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ABSTRACT

In 1970 the Council for Cultural Co-operation of the Council of Europe (CCC) commissioned 15 studies on the concept of permanent education and its implications for a changing European society. This synopsis presents in a succinct form the main ideas and proposals contained in these studies, recasting them into main sections on the needs for a new concept of education and on how to meet the new needs. The titles of the original studies, which may still be obtained from the Division of Out-of-School Education, Council of Europe, Strasbourg, are as follows: Permanent education, an agent of change; A prospective view of permanent education; Continuing education for adults; The organisation and financing of post-work education; Adult motivations to thought structuralisation; Psycho-sociological research into the paths and phases of intellectual maturation and the desire for knowledge; Pre-school education in Europe; Impact on the school of innovations in out-of-school education; Restructuring education; Permanent education and community development; The development of permanent education; Recurrent education; The concept of permanent education and its application; Sociological motivations and cultural prospects of permanent education; and Permanent education, a strategy of social action. (Author/RM)

council of europe / 1973

PERMANENT EDUCATION
THE BASIS AND ESSENTIALS

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Council for Cultural Co-operation
Council of Europe
Strasbourg
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The Council for Cultural Co-operation was set up by the Committee of Ministers of the Council of Europe on 1 January 1962 to draw up proposals for the cultural policy of the Council of Europe, to co-ordinate and give effect to the overall cultural programme of the organisation and to allocate the resources of the Cultural Fund. It is assisted by three permanent committees of senior officials: for higher education and research, general and technical education and out-of-school education and cultural development respectively. All the member governments of the Council of Europe, together with Greece, Finland, Spain and the Holy See are represented on these bodies (1).

In educational matters, the aim of the Council for Cultural Co-operation (CCC) is to help to create conditions in which the right educational opportunities are available to young Europeans whatever their background or level of academic accomplishment, and to facilitate their adjustment to changing political and social conditions. This entails in particular a greater rationalisation of the complex educational process. Attention is paid to all influences bearing on the acquisition of knowledge, from home television to advanced research; from the organisation of youth centres to the improvement of teacher training. The countries concerned will thereby be able to benefit from the experience of their neighbours in the planning and reform of structures, curricula and methods in all branches of education.

Since 1963 the CCC has been publishing, in English and French, a series of works of general interest entitled "Education in Europe", which record the results of expert studies and intergovernmental investigations conducted within the framework of its programme. A list of these publications will be found at the end of the volume.

Some of the volumes in this series have been published in French by Armand Colin of Paris and in English by Harraps of London.

These works are being supplemented by a series of "companion volumes" of a more specialised nature to which the present study belongs.

General Editor:

The Director of Education and of Cultural and Scientific Affairs, Council of Europe, Strasbourg (France).

The opinions expressed in these studies are not to be regarded as reflecting the policy of individual governments or of the Committee of Ministers of the Council of Europe.

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(1) For complete list, see back of cover.

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FOREWORD

In 1970, as a contribution to United Nations Education Year, the Council for Cultural Co-operation of the Council of Europe (CCC) commissioned 15 studies on the concept of permanent education and its implications for a changing European society. These studies were published in a compendium at the beginning of 1971 and demand for this work was so great that it has now become out-of-print.

In order that the essentials of the concept of permanent education, which has greatly influenced the trend of the CCC's educational programme, should remain available to the public at large, the Council of Europe has decided to publish the present synopsis, which presents in a succinct form the main ideas and proposals contained in these studies. Repetitions were inevitable, as several lines of thought proved to be pertinent in more than one context, showing the close interrelations that exist throughout the whole concept,

The original studies, some of which are quoted in the text, may still be obtained in the form of roneoed documents from the Division of Out-of-School Education, Council of Europe, Strasbourg. Their titles and authors are as follows:

- "Permanent education, an agent of change" by Henri Janne
- "A prospective view of permanent education" by Bertrand Schwartz
- "Continuing education for adults" by Bertrand Schwartz
- "The organisation and financing of post-work education" by Kjell Eide
- "Adult motivations to thought structuralisation" by A. Moles and F. Muller
- "Psycho-sociological research into the paths and phases of intellectual maturation and the desire for knowledge" by Georges Lantéri-Laura
- "Pre-school education in Europe" by Tessa Blackstone
- "Impact on the school of innovations in out-of-school education" by Louis Cros
- "Restructuring education" by Hans Tietgens
- "Permanent education and community development" by J.A. Simpson
- "The development of permanent education" by Jean Capelle
- "Recurrent education" by Ulf Larsson
- "The concept of permanent education and its application" by Werner Rasmussen
- "Sociological motivations and cultural prospects of permanent education" by Franco Bonacina
- "Permanent education, a strategy of social action" by H.H. Frese

I. THE NEEDS FOR A NEW CONCEPT OF EDUCATION

1. Introduction (How much the future means to Europeans)

The educational gap

1.0.1 It has become evident that there is a wide discrepancy between the educational needs of modern European society and the traditional educational systems.

The crisis

1.0.2 These traditional educational systems (usually comprising primary, secondary and technical, and higher education) were conceived against the background of a society and a state of knowledge and technology that has since become obsolete. Although efforts of adaptation have been undertaken often at great expense, the input-output relation of these systems proves to be more and more inadequate and there are many well-known symptoms for what has been called the educational crisis.

The cultural model

1.0.3 Whereas this crisis is world-wide, it also shows aspects more typical for European society in that it questions the very roots of European culture, i.e. the long established European "cultural model"; attacking the heart of the matter it undermines the emotional basis of our way of life, socially and individually.

Organisation, content, methods

1.0.4 If Europe wishes to continue playing its role in the cultural development of mankind, it must shoulder the common task of bringing about profound changes in the organisation, content and methods of its education.

Looking forward

1.0.5 These changes must correspond to the changes undergone by society but also, and even more, to those that are foreseeable. They must also take into account the progressive state of knowledge and technology.

2. Existing and foreseeable changes in European society

2.1 Features of society

The changing society (The dynamic principle)

2.1.1 European society is no more a static, hierarchic society; order therefore has become a dynamic and pluralistic principle which is based upon democratic

procedures rather than dogmatically fixed or pre-conceived value structures (1).

Mobility

2.1.2 This implies increasing mobility as the main factor of both progress (continuity) and security from which nobody should, in principle, be excluded.

2.1.3 There is also the demographic and psycho-sociological situation which has been changing considerably in two respects:

(i) towards ever increasing numbers;

(ii) towards reversing the age pyramid and widening the gap between generations.

There are important consequences for education:

The mass society (the great numbers)

(iii) quantitatively: considerably increasing access to secondary and higher education;

(iv) qualitatively: evolution in social relations which tends in particular towards

- changing the status of the child (traditionally kept in conditions of social inferiority),
- changing the status of the scholar (young adults still kept in a state of "schooling"),
- replacing "paternalism" by joint and diversified responsibility.

The post-industrial society

2.1.4 The rapid changes in labour requirements, although interrelated with the foregoing factors, are mainly caused by the spread of automation and the quantitative and qualitative growth of the tertiary sector as we approach a fourth, "post-industrial" stage.

The learning society (intellectualisation and functionalisation)

2.1.5 While in a first phase, work has become highly specialised, compartmentalised and fragmented leaving the individual scarcely any opportunity for work satisfaction (culture centred on work), there is now a shift to be expected in the relationship between work, study and leisure, whereby "study" tends to become the central "growing point" which might give sense to both work and leisure and thus bring them closer together again. Professions and trades (any specialisation) are thus losing shape and are being replaced by a sequence of more or less functional occupations.

(1) cf. The description of the "changing society" as against the "traditional society" in "Permanent Education, an Agent of Change" by H. Janne.

The "informed" society

2.1.6 There is this unprecedented need for more continuous study as "white-collar" occupations (making greater claims on the capacity for abstraction) increase and become more unstable. On the other hand, information inundates the minds instead of provoking their structuralisation; the results being "mosaic culture" and world-wide cultural tribalism.

The consumer society

2.1.7 Similarly, a bewildering profusion of competing "goods" is made available to an ever increasing number of "consumers"; the freedom of choice being at the same time offered and frustrated by "purchasing power". (Interrelation of increasing production and consumption.)

The subcultural society

2.1.8 A socially, culturally and economically less mobile element is thus also growing as a result of frustration or opposition (sub-cultural groups).

The organised (planned) society

2.1.9 The monotony of industrial and urban life causes a lack of forethought among the majority of people which contrasts with the excessive planning characteristic of "technocrats" whose lives are ruled by the engagement book. Regional planning of the socio-cultural environment (cultural centres) and time-planning (cultural leave, active leisure) become inevitable.

The functional society

2.1.10 The new phenomenon of "mass culture" ("mosaic culture"), however idealogically diversified, is a-historic and cosmopolitan in intent and world-wide in extent. In conjunction with the new concept of industry as a model of functional co-existence, it erodes and dismantles "European culture" and the State machinery, although it is not self-contained but itself imbued with national, religious or humanist culture.

The frustrated society

2.1.11 The immense opportunities opened up by new communications techniques can be jeopardised or impaired by:

(i) the feeling of frustration, resulting from unfulfilled aspirations brought about by the consumer civilisation;

(ii) the cultural mediocrity created by pseudo-rationalisation, which merely seeks out the obvious needs of the public and then works to satisfy them without causing any cultural enrichment.

(iii) the fact that many "cultural patterns" are not adapted to the evolution of society. This hampers vocational guidance and, more generally individual emancipation.

2.2 Means of change

2.2.1 "Mosaic culture" is in fact the result of one-way communication without feed-back; the passive consumer attitude absorbs the creative faculty. Hence fundamental changes are required, some of which are being brought about with the help of advanced technology.

Development of the creative faculty

2.2.2 These requirements are accompanied by others, no less significant, concerned with finding a new structure for human communities which are tending to take new forms such as the city regions. This raises the problem of reshaping all services, in terms not only of their location, but also of their quality. (New structures of communal life.)

Such a development opens the way to new selection criteria and techniques, so wide-ranging that it will eventually embrace every member of the community active in setting up a form of community life which is accepted, and thus defended as a value in itself (replacing the "dignitaries"). The need for a highly organised society is becoming increasingly apparent, together with the need for a kind of political and vocational guide capable of proposing common objectives and community action. (Systems approach in community development.)

Community development

2.2.3 Thus education will have to furnish "patterns for life" (in practice and not just by preaching) - superseding the sclerotic invocation of the past as a preparation for the future. (The school has hitherto been an institution that tried to prepare the generation of tomorrow by instilling into their minds the culture of the past.) Contemporary society lacks an adequate comprehensive cultural environment.

Goal orientation (prospective)

Participation

2.2.4 It may seem contradictory to speak of individual participation (in which everyone co-operates) in the exercise of all power, within a highly organised framework, seemingly unsuited for any but technocratic leadership. Such doubts stem from the tendency to regard productive organisation as the be-all and end-all of human life, perpetually caught between the upper and nether millstones of producing and consuming.

Group dynamics; modulation of authority

2.2.5 To overcome this dilemma, it will be necessary to develop guidance mechanisms which enable everybody to perceive whatever place and role in society is best suited to him.

Democracy: society as a functional system

2.2.6 This will imply democracy not only as a way of government but as a model for individual and collective behaviour within a system constantly being enriched by democratisation and technological development. (Society as a functional system through group dynamics; whereby consideration for the needs of others becomes a factor in the instinct of self-preservation).

Attitude of research to participation

2.2.7 The individual functions within a system cannot be perceived, however, unless the individual participates in the definition of these functions and the planning of the system. And this again implies that the individual must be prepared through an educational organisation based upon prospective analysis and an attitude of research (and not dogmatism).

Thus there is increasing interplay between attitude change and structural change.

2.3 Conclusion

Education, agent of planned change

2.3.1 The ambiguity of the notion of culture is thus revealed anew: as a social heritage, culture provides society and hence the individual with continuity and security. It is man-made, however, and therefore open to change. Its dependence on the learning process, both for continuity and change, reveals the crucial importance of education. In former days education merely served the purpose of changing unformed persons to make them conform to

the continuities of the established culture in which they were growing up. Nowadays education must be an agent of change operating at three different levels: individual, society and culture. Change of such a magnitude is a novel phenomenon. It demands the development of the new science of planned change which is called upon to find answers to questions like: how much change can an individual undergo or want without losing his identity? How shall we reconcile innovations with the need for continuity and security? If not, how can one increase or confirm one's identity by change? How can one secure continuity and provide security if not through innovation?

