. All the researchers are volunteers and the research extends beyond Europe to include samples from the two super-powers (US and China) that will play pivotal roles in dealing with the global crises that will affect us all. In Antwerp Mike and David led a workshop to update ENIRDELM members on the progress of the research.

Data were received from sixteen countries and SPSS analysis of the results of the larger samples were made available to members of the research team in 2010 and reported at the 2010 ENIRDELM Szeged Conference:

- UK (England) – Mike Bottery
- Sweden – Erik Groth
- Finland – Tapani Nieminen, Jukka Ahonen, Mikko Salonen
- Latvia – Ilze Ivanova, Signe Niemane
- Slovenia – Suzana Sedmak, Justina Erculj
- Hungary – Tibor Barath
- Iceland – Borkur Hansen
- Czech Republic – Milan Pol, Jana Vastatkova
- Norway – Ola Hoff Kaldestad
- USA – Dean Bowles
- Macedonia – Natasa Angelovska-Galevska
- Albania – Alqi Mustafai
- Poland – Ela Walkiewicz, Dorota Ekiert
- Croatia – Petra Hobdaj
- China – P M Wong
- Turkey – Mualla Aksu

*Team Leader* - Mike Bottery, Hull University, England



*Statisticians* - Nigel Wright & Chris Botton, Hull University, England

*Research Coordinator* - David Oldroyd, Poland  
*Web-site Coordinator* - Thomas Söderberg, Sweden

So far, papers and conference presentations have been produced by the researchers from England, Hungary, Poland and Turkey.

At the Szeged conference Mike Bottery made proposals for deepening the research and finding eternal funding and David Oldroyd initiated a development initiative to complement the research activity. In Reykjavik the R & D in educational leadership for sustainable development is likely to be the subject of a workshop as a prelude to seeking a grant and moving forward.

## ***Other initiatives***

### ***"D3 Development Consultants" East-West Cooperation (1995-7)***

Danuta Elsner, David Oldroyd, members of the first ENIRDELM board and Dorota Ekiert-Grabowska collaborated for a couple of years in a private initiative as "3D Consultants" on a contract offering an international programme to train trainers of Vocational Educational Reform in Lithuania. It was in keeping with the vision of ENIRDELM that two Polish educators were allied with a British colleague. The Lithuanian training was highly rated and they were hired to train a second cohort of change facilitators. The Dorota and David continued to provide training programmes in management and personal self-development which proved very popular in Poland. Danuta Elsner went on to develop into a successful business enterprise a specialist publishing enterprise in educational management and teacher development and build her own career as an independent consultant following her resignation from the public service.

### ***The Action Group Initiative (2001-2) that failed to take off***

Following David Oldroyd's review of 'Where we are at' during the September 2001 conference in Bled, these action groups were agreed and circulated with the wish that *"During the next conference we hope to have a report from every group after one year of activities (?)"*. Regretfully, or perhaps fortunately, David's imagination ran ahead of reality's capacity to move towards such a bureaucratic systematisation of our 'organic' and voluntary networking! The action groups that were proposed were as follows:

1. **Fundraising and Brussels AG** – People with good connections and access who have successful bidding experience. Dual targets: funding for Conference attendance; funding for research – Annikki Jantti.
2. **Collaborative Research AG** – To link institutions or individuals for cross-cultural and comparative European projects – Annikki's I.P.W.E.M./Peter Karstanje & Ray Bolam.
3. **Exchanges and Attachments AG** – To develop individual inter-institutional exchanges or visits, or invitations to training events – Olafur Johansson (Iceland)
4. **Public and Public Relations AG** – Newsletter, ENIRDEM Portfolio for use in bids and Recruitment – Erik Groth & David Oldroyd and one recipient in the Country to receive news.

5. **Regional Inter-visitation AG** – To organise small-scale e.g. 10-20 people, seminars or study visits to specific countries e.g. Iceland – Justina Erculj and Kristina Malmberg.
6. **Recruitment AG** – Christen Jordet (Norway) & Edel Haukeland
7. **External Relations AG** – to explore common interests and links with other networks – Anne Gold.
8. **Publication & Terminology AG** – online dictionary & conference publications – David Oldroyd.
9. **Collaborative Development AG.** – e.g. Eric’s Verbiest leadership development survey; European Master’s Degree.
10. **Co-operation in Professional Groups AG** – Find time for round table discussion for professional groups – Ilze Ivanova.

***EPNSL - European Policy Network for School Leadership (2011)***

In 1996 when Christen Jordet, our Norwegian member of the first Board, was temporarily working at the European Commission, he made efforts to establish ENIRDEM as a network within the EU, but met with no success. Fifteen years later in February 2011 the ENIRDELM Secretariat received an invitation to join a new EU-funded initiative that would run for three or four years. The initiative is coordinated by The Institute of Applied & Computational Mathematics (IACM) - Foundation for Research and Technology (FORTH) located in Heraklion, Crete, Greece, founded in 1985. Initially, it was part of the Research Centre of Crete; in 1987 it became one of the founding institutes of FORTH, a major Greek research centre. FORTH is overseen by the General Secretariat of Research & Technology (GSRT) of the Ministry of Education, Greece. The overall aim of the Network is to support National Ministries of Education in reflecting on School Leadership Policy articulation. The specific terms objectives for EPNSL as set out by the EU are as follows:

***Figure 5: Specific Objectives of European Policy Network for School Leadership***

1. <i>To structure and manage the process of operation and work activity of the European Policy Network on School Leadership</i>
2. <i>To identify, analyse and map current trends on the preparation and selection of School Leadership in Europe in relation to the State of the Art and regulatory</i>
3. <i>To classify the current trends on the selection and preparation of School Leaders in Europe in terms of a learning culture perspective</i>
4. <i>To enhance the Networking capacity amongst target groups within national contexts on pertinent factors relating to the selection and preparation of School Leadership</i>
5. <i>To design, develop and implement collaborative activity-based tools under the scope of enhancing self-reflections on the role, tasks, responsibilities and accountability,</i>
6. <i>To define Policy and Research Recommendations based on principles of “Good Practices” (theoretical and practical perspectives) in School Leadership</i>

7. *To enhance visibility on the impact of school management to educational performance (individual, institutional and systemic) under the scope of supporting the improvement of quality and equity in education*

Eric Verbiest has been nominated and approved by the Board to take the lead in coordinating with the new network. Up to the end of this year Eric and David Oldroyd will attend meetings and monitor proceedings to see whether ENIRDELM should organise a group of members to carry forward with this affiliation of institutions and networks across Europe. IACM as outlined ENIRDELM's potential focus in the Network as:

1. *engaging into the peer learning activities from the perspective of*
2. *identifying and discussing critical factors pertaining to school management*
3. *drafting/specifications of Good Practice Guidelines (and as such transferring your experience on the issue onto the policy level).*

The Network will run for a period of three (and even perhaps four) years.

