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ABSTRACT

The report of progress by the Council of Europe in the areas of culture and education from 1975-76 appraises past activities and predicts future roles for the Council. The report is presented in four sections. Section I introduces initiatives of practical cooperation by the educational and cultural ministries of member states and lists 10 objectives of the Medium Term Plan developed during the year. Section II presents summaries of 11 projects which have developed and evolved during 1975-76: (1) improvement of the educational system, (2) national equivalence information and mobility, (3) university reform, (4) development of adult education, (5) computer documentation and information system improvement, (6) research cooperation, (7) modern language promotion, (8) permanent education, (9) national cultural development, (10) local cultural content, and (11) improving the cultural content of the mass media. Of particular importance in all the projects are publication and dissemination of reports on all levels of European education, information exchange between countries in areas of curriculum reform, administrative development, and educational objectives. Problems affecting migrant workers and council projects intended to alleviate these problems are focused upon in section III, followed by descriptions of council cooperative activities with other international organizations in section IV. (Author/DB)

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EUROPEAN EDUCATIONAL COOPERATION

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Documentation Centre for
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PROGRESS REPORT

COUNCIL OF EUROPE CHAPTER

- I. INTRODUCTION
- II. PROJECT SUMMARIES
- III. MIGRANTS
- IV. COOPERATION WITH OTHER
INTERNATIONAL ORGANISATIONS
AND WITH THE COMMISSION OF
THE EUROPEAN COMMUNITIES

I. INTRODUCTION

The years 1975 and 1976 have been a period of radical re-appraisal of the Council of Europe's activities in the field of culture and education, and of the achievements, structures and future role of the CCC. While this process of re-evaluation is far from complete - and indeed has been revealed increasingly clearly as a process which should be self-renewing, on a continuous basis - at this stage there are several points on which there are evident and positive results to report.

During the period in question the projects described in the Progress Report presented to the Ninth Session have developed and evolved paving the way for a new overall shape of CCC programme; in parallel, preparation of the Council of Europe's Medium Term Plan has brought about fundamental analysis of potentially fruitful areas of activity in educational and cultural matters.

For the CCC, this period has been marked by a series of significant initiatives; the Opinions 14 and 15 adopted at its 27th and 28th Sessions (1975) formally confirmed that the CCC sees its task as being to meet the concerns of relevant ministries in its member States, as expressed by the delegations to the CCC and by ministerial conferences, by means of practical cooperation, achieved through policies ranging from exchanges of information to a measure of convergence of educational and cultural policies.

As regards structures, the CCC affirmed the need to maintain the interrelations between education and culture.

The need to continue the process of concentration of the CCC's programme was recognised, as was the fact that a practicable Medium Term Plan would necessarily be closely related to the existing programme; the CCC's responsibility for the planning of its own activities was asserted in the setting in motion of processes for self-evaluation as to results achieved and for establishing a methodology for future planning and programming.

One of the first products of these evaluation and planning processes, which have already developed through various stages, consisted of proposals for the Education and Culture chapter of the Medium Term Plan which were considered by the CCC and transmitted, with amendments, to the Committee of Ministers, which approved them for inclusion in the present version of the plan under the following headings:

Sector 10 : Education

- Objective 10.1 - Promoting the gradual implementation of permanent education policies in national education systems
- Objective 10.2 - Increasing the democratisation of national education systems by promoting equality of opportunity in the exercise of the "right to education" and by developing the participation of all parties in the educational process
- Objective 10.3 - Increasing the effectiveness of education
- Objective 10.4 - Enhancing the contribution of national educational systems to an awareness of the European identity

Sector 11 : Culture

- Objective 11.1 - Fostering increasing interaction between cultural development and permanent education policies
- Objective 11.2 - Promoting the implementation of cultural policies at national, regional and local levels, inter alia through the extension of socio-cultural community development
- Objective 11.3 - Analysing possible development of the role of the institutions and instruments of cultural communication, particularly the mass media, in the light of the concepts of permanent education and cultural democracy
- Objective 11.4 - Pooling experience concerning policies aiming at developing, preserving and propagating the main expressions, of cultural and artistic life
- Objective 11.5 - Promoting understanding and recognition of specific cultural demands and contributions
- Objective 11.6 - European culture in a world setting

Since the adoption of the Medium Term Plan the CCC's Working Party on Evaluation and Planning has worked intensively on the analysis of the CCC's present methods and the formulation of criteria for evaluation of the programme and its component projects.