2.3.2 Such processes of change are of a cyclical nature and follow a fixed order of steps or stages:

The educational development and planning model

(i) determining and developing the need for change; (identification of educational needs);
(ii) defining operational objectives; (goal analysis);
(iii) determining a strategy; (media-combination);
(iv) bringing about change; (organisation and assimilation of content);
(v) evaluation and reconsideration of needs for further change (guidance).

It is essential that planned change be treated as a complex whole in which all the steps are considered simultaneously and continuously and in which everyone concerned must, at any time, be actively involved.

2.3.3 All change is not necessarily formative and will not automatically imply education in its widest sense.

Education as an agent of change

In a situation where changes are involved, getting things going (i.e. starting an educational process) depends on the desire to transform submission into mastery of change and this often means that a group situation develops.

Some forms of educational projects connected with change cause ethical problems (e.g. redeployment). Education should only step in when a joint policy decision has been taken by the parties concerned.

2.3.4 The purpose of a proper introduction of the concept of permanent education is much more than just to change the balance in the educational system by giving more attention to adult retraining and further education. By combining the provision of educational facilities with the implementation of overall long-term planning. This concept is the key to an evolution of society more satisfying to human needs.

Structural model of permanent education including a research scheme for educational planning and guidance

3. The progressive state of knowledge and technology

3.1 The new concept of knowledge (know-how versus knowledge)

3.1.1 Traditional knowledge is cumulative, education is selective and there is a growing gap between the sum of knowledge available and the knowledge taught.

Knowledge traditional

3.1.2 "Know-how", even humanised by "know how to be", is no longer enough in a changing society; it is the ability to "know how to become" that has to be developed.

Know how to be

3.1.3 The ultimate purpose of education must therefore be more geared to life ahead. The prime assets are the ability to master relations, using the term in a very wide and vital sense to include any means of expression and the methodology of the sciences.

Know how to become

3.1.4 But modern man must first of all be capable of tackling obstacles and difficulties in a way which requires more "know-how" than knowledge. This becomes more and more evident in the facilities being created, although these facilities still remain unco-ordinated.

Know how to do (know-how for problem solving)

3.1.5 In general, the "academic sub-culture", based on knowledge structured according to the traditional scientific disciplines, appears increasingly irrelevant.

The subjects traditionally upheld in education as the best means of instilling knowledge and of increasing abilities still retain, in the way such knowledge is compartmentalised, the image of the disciplines in which the teachers specialised when they were doing their studies. They bear the stamp of a time when scholarship was the hallmark of a gentleman.

Irrelevance of academic subject categories

3.1.6 The new "relevant" type of education will frequently cross traditional borderlines between subjects or professions. Its main feature - promise of greater relevance - is particularly evident in post-school or

"Relevance" of education according to experience

and insight gained in vocational life

recurrent education when studies are resumed on the basis of experience and insight gained in vocational life. The "post-school student" will be able to contribute substantially to the definition of "relevant knowledge".

3.2 Education must always be up-to-date and individually relevant (learner-centred)

Obsolescence of knowledge because of technical and social change

3.2.1 The tempo of technical and social change has become so rapid that the vocational, social and personal knowledge and expertise which an individual may derive from education at any given time cannot be expected to suffice for more than a few years.

Phases of career advancement as against psycho-physical conditions changing through the phases of life

3.2.2 The expectation of life has increased markedly. Moreover, medical and anthropological research has established a number of clearly marked phases of life each with new psycho-physical conditions to which the individual has to adjust. These readjustment needs are complicated by stereotyped phases of career advancement and decline.

Relevance of education according to phases of motivation (libido sciendi changing)

3.2.3 There is an innate drive in all human beings towards personal progress and self-development (the conative or hormic element in man). It is inextinguishable and co-extensive with life (personal, social and vocational), although it does not provide a constantly operative motivation. In any one day, year or life there are periods when it is quiescent and the chief dynamic is provided by other categories of motivation, e.g. the "expressive" or the "recuperative".

Until the end of a human life there is no predictable limit to the possibility of new directions which the progressive type of motivation will take.

Relevance of education according to contexts and phases of life: functional education

3.2.4 The classical pattern of the social phases of life (school, work, retirement) is thus changing at the same time as the principles of education underlying it. It will be necessary for the instruments of knowledge to be made available and for man to find an appropriate context in which to use them (occupation, career).

Relevance of education according to occupational change

3.2.5 It is by no means merely a question of renewing one's knowledge fundamentally within the context of one's occupation, for this occupation itself is changing.

The more technically advanced a country, the more the structure of its active population fluctuates and the greater its social and geographical mobility becomes.

3.3 The integration of vocational and cultural aspects

3.3.1 Scientific and technical progress makes available new intellectual and mechanical processes which succeed each other with extreme rapidity and call each time for the application of new knowledge. Epistemological approaches change, as do also their methods and instruments; aims are continually being regrouped according to new affinities or as factors in the solution of problems posed in a new manner. Minds must therefore be trained in some conceptual activity of a type and level consistent with their capacities and must be directed towards application to a broadly defined practical sector, ("polyvalent adaptables" instead of specialists).

Relevance of education according to the progressive state of knowledge and technology

3.3.2 These new objectives of training imply that professional work or research will have to be carried out by multi-disciplinary teams. Education must therefore cease to be competitive and become co-operative. (End of predominance of specialisation.)

Co-operative versus competitive education

The progressive state of knowledge and technology gives us hope that we shall gradually approach the ideal of satisfactory communication between man and his social, aesthetic and material environment; his adequation to the conditions of life which will enable him to cross the threshold of co-operation beyond which he will spontaneously pursue studies as a result of his own internal coherence.

3.3.3 The problems of the "relevance" of knowledge (and know-how) are aggravated by the general phenomenon of rapid change. In our future society, the prime risk of unemployment will not stem from lack of work opportunities, but from lack of adaptation to new technological requirements. Gradually, this risk will become equally acute at all levels of professional skills. A similar obsolescence of acquired knowledge and attitudes is facing us in all parts of society outside working life.

Technological inadaptation and cultural alienation

3.3.4 This latter phenomenon goes together with "cultural alienation", the negation of any judgment or coherence

in relation to cultural stimuli.

For culture to avoid alienation it must be more than a specialist culture; it must create a new universal system enabling the individual, even without detailed knowledge, to understand the broad outlines of all branches of knowledge, and to fit these elements into the structure of everyday life.

Relevance of education according to continuous individual restructuralisation of cultural values (learner-centredness)

This brings us to the problem of the assimilation and transformation of knowledge and culture by the individual. The individual constitutes his own personal system as follows: structuralisation (random, by way of mosaic culture) - destructuralisation (cultural elements in readiness for combination) - restructuralisation.

Culture can thus be described as a structured system comprising parts that are not independent of one another. Every new fact is either immediately assimilated or, on the contrary, rejected or modified before being assimilated, and, if it comes into conflict with the most fundamental elements of that structured system, the new fact may well undermine the existing culture.

Learner-centredness

3.3.5 A more learner-centred approach (concerned with the receiver rather than with what is to be received) is likely to shorten this detour and to diminish "cultural alienation".

Problem solving education through systems approach

3.3.6 The evolution of techniques and the related activities make it necessary for an ever greater part of education to cease to concentrate on the "branches" of knowledge in order to be devoted to the solution of problems.

The systems approach applies to specific problem solving much in the same way as it does on the general level of planned change (e.g. community development)(1).

3.3.7 This problem-centred (and at the same time learner-centred) approach will automatically exclude the prejudice that the culture acquired through "general education" is more comprehensive and valuable than the culture transmitted through vocational training and professional activity.

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(1) Compare 2.3.2 (Frese, p. 27-28) and the model by Kempfer (in Janne p. 22).

It will in fact become useless and impossible to give genuinely specialised vocational and technical training since such training would be speedily outdated. It will therefore be essential for vocational training to build on a general basis. Similarly, one cannot conceive that in our predominantly scientific and technical society a man may be educated without learning the technical aspects of social and economic life. As a result the difference in character of the two kinds of education is diminishing progressively. However, also in terms of substance, the distinction between general education and education aiming particularly at economic performance tends to become meaningless. We have reached a stage at which our traditional occupations, often based upon narrow scientific disciplines, may become a major obstacle to progress.

Relevance of education according to individual and societal questions: end of the distinction between general culture and vocational or technical education

Irrelevance of professions and trades

The classical humanities will thus cease to be the "royal way". The disparity between the "classical" values and the values of present-day society is growing ever greater and is bound to reduce this kind of basic education to a residue of a few optional alternatives.

3.4 The heuristic (goal-oriented) education (the new cultural model)

3.4.1 There exists today a complementary relationship between the mechanisms of coherence, i.e. structuralised thought (what is called "remote order") and the outpourings of the mass media governed by laws of association by proximity (proximate order).

For most people, the outpourings of the mass media predominate. Hence our problem is to build up the internal coherence of the individual, (e.g. by means of programmed learning combined with group work).

Learner-centredness versus internal coherence: goal-oriented education

The "learner-centredness", therefore, must not be reduced to "the most attractive (the easiest) stimuli" - which are frequently the least important - nor to the journalistic idea of "human interest". Such attitudes are themselves challenged in a technical civilisation which requires internal coherence and thought structuralisations. These in turn necessitate sustained effort.

3.4.2 This means in the first place that thought must constantly and searchingly be given to objectives and to the appropriate means of attaining them. It is difficult to go beyond the sole aim of imparting knowledge according to a set syllabus (traditional subject-centred education - as against the new learner-centred approach) all the more so because the traditional patterns of culture will press very strongly in that direction.

Continuous curriculum development

Yet the very idea of a set syllabus has become meaningless not only because of the progressive state of knowledge, but also because of its neglecting the individual motivation (on which the learner-centred approach is based); and any set syllabus is meaningless if there is no clear definition of goals.

3.5 Curriculum development (goal-orientation) on the basis of research

3.5.1 The development and reorientation of educational programmes on the strength of constantly forthcoming research results must become an ongoing, more or less automatic process. The curricula at all levels should be arranged in such a way that the forthcoming flow of research results can be easily absorbed. For this purpose there must be an emphasis on applied research and operations research geared to joint research management. There is, at present, only little assurance that new discoveries in the scientific disciplines quickly sift through the education system to the points of contacts with the learners (at all levels). "Compulsory education" should first and foremost be interpreted as an obligation for society to provide educational facilities of the required up-to-date and individually relevant quality; and this should be reflected in educational legislation as well as in the central, regional and local administration.

Relevance of education according to the development of research: ongoing self-renewal of the educational system on the basis of research

3.6 Curriculum development (goal-orientation) on the basis of individual needs identifiable in the community and at the job

3.6.1 The best way of educating the individual is to turn to the community. When people discover that many others share their need and interests, that they can combine to pursue one or more goals, they lose the paralysing

Goal-orientation within groups: community development

feeling of impotence and loneliness. At the same time they cease to consider the existing order as inevitable and unalterable and to resist change.

In addition to the obvious advantages for the teaching-learning situation, this practice of group work and community development attracts increasingly large numbers of the community, which in fact assumes greater and greater responsibility for educational activities and therefore demands a steadily more diversified range of education.

Relevance of education to daily life

3.6.2 Approaching people at their jobs by linking daily life with science, enables everyone to put what he learns to good use and thus prevents him from forgetting everying.

Relevance of education within an occupational (scientific and social) context

3.6.3 The job involves using a technique and thus provides an approach to knowledge of the scientific world; but it also takes place in a certain context and hence provides an approach to knowledge of the social world. Both are developing continuously.

Functional relevance of education: occupational quality vectors

3.6.4 A continuous analysis of the functions performed would highlight any discrepancies between what should be done and what is being done; and this would spur on the learning process, but it would also bring out any inadequacies in the structure of the organisation and might result in a collective decision on any changes necessary. Finally such an analysis would reveal an idea of the "basis of common knowledge" (common core) which should be the starting point for training.

Recurrent education: maximum relevance through the interplay between work and study

3.6.5 The progressive state of knowledge and technology requires the continuous repetition of the cycle formed by the analysis of needs and the installation of a training scheme. This education remains "relevant" (geared to identified immediate needs) but may also develop according to a long-range view. For, if training follows the rhythm of sessions with alternating periods at an educational centre and then back at work (recurrent education), not only do we enjoy the benefit of alternately learning and applying, but this process also enables the one to evolve continuously towards the other (cross-fertilisation between theory and practice). At the same time it is possible to supervise education and to advise on the probable trend of functions.