### ***Personal networking***

There are too many small-scale activities to catalogue that arose from the personal contacts among ENIRDELM members, so only a few examples known to the writer are included by way of illustration:

- ***Keynote speaker invitations*** – Mike Bottery to Brno at the invitation of Milan Pol, 2009; David Oldroyd to Slovenia at the invitation of Justina Erculj, 2009
- ***Consultancy assignments*** – in keeping with broader privatisation tendencies during the last 20 years several ENIRDELM members have let public service to become private, self-employed educational consultants. These include two of the original Board members, Danuta Elsner and David Oldroyd. Several other ENIRDELM friends also engage in consultancy work both as part of their regular job specifications in academic institutions, or privately, Jukka Ahonen and Mikko Salenen from Finland for example and Justina Erculj from Slovenia. Obviously the contacts trust-building through our network have offered many possibilities for arranging consultancy assignments.
- ***Academic attachments*** – Dorota Ekiert-Grabowska to University of London Institute of Education at the invitation of Anne Gold, 1993. In 2002 Danuta Elsner spent 10 days at the University of London Institute of Education Library searching materials for her new book, thanks also to the courtesy of Anne Gold.
- ***Visiting lectureships*** - David Oldroyd was invited to University of Dalarna in Falun, Sweden at the invitation of Gunnar Berg, October 2000 to March 2001. While in Sweden David gave presentations at several other institutions around the country through Gunnar's contacts and gained valuable insights into the struggle in Sweden

to hold on to its humanistic, child-centred and democratic approaches to education as the tide of politically-driven new public management policies swept across Europe. In 2005 Erik Groth from Sweden went to Helsinki to work with Jukka Ahonen on a headteachers' training programme

- **Collaborative research** – Soren Hogberg of Hogskolan Dalarna in Sweden was joined by David Oldroyd to conduct a 30-day intensive study of an innovative 'free school' in Falun, Soderbaumska Skolen. The qualitative study that derived data from letters written to the researchers by staff, pupils and parents was used by the school to 'get behind' surface realities in order to help the school community assess the extent to which the school's ambitious and novel approach that placed performance art and problem-based learning at the heart of an integrated curriculum. Soren and David reported their work in a paper at the ENIRDELM Bled Conference and it was published in the proceedings in 2002.
- **Bi-national study visits** – Paul Mahieu received a group of ENIRDELM-inspired visitors from Norway in November 2002. Paul also helped Antwerp Center for Adult Education (CVA) to arrange for groups of Flemish school leaders to make study visits, thanks to ENIRDELM support:

23-25/3/2011: Helsinki, Finland

23-26/3/2010: Uppsala, Sweden

17-19/3/2009: Uppsala, Sweden

17-20/1/2005: Ljubljana, Slovenia

- **Exchange of materials** – Assistance to PhD students doing literature reviews as well as to fellow academics engaged in research has been an obvious form of helpful networking, particularly when the doctoral research has drawn upon literature produced by ENIRDELM members themselves.
- **Refereeing of articles for publication** – Milan Pol is editor-in-chief of the journal *Studia Paedagogica* in his native Czech Republic that publishes, in the Czech language, articles submitted in English. He has asked ENIRDELM colleagues, in whose fields or from whose countries articles are submitted, to act as confidential referees.
- **Editing by native English speakers** of professional articles by ESL colleagues – David Oldroyd has assisted many ENIRDELM colleagues in this way, e.g. Gunnar Berg; Pasi Sahlberg; Danuta Elsner; Dorota Ekiert; Livia Farago, Jaroslav Kalous, Soeren Hogberg, Lars Svedberg.
- **Translation and publication of members' articles** - For the last 20 years Danuta Elsner has made many translations of ENIRDELM members' writing from English into Polish, mostly articles but also training materials. She continues to do so. They were published in the monthly issued Polish professional journals: "School Director" and "New in School".

- **Invitations to conferences** – one conference leads to another and the percolation of information through our network about relevant conferences such as those of the European Forum for Education Management; ICSEI or ETEE has led to the networking of networks.

Based on cooperation in ENIRDELM the University of Latvia and Brno Masaryk University have become ERASMUS partners with exchange of students and teaching staff. Milan Pol has become a reviewer of Ph.D. theses for Educational Management Programme (Ph.D. level) at the University of Latvia

John Churcher from Luton University used TEMPUS possibilities for exchange of staff (1995-1997) between Latvia and the UK.

Education and Information Centre of Riga has organized school principal visits to different countries with support of ENIRDELM members - Czech Republic (Milan Pol); Slovenia (Justina Erculj); Finland (Annikki Jantti) and Sweden (Kristina Malmberg)

Marja-Liisa Toivanen upon her retirement from the National Board of Education in Finland became a consultant on the Lingua project "IT - Seniorit" in which the University of Latvia was involved.

It is so good to have friends in many countries! ENIRDELM members always support each other. Friendship and mutual understanding have joined us together for so many years. We respect and trust each other. We try to keep our promises. It seems that that we guide ourselves according Charles Dickens saying:

*"Never break four things in our lives: Trust, Relationships, Promises and Heart, because when they break, they make no noise but are very painful "* **Ilze Ivanova**

## 6. The Movers and the Shakers

### Founders



Without **Fons van Wieringen** there would be no friendly European network with the acronym ENIRDELM. Fons took the initiative at the ESHA Congress in Utrecht establishing and chairing the first Board that led to the new network's birth. He immediately inspired two colleagues on the Board, Christen and then Danuta to organise the first two conferences. He continued on the Board for several years at the same time, using his considerable status as a professor at the University of Amsterdam and as a senior actor in national policy-making in the Netherlands, to ensure the publication of conference proceedings by the Dutch publishing company De Lier. Eventually the demands for high-level administrative leadership in his country and a spell in the US led to him ending his seminal role in ENIRDEM and passing over the reins to the growing band of continent-wide professionals in educational management that he had helped to create. His wry wit and gentlemanly demeanour set the tone for building 'the friendly network' that we all now take for granted.



**Christen Jordet** has always been one of ENIRDEM's greatest advocates and supporters, ever since the first meeting of the Board in Utrecht twenty years ago. He was instrumental in persuading the author to write the present account of the network that has enriched so many of us. On the first Board he was the only ministerial level person (from the Norwegian Ministry of Education and Religious Affairs) sitting alongside three academics and the Director of an In-service Education Institute. After retiring he stayed in touch with the network and made welcome return visits to the conferences in Bergen and Uppsala. His notes about ENIRDELM's early years have been incorporated into this document.



**Danuta Elsner** has been with ENIRDEM from its birth and continues to grace the conferences with her presence. She organised and hosted the first conference of our network in the former 'east' in 1993 which was a formidable feat, given the many transition problems that Poland was experiencing at the time. That conference set a high standard for all those that followed, particularly for gastronomy and cultural experiences. At the time of the Katowice conference she was the Director of the regional in-service training centre in which the conference sessions were held. Since then, possibly in part due to her association with ENIRDEM colleagues, she has built a successful educational consultancy and publishing career and has taken part in many projects, including some of those listed in Chapter 4.

**Rosa Lafitte i Figueras** from the University of Barcelona was a dynamic English-speaking Spanish member of the first Board and brought Mediterranean warmth and feminist perspective into the ENIRDEM fold. Her English-speaking skills were, in part, due to her



marriage to an Englishman who was a major author of Longmans' textbooks for English as a Second language. Her tenure on the Board was relatively short-lived and reflects the falling away of Iberian membership after the first few years when she and her Portuguese colleague Maria de Fatima Sanches left the network. Recent efforts by the writer to contact her have not succeeded but she was, like Fons, a person who breathed spirit into the network and made a big contribution to creating its welcoming culture.



**David Oldroyd** is the author of this account, so modesty forbids a self-eulogy! Suffice to say that I have maintained my interest in and commitment to the aims and activities of ENIRDELM throughout its two decades and am now honoured to act as Voluntary Permanent Secretary until a younger and institutionally-based person volunteers to take up this role. I have gained many personal benefits from my association with so many fine people and good professionals from so many countries, all of whom were able to speak my native tongue. Particularly enriching was a period of six months spent as a visiting lecturer in Sweden at the invitation of Gunnar Berg 2000-1 where I also worked with Erik, Thomas and Soeren and was shown great hospitality and learned to treasure the humane approach to schooling that characterises Scandinavia. My voluntary efforts as Board member (two stints), Editor of the newsletter, master of ceremonies and musical activator at conference parties (prior to Ilze) have been fully rewarded by many friendships (including a new wife!) and professional opportunities.



**Ray Bolam** brought his remarkable energy and high-profile talents to bear in creating and developing ENIRDEM, acting as an energiser during the early years, keynote speaker and editor of proceedings. He was instrumental in proposing David and Danuta as initial Board members. In 1991 Ray was Director of the National Development Centre for Educational Management and Policy where David was employed and to which Danuta was a visiting scholar. Not only were Ray's networking, academic and presentational skills influential but his bottomless supply of good humour and love of singing contributed to the emerging upbeat culture of friendship. It was a tragic loss to a huge number of people when he unexpectedly died a few weeks before he was due to make a keynote speech at the Glamorgan conference in 2006. His service to ENIRDEM was recognised in Gerald Dunning's tribute and a eulogy by Dick Weindling in Pontypridd. Gerald was a colleague of Ray at Swansea University and Ray also brought him into the network.

### ***Boards and Conference Organisers***

Fons van Wieringen was the original chairperson of the Board and remained as Chairperson for three years. Subsequently the organisers of the following year's conferences became Chairperson in the lead up to their conference. Following Christen Jordet's organisation of the first conference in Norway, Danuta Elsner took up the role of the second conference organiser and organised the 1992 Board meeting in Katowice, the Polish industrial city which at that time was just emerging from the gloom of 'former times'. All the original Board members were able to join her to help plan the conference in Katowice. In 1995-6 in

Antwerp the procedure was initiated that the next conference organiser would become the next chairperson. Since that time a new Board has been established each year by means of sounding people out and then putting the suggested changes to the conference participants during the final session of each conference that serves as an 'Annual General Meeting'. There is no formal election or competition, thanks to the Board's prior consultations and choice of new member(s) and voluntary end-of-service resignation of one, occasionally two, colleagues. The conference participants so far have always ratified the Board's proposals.

**Figure 6: ENIRDE(L)M Board Members during the first 20 years**

<b>Year</b>	<b>Chairperson/Conference Organisers</b>	<b>Boards</b>
1991-2	Christen Jordet	Fons van Wieringen; David Oldroyd; Danuta Elsner; Rosa Lafitte
1992-3	Fons van Wieringen	Danuta Elsner; David Oldroyd; Christen Jordet; Rosa Lafitte
1993-4	Fons van Wieringen	Kauko Hamalainen; David Oldroyd; Christen Jordet; Danuta Elsner
1994-5	Danuta Elsner	Jaroslav Kalous; Gunnar Berg; David Oldroyd; Maria Szabo
1995-6	Paul Mahieu	Gunnar Berg; Ilze Ivanova; Anne Gold; Danuta Elsner
1996-7	Gunnar Berg	Éva Balázs ; Ilze Ivanova; Anne Gold
1997-8	Ilze Ivanova	Eva Balazs; Anne Gold; Annikki Janti; Paul Mahieu; Milan Pol; Bert Stralhammar
1998-9	Éva Balázs	Dorota Ekiert; Eric Verbiest; Ilze Ivanova, Annikki Janti, Paul Mahieu
1999-2000	Eric Verbiest	Dorota Ekiert; Justina Erculj; Erik Groth; Éva Balázs ; David Oldroyd
2000-1	Justina Erculj	Eric Verbiest; Patrick Diggins; Ann Kelleher; Steinunn Helga Lárusdóttir
2001-2	Anne Kelleher	Erik Groth; Eric Verbiest; Natalia Yakavets; Justina Erculj
2002-3	Ilze Ivanova	Milan Pol; Jukka Ahonen; Anne Kelleher; Zohar Tal; Justina Erculj,; Erick Groth,
2003-4	Jukka Ahonen	Anne Kelleher; Milan Pol; Gerald Dunning; Ilze Ivanova; Patrick Diggins
2004-5	Milan Pol	Gerald Dunning; Jukka Ahonen; Ilze Ivanova; Ola Hoff Kaldestad; Kristina Malmberg
2005-6	Gerald Dunning	Eileen O'Connor; Kristina Malmberg; Ola Hoff Kaldestad; Milan Pol; Jukka Ahonen
2006-7	Kristina Malmberg	Eileen O'Connor; Ola Hoff Kaldestad; Milan Pol; Gerald Dunning; Anita Trvnacevic
2007-8	Ola Hoff Kaldestad	Eileen O'Connor; Kristina Malmberg; Milan Pol; Gerald Dunning; Anita Trvnacevic
2008-9	Paul Mahieu	Eileen O'Connor; Kristina Malmberg; Ola Hoff Kaldestad; Tibor Barath; Milan Pol; Anita Trvnacevic
2009-10	Tibor Barath	Eileen O'Connor; Kristina Malmberg; Ola Hoff Kaldestad; Anita Trvnacevic
2010-11	Steinunn Helga Lárusdóttir	Eileen O'Connor; Kristina Malmberg; Ola Hoff Kaldestad; Tibor Barath; Mualla Aksu.