3.6.6 Changes at all levels run counter to our fundamental reactions and scale of values which presuppose stability and even immutability. But man who today, at best, suffers change must become an agent of change.

Problem-centred education: ad hoc community development

Moments of mobility are usually obvious because of their dramatic nature. They make group education (community development) possible in that they provoke a succession of needs and generate tailor-made projects.

3.7 Conclusions

Educational development: precondition for the relevance of education

3.7.1 The educational process, geared to movement (the progressive concept of knowledge and technology) is in movement itself; it thus differs from the traditional concept of education as an accumulation of theoretical or practical courses.

The "societal, learner-centred, research-centred" educational model as against the "cultural model".

3.7.2 Education, as conceived in this study, is not therefore a transcendental entity but is a creation of society, and its nature, contact and organisation vary with the changing needs identified through research.

Relevance of education according to the evolutive state of society

3.7.3 Progress by its very nature involves the processes known as "learning" - and in a satisfactory society there must, therefore, be sufficient opportunities for learning relevant to all aspects of human activity.

Emancipation of knowledge from

3.7.4 Knowledge has hitherto been within the province of the education system:

scientific (experimental attitude)

(i) if it has progressed socially from the experimental level to the technical level (in which case its institutionalisation has been achieved);

cultural (pluralistic attitude)

(ii) or if it has dealt with values and has been deemed sufficiently important to the maintenance of the social structure (in which case we are concerned with the cultural and political aspects: culturally and politically conditioned man).

The "changing society" has introduced a much wider concept of knowledge (by opening it up to the risks and ventures which free man must - and likes to - accept):

social (functional attitude)

political (democratic attitude)

dogmatisms

(iii) the improvement in the human lot and society, the struggle for an ever more complete integration with nature whose "order" is no longer regarded as sancrosanct.

(iv) the basic equality of all men (the rights of man), the rejection of discrimination - formerly deemed "natural" - on grounds of sex and race, the right to social participation according to individual needs, interests and aspirations; social hierarchies based solely on functional requirements;

(v) the systematic organisation of scientific and technical innovation (science is no longer concerned solely with knowledge of the world and the betterment of the individual, but also with transforming the world and the human condition).

The irrelevance of encyclopaedism

3.7.5 The existing educational systems are far from coping with this new situation and the resulting requirements. They contain, indeed, major factors of resistance. To be sure, they have changed (some of them even radically), but far more in dimension and by the extension of their content than structurally or through the abandonment of their traditional content.

Relevance of education according to cost-effectiveness

Education has no doubt been adjusted to the transmission of the ever-changing scientific and technical knowledge, but the disparity between the present state of science and technology and most of the educational programmes is considerable, quite apart from the continuing myths of knowledge definitely acquired, of an unchanged foundation of knowledge and of the "edifice of science" built with stones added one by one. Modern science has its own cemetery of obsolete or abandoned theories and knowledge. Education structures are, admittedly, undergoing change, but more through addition than by substitution - which is one reason for the unacceptable decline of their cost effectiveness.

The media technology: factor of transformation and instrument to master it

3.7.6 The progress of technology, and in particular the rapid development of communication techniques and information media is not only a factor in the transformation of society, culture and knowledge; it provides possibilities, not yet exploited, which can solve some of the most serious educational problems arising from this transformation.

3.7.7 Information will henceforth be imparted more and more by mass communication media. Knowledge memorised in the form of detailed facts will become increasingly out-dated.

Encyclopaedic knowledge will, therefore, cease to become the aim of education. The concept of the acquisition during one's schooling of a store of knowledge valid for one's whole existence has become a myth. It will henceforth be necessary to learn where and how to obtain knowledge, how to select, integrate and utilise the information received. (End of encyclopaedism.)

Data-banks replacing encyclopaedic knowledge

Owing to a fuller acquaintance with problems and the growing complexity of the technology which enables them to be solved (and to the increasingly technical nature of all activity, the empirical transmission of knowledge and unsystematic methods of learning will lose more and more of their importance. (End of empirical transmission of knowledge.)

3.7.8 Besides the development and transfer of new knowledge and skills, a continuous adaptation of behaviour and mental attitudes is required. However this attitude change should result from individual growth and personal enrichment, i.e. from the development of personal values based upon the creative faculties which may, or may not, coincide with social needs. Culture itself is in a state of flux. Therefore the interactional process between society and the individual (i.e. education) leaves some room for individually expressed and deviant behaviour.

Attitude change, individual values, alternative ways of life; functional versus experimental

In an atmosphere of increasing doubt about the common concepts of life, the scene is set for experiments by individuals or groups (in their search for social identity) with alternative ways of life.

3.7.9 The newly developing industrial and social technology and educational technology as a whole should, if properly introduced and used:

Industrial, social and educational technology: functional plus experimental: to reconciling social and individual needs

(i) increase the effectiveness of the educational system (enlarge the coverage and lower the costs)

(ii) contribute considerably to the smooth functioning of society (socio-educational system)

(iii) make the individualisation of education possible

(iv) reinforce the process of democratisation by introducing participation, feedback, guidance and evaluation mechanisms.

II. HOW TO MEET THE NEW NEEDS

4. The underlying philosophy

4.1 Generalities

Role of economic growth

4.1.1 Economic growth is not the be-all and end-all of permanent education but a pre-condition and an instrument for improving society and the world in which we live.

Socio-cultural progress

4.1.2 Nor must technology be an end in itself but a means to implement permanent education, i.e. an instrument for democratisation and socio-cultural progress achieved through continuous experiments by individuals and groups with alternative ways of life. (Pluralistic and functional society.)

Personality development

4.1.3 All education should be concerned with the individual's total development as a free human being, by helping the learner to become more effective as a person, a worker and a member of society.

Individually relevant education for everyone

4.1.4 The idea of removing inherited social, intellectual and cultural handicaps and of maximising the number of those who share fully in opportunities for satisfying and rewarding experiences lies at the very heart of the concept of permanent education.

Socially relevant education

4.1.5 To cultivate sociability ("education for peace") is more important than to acquire knowledge, for it provides the emotional basis for effectiveness in private, social and international life through an opening up of dynamic group processes.

Socio-psychological aspects

4.1.6 Education must

(i) cherish the creative ability of self-expression which is noticed but very often stifled in school;

(ii) provide the learner with an insight into the functioning of the communication process. (Learning how to listen and how to speak;

democracy is discussion; knowledge, if not communicated, is useless.)

(iii) include sensitivity training (emotional relations and not only verbal and rational communication).

(iv) be a mutual, interactional process. (Knowing oneself and understanding others.)

4.1.7 Man must learn to react to his environment, but as a social being subordinating his own ambitions to a certain extent to those of the group. Far from excluding opportunities for fulfilment for the individuals that make up society, mutual education is on the contrary one of the best means of creating them.

The individual in the community mutual education

4.2 Continuous overall long-term planning

4.2.1 A system of permanent education must be based on economic reality but also on a clear-sighted view of socio-cultural and economic developments, i.e. on overall long-term planning.

Openendedness

4.2.2 The vision of man in European society 20 years ahead (a comprehensive picture of the type of man that is needed (1) will present landmarks and objectives for planning purposes, so that the continued fragmentation of the educational system into a mosaic of self-contained activities may be avoided.

Vision of man

4.2.3 Only such overall long-term planning will make it possible to reform the formal educational system, to organise informal education and to integrate the whole.

Integration of formal and informal education

(i) Young people must be prepared both to desire and to be able to continue their education. The application of out-of-school facilities must be systematised.

(ii) The fundamental principle of permanent education is the unity of the educational process, covering education both for young people and for adults.

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(1) Cf. Capelle, p. 35

(iii) There must be a coherent educational system for young people and adults (with coherent objectives and using coherent means).

4.2.4 There must be co-ordination of all educational institutions and coherence in the content of education, i.e. continuity in the educational opportunities offered.

Coherence in structure and content (structure and content)

Permanent education institutions and structures will succeed only if they achieve inherent continuity, which implies a constant effort to respond to emergent educational needs and a determined effort to understand the real situations with which a person has to come to grips in the course of a lifetime.

Permanent education means permanent search for continuity.

4.2.5 The present vertical structure of the educational system must be converted into a horizontal one with growing differentiation and flexibility and with arrangements for the co-ordination of the work of all branches of education (central, local and peripheral bodies) and for co-operation, joint planning and provision.

Horizontal differentiation

4.2.6 There are strong arguments in favour of a comprehensive and integrated educational system:

Comprehensive and integrated system

(i) It will achieve an understanding between human beings with different interests and abilities and varying social backgrounds.

(ii) It will use effectively the entire available manpower. This cannot be achieved if major groups are prevented from attaining an educational level corresponding to their abilities.

(iii) It will meet the new needs of the labour market and cope with the increasingly rapid remoulding of the structure of industry. The need to prepare individuals for these changes calls for an increased breadth of education.

(iv) It will allow better use to be made of buildings, equipment and personnel resources.

(v) It will reduce differences of status between different courses of education.

4.3 Relevance of education according to phases of life

4.3.1 The time for learning can no longer be limited to the period of "social adaptation", as social mobility has increased. The basic endowments which children and adolescents receive from the family and school no longer suffice to fit them for a permanent place in civilisation.

Life-long integrated education

It is not enough simply to prolong the present duration of education and attach more importance to adult education, or to render the school system more open. It is more a question of reforming the structure of the system as a whole. For the efficiency of adult education depends on the quality of the school system.

4.3.2 In order to secure a more effective distribution of educational facilities over a lifetime of individuals, we need the evidence of research into the educational processes, i.e. into the best periods for a number of mental processes. If they take place in the most appropriate periods of life these will ensure mental stability. If, for some reason or other, they are neglected, they will result in a lasting deficiency, imbalance or instability.

An optimal distribution of educational efforts over lifetime

4.3.3 The organisation of curricula according to age groups is still determined, not, as is often claimed, by the natural needs resulting from genetic psychology, but by historical, social and economic pressures which have precluded the serious organisation of schooling. Moreover, aptitudes differ very greatly from one subject to another. Only structures and techniques based on the idea of programmed learning are, therefore, suitable.

Interest groups and ability groups instead of age groups

4.3.4 Social training must begin at the pre-school age:

(i) control of aggressive impulses
(ii) learning how to behave in a group
(iii) extension of the environment beyond the home.

Socialisation

In the pre-school phase of education the emphasis must be on socialisation and not on instruction. Socialisation must not be limited to family life (weakending of role obligations). It should be a community effort where outside agencies play their part (information research).

Pre-school

4.3.5 The importance of the latency period must be stressed. Coming between this stage heralds the sublimations necessary for the intellectual tasks to be performed emotively. This period is crucial because it is the moment when the libido can be used to facilitate entrance to reason and the acquisition of knowledge.

The latency period: constitutions of sublimations

But the training of responsible teachers for this period is inadequate. We should eschew the muddled thinking which leads to the belief that mastery of a difficult subject should be ranked higher than the teaching of fundamentals.

4.3.6 Prolongation of the average span of life, the preservation of health and the social need to accomplish tertiary tasks (which require less physical effort) render the abandonment of all activity at 60 or 65 absurd. This does not mean that professional activity proper should continue.

The third age

4.3.7 Conclusion

Permanent education implies a new social system of with "three activity sectors": throughout his life man will have responsible activities, will have to devote himself to study and will have leisure time for the absorption and practice of culture.

Responsibility, study, leisure/culture for everyone

The new education system will provide for study levels independent of age. The manner of acquiring knowledge or qualifications will be independent of all statutory schooling periods. Thus schooling will no longer be a statutorily defined and specified period and will no longer have to be accomplished in a specialised context called school. The concept of "class" will be eliminated with the aid of techniques for the transmission of knowledge and recourse to the mass communication network. Teachers and lecturers will become counsellors, tutors, programmers.

The non-school; education independent of age

These revolutionary changes cannot originate in the present education systems which can only be improved within the logic of their own structures. The impulse can only come from outside where a new system will be devised (a non-school which will gradually become able to take over from the old system and to absorb it).

4.4 Relevance, learner-centredness, cost-effectiveness

School model versus adult education model

4.4.1 Attitudes towards the need for education differs profoundly as between pupils in the field of formal education and adult learners. Those undergoing compulsory non-learner-centred education are absorbed and propelled forward by a system which functions without sufficient regard to fostering motivation which would make education something to be desired rather than undergone: those engaged in adult, learner-centred education are often activated by strong motives, having had direct experience of the demands and difficulties of a responsible life, but find scanty opportunities of obtaining the education which their motivation would render effective.