**Riga Board 2003-4: Justina Erculj (Slovenia); Erik Groth (Sweden); Pat Diggins & Anne Kelleher (Ireland); Jukka Ahonen (Finland) and Ilze Ivanova (Latvia)**



### **Other significant ENIRDELM friends**



- **Jukka Ahonen** – former chairperson of the Board and long-time stalwart of our network who organised the second ENIRDEM Conference to be held in Helsinki and has missed only one conference since he first joined the network. Jukka was first a headteacher then move into educational administration and is now working as an educational consultant and headteachers’ trainer. He was a contributor to the ENIRDEM study of new headteachers across Europe in 2000.



- **Mualla Aksu** – our first member from Turkey who attended the Antwerp conference in 2008, joined the EL4SD research group and the following year was appointed to the Board. Mualla is Professor and Department Head of Educational Sciences, Faculty of Education, University of Akdeniz, Antalya. She has worked as an expert in the Ministry of National Education and since 1989 she has been an academic in three different universities.



- **Rudite Andersone** – is from Latvia and is a Professor at the University of Latvia. She first came to an ENIRDEM conferences in 1998 and has several papers in our proceedings. Her interests in general are management of education and schools, and in particular the challenge of curriculum implementation which is the core task of schooling. She has collaborated with ENIRDELM friends at Heinola in Finland.

- **Éva Balázs** – our first Hungarian conference organiser a researcher from the National Institute of Public Education in Budapest; a talented pianist; expert swimmer and a vivacious and warm personality who always enhanced ‘the friendly network’. It was wonderful to have her return to the conference at Szeged after some years away.



- **Tibor Barath** – Chairperson of the Board in 2010 and organiser of the Szeged Conference of that year. Tibor is Lecturer in the Institute of Education, University of Szeged and director the Hungarian-Netherlands School of Educational Management involved in several national and international research and development programmes in school management and evaluation and school effectiveness, school development, quality management and personal development. Since attending his first

ENIRDEM conference in 1993 he has presented nine papers at these events.

- **Maria Bognar** – another stalwart of many conferences from Hungary, Maria was very helpful in suggesting ways to find funding for attending the distant conference in Iceland by passing on information from Janos Jenei, Programme Coordinator, Comenius Assistantships and Study Visits, Hungary and encouraging members to get in touch with their national IST offices.



- **Chris Branson** – our first participant from Australia who came to Szeged with his friends from Iceland and plans to return for the 20<sup>th</sup> anniversary. He contributed an interesting article to the November 2010 ENIRDELM Newsletter about his impressions of the conference and plans to be rapporteur at the upcoming ENIRDELM Conference in Reykjavik and will again be the participant with the longest distance to travel.



- **Ineta Daiktere** – one of our younger regulars, Ineta has attended five ENIRDELM conferences (since 2003.) She works at the University of Latvia as a researcher with a general interest in school leadership and a particular focus on the development of school culture.



- **Gerald Dunning** - was introduced to ENIRDEM by one of its founding fathers, Ray Bolam, at the 1994 Majvik conference. He has attended nine conferences to date and, as chair of ENIRDEM, organised the 2006 meeting in Wales. With Ray Bolam and Peter Karstanje, Gerald co-edited one of the ENIRDEM books - *New Heads in the New Europe* (2000). He is currently Head of Education and Careers and Deputy Head of the School of Psychology at the University of Glamorgan. Gerald is currently

writing a book on the problematic nature of headship – a theme of some of his past

ENIRDEM papers – based on 33 in-depth research interviews conducted in 2009-2010.



- **Dorota Ekiert** – the professor of education from Poland’s University of Silesia who was on the famous bus from central Europe to ENIRDEM’s first conference in Norway. She later set up an educational management development centre at the University of Silesia from which she recently retired. She made a personal European union with a fellow ENIRDEMer! She has contributed several papers during the 12 conferences that she has attended.



- **Justina Erculj** – ‘Justi’ from the National School for Educational Management in Slovenia has been a towering presence in ENIRDELM both as an organiser of the 2001 conference in beautiful Bled by its fairytale lake, and as prime mover in the major ESIST project that brought together several international colleagues from our network to survey the evaluation of school leader training programmes. She is currently president of the Association of Teacher Educators in Europe. As the picture shows, she is a passionate mountaineer and skier in true Slovenian style.



- **Anne Gold** – from the University of London’s Institute of Education (now retired) who brought a warm heart and a feminist perspective to ENIRDEM, served a editor for a while, gave a keynote presentation in Brno and earned an honorary doctorate from Uppsala University. She missed only one conference (her first grandchild was born at that time) between her first in 1994 and her final one in 2007, the year in which she retired.



- **Erik Groth** – who, with his namesake Eric (Verbiest) matches Paul Mahieu’s 100% attendance record since they joined ENIRDEM at Majvik, Finland in 1994. This Erik, originally Norwegian but from Sweden, was co-editor of the Newsletter from 2001-3. He has produced several ENIRDELM papers. At the end of the last century while at Hogskolen Dalarna with Gunnar Berg, Soren Högberg and Thomas Söderberg he hosted David Oldroyd for a 6-months visiting lectureship. Erik was formerly a teacher and school leader,

but has been an academic since the late 80s researching school culture and leadership. Since 2002 he has been working as a school leader trainer at Karlstad University.



- **Bozidar Gyoshev** – who made the long trips with some difficulty from Bulgaria in the early days of ENIRDEM to bring his whimsical humour to advance the growing inclusiveness of our friendly network.



- **Gabor Halász** – who brought OECD gravitas and perspective both in our early years early and recently in Szeged where he made a scholarly and well-received keynote speech that supported the conference theme that educational leadership matters. He also brought along to the conference representatives of the next generation of Hungarian specialists in educational leadership who we hope will be joined by others in lowering the average age and bringing fresh insights into our network.