Overall system

4.4.2 The development of a system of adult education separated from the ordinary educational system is, therefore, not good enough; a unified system combining and integrating school and adult education is needed.

4.4.3 Changing the school

Some principles for the reorganisation of the school system:

(i) A sense of responsibility should be substituted as far as possible for outside control;

(ii) Education should concentrate less exclusively on the inclination of ideas and seek also to foster imagination and sensitivity (the creative faculties).

There must be more liberal and human education as opposed to merely academic education and personal, social and leisure education must be intensified.

The trend is towards comprehensive schools with a wide and flexible system of options.

(iii) Education should be more active (developing initiative and curiosity) than passive, more experimental than dogmatic (experimental sciences as a source of action and creativity).

Barriers between school and the world of work must be broken down (sandwich experience of industrial conditions for pupils).

(iv) Education should be more individualised and less individualistic (learner-centred but co-operative instead of competitive; group dynamic instead of class situation).

The school must foster a sense of social responsibility and provide opportunity for social service.

(v) The emphasis must be shifted from accumulating knowledge to learning how to learn (methods of access to knowledge).

(vi) Young people must be trained in such a way that they will be capable of continuing their education when left to their own resources.

(vii) Emphasis must therefore be put on:

Arts: to train the sense of appreciation and the ability to select;

Technical education: to link together manual, experimental and abstract work and to make the learner choose by preference and not as a result of failure;

Civic and social education: to develop a sense of responsibility.

(viii) The taboo on discussion of school matters must be lifted. Pupils must be shown how to look with a critical eye at their own education.

(ix) Evaluation must be undertaken jointly with the learner (and against a mutually defined objective), enabling him to assess himself continuously and to analyse his own mistakes (self-evaluation). Examinations must be replaced by agreements between teacher and pupil. (Only in case of disagreement would there be an examination under another teacher.)

Conclusion

The new school:
- learning to learn
- participation
- responsibility

The schooling of youth will be less and less a matter of acquiring knowledge (soon outdated) and information (provided more comprehensively elsewhere) but will be more and more devoted to the acquisition of methods of thought, "adaptive" attitudes, critical reactions and disciplines which teach how to learn. It should also

foster the expectation of education to come, convey familiarity with the means of recourse to it and enable pupils and students to find methods of learning which suit them best.

It will be impossible to teach the requisite flexibility of reaction except through appropriate activities entailing participation and responsibility.

The school open to life and to the world

The schooling period will become more active and involve personal responsibility and leisure time for the absorption of culture. (The traditional status of young people at school prolongs their infantile state.)

4.4.4 The principle of learner-centredness in general

Learner-centredness education implies that:

Education towards self-education; evaluation towards self-evaluation; guidance towards self-guidance

(i) Educational opportunities and facilities are provided according to demand.

(ii) Demand results from individual ability and aspiration (interests) and from the labour market situation (what the individual can, wants and needs to learn).

(iii) Curriculum development, therefore, becomes an ongoing process, i.e. the very process of education itself (no more preconceived aims or prescribed programmes).

(iv) Individuals (the learner and/or groups of learners) are involved (participate) in the decision making process, *i.e.* in the planning (goal analysis) and development of their education. Their motivation, ability and attitudes come to bear in a constant revision of programmes according to actual needs (feedback).

(v) The content analysis of these needs (evaluation) must be inherent in the educational process and becomes effective through a guidance mechanism which is then an intrinsic (built-in) part of the educational system.

(vi) There are two ways in which the learner's personal experience (needs) can be revealed and put to use:

(a) by making him ask questions rather than putting questions to him; (the creative faculty and the imagination are trained much more effectively by thinking up for oneself a problem and by finding out for oneself the data and the unknown factors than by solving problems set by others).

(b) through an analysis of the "ideas" ("representations") that the learner has about the phenomena of his environment (mental pictures which are more or less different from the facts). To hold such "ideas" is to put a brake on one's education whereas an open and systematic discussion of them makes, on the contrary, an excellent starting point for thinking up a problem for oneself (structuralising) and assimilating knowledge.

The more teaching is linked to the learner's mental pictures, which are the intellectual reflection of his experience, the better the chance of developing his personality.

Conclusion

Only such a system can guarantee with greater certainty the relevance of education in each moment and for each individual and thus lower the "negative costs" of education caused by:

(i) lack of proper exploitation of latent sources of intelligence and ability;

(ii) faulty educational and vocational guidance (irrelevant education).

4.5 Relevant education is functional, i.e. motivation-based and problem-centred

4.5.1 Education must be based upon needs. It will not be enough to draw up a wealth of syllabuses distributed by different media so that everybody may at any time be able to find a way of learning about whatever subject suits him. For many do not know what they need. The educator's first task is therefore to transform latent needs into conscious ones, and this cannot be done once and for all. In the course of the educational process, educational needs generate countless others. Education must always base itself on the needs that are voiced and work on these in the hope that they will develop.

To transform latent needs into conscious needs

Motivation

If we do not succeed in translating general needs into personal needs, and vice versa, our idea of permanent education will remain an unrealistic mental construction.

Participation, feedback

4.5.2 All groups involved in the educational process and in controlling the education system must be enabled, through feedback mechanisms, to help to determine the aims, contents and methods of education.

The system is thus a self-servicing, self-improving, self-developing system.

4.5.3 Education must be so organised as to function in the lives of people;

(i) Learning by doing.

(ii) General issues to be translated into personal interests (education brought to bear on life).

Lebensnahe Bildung, problem-centred education

(iii) Translating what is into what might be and vice versa; (education for change: creative faculty).

(iv) Learning of the problem solving type.

(v) The combination of action and learning makes functional use of conflict. (Conflict and change are inseparably connected, as are unlearning and learning.)

(vi) New awareness always starts in small groups (change agents). Whether other people will learn from them depends on the availability of means of communicating with the larger public.

Education - social action

(vii) Education is a threat to power. There is no point in learning what one cannot apply.

Relevance of education according to its usefulness: theory and practice

4.5.4 Any reform of the educational system must aim at providing constant training that will show how theory and practice can support one another (creating a constructive relationship between reason and emotion).

The learning process is seriously handicapped by a frequent inability information, which is to combine concrete professional experience with new information which is bound to be in some degree abstract. This incapacity promotes hostility towards both "theory" and innovation, and practice thus becomes no more than routine. The

"practical man" is then deprived of the opportunity to to keep abreast of progress and productivity, which, important both for himself and for the community, is lost.

4.5.5 Education must show people that it will be useful in enabling them to meet situations arising in daily life. The learner must be enabled to relate the knowledge he acquires to his own (and not to the teacher's) experience. It is because young people are not being systematically accustomed to relate laws to their application, rules to cases and theory to practice that, once they have become adults, they are no longer able to relate what they have learned to what they do; they can no longer put their knowledge to good use and consequently lose it little by little. The adult cannot be expected suddenly to call into service a part of himself that was never brought into play during his childhood and youth.

The usefulness of education

It is for this reason that men fall into a routine. Losing all power to think and even scorning it, and, observing that all practice becomes obsolescent and that theory is useless, they set their faces against both.

4.5.6 Since all subjects do not lend themselves equally well to relating theory to experience and since learners do not all react in the same way, the choice of subjects will have to be diversified. Some subjects regarded as fundamental, and which constitute the backbone of education, are too remote from the real experience of the learner.

Individualisation, motivation-based education

4.5.7 The place where people work must be made a privileged educational environment. Education should start from problems connected with daily work in order to open the learner's mind to related vocational activities and to the communications system existing in vocational circles which encourages contact with the world outside his occupation.

Education on the spot

The place where people work should become the subject and object, as well as the place, of education, since it provides focuses of interest and a language sufficiently similar for a large number of people to get together in a group for educational purposes.

Functional versus vocational

4.5.8 Education is an objective need in that it is associated with function. However utilitarian and immediately profitable it may be, it should never be based on narrow vocational concepts - in the same way function analysis must never be reduced to job or task analysis.

Feedback coherence

4.5.9 The learners must be associated very closely with the educational action (i.e. they must participate in the decision-taking process). It is therefore necessary to set up flexible educational units forming part of a complete and unified system, to ensure that they are not solely concerned with vocational training.

4.6 Motivation-based, non-diploma oriented education

Irrelevance of the hierarchical system

4.6.1 As long as the opportunities for educational advancement are too limited or too little known (as long as the idea of only one "royal way" prevails) the population at large naturally tends to think that young people's futures can only be assured through the hierarchic channels of formal education; as long as diplomas retain a definitive value in a hierarchy of diplomas, students will be tempted systematically to pursue what are regarded as the highest diplomas. This situation creates an almost linear scale of educational objectives and, as a result, encourages the pursuit of the highest ambitions. The pupil or student is thus compelled to settle in the channels of formal education and remain as long as possible in general training in order to elude or postpone, where possible, the moment of decision on a choice of career. In consequence, there are many, some more active than others, who make a sort of profession out of being a student when they should long ago have embarked on a concrete economic occupation.

Everyone should find his place in society

4.6.2 Democratisation of education does not mean the generalised availability of the most theoretical and protracted studies. Such an attitude of mind would have the effect of consolidating the deplorable system of orientation through failure to pass examinations. This system runs counter to the rational exploitation of abilities, preferences and motivation and paves the way for distortions which generate social crises. Any person who is insufficiently or wrongly

guided contributes to the dysfunction of the social order. His misfortune is the misfortune of a badly organised society.

4.6.3 Men must be judged more by the quality of their work than by the prestige value of a qualification. For this to happen, the "diploma" must be shorn of its definitive character, which confers a fasle sense of security.

Quality versus diploma

4.6.4 Adult education usually obtains its regular "clientèle" while many never care to avail themselves of the opportunities offered. The passive group often consists of those most in need of such education.

Should then the right to recurrent adult education be supplemented by a duty to attend relevant courses?

Compulsory adult education

There are stong counter-arguments: compulsory adult education is likely to fail in creating the motivation necessary for effective learning. Yet, compulsory educational requirements are generally accepted as a basis for promotion, and do not seem to cause negative psychological reactions in such cases. In spite of this, it seems doubtful whether compulsory adult education should become very frequent in occupational contexts. Other, less radical, measures may prove to serve the purpose better.

4.6.5 The limited period of validity means that they are only one of several criteria for the evaluation of an employee by an employer. If the requirements of the job are satisfied, the validity of certificates or diplomas has little importance. The question is thus becoming an issue of job requirements rather than one of compulsory adult education. Each individual will be faced with increasing pressure for educational renewal, both in his work and spare time activities.

Job requirements, not validity of diplomas

An adequate supply of adult education and liberal conditions for its learners should in most cases provide sufficient incentives.

4.6.6 It is not always easy to grasp adults' motives for education. Therefore, in certain types of adult training we still find the influence of the cultural model taken from the traditional type of schooling professional promotion: the desire to learn by total acceptance of the curriculum simply because it

Increasing irrelevance of
- the cultural model
- the traditional vocational training model

- mere diploma study

is the curriculum and because it leads to an examination and the examination leads to promotion. (Such cases are very rare among television students, i.e. in modern multi-media adult education.)

Positive motivation instead of diploma obligation

4.6.7 The essential thing seems to be that the attitude to knowledge should be established as the result of a free and clear decision and that the obtaining of knowledge should be felt to be a means of acquiring additional potential in one's relationship with the world, society or oneself.

Motivation-based, functional learning instead of diploma oriented learning

4.6.8 Where the search for knowledge is no longer sub-ordinate to the variously felt desire for diploma awards, and where it is fused with and deepens actual experience, we can no longer conceive the content of education as an ideal catalogue of well-classified knowledge - we have to see it in terms of needs recognised and accepted by the learners.

Increasing awareness of educational needs

4.6.9 There is only one real motivation for learning common to both young people and adults: the growing awareness of the value of education, i.e. a constant renewal of educational needs through a never-ending transition from explicit to implicit needs. This process entails a constant renewal of the contents of education.

Any education for which the need is not personally felt is superficial, useless and sometimes harmful.

Quality versus utilitarianism

4.6.10 The orientation of education towards promotion has obscured the fact that one must go on learning if only in order to minimise social needs, it will fail in its purpose if it devotes all its attention to this.

Information and guidance

4.6.11 Information and guidance have a capital role to play:

(i) information on the employment situation;

(ii) guidance must become a constant factor of education, in order to enable everyone to place himself in relation to others and to his own progress.

4.7 New social relations: democratisation, participation

Social = functional

4.7.1 The aim of education must be the free citizen in a functional democracy.

4.7.2 In view of the current evolution in social relations, many of the traditional methods have become incompatible with the new learning situation:

New attitudes, new methods

(i) memorisation (and its assessment criteria for scholastic progress);

(ii) book-learning;

(iii) lectures by teachers (ex cathedra);

(iv) passive role of learners;

(v) homegeneity of subjects to be learned by all but personalisation of performance, whereas the contrary should be the case;

(vi) negative selection whereas what is required is an assessment for the purpose of guidance in a system with broad alternatives and individually varying periods of study.

The principles governing adult education therefore become the sole possible source of reform of the school and university.

Democratisation of careers for justice and for effectiveness

4.7.3 Permanent education must constitute a decisive factor in the democratisation not only of education but also of careers. Initial injustices, whether due to the impossibility of pursuing studies or to the impossibility of benefiting from a degree, can in principle be compensated under a permanent education system. No reserve of talent must be neglected. Society must recognise everyone's right to achieve his ambitions without discrimination, if it wishes to mobilise all abilities.

Participation

4.7.4 Democratisation also implies the democratic administration of education, i.e. everyone's right to take an active part in and responsibility for his own education.

There should be the fullest practicable opportunity for the learner to have a say in shaping the provision, evaluating what is provided and proposing additions as alternatives. (Representations from established and emergent groups and bodies as a part of the developing community.)

Democratisation

4.7.5 The aim of the democratisiation of education is to provide equal opportunities of thought structuralisation for all. The "cultural" levels of society depend on a number of variables (heredity, health, sex, age, geographical situation, socio-occupational situation) forming a chain of obstacles to thought structuralisation. The only escape from the "caste system" is through a selective aptitude for effort which our contemporary way of life tends to destroy.

Educational leave

4.7.6 Fairly prolonged periods of educational leave at regular intervals (recurrent education) would allow the individual to achieve the sustained effort required, and in an atmosphere far more favourable than his usual environment.

Social mobility

4.7.7 To accelerate the flow from one stratum of society to another (three strata theory: the administered, the administrators, the intellectuals) and above all to ensure that it is not one-sided, the prime task of permanent education as an expression of the will for democratisation must be to combat the alienated and alienating instrument of mosaic culture, and replace it with a structured culture, enabling each individual to act upon himself and society.

Choice flexibility

4.7.8 The overall needs of society (labour market) must, of course, be taken into account, but a wide choice should be left to the individual, who would be able by means of multi-purpose training, to succeed in a number of different industries, thus combining a considerable measure of freedom with increased security.

Organisation of content

The important question if we are to get permanent education under way concerns not so much the supply of material, but the statistical, hierarchical and logical arrangement of the material (software programming).

Latent motivations

4.7.9 In face of a series of material obstacles (time, access, age, health, sex, environment, etc.) and psychological obstables (diffidence, deterioration through environmental influence, distraction), a whole range of positive motivations now lies latent in our society. These latent motivations have not been properly aroused or exploited, because they are too diffuse, fall outside the scope of traditional cultural activities, and hence call for a publicity drive that remains to be undertaken.

Sustained effort

4.7.10 While contemporary society is heading towards affluence in the realm of material objects, services, information, it does not obviate the need for sustained effort: the price that each individual must pay for education, if permanent education is to be within the reach of our democratic society.

This is a matter of attitude change calling the whole system of educational institutions into question.

Attitude change

4.7.11 Any measures endeavouring to bring about structural change would be vain if they were not accompanied by suitable action to change mental attitudes and habits among teachers and learners.

Attitude change must be brought about simultaneously with structural change.

Cultural community centres to replace schools

4.7.12 The school must be transformed into a cultural community centre and thus become more than a place where knowledge is imparted. It must become a centre where all people learn mutual understanding which alone is capable of fertilising the exchange of knowledge; a centre of active and affective training (individualised and in groups) for the development of attitudes which stimulate research. These would exclude any dogmatic approach while encouraging the detailed knowledge which induces that receptiveness and awareness without which innovation cannot be achieved.

No isolation

4.7.13 Such centres should not be conceived of in isolation from other educational environments. As long as schools appear as little islands with their own way of life, their own facilities and their own separate conventions, as long as teachers continue to adopt an inherited attitude based on a tradition protected through its very isolation, we cannot hope for any great changes.

Teachers become tutors and social workers

4.7.14 Training teachers to fulfil a social role (to become a tutor or "animateur", i.e. a social worker) does not mean sacrificing their expertise in a subject personality rather than only integrating it into a process aiming at the successful shaping of a personality and not only the correct reproduction of knowledge. The value of the contribution made by out-of-school education organisations lies in the fact that they serve man in the first instance.

Part-time agents to help or to replace teachers

4.7.15 Teachers must as early as possible get used to seeking around them every opportunity for collaboration, encouragement and assistance by part-time agents who are quickly adaptable. (Interplay between, and integration of school and out-of-school education.)

Turn the school into an enterprise

4.7.16 At present, the artisan-type work done in schools without much cumulative benefit from the results of progress, the cultural rigidity and isolation from the outside world, prevent the school system from adapting to the rapid changes in modern society and technology.

Such changes seem to be made more easily outside the schools, as in vocational training in firms or in adult education. It is not enough to add new equipment to the range of means available; what is needed is a complete and radical transformation of the system: to turn the school into an enterprise. Only a vast general effort by the community and society can help to bring about a painless transition.

Creativity, originality

4.7.17 The new educational system must be based on the idea of individualisation and conceived with reference to the future and not to the past. It must foster man's creativity and originality, and not merely his ability to shape himself on the patterns of the past.

New patterns of life

4.7.18 If it is true that we wish to see the end of the "dignitaries", it is equally true that this sociological process calls for educational means capable of triggering off in each one of us the search for, and discovery of his own personal solution, in which the moment of vocational choice is the least important element. There must be reassessment of the role and meaning of education:

(i) its significance in civic affairs - over and above a mere indication of the duties of citizenship;

(ii) its significance as a form of guidance - over and above the limited function of vocational guidance;

(iii) its significance in furnishing patterns of life as a preparation for the fuutre (superseding the sclerotic invocation of the past).

4.7.19 Education, and particularly adult education should become a tool for social change. Therefore, culture must be regarded as an instrument for mental liberation and not as a way of bringing people into line with established, and hence innocuous cultural systems.

With the concept of permanent education comes the recognition that education is a means of development, and that it goes far beyond standards of ability, knowledge and pre-established values to which the adult pupil must be "raised".

Mental liberation from the cultural model

Permanent education is not so much intended to raise the cultural standard of the mass of the population to the level of ideological values of dominant social groups, but rather to place the current changes under the control of the whole of society, to carry out research on ways of life and on the values underlying this process of change, and to give the whole of society an awareness of where it is going.

5. The principles of organisation

5.1 Psycho-social technology

5.1.1 An intensified education for initiative, responsibility and participation (social organisation, decision-making) has now become possible, since an increasing number of effective psycho-sociological methods are being developed for use on a large scale. Even such complex problems of such a highly individualised character as personality development and the development of creativity are now being tackled systematically by analytical methods.

The functional society

Some of them might well serve to advance the democratisation process by introducing techniques into the social sphere and thus improving the functioning of society.

5.1.2 Efforts in this direction are also noticeable in the fields of evaluation and measurement of human proficiency and achievements (or even "qualities"). The new science of "docimology" should be able to make a vital contribution to educational reform by suggesting possibilities of replacing examinations by evaluation mechanisms built into new structural components of the educational system.This would substitute "guidance" for "elimination".

Docimology

The application of paycho-social technology and educational technology implies changes in the structures and contents of education

5.1.3 The application of such principles is likely to imply, as a precondition, the reorganisation, regrouping and reselection of the contents of education according to goal definitions, based on the continuous analysis of educational needs. This excludes preconceived "subjects" as hitherto "prescribed" by "authorities".

5.1.4 The point which strikes one immediately is the difficulty of putting a new training scheme (corresponding to a new goal orientation) into general use in a short enough time and on a broad enough basis. Traditional methods use a hardcore of trainees, limited in number. The new method proposed makes use of "carriers" (part-time tutors recruited among the potential learners) who are forming key groups and then go out to organise new groups which again produce new "carriers". Such a "self-propagating" teaching/learning system needs considerable exactitude, both in setting the programme and in checking its implementation. It is, together with multi-media distant teaching systems, the only conceivable and tested method capable of ensuring a continuous and sufficiently rapid self-renovation of education.

Co-operation versus competition

5.1.5 Though established as a principle and forming part of our ethical theories, co-operation has very frequently been lacking in practice owing to the importance attached to the individual working for lone success and engaged in a competition that rules out progress in common. Co-operation (as against competition) can be developed through:

(i) the intentional introduction of new structures: working groups, teams, clubs, workshops.

(ii) the very nature of the activity (content of education) conducive to the pooling of resources and to the organisation and allocation of roles for the realisation of some important common goal (community development).

(iii) the exchange of opinions and experience by bringing people from different regions, countries, social environments and different generations together to help them to understand one another better.

Community development versus school

5.1.6 Quite apart from upholding individualist principles, the very structures in our schools have resisted certain forms of co-operation. Some of the barriers to any real development of community life (co-operation) in schools are: discipline by teachers, compartmentalisation of classes, inflexibility of curricula and timetables, very strict safety regulations, inadequate training of teachers.

Systems approach, problem centred education, group enterprise (co-operation, community development)

5.1.7 The conception of education, whereby pupils' adherence was obtained by presenting them with abstract principles or far-off disproportionate goals, while at the same time each individual was confined within his own effort and assessed in relation to partial results obtained within the narrow context of the class was not without its virtues and usefulness in former times. It is less and less relevant in our present society. The precise concept of enterprise or contract must now be substituted for that of theoretical and ill-defined commitment: we should decide collectively to undertake a clearly defined, goal-orientated action that can be comprehended as a whole by all those engaged in it. Then the plan is carried out. Once the goal has been reached another more ambitious one may be proposed.

Each individual must be aware of the extent and the importance of his contribution, and the group must be able to pursue the enterprise lucidly until its completion and to draw lessons from it.

Community development (systems approach)

Co-operation versus subordination

5.1.8 Such community development methods promote contacts and provoke creativity. They help to polarise initial endeavours to reform education and are probably among the strongest means of influencing opinion in a society which is being based on co-operation and not on subordination.

5.2 The new adult education

The new adult education:

vocational, functional, cultural, co-operative

5.2.1 Adult education will have new and far-reaching tasks. The future of adult education must therefore be understood and represented as a matter of public concern. Insofar as it must to a large extent meet specific professional needs, adult education should be closely linked to the situation in professional life but should as far as possible not be dependent on the employing organisation.

However functional it may be, adult education will also, to a large degree, offer cultural programmes. Most local authorities have considerable experience in the matter.

Having little hard-and-fast organisation, adult education is a suitable field for the "self-government" which it is desirable to promote.

5.2.2 The dead weight of tradition must be eliminated from the curricula, i.e.

(i) the tendency towards encyclopaedic education;

(ii) over-emphasis on historical aspects

The new concept

(iii) the undue stress on the formal and diploma oriented aspects

(iv) the still increasing specialisation;

(v) the obsolete methods.

It will be possible to halt the trend towards "adding-on", with the resultant hotchpotch of subjects, only if interdisciplinary categories can be found on which to base curricula.

5.2.3 Through integration of the many subjects in foundation subject groupings (e.g. communication, orientation, creative work), it would be possible to unfold the wide perspectives and horizons of the world today, to stimulate productive curiosity and to maintain the desire to study, to communicate and to create.

The opening up of education means increasing the number of educational centres but still more increasing and diversifying the nature and level of contents.

5.2.4 Many of the old sacrosanct subjects are being abandoned in favour of master disciplines (social studies, communications, general science); much use must be made of integrative topics which cross the boundaries of isolated divisions of knowledge. Stress must be laid upon team-work and co-operation rather than competition.

Master disciplines

5.2.5 Vocational training and general education are not separable; they are functions much more of method than of content.

Integrated education of adults

5.2.6 Adult education should therefore not be divorced from vocational studies. It should lead to recognised qualifications.

Integration of occupational cultural and social (leisure, community) activities

5.2.7 The occupational period will also be characterised by leisure time for the absorption of culture, but this leisure time will have to be more often devoted to occupational adjustment and also to community participation rendered essential by the complexity of political, economic and social life. Failing such participation the structures run the risk of turning into oligarchies (the conditioning of man through his abdication). The active exercise of responsibilities must be a major aim of education.