- **Börkur Hansen** – a professor in the School of Education at the University of Iceland, who was at the very first conference in Sanner. Among his many talents he owns horses and regularly rides out. Helga writes about her colleague:

*While others might go cross-countrying in their big jeeps Börkur and Ólafur do so on their horses, spending days in the Icelandic wilderness with their friends and/or relatives. Of all the people I know, Börkur knows most about our country and its nature.*

*When we are travelling together he seems to know every hill, mountain, river, valley, bay and fjord. It's quite amazing and impressive. I suspect that this is partly because he is just very attentive to nature and everything in it, and partly because when you are riding a horse, as opposed to driving in a car, you see and observe all kinds of details you might not otherwise notice.*

**Steinunn Helga Lárusdóttir**

- **Kauko Hamalainen** - Kauko was organiser of the 1995 ENIRDEM Conference in Majvik, Helsinki when working at the University of Helsinki. He later moved to the Ministry of Education in Finland and then became Secretary of the Finnish Higher Education Evaluation Council General and headed a large-scale project for on the evaluation of higher education in Finland. He edited the journal Life-long Learning in Europe.
- **Greta Holen** – the conference poet who went to work in Kenya. This was the poem she wrote and read for our first conference in Sanner:

#### **THE AUTUMN-COLOURED MORNING-SONG**

***Hello friends from Europe  
East and west  
With culture differences  
Like autumn trees  
Where each and every  
Colour is the very best***

*I just call  
To say  
We manage all  
In our own exciting way  
Ministers and leaders  
Of all kind  
We make the European net  
Work fine  
Like singing birds  
With words  
And great ambitions  
And with aims  
Like missions*

*We want to find  
The golden tools  
For training leaders  
And improving schools  
We want to manage all  
To build new bridges  
And see the mountains fall*

*Hello friends from Europe  
East and west  
Autumn-coloured leaders  
Of the very best.*



- **Ilze Ivanova** – ENIRDELM’s Latvian dynamo: a 100% attendee at conferences since she started in 1993; herself organiser of two conferences in Riga; remarkable animator of fun and games at final conference dinners; and a substantial contributor to the collective memory of our network that is recorded in this account. What would ENIRDELM have been without her continuing contribution?



- **Annikki Jantti** – made a large contribution to boosting conference participation by pioneering the practice of bringing her advanced students from Heinola in Finland to our conferences as well as coordinating the IPWEM project. Her wonderful ‘Finnglish’ and warm personality added much joy and entertainment to our proceedings before she finally retired.
- **Ólafur Jóhannsson** – like his colleague and fellow horseman friend Borkur, Ólafur was at the very first ENIRDEM conference in Sanner. His wonderful singing evoking Iceland’s mysteries and his whimsical humour have enhanced our cultural dimension





at every conference that he has attended. Ólafur recently retired but is actively engaged in the conference planning team for our Icelandic conference. Helga writes:

*Ólafur has cut down his professional duties and so he has more time to ride out, attend to the trees he has been growing (forestry) up north where he was born and brought up, look after his many grandchildren, (I know for a fact that he does this readily and is quite good at it), sing and dance, in both of which he is very accomplished, as I'm sure*

*you know. More than anything Ólafur brings joy to every occasion, big and small, even the dullest of meetings soon turn into a festive social gathering when he enters the room.*

**Steinunn Helga Lárusdóttir**



- **Ola Hoff Kalstad** – from Bergen, Norway Ola was Chairperson of ENIRDELM and organiser of the 2008 Bergen Conference. He is Assistant Professor, Norsk Lærerkademi (The Norwegian Teacher Academy). Ola specialises in teacher education, primarily in a Master Degree programme in Educational Leadership. In recent years he has been very much involved in school leadership in-service training.

- **Peter Karstanje** – whose piano duets with Éva Balázs raised the tone of our parties and who built a number of key networking activities, particularly with Hungary. Peter's last appearance at an ENIRDEM event was in Pontypridd where he gave a keynote presentation on transformational leadership.



- **Jorg Kassner** – is significant as only the second friend from Germany ever to attend ENIRDELM conferences, having joined us in Antwerp and Szeged so far, but planning to come to Iceland too. He works at the Saxon Institute of Education where he organizes training programmes for school principals and teachers with special responsibilities as well as coaching and supervision for school principals in Saxony.



- **Kristina Malmberg** – current Board member from Sweden and organiser of the 2007 Conference in Uppsala where she is Director of Studies at the Department of Studies in Education, Culture and Media, Faculty of Educational Sciences, the ancient University. Kristina's main professional interests are teachers' professional development, school improvement, management and leadership



- **Adam Niemczyński** – the Polish professor from Krakow Jagellonian University whose passionate keynote in Antwerp 1996 moved the audience. He is considering a return to our conference after a long absence, in order to celebrate our 20<sup>th</sup> anniversary. His research interests are in the area of psychology of life span development. He chairs an interdisciplinary department of educational management at the Jagiellonian University.



- **Signe Neimane** – in her almost 100% attendance record and her commitment to our network since 2000, Signe has brought Baltic cheer and great energy from Latvia to her many ENIRDELM conferences. She has been a regular contributor of papers at our conferences several of which appear in a succession of proceedings as well as a participant in international projects.



- **Eileen O'Connor** – a current, active and gracious member of the ENIRDELM Board from Dublin, Ireland and keynote speaker at the Bergen Conference in Norway. Eileen is Director, Drumcondra Teacher Education Centre. She researched post-primary school middle leaders' professional learning experiences and learning needs for her PhD at the London Institute of Education.



- **Milan Pol** – our tall stalwart from the Czech Republic, conference organiser, Board member, editor of the newsletter for a time and facilitator of many networking activities. He is now a professor at Masaryk University in Brno. He can claim to be the organiser of our only conference that was held in two different locations within three days: beautiful Brno and historic Telc.



- **Pasi Sahlberg** – our keynote speaker in Riga 2003 when he was still working out of Washington for the World Bank. Pasi has been a long-time defender of humane values and teacher empowerment in education and an opponent of what he labels GERM – the Global Education Reform Movement – that has infected many education systems around the world with New Public Management thinking. He has participated in several conferences and is now Director of CIMO in his native Finland



- **Madlen Serban** – our friend from Romania who went on to become the first Director of the European Training Foundation from south east Europe. Pasi Sahlberg was working at ETF at the time Madlen took over the directorship and David Oldroyd enjoyed a short assignment working with Pasi at ETF following Madlen’s arrival.



- **Bo Sundström** – a former principal and keynote speaker in Helsinki (remember ‘The Rapflex Society?’) and contributor of five articles to the proceedings, Bo has brought his humanistic perspective from the progressive Swedish education system. He continues to be active professionally into his retirement and sends this note:

*Thanks to attending the ENIRDELM meetings 1999 – 2007 and 2009 I have got insight in the Big Picture and, to use my American mentor Daniels Davis’ words: ‘You must reflect on the big signs so you can be steered by your visions, not by your problems’. But the problem so far has been to have enough time to share my visions with others, even after some years of retirement! Today I work as a senior consultant trying to look back in order to look forward and share my insights with working principals, teachers, politicians about how to combine formal learning with, informal and non-formal learning. I am worried about the long-term effects of the new Swedish government’s education paradigm. Diane Ravitch (2010) “The Death and Life of the Great American School System: How testing and choice are undermining education” offers a warning that we need to heed.*

**Bo Sundström**



- **Maria Szabo** – a long-time and frequent participant from the Hungarian Institute for Educational Research and Development and a former school director who, like several other ENIRDELMers was also a member of the larger network in our professional field, the European Forum for Educational Administration.