Permanent education against mass society

5.2.8 Vis-à-vis the rules of modern organised society all people are alike as they are before the law. This situation results in the formation of a mass public. Communication media fit in with this development and serve the system. Permanent education should counteract this trend.

Community development

It should be linked to social work and community development. It must meet individual needs in relation to new social ends. It must come closer to people's lives, be anchored in the home, the neighbourhood, in work or leisure groups, i.e. by regional environmental master planning in association with voluntary efforts (housing, health, welfare, education).

Co-operation between governments and NGOs

Governments should support and encourage voluntary associations which seek lawfully to alter the social environment.

5.2.9 Community development is a methodology concerned with techniques which can motivate people to identify and achieve social objectives. These techniques have in common the fact that the worker submerges his own expertise and avoids a leadership or didactic role, facilitating decision-making as an animateur of fact and a person of resource.

People have not reached their best unless they are involved in and committed to the upkeep and moulding of their social environment by active membership of groups dedicated to that end. It follows that it is the duty of governments (central, regional and local) to maximise opportunities for this involvement; and, through education, to foster people's will and

Community development as a factor of integration

ability to be active members of their communities. This can be achieved by associating cognate branches of work and by incorporating the new doctrine in the educational provision (community development officers).

5.3 Increased relevance through recurrent (problem-centred) education

5.3.1 The educational provision should be structured to correspond to the discontinuous progress that people make and the unforeseeable development of their abilities and ambitions. The sandwich procedure composed of alternate layers of gainful occupation and education should become a dominant feature of post-school provision. At the same time there should be machinery whereby all workers may claim the right to cumulate employment and education through "release"schemes.

Relevance according to motivation: credit systems

The whole complex of courses should be arranged on a cumulative credit basis, and there should be free movement, with credit allowances.

5.3.2 Learner-centred education is thus also "problem-centred" education in that it starts from an actual problem situation in which an individual or a group of individuals finds itself. The relevant learning process begins when the individual (or the group) becomes aware (or is made aware) of his problem; and the relevant educational opportunities and facilities must then be available.

Relevance = problem-centredness

5.3.3 One pre-requisite for this effective motivation is a relative "maturity" for the assimilation of relevant subject-matter. Preliminary participation in professional life (in its material and sociological content) is ideally suited to make this motivation and guidance effective.

Relevance according to experience

5.3.4 Hence the necessity, within a system of permanent education, of reducing rather than prolonging paternalistic and protective compulsory schooling unrelated to daily life and work. Professional responsibility should be conferred and accepted as early as possible, which in organisational terms implies the early transition from formal education to recurrent education. Such a scheme would also solve the problem of "recurrent or acquired illiteracy" (Capelle, p. 39).

Reducing school education in favour of recurrent education

5.3.5 Entry into even the highly qualified professions should take place earlier than is usual at present. This pre-supposes of course that a full range of "contact studies" (recurrent education) is provided.

These "contact studies" are not only designed to brush up or update previous knowledge but to provide opportunities for new qualifications and advancement.

5.3.6 It is also clear from this that all forms of education do not necessarily fall within the province of professional teachers, for the latter, at least in the present situation, are sometimes too remote from the occupational situation (firms) and the problems of the learners.

Increased relevance through closer links to occupational situations

When we add to such considerations the sheer number of teaching staff that will be required for recurrent education, we very soon come to the conclusion that it is neither desirable nor materially possible to leave the responsibility for the whole of permanent education in the hands of the teaching profession alone; in the society which is growing up, the majority of executives and senior personnel will be liable to be called upon to make their contribution to teaching; many will find themselves alternately teachers and pupils. Therefore, in order to make provision for such a situation, pedagogic training must not be confined to professional teachers; a system of training to impart the art of communication should be introduced for all those who will be in charge of other men. (Co-operation between professional and non-professional teachers.)

The non-professional part-time teacher to ensure relevant education

5.3.7 Such circumstances suggest a different allocation of future educational resources in favour of a system of recurrent education. The arguments may be summarised as follows:

Summary of arguments in favour of recurrent education

(i) It is being increasingly questioned whether it is reasonable to allow youth education to continue to expand.

(ii) The means of meeting the educational interest of both youth and adults are restricted by lack of resources.

(iii) There is now an "educational gap" between and within the generations. Adults run the risk of being out-distanced by the young. It is

difficult for some of them to keep abreast of the social and cultural debate. Self-realisation, which is one of the aims of educational policy, cannot be reserved for young people.

(iv) Many people today experience an alienation between those who are in a job and those who have the benefit of a lengthy education.

Today's educational systems may in many respects be said to favour those who have the ambition rapidly to attain a specific goal. There is competition where there should be co-operation. Also from this point of view a system of "recurrent education" would be preferable to a wholly continuous one.

(v) Though the choice of education may be made freely and without influence by society, it reflects the social and economic background of the home. Through the structuring of the educational system individual guidance and educational welfare measures, the governments can and should assist particularly those who start at a disadvantage.

Since people would to a greater extent gain similar experience through having both studied and had a job at an early stage, a recurrent education should be an instrument for the development of common forms of reference.

(vi) Working life is undergoing rapid transformation: knowledge needs to be constantly completed and renewed. This applies not only to the production process but also to working conditions.

(vii) Education must impart the abflity and desire for sound leisure time activities.

(viii) Education must create an ability for critical and independent thought.

(ix) Education for many today is characterised by boredom, neurosis and social isolation. Nor are such problems uncommon amongst those at work. Alternation between study and work would have a favourable effect on the motivation both for study and professional activity.

(x) A system of recurrent education should make it possible for the individual to get to know his professional prospects step by step, and successively adapt his studies to them. This should increase his chances of developing his aptitudes and prospects throughout life. (Thus vocational activities would be encouraged and guided by recurrent study and vice versa.)

(xi) The interplay between different human activities would result in their being regarded in various respects as on an equal footing.

The understanding between different social groups would increase as people had more similar experiences. The relations between generations would improve.

(xii) Recurrent education would probably increase mobility on the labour market, as jobs to a large extent would be of short-term character. (Vocational fields or areas instead of professions and trades.)

(xiii) Floor-to-ceiling careers would be increasingly common (social mobility) and the situation of the older people would be considerably brighter, as they would have the chance of keeping up with the needs according to their ability.

The coincidence of reasons

5.3.8 Some of these arguments in favour of an expansion of the education of adults (recurrent education) are simultaneously applicable to various fields and on different levels. They can be classified as follows:

(i) Technically, many work situations are rapidly changing and further training becomes an important aspect of work and career efforts. There are positions in which more than half the work hours are spent on reading. The function of a leader is partly transformed into the function of an educator.

These trends do not reflect a transitional period of technological change. They are necessary implications of the current transformation of our productive systems as we move towards a

situation where it will be normal to have continuous change in technology and organisational patterns.

(ii) In economic terms, knowledge (and know-how) is an essential form of capital. Today, however, owing to obsolescence the amortisation of this capital is rapidly declining. Investments in "pre-work education" beyond a certain limit therefore have a rapidly declining productivity.

Reinvestment in recurrent education has much higher profitability. (Necessity for time-limits for the validity of diplomas.)

(iii) In social terms, the obsolescence of knowledge and skills increases the insecurity of the individual. Social security systems should therefore be extended to cover this new kind of risk by providing the financial means for retraining (recurrent education).

Such an extension would be a preventive measure against "technological unemployment".

(iv) Pedagogically, recurrent education normally benefits from a stronger and more goal-oriented motivation among learners who can base their studies on, and be guided by, occupational experience. As the adult learner (the student in recurrent education) can thus better judge his educational needs, educational efforts likely to be irrelevant to the individual learner can be more easily avoided than in school education (which can only prepare for an undetermined range of possibilities or life patterns).

5.3.9 A person entering a career must have an education which enables him to carry out a meaningful task from his own and from the social point of view. This calls for some vocational bias in his preceding studies. It is one reason in favour of the "intermediate school" (and not comprehensive school) as a basis for recurrent education. It implies the eradication of the boundaries between general and vocational training. "Intermediate school" would then provide all pupils with both:

The basis for recurrent education

(i) a type of instruction which directly prepares them for a vocation;

(ii) a type of education which prepares them for continued study.

Control

5.3.10 Governments can influence the way in which a system of recurrent education functions through:

(i) information and guidance;

(ii) the requirement of vocational experience for admission to particular lines of education;

(iii) control of the means of obtaining educational grants;

(iv) in the final resort through restricted intake.

This government control must be based on the principles of "equal chance" and "individual relevance".

5.3.11 The equal chance situation can be improved by:

(i) general institutionalisation of pre-school education and its integration into the educational system;

(ii) welfare and guidance policy;

(iii) co-ordinating housing and environmental policy; i.e. a concerted cultural development policy as the complementary aspect to permanent education.

5.3.12 No real equality of chances can be achieved simply by eliminating formal obstacles and creating satisfactory educational facilities. An increased supply of education will, in the first place, benefit those social groups which, through the influence of environment, have become most aware of the importance of qualifying education. Moreover, it may be more profitable for employers to invest their educational resources in well-educated key personnel who have more education to maintain and are easier to train. On the other hand, unqualified people are easier to replace, and society must then come to their rescue and take charge of those who are no longer needed.

Active motivation, a factor of cost-effectiveness

In order to avoid such waste of manpower and the huge loss to the national economy which can be involved in providing three services: education, social welfare and alternative income, it is necessary to devote great attention to the "active recruitment" or motivation problem. The system of recurrent education will not be cost-effectiveness unless it is geared to the real educational needs and career prospects of the individual.

5.3.13 The cost-effectiveness of the educational system thus depends on the following relationship: cost of recurrent education (including income sacrificed) as compared with its economic, social and cultural effects and as seen against the costs of welfare measures which would become necessary if retraining could not be afforded.

Cost-effectiveness factors

5.3.14 The students in a system of recurrent education will possess varying experience and, to some extent, also varying educational grounding. The older students have gaps in their basic education and are often unfamiliar with modern educational methods. The forms of learning must therefore be individualised and there must be differentiation of the educational goals for each group.

Individualisation

The individual will compose his programme of studies on the basis of his own needs. A system of alternation between education and other work requires a modification of the contents of education and a new method of organising curricula (accumulative units/credits systems). Educational periods may be used chiefly for theoreticaltraining, exercising of the ability to acquire facts, and laboratory methods, while the learning of facts will take place to a greater extent on the job or in concurrent private study.

Participation in curriculum development

5.3.15 Having regard to the individual goals of students, their participation in the planning of their education will be both necessary and natural.

Tutor to replace the teacher

5.3.16 The teacher should be trained more as a tutor and guide than as an imparter of knowledge. He will be a participant in a group which together will plan one or more phases in their education.

5.4 Integration of pre-work education and recurrent education

5.4.1 Each individual today is faced, through lack of understanding, with the danger of losing control of his own situation whether occupational, social or other. The rate of change is increasing in all aspects of life and so is the individual's risk of alienation in society. The ability for adaptation to change has become a truism, which pre-supposes, however, motivation for change. And such motivation can only be based on the feeling that changes are under control, or at least influenced, by those affected. The task of education, therefore, is to train not only for adaptability, but also for the mastering of changes in one's own situation. This far greater challenge to educational policy can only be met through an expansion of the education of adults (development of a system of recurrent education) aiming at the full

Planned change = security

range of educational needs of individuals throughout their lives. The effects of such an expansion cannot, and should not, be measured primarily in economic terms. There are far greater dangers involved in current societal developments than those directly connected with the role of the growth of gross national products.

5.4.2 No public policy, and no "plan targets" can attach differentiated priorities to needs of this kind. They emerge from the individual's own situation, and can only be properly judged by himself. This is why the kind of "academic" knowledge dispensed by the traditional educational institutions and the corresponding forms of organisation and methods now appear irrelevant to these newly arising educational needs and purposes.

Only the individual can decide (learner-centredness)

5.4.3 A potential balance between pre-work and recurrent education can only be achieved through the traditional educational institutions also becoming involved in the latter. A fundamental change in the traditional cultural values of these institutions will then be inevitable, in order to cope with the demand for relevance arising from recurrent adult education.

Integration of full-time education and recurrent education

To the extent to which educational institutions have a critical function in our societies, the (recurrent) education of adults will perhaps become their most potent instrument in performing such a function.

5.4.4 It is essential that the contents of pre-work and recurrent education be viewed as integral parts of a total supply of life-long (permanent) education. The educational institutions must carry the responsibility for the rational distribution of this supply during the life span of an individual, and ensure the qualitative equivalence of its various components.

5.4.5 The responsibilities assigned to educational institutions should not however imply a monopoly of organised recurrent adult education. There is wide scope for expansion in the activities of professional and adult education associations and of economic enterprises. They have moved into the existing vacuum and should be encouraged to increase their efforts. They may, however, tend to define the needs for recurrent adult

education in rather narrow terms, as may individual firms. They also have limited access to the resources needed for a differentiated wide-range programme.

Collaboration of all educational agencies: co-ordination boards

Collaboration must, therefore, be developed between educational institutions and any other relevant bodies, and formally organised mechanisms and machinery are then necessary to establish and maintain this collaboration.

Such machinery for collaboration must encompass corresponding pre-work education which should not, however, dominate the policies of less well-organised interests. Special attention must be paid to those needs which are not clearly related to economic requirements.

Central and/or regional boards of education might usefully serve this complex purpose of co-ordination and co-operation between all educational agencies interested and available.

Their composition must be such as to safeguard them from dominance by representatives of special institutions or professional bodies. The board must represent the general interests of society, and must not be tied to particular interest groups.

Interplay between pre-work and recurrent education

5.4.6 The balancing of institutional efforts between pre-work and recurrent education is essential to the proper functioning of a system of permanent education. This calls for close co-ordination and a constant interplay and exchange of initiative between pre-work and recurrent education. For these reasons, no separate internal organisation should be established for recurrent education.

Overall curriculum development

5.4.7 The curriculum content of recurrent education must be organised together with pre-work education as part of one total study programme. In all likelihood, a systematic integration of the two types of education will frequently offer possibilities for shortening the present pre-work courses, or at least break the consistent trend towards prolongation.

For the future, every revision of existing curricula must be undertaken as part of a general, life-long study programme.

5.5 Financing

5.5.1 The main obstacle to an expansion of organised recurrent education today is not the lack of formal qualifications for access, but the lack of opportunity in terms of leave from work and economic means.

In many cases, the pre-condition for recurrent education to be granted by employers is that the training is accepted as relevant to the employee's occupational function. The problem of leave also arises for those who are not employees, or are employed in undertakings too small to carry the burden of absence for longer periods.

Educational leave: main problem

Such leave arrangements cannot, in fact, reach more than a limited proportion of the active work force, and perhaps not those who would need it the most.

It is necessary to ensure the right to recurrent education for the individual, also when his educational aspirations do not coincide with the interests of his employers; and the right must be made a reality for more than a minority of the adult population.

5.5.2 It is quite conceivable that such rights may be introduced in individual work contracts, or collective work agreements. Yet neither work agreements nor legislation concerning the terms of such agreements have succeeded in establishing general solutions. The final solution may be to establish general security systems for education, following the pattern of existing social security systems.

Contracts to be developed towards general social security systems

5.5.3 Recurrent education must be placed on equal terms with pre-work education; this implies the same financial conditions, taking into account that recurrent education requires in fact more resources. The learners must be granted at least part of their income while studying.

Balancing pre-work and recurrent education

5.5.4 A general system of financing must be found which:

(i) is not dependent upon the individual's relations to employers, and to their particular interests;

(ii) excludes to an equitable extent "financing by abstinence of the student from consumption".

Independence

5.5.5 As in our future society the main risk of unemployment will not stem from lack of work opportunities, but from lack of adaptation to new technologies and socio-cultural

Social security financing

requirements, social security financing of adult education will become a preventive measure, likely to have far greater effects than attempts on ex-post rehabilitation. It is an essential instrument in fighting what may prove to be the biggest problem of social policy in the years ahead.

Alternates

5.5.6 Arrangements such as those which ensure alternates during absence on holidays or sick-leave must be developed and generalised within a system of recurrent education. There are occupational groups particularly concerned with this problem.

Contribution by the learner

5.5.7 In the long run, security payments should be adjusted to the general needs for recurrent education, gradually taking the place of many of the special arrangements now existing in member countries. The aim should not however be the achievement of 100% public financing. Recurrent education offers genuine benefits to its students, such as increased income possibilities, opportunities for more interesting tasks and greater security, as well as benefits not related to occupational activities. The learner should therefore contribute something to the financing of his education and thereby affirm his genuine motivation.

The needs of the learners

5.5.8 The demand by learners for education should be the main criterion for fixing the extent of educational facilities (what he can learn, wants to learn and should learn).

This demand is not an autonomous phenomenon in relation to government policies. At all levels, it is influenced by the opportunities for access, the costs involved and the content of the education offered.

Against the prolongation of school

5.5.9 There is a tremendous increase taking place in the demand for education.

As we have seen, the general trend towards a prolongation of pre-work education entails a number of clearly negative consequences.

(i) More and more young people will have grown far into adulthood before they fully face any social and occupational responsibility outside the family and the school.

(ii) This implies a rather drastic narrowing of practical experience.

(iii) It also prolongs the period of dependence upon others, both mentally and economically.

5.5.10 The answer to this essential educational question of how to cope with the tremendous increase in the demand for education in an appropriate way is not then the prolongation of pre-work education but the systematic development of recurrent education within a comprehensive and coherent system of permanent education.

Comprehensive system integrating pre-work and recurrent education

This implies first of all a major effort towards changing the time distribution of educational inputs over the life span of each individual. Such a solution is likely to imply savings in terms of the most important cost factor, both to the individual and to society: the input of students' time.

5.5.11 For the educational system as a whole (overall syatem of permanent education) the implementation of recurrent education of general scope would imply an addition to the existing budgets of pre-work education of 20% to 25%. From this, however, must be deducted the cost savings in pre-work education due to a transfer of educational tasks to the adult education level.'

Financial implications

5.5.12 Furthermore, a development in this direction will inevitably act as a strong incentive towards the large-scale use of multi-media distant teaching/learning methods (educational technology), the cost effectiveness of which increases according to the scale of application, i.e. they are by far less expensive than the traditional classroom teaching methods, if they can be applied on a very large scale.

Educational technology and the scale problem

This very large scale is now becoming a reality with the ever increasing demand for education. It will receive additional substance and reach its highest cost-effectiveness, through European integration.

Financial concerns about the development of a system of permanent education are therefore partly fictitious, and partly more than outweighed by the increased rationality (in terms of organisation, contents and methods) of our educational efforts.

5.6 Educational technology

5.6.1 Multi-media methods

A more rational exploitation of means

(i) Thus a condition for the systematic development of the education of adults is that better use should be made of potential facilities, i.e. the existing ones (not fully exploited) and the newly developing multi-media technology.

A co-ordination of all these factors and possibilities should make it possible to eliminate the element of heroism still too often prevalent in adult education, and offer normal opportunities for all those who want and need them.

(ii) Most appropriate to recurrent adult education are the various forms of distance education (correspondence courses, "packages" of educational materials, use of mass media), particularly if they can be combined with group work at intervals (multi-media systems).

Multi-media and computer assisted education

If recurrent education is really to be available to all, modern technical aids must be used on an extensive scale. It is already clear that radio and television are effective means particularly for the education of adults provided that they can be integrated in multi-media systems (organisation at the receiver's end). In the longer view it is conceivable that computer controlled education may also be used. Extensive research and development work is required to create integrated systems combining group teaching and learning with technical aids.

(iii) Multi-media systems embrace group work. If group work is neglected, the great benefit of contact with the tutor and the others is lost and it is not possible in this natural way to discover the learners' views and to take their individual problems into consideration.

Feed-back through group work

Group centres must also be producers of software. The combination of "research-production of software - teaching/learning-evaluation" is a vital element in the scheme.

Local centres will serve to decentralise groupings and computer terminals. (Cultural centres which make various kinds of documentation service available to the public.)

Education should not be the prerogative of public authorities alone; it should embody the whole environment (firms, associations, local authorities, radio, press, libraries and schools). Every individual ought to be able to assert his rights and freedom within the organisations of his choice.

(iv) The individual's choice of type or method of education should be as free as possible, taking into account the various factors by which it is affected. Compared with full-time study, part-time study (or any combination of study and occupation, i.e. recurrent education) are considered to require very much less support. Against this must be weighed the greater length of time required owing to the slower rate of part-time study for which grants must be made to the learner on partial leave of absence, with corresponding loss of salary as well as insurance protection.

Free choice of methods

(v) The introduction of educational technology does not deprive the teacher of his functions, but it does change them. As he is no longer the primary source of information he will lose one of the foundations of his authority, and this he will have to regain through his relations with his students. His success will depend not on what he has to say, but on the use he can make of what they say and on how he can turn it to the benefit of others. He must cease to be the source of knowledge and become an intermediary, an aid to understanding, an interpreter.

The tutor to replace the teacher

Training in group work will be necessary, and this is not so much a question of an effective adjustment technique as of promoting an attitude which should be regarded as a matter of course in a form of society that claims to be democratic.

(vi) Adult education particularly through the mass-media can become the typical instrument for community development, provided that there is co-operation not only among groups at the receivers' end but also between transmitters and receivers (feed-back: education as a two-way system).

Multi-media community development (feed-back)

(vii) The television-course public act as independent consumers of a mass educational service. They are of course conditioned consumers if one analyses them sociologically, but to no greater or lesser extent than adult consumers of any other goods or services, and certainly less than children in schools. Supply must therefore be adapted to demand, if one wishes to avoid presenting a product for which there are no customers.

Producer-consumer exchange pattern for learner-centred multi-media systems

Thus the transmitter-receiver relationship, which can be more or less accurately estimated by the theory of information, forms part of a wider producer-consumer exchange pattern which recalls that of the market economy with its internal regulation phenomena. The highly diversified broadcasts in question have one noteworthy feature in common - they are based on an educational relationship in which the main powers of sanction lie not with the teacher, but with the learner (learner-centred education).

Malfunctioning of a relationship of this sort will express itself not merely in secondary forms of rejection, but in the extinction of the educational relationship.

Hence the value of analysing such education, since this may well indicate failings and possible improvements in the present school system.

(viii) The educational situation in a multi-media system (around the TV/receiver) is generally far removed from the school model - the learner is either isolated without any particular environment or guide (self-education, home study), or he is in a group in which the leader simply controls the discussion.

Multi-media learning situation

The two systems, self-education and group education, are far from being perfected even for adults. Their transference to the school environment would be all the more likely to raise difficulties.

(ix) Self-educated persons continue to inspire mixed feelings of admiration and scepticism - we acknowledge their courage, willpower and tenacity but have doubts about the soundness and effectiveness of the results.

The multi-media method is ideally suited for courses that require a high degree of individual effort, as it combined in a new way certain of the constraints applied in the traditional-type school with great scope for personal initiative on the part of the learners, by providing one common tool, the broadcase, and leaving the student complete freedom in his use of that tool (effort before and after the broadcast, timing, amount, intensity and manner of the individual work).

(x) The chief merit of combined audio-visual and group teaching methods (multi-media) is that they institute group discussion as a means of questioning the suggestions put forward on the screen. The programmes (software) proposed are discussed and then accepted or refused or adapted by participants, who may also ask for additional explanations.

5.6.2 The impact of programmed learning

(i) Innovations have chain reactions and attract a vast number of contributions from fields outside education. Education is thus becoming the cross-roads of innovations, since these must be diffused. The idea of adjusting the means of education - and therefore its contents and methods - to present technological possibilities and requirements has long been accepted. With programmed instruction and the use of teaching machines it has become necessary (a) to reconsider the educational process in the light of techniques and methods hitherto outside the world of education (technology as a teaching/learning method and education as a technique); (b) to turn to new disciplines such as experimental methodology and statistics, cybernetics and data processing.

Programmes learning: systematising the learning process

(ii) The organisation of learner-centred (as against subject-centred) education calls for management techniques that presuppose a new type of educational planning (systems approach).

Systems approach

(iii) The use in education of technology based on programming must be planned in relation to the development of the other teaching aids (multi-media approach).

Programming

(iv) Multi-media systems require "programming", i.e. the systems approach. More generally, educational

Models

reform drawing upon educational technology must be conceived and described with the help of models and at systems level.

Impact on structures

(v) The use of programmed instruction within precise educational frameworks entails an overall review of those frameworks with predetermined limits using specific analytical techniques.