- **Anita Trvnacevic** – who injected the warm spirit of Slovenia into the network and collaborated with several ENIRDELM friends in research projects as well as serving on the Board. Anita is Dean at the University of Koper.

### **‘League table’ of Champion Conference Participants**

In general the idea of ‘league tables’ is not one favoured by too many ENIRDELMers, so I use the phrase with ironic intent. Our network is about cooperation and bringing people together, not about adversarial competition to see who is ‘top dog’. However, in the chart below are recorded members of what we might call ‘The Fifty Percent Club’ of friends who have managed to attend at least five out of ten ENIRDELM conferences, i.e. half or more

since their first. The table starts with the longest-standing members. I apologize in advance to all those about whom I have been unable to find information. Paul and Ilze are the only 'One hundred Percenters' with such a long record! They both have remarkable attendance records but Paul started attending in Sanner in 1992 and Ilze the year after, in Katowice. David continued to be active since Utrecht in 1991. He managed to attend all except three conferences since he became a self-funding independent consultant in 1997, and even has managed to find the means to attend since retiring from paid work. Other movers and shakers like Christen and Anne retired from ENIRDELM at the same time as from their professional careers. Eric and Erik have both attended every conference since they started. Kristina Malmberg and Eileen O'Connor also have a 100% attendance records since their first conferences in Orebro and Kilkenny respectively. Figure 5, though incomplete, contains all the information received.

**Figure 7: Long-term members of ENIRDELM**

<b>ENIRDELM friend</b>	<b>Country</b>	<b>No. of Conferences</b>	<b>First Conference</b>
David Oldroyd	Poland	16	1991 (Utrecht)
Danuta Elsner	Poland	13	1991 (Utrecht)
Christen Jordet	Norway	8	1991 (Utrecht)
Paul Mahieu	Belgium	ALL 19! (100%)	1992
Dorota Ekiert	Poland	12	1992
Maria Szabo	Hungary	10	1992
Börkur Hansen	Iceland	8	1992
Patrick Diggins	Ireland	11	1992
Ólafur Johannsson	Iceland	7	1992
Ilze Ivanova	Latvia	18 (100%)	1993
Tibor Barath	Hungary	10	1993
Erik Groth	Sweden	17 (100%)	1994
Eric Verbiest	Netherlands	17 (100%)	1994
Jukka Ahonen	Finland	16	1994
Anne Gold	England	13	1994
Gerald Dunning	Wales	9	1994
Justina Erculj	Slovenia	14	1996
Milan Pol	Czech Republic	11	1996
Kristina Malmberg	Sweden	14 (100%)	1997
Steinunn Helga Lárusdóttir	Iceland	5	1998
Rudite Andersone	Latvia	6	1998
Bo Sundström	Sweden	10	1999
Signe Neimane	Latvia	10	2000
Ola Hoff Kaldestad	Norway	10	2000
Thomas Söderberg	Sweden	9	2001
Eileen O'Connor	Ireland	9 (100%)	2002
Linda Devlin	England	6	2002
Ineta Daiktere	Latvia	5	2003

## 7. Towards ENIRDELM's next two decades

### *Reviewing our progress*

In 2001 on reaching the anniversary of our first decade, an ambitious 'umbrella' strategy for organising ENIRDEM was proposed but never realised (see Chapter 5 above). A similar review facilitated and recorded by David Oldroyd was undertaken in Szeged based on round table groups of all the participants at the conference.

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#### **Figure 8: Summary of participants' Round Table discussions in Szeged, 18.09.10**

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1. Should we **broaden our network (new generation, internet & countries)** OR remain small, ageing, close-knit, conference-based? (*Strategic Vision; Plan; Focus?*)
  - **No** – keep maximum conference limit of 100 to preserve the friendly culture and the essential interpersonal process
  - ENIRDELM is a learning organisation, so keep it small and F2F (face-to-face)
  - **Yes** – we need more middle leaders policy makers, municipal; business people too
  - Create a School for PhD students; it is important to attract a new generation
  
2. **Face-to-face** (conference) **vs/& Virtual** (resources; interactive)? [Not necessarily contradictory]
  - F2F is essential to maintain 'old friends-new friends' culture of trust
  - Clarify function of the website – Info? Forum? Conf? Archive? Library of conference presentations, etc.
  - Use Skype, Facebook, e-mail for e-networking and to widen our appeal
  
3. **Participants [conference only] vs. Members [membership fee?]** (leaders; researchers; developers?) **other networks/organisations?**
  - Find and contact other networks
  - Not business people!
  - Existing members act as mentors to new friends and offer help with papers or a special session for newcomers
  - Continue to welcome guests from outside Europe
  - New recruitment strategy needed; follow-up one-time participants
  
4. **External funding?** (projects; research; conference) **Advisory Group** for future bids?
  - For projects funding from EU or business is necessary
  - Form a project Advisory Group to write bids
  - For strong bids we need a high quality web-site and a permanent secretariat
  - Funds would be needed if expansion envisaged, e.g. membership fee; grant support
  
5. **Secretariat?**
  - Have a single Secretary-General on a voluntary basis appointed by Board & responsible to it – ex-officio Board member
  - Add an organisational dimension to the network. e. g. for the newsletter, web-site, etc.
  - An organization is necessary for serious bids
  - Do a cost/benefit analysis of creating a permanent secretariat – small fee might be considered

- Give real time to ENIRDELM longer-term strategy
- All above suggestions (1-4) require support from Secretariat
- No secretariat!

#### 6. Other

- Give Board members specific leadership roles beyond the conference, e.g. Planning strategy
  - Limit the time people serve on the Board to a maximum of 3 years to add new blood
  - The Board should reach out to new EU states (Romania and Bulgaria)
- 

This rich set of ideas has been fed into the 2010-11 Board's discussions of future strategy for the coming years. As is to be expected there was a range of opinion, some of it contradictory. Such is the nature of a free-thinking 'loosely-coupled' network in which friends can agree to differ.

Two of the recommendations from the list above were quickly implemented. The voluntary and virtual ENIRDELM Secretariat did indeed emerge from the Szeged conference to fulfil point 5 of the recommendations and was endorsed by the Board. David Oldroyd took up the voluntary role formalising his continuing support and production of papers for the Board in the previous year. The existence of a Permanent Secretariat made it possible for the EPNSL coordinators to issue an invitation to ENIRDELM to join the new EU-funded initiative described in Chapter 5 above. This was the first occasion on which we had been invited as a network to join a large-scale policy network that was offering some financial support (point 4 of the recommendations). The Voluntary Permanent Secretary was able to pass on the invitation to the Board and about 10 senior ENIRDELMers for urgent consultation in order to meet the 10-day deadline. A unanimous set of responses enabled the Board to hand responsibility to Eric Verbiest in coordinating our affiliation with EPNSL as described in Chapter 5. The fact that funds are available should encourage lively participation from those of our members who have the policy experience to contribute to EPNSL's policy learning and also its aim of deepening understanding about the functioning of networks in the field of educational leadership.

### *The 20<sup>th</sup> Anniversary and a Strategic View*



Steinunn Helga Lárusdóttir became Chairperson of the Board in September 2010 as organizer of the ENIRDELM 20<sup>th</sup> Anniversary Conference in Reykjavik, Iceland the following year. Under her proactive leadership the Board worked with the newly formed Secretariat to consolidate the strategies discussed at the final session of the Szeged Conference. **Recruiting the next generation of educational leadership specialists** emerged as a particular challenge given the increased age profile of the 'regulars' and the retirement of many of them. At their meeting in January 2011 the ENIRDELM Board took a first step towards decreasing the age of the network's leadership as well as consolidating Austria's presence in ENIRDELM, by suggesting that Martin Hartman be invited to fill the vacant place on the Board left by Anita Trvnacevic. Anita's duties as Dean at the University of Koper in Slovenia demanded too much of her time to continue on the Board for the 20<sup>th</sup> Anniversary year. At the same meeting, the Board proposed that new ENIRDELM



Board members should come from those who have attended and contributed to ENIRDELM conferences and that, in the interest of the future continuation and sustainability of ENIRDELM, it is extremely important to encourage and recruit new ENIRDELM Board members from the younger generation. This decision was part of the process of **drafting protocols to guide future decision-making** by the constantly self-renewing Board.

Strategically, **the creation and continuance of the Permanent Secretariat** seems already to be reaping rewards: notably this History of ENIRDELM to be added to the website and the possibility of new affiliation with EPNSL. Along with the EL4SD initiative we now have two continuing **focused sub-groups** that supplement the work of the Board in organising our annual conferences and subsequent publications. Given that networking is always likely to be a peripheral activity of busy professionals, these sub-groups that finally in part fulfil the vision elaborated ten years earlier in the review of ENIRDEM at the Bled conference, offer a significant step towards adding a new dimension to the successful twenty years of conferencing. Our **possible affiliation with EPNSL in 2012** is a promising strategic development that could serve to invigorate our ageing membership and bring in new people. ENIRDELM's reach of course is not limited to the 27 countries of the EU and already extends more widely. The arrival of some funding and continuing sub-groups will probably require more robust protocols for ENIRDELM.

Perhaps the biggest strategic issue for ENIRDELM is the extent to which it is **entering 'The Digital Age'** and combining its face-to-face traditions with **communication and networking on the internet**. Already we have made a start with our web-site, email membership list and messages, two web-logs and bookmarked articles for those interested in EL4SD. The Board has started to use Skype to supplement face-to-face meetings and also the members of the Secretariat, in particular to VPS and the Chairperson. This broader strategic direction came into focus in discussing with the Board, in March 2011, how to publish this particular book that tries to capture the 'collective memory' of ENIRDELM. I wrote the following note to the Board as part of this discussion:

*'As for a 'launch' of the ENIRDELM history book in Reykjavik, this would be appropriate if there were hard copies, although one could consider using biodegradable memory sticks as they do at the European Training Foundation and giving one to each participant! Just think how many trees could be saved!! But then, the ETF is a massive EU-funded organisation with a huge permanent infrastructure and staff on handsome-salaries, courtesy the taxpayers of the EU!*

*Oddly though, the choice between:*

- 1. a limited edition of a 'paper book, vs.*
- 2. a supply of memory sticks, vs.*
- 3. simply putting the book on the web and leaving it in cyberspace for anyone to access*

*rather sums up ENIRDELM's strategic challenge as the globe goes digital, don't you think?*

*Books are labour-intensive and resource-intensive, limited in number and expensive to produce; the web is limitless, can be loaded and down-loaded instantaneously and is almost cost-free!!'*

No-one would want to abandon the face-to-face conferencing that has brought us together over two decades, or the annual conference proceedings in book form, but perhaps we can save more of the earth's precious resources by **making fuller use of the potential of the internet** for sharing and learning from each other.

Having conference papers published in post-conference proceedings has always been welcomed by participants. However, the recent tightening of standards relating to peer reviewed and refereed articles has come to the fore and the Board has raised the question of whether ENIRDELM could **create an Editorial Board** that might act as a channel to existing refereed journals and provide support to less experienced colleagues who are seeking to meet the demands of the pressure to publish in recognised journals.

For four years, the EL4SD initiative has been encouraging some members to **address global issues beyond the boundaries of our continent**, stimulated by David Oldroyd and Mike Bottery. Mike ended his keynote presentation in Bergen with the ancient Chinese saying: *'They lower their heads to pull the cart instead of raising their heads to look at the road'* This warns us not to become too preoccupied with the minutiae of leadership and management at a time when many threats are pressing not only on Europe, but upon our entire planet's social-ecological systems and creating a very uncertain future for the generations ahead. Iceland is no stranger to environmental threats as the eruptions of 2010 demonstrated and it was a fitting place to keep the focus on broader questions and in particular, ethical issues that extend to the planet and the distant future.

### ***Old friends; new friends***

In recent years it has become apparent that age is in danger of turning our network into predominantly 'old friends' in both the senses in which this adjective is used. The sad and premature deaths of Eija Haapenen, Lenka Slavikova and Ray Bolam were great losses and reminded us to treasure our own good fortune to be able to grow old together. A regular theme for discussion in recent years has been the need to bring younger friends into the network. We even had a proposal at the second Riga conference for a 'Young ENIRDEM' at a time when young researchers from Belgium and Romania were highly visible participants at the conference. Unfortunately the initiative never got off the ground.

Each conference brings new blood to liven up our shared perspectives on educational leadership and the challenges of our times. With the younger generation comes new energy and it is important to welcome and integrate them into the network so that they can play an active part. This can be done, for example, by maintaining digital personal contact and inviting contributions to the newsletter. Paul Mahieu has always encouraged his younger colleagues at the University of Antwerp to add to the 'youthening' of our membership.



The November 2010 Newsletter featured excellent contributions from two younger Hungarian participants, Szabolcs Kiss and Livia Farago.