(vi) "Programming" a learning process is a complex operation - all tasks involved are determined by a concern for control. The very fact of conceiving the aims of a course in terms of the results to be obtained calls for a change of attitude towards the subject matter and the learners (experimental attitude), i.e.:

(a) A detailed description, by means of analytical techniques, of the information to be put across (the "script") - which implies absolute mastery of the discipline in order to make the subject matter absolutely explicit. (The application of analytical techniques is limited to "scientific" subject matters, which are becoming increasingly important. "Literary" subjects are excluded.)

(b) Experimental evaluation implying a shift of viewpoint: inadequate results cast doubts upon the course and its author and not upon the learner.

The new attitude required is preparing the way for education geared to success.

(vii) The use of techniques is not offset, as is often feared, by restriction to the models imposed by techniques or by the subjection of educational procedures and objectives to standards dictated by them. Techniques are in fact worked out in accordance with psychological or educational concepts. Some form of introduction to these general concepts and their special implications is required, the object being to reinforce, through education, i.e. in training, general and special educational theory, which are distinct but complementary when put into practice systematically.

The concept becomes a system- not vice-versa

Thus educational technology is an instrument which makes the implementation of the concept of permanent education possible: the concept becomes a system.

This avoids the concept becoming a mere instrument, i.e. subordinate to the technique. The system must not become the concept; it cannot be an end in itself.

(viii) Seen in this light, educational technology does not impose restrictions by technical requirements. On the contrary, the tool works on the imagination and brings forth ideas. Easy ways are forbidden once and for all. With audio-visual aids it was still possible to put across information similar in nature and form to that of the traditional type lesson. The programmed instruction machine (systems approach) forbids this in that it demands first of all an analysis of all possible cases. This exercise is in itself instructive and so is, even more, the feed-back: the testing of the teaching process, simulated by the machine (system) sends back to the teacher an unadorned picture of his usual practices. The teacher does not simply correct himself by comparing what he thought he did with what he really did: the machine shows him that what he thought he did, could only have been a hypothesis.

Individualisation possible

(ix) Skinner's psychological theories imposed the concept of individualised education as an absolute necessity. The conjunction of discoveries made in psychology with technological progress and with large numbers will make individualisation a real possibility.

No more class; individual methods

(x) The individualisation of education excludes the "homogeneous class" as the basic organisational form. Education providing for "each according to his needs" requires organisation andmethods which help to socialise pupils (group learning), but which are combined with fully individualised procedures (accumulative unit systems). There is a general tendency towards diveristy and plurality of method (multi-media systems).

The programmed management of a multi-media system

(xi) If programmed instruction is used in a multi-media system, the subsequent stages must be designed, tested, and then applied by all agencies involved, in a single planned operation. Organisational problems (distribution of the various methods on the basis of a media taxonomy)

are no different in essence from management problems which can be usefully dealt with on the basis of a systems theory.

(xii) Everyone is fully aware that "programming" is invading all human activity which requires planning. The concerted pursuit of such operations in education makes "programming" a teaching subject. Thus method and subject matter interact together in dynamic association and initial results show the functions to which technological progress gives pride of place.

Programming as a human behaviour

(xiii) Once diversification of method has been admitted it will entail diversification of the other factors in education (multi-media system plus units/credits system).

Diversification of method: multi-media

It is thus becoming increasingly clear that adaptation of education to the needs and ability of each individual (individualisation) is only possible if there is strict planning (systems approach). "The school without classes" requires far more detailed organisation than the teachers are used to.

Diversification of content: units/credits

(xiv) If the use of the new technological planning and programming mechanisms is to be economically viable as well as effective, we shall have to think in terms of application on a very wide scale. This means that there will be tangible effects on the existing small scale structures.

The scale problem

Even if introduced in homeopathic doses, programming technology requires adjustment of content and progression to existing non-programmed structures.

(xv) The application of systems theory to the planning and programming of multi-media systems implies a new decision-making process by multidisciplinary groups: allocation of responsibility must not depend on status but must be flexible and relate to competence.

Responsibility not on office but on competency

Educational organisation can then no longer be fossilised in given frameworks, regardless of content, learners and teachers.

The application of educational technology (planning and programming) is obviously far from producing more rigid (however rational) structures. It will

lead to polymorphous, flexible structures which can be designed and realised on the basis of models developed in operational systems research. These models must, of course, be adapted to each general or particular purpose.

Democratic management models

One requirement in implementing any of these models will be that everyone involved (all parts of the system) has the necessary incentive to play his part, i.e. to have a hand in defining both his own task and that of the others, i.e. to share in the planning of the system.

5.6.3 New organisational requirements

(i) The introduction of modern communication techniques, and generally of educational technology, presupposes new ways of distributing work and the diversification of educational tools.

Logically one should eventually achieve a new distribution of staff both in the school and between it and external bodies (educational or cultural community centres, software production centres) in order to achieve a more rational use of staff.

Existing structures have prevented present attempts at innovation from producing truly functional solutions.

(ii) The traditional-type teacher is specialised in a certain scientific or literary discipline and his prime task is to communicate knowledge. Modern means free teachers from their task of

New distribution of tasks

prodiding information and communicating knowledge and lead to a new form of distribution of work founded in the multi-media system (functional specialisation will replace academic specialisation). A teacher's duty can then no more be expressed in teaching hours.

Some of the new functions which are slowly taking shape:

(a) The organiser: organising the acquisition of knowledge, assisting motivation activities, directing groups.

(b) The co-ordinator: who is the custodian of the content of education.

(c) The team director: who has to lead the various teaching teams.

(d) The specialist: in techniques (hardware specialist).

(e) The producer of teaching material (software specialist).

(iii) Effective rationalisation would relieve teaching staff of tasks which would be transferred to auxiliary staff. All staff members would be agents in the educational system together with other professional groups (e.g. psychologists, electronics technicians, artistic production staff), and media (multi-media system). All the agents in such a system must be defined in terms of a media taxonomy and deontology.

Multi-media staff

(iv) In view of the huge dimensions of the task of further training of such staff, needs can only be met through recourse to multi-media systems acting in conjunction with self-education arrangements.

Further training of staff

(v) The problem is not so much to provide teachers with the necessary techniques, as these are relatively easy to acquire. Technology can never make up for the lack of qualifications; on the contrary, it imposes new requirements. The profitability of industrialised educational methods presupposes a very clear awareness of objectives and a capacity to rationalise educational methods.

New qualifications

(vi) In view of the vast amount of material resources brought into use, management (systems approach) becomes a vital factor in the smooth running of a multi-media system. The use of modern communication techniques implies inter-school relations and openness towards the community.

Multi-media community development

(vii) The joint use of costly equipment, e.g. local production centres and educational centres, means the invention of new regrouping or subscription arrangements.

Rational use of multi-media equipment (network)

Educational facilities should be made available to meet all the educational and cultural needs of a given community. If fully used, they can be made four times as profitable.

Proper economic and educational use will require links between educational institutions of all grades in any given geographical area (institutional network).

(viii) Educational software must be exempt from copyright, royalties, customs and taxes in order to avoid a financial limit being imposed on its use.

No copyright, customs, taxes

5.7 General conclusions

5.7.1 The aim of permanent education is to make every person better able to understand the technical, social and cultural world that surrounds him and to become independent, that is, able to find his own place in his environment and to influence it, for it is by understanding the interplay between the development of society and his own that a person can become in a real sense an agent of change.

The aim

5.7.2 Education must provide:

(i) access to a critical understanding of cultural and social life;

(ii) access to occupations by making a choice among a wide range of possible careers;

The purpose

(iii) apprenticeship to community life (through the parts he will play in the course of his studies and the responsibilities he must assume in the learning process, the learner must be able to acquire or discover a way of life).

5.7.3 Education should be an aggregate of activities designed to enable every person:

(i) to preserve knowledge acquired by relating it to his own life;

(ii) to augment that knowledge with sound information;

The effect

(iii) to realise in his vocational, cultural, civic and social life his expectations of advancement;

(iv) to accept change in each of these spheres of life;

(v) to develop his personality in his social relations.

5.7.4 While it would be unacceptable for the educational system to "turn out" pupils (young or adult) without regard for, or in ignorance of, manpower requirements, it would be dangerous, for the following reasons, to fall into the

common temptation of adapting the education system to the employment situation since:

(i) employment forecasting is only feasible within considerable margins of error that are all the wider when it is done at regional level; yet it is at this level that it would be of interest;

The problem of educational planning

(ii) it is not feasible to foresee the "demand" for knowledge and skills in the various occupations; such requirements being a matter of policy;

(iii) to gear education to employment would be to preclude advancement and evolution (and therefore retraining);

(iv) education has many other purposes than that of vocational training.

Individualisation, personalisation

5.7.5 Education will be increasingly adapted to the personality and aspirations of each learner. (Tutorial units/credits system and multi-media programmed learning approach.)

Differentiation

5.7.6 There will be a range of alternatives which broaden as studies progress. Each category of alternatives will however imply a common core of general basic knowledge.

A comprehensive educational system would thus be based on the units/credits or "block principle" which implies that initial training is common to several allied lines of education (common core) after which a successive differentiation (on the basis of the principle of successive choice) would take place.

Continuity and coherence through recurrent education

5.7.7 There must be continuity between the education of young people and of adults that can be realised by everybody.

Every adult must be able to take up his education again at any time at the point where he left off. Young people would more readily step out of the ranks of education if they knew that there were numerous ways of returning to them and that, if they had lost ground in some theoretical subject, they could recover it in some other by putting their occupational experience to good use.

Education = progressive self-reliance

5.7.8 Outside the exercise of imparting learning and occupational training, education will have to lead every person to a progressive acquisition of self-reliance, to prepare him both to desire and to be able to continue his education.

To treat information critically and selectively

5.7.9 The media of mass communication having been developed to the point of disrupting education and culture, people are acquiring information more from outside the school, but are not trained, except empirically, to make use of it or to treat it critically and selectively. The new education must by its new organisation methods and contents be able to cope with this new situation. (Integration of media.)

5.8 The basic elements for an organisational pattern

The idea of units/credits systems

5.8.1 Putting aside all questions of methods (educational technology), it is the new organisation of education that is all important in this context.

In conclusion, the following suggestions may be put forward:

(i) Every two to three years from the age of 14 upwards a pupil should be able to obtain a diploma and reach a certified grade.

(ii) The diplomas would open the door to occupations while the grade certificate would be a recognition of a level of attainment. The diploma would thus certify the attainment of a certain educational level as well as the acquisition of an occupational qualification.

(iii) Every pupil or adult holding a diploma or a certificate of the same level should be able to take up his studies again at any time, either in order to work for a diploma at the same level or in order to raise his level and obtain a higher certificate.

(iv) At each level there need to be numerous and widely diversified diplomas.

(v) To pass from one grade to a higher one, a pupil would need to give proof of competence in a certain number of units of education. Vocational training would itself be made up of units. The units could be accumulated and the order in which they could be obtained, without being wholly unsystematic, would be elastic enough to enable young people to pursue the education that best suited their purposes, their abilities and their experience at any given moment.

(vi) The common trunk of all diplomas and - later - families of diplomas would constitute the main core of an education which should be continuous from base to summit and from which the vocational branches would stem.

(vii) Each stage would include a compulsory section of the main core, a number of optional subjects and at least one personality-developing activity.

Units/credits system for recurrent education

5.8.2 The organisation of education in the form of accumulative units/credits systems should enable every learner from the age of 14 or 15 onwards to decide at any time and at any level to depart from the common trend in order to obtain a particular attestation of the quality of his work so that he can leave school with the possibility of returning to it at any time.

5.8.3 Instead of classes, there would be groups of learners with their own individual rates of progress and with different methods.

Grades as distinct from diplomas

The whole education system would be thus divided into units, with each diploma corresponding to a group of units.

The units to be studied for the attainment of a "grade" would consist of sections of basic subjects or of technical subjects. The extra units to be studied in order to obtain a diploma would be of a vocational nature.

The common core

5.8.4 The common core would contain: arts, technics, civics, The content of each subject would be revised in the light of a definition of the unit objectives. The fact that there would be continuity all the way from the primary level to higher education level should give rise to a reconsideration of the whole content.

Self-evaluation and self-guidance

5.8.5 By reason of its flexibility and of the responsibility that it would give pupils for their own education, such a system should enable every learner to ascertain at any time how far he has progressed and to make sure that he progresses. Moreover it would contribute largely to a solution of the problems of employment and of selection: (i) easy adaptation to the labour market situation; (ii) selection no longer by failure but by guidance.

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