Szabolcs' feature article for the November 2011 newsletter eloquently reminded us in words and the accompanying picture that we ultimately exist for the



benefit of the younger generation that faces unusually uncertain times ahead. It is encouraging that these younger people exhibit a strong concern that educators make a full contribution to building a sustainable future. Perhaps we older people who have lived through such profound changes in our European home, especially those of us from central and Eastern Europe have become a little complacent about the accelerating challenges on the broader global stage. The generation that is following us see massive change as normal and, of course, they have a greater investment in making the future safe for their children. The 2008 global economic crisis has not made it easier to get support from institutions to travel and attend international professional gatherings for both young and old alike. The journey to our island conference far away in the North Atlantic atop the sometimes troublesome mid-Atlantic Ridge will be our biggest geographical challenge yet!


## Coda: Future uncertain

Beyond Reykjavik how can we see what lies ahead for our global and educational systems let alone our own small part in them? Ian Goldin is the Director of a relatively new inter-disciplinary school within Oxford University called the 21<sup>st</sup> Century School, Oxford [www.21school@ox.ac.uk](mailto:www.21school@ox.ac.uk). In 2009 he gave a presentation on [www.ted.com](http://www.ted.com) (July 2009) that speculated about the world in 2030. He listed six ‘megatrends’ ending with chilling alternatives for our burgeoning human population spread across the planet:

- 1. *Globalisation*: Increasingly integrated fragility
- 2. *Revolutionary technologies*: informatics-biotechnology-nanotechnology
- 3. *Medical miracles* and ethical nightmares
- 4. New dynamics in *ageing & migration*
- 5. *Global systemic risk*: climate destabilisation-disease epidemics-biosphere
- 6. *Eco-affluence or eco-collapse*

Obviously educational systems and leadership have an important part to play in facing trends such as these. On the planetary scale humans are the only species that has added two new surface layers to the earth’s crust and its natural spheres (geosphere, hydrosphere, cryosphere, atmosphere and biosphere) that are sometimes referred to collectively as the ecosphere because they are self-regulating systems.

**Figure 9: Interacting ‘Spheres’ of Planet Earth**

 <b>THE STAR THAT POWERS OUR PLANET’S INTER-CONNECTED, INTER-DEPENDENT SYSTEMS THAT MAKE UP THE ‘SPHERES’ THAT COVER THE EARTH’S CRUST</b>			
<b>EARTH SPHERE</b>	<b>LIFE SPHERE</b>	<b>MEMOSPHERE</b>	<b>TECHNOSPHERE</b>
Geo (solid) Atmo (gas) Hydro (liquid) Garbo (waste)	Viruses Plants Animals	Magic Mythological Pre-modern Modern Post-modern	Energy & Industry ICT & Cybersphere Nanotechnology Biotechnology Robotics
‘Materials’	‘Genes’	‘Memes’	‘Temes’
<i>Physical &amp; Earth Science</i>	<i>Life Science</i>	<i>Humanities, Social Science</i>	<i>Applied Science</i>

Humans have added a layer of 'stuff' converted by economic activity and their lately evolved technological powers. Above and within this 'technosphere' humans have also created a 'memosphere' of evolving human cultures, including the recently created 'cybersphere' of ideas and what some see as the self-replicating 'memes' of communication and knowledge. 'Temes' is a similar term proposed for technology that is able to replicate itself as in recent developments on nanotechnology. The memosphere is where education about all of the interacting 'spheres' resides and to which it greatly contributes, but many serious thinkers and researchers are deeply concerned that the two human-invented 'spheres' are growing exponentially, running out of control and are in dangerous conflict with the earth's long-evolved natural spheres that cover the earth's surface.

Such is the power of our species to transform the material world that geologists now call the present geological era the 'Anthropocene' meaning that humankind is now the major geological force that is shaping the surface of the earth. A leading scientist at the Stockholm Resilience Centre characterises three stages that older ENIRDELMers such as me have lived through:

1. *The Industrial Revolution* – expansion of resource-converting capacity based on harnessing fossil fuels and the development of science and technology
2. *The Great Acceleration 1950 to 2010/2020* – exponential growth of human population and systems and the accelerating use of the earth's resources towards their limits
3. *The Sustainability vs. Collapse Stage* – the stark choice that urgently challenges human societies across the earth as human activity impacts upon the natural world.

I have been following the debate and teaching about 'Limits to Growth' since the 1971 Club of Rome report of that name and within ENIRDELM I have, since 2007 in Uppsala, attempted to develop with Mike Bottery, the Educational Leadership for Sustainable Development initiative. I hope that my readers will allow a 70 year-old ENIRDELMer this final plea for what I think is a crucial focus for the future attention of our network. Following the Uppsala conference, inspired by the importance of the conference theme ("Education with a Moral Purpose: Educational Leadership, Management and Governance for a Sustainable Future") and presentations I wrote a paper of which the following was the final paragraph:

***Conclusion: Facing the ultimate global challenge with moral purpose***

*I had no sons in 1966 when I wrote about 'Geography and Survival'. Now I have two sons in their mid-30s. Their credit-based consumer lifestyles do not match that of their father whose early enthusiasm for saving the species was for a time overwhelmed by the demands of career, two marriages and supporting two families. These two families are now in the process of producing and nurturing the first generation of the 21<sup>st</sup> century. This new generation may well spend their lives in what Martin Rees has called 'Our Final Century' (2003). Humans appear not to be equipped by evolution to cope with the technosphere that they have invented and are imposing on the ecosphere at an unsustainable rate. In the sphere of politics and science we seem unable to close the 'ingenuity gap' (Homer-Dixon, 2000) needed to solve hard-to-discern global problems of a world that is rapidly exceeding our grasp. Schools change slowly and seem often to stifle rather than to encourage*

*ingenuity and problem-solving. Leadership is diffused through several levels of the education system and is distracted from the ultimate question by many other preoccupations. But networks such as ENIRDELM from time to time offer a break from daily routine to ask 'ultimate questions'. For this we should be grateful and take full advantage to turn these reflections into relevant actions.*

**[http://www.enirdelm.org/index.php?sida=academic\\_articles](http://www.enirdelm.org/index.php?sida=academic_articles)**

Our upcoming conference theme in Reykjavik will focus on “The Ethical Dimension”. If I have one wish for ENIRDELM and how my contribution might be remembered, it would be that I won support from colleagues and friends in the network for redirecting at least a part of our activities towards helping educational leadership address the urgent issues of our times. Our greatest ethical obligation is to ensure a stable and sustainable future for the children of Szabolcs Kiss pictured above, and some of my own grandchildren below, and all their generation and generations still to come.