It is hoped that the application of the planning processes proposed will lead to a more fully reasoned approach to programming of the CCC's activities and, inter alia, to a more explicit consideration of what areas of activity should be pursued in the framework of the CCC rather than, or in addition to, any work in those fields being conducted in other international organisations.

Attention has recently focused on the review of structures for the implementation of the Medium Term Plan, in accordance with Resolution (76) 3 of the Committee of Ministers, which lays down five different types of committee to replace the existing structures from 1977 onwards. The CCC has indicated to the Committee of Ministers the importance it attaches to its specific character as an instrument for implementation of the Cultural Convention; representatives of the CCC have been invited to meet representatives of the Committee of Ministers before the CCC's 31st session, at which it has been asked to formulate an opinion on future structures.

From the discussion of structures which has taken place in various frameworks it is clear that a close relationship between the Resolutions of the Standing Conference of European Ministers of Education and the CCC is considered very desirable, and that there is concern that the implementation of the Medium Term Plan should not introduce rigidity which would exclude action on any topical and urgent matter to which a ministerial conference gives high priority.

While the 1976 CCC programme has been one of transition, its main activities naturally are already oriented towards the objectives of the Medium Term Plan. The principal areas of work for 1977 will be the continuation of the projects whose development in 1975-1976 is described in the rest of this chapter, and the renewal of the programme, using the criteria and proposals emerging from the evaluation exercise.

II. PROJECT SUMMARIES

Project 1 - IMPROVEMENT OF THE EDUCATIONAL SYSTEM : STRUCTURES AND METHODS, NEW OPTIONS AND SOLUTIONS

1.1 Pre-school education

Since the European Ministers of Education examined pre-school education in the context of educational opportunity for all, at their Sixth Conference in Versailles in 1969, the Council of Europe has undertaken several activities in connection with this subject, notably the setting up of a three-year (1975-77) project on pre-school education.

The project centres on three themes of priority interest to CCC member States :

- i. the link between pre-school and primary education (a priority theme emphasised at the Eighth Conference of European Ministers of Education in 1973) ;
- ii. the pre-school education of migrants' children (considered an outstanding factor in the integration of migrant children into the host community by the 1974 ad hoc Conference on the education of migrants) ;
- iii. pre-school education for children living in sparsely populated areas (the importance of which was underlined in Recommendation 776 (1976) of the Parliamentary Assembly).

Supporting work on the compensatory role of pre-school education (four case-studies published in 1975-76, a consolidated report to be published in 1977) and on cooperation between pre-school authorities, parents and the community (five case-studies to be published in 1977) is also being carried out by the Committee for General and Technical Education.

The link between pre-school and primary education was the subject of a symposium which took place in Versailles (November 1975). A second symposium entitled "Continuity in the Curriculum" will be held in Bournemouth, United Kingdom (March 1977). The recommendations from these two conferences will provide the basis for a publication on the organisation of early childhood education in Europe.

"The integration of migrants' children into pre-school education" is the title of a symposium held in Berlin (6-12 December 1976). Case-studies on the situation in four member States and a consolidated report formed the basis for discussion at this meeting, which resulted in recommendations on practical measures to facilitate the integration of migrants' children.

On the basis of a questionnaire, sent to all member States, a provisional report on pre-school education in sparsely populated areas has been drawn up by the Programme Adviser. Together with three case-studies on various aspects of this theme, it will be presented at a symposium to be held in Storlien, Sweden (September 1977), where the problems of pre-school education in rural and mountainous regions will be discussed.

Pre-school education should play an increasing role in ensuring educational opportunity for all, and thus constitutes a key element in the democratisation of education (Objective 10.2 of the Medium Term Plan).

1.2 Education for the 16-19 age group

The education of the 16-19 age group was defined as a priority area for European educational cooperation at the Eighth Session of the Standing Conference of European Ministers of Education (Berne, June 1973). Its importance was re-affirmed both in Resolution No. 1 of the Ninth Session (Stockholm, June 1975) and in the Resolution on the 16-19 age group adopted at the Seventh European Conference of the World Confederation of Organisations of the Teaching Profession (Zürich, November 1975).

For several years, the Committee for General and Technical Education has studied various aspects of the education of the 16-19 age group, and these activities will come to fruition in 1977. Among the studies which the Council of Europe will make available to educators in the CCC's member States are :

- i. the final report of the Oxford University/Council of Europe Study for the Evaluation of the Curriculum and Examinations. During the Study, experts have examined the teaching of ten subjects to the most specialised classes in upper secondary education. The results have been published by the Council of Europe series: the mother tongue, mathematics, Latin, biology, chemistry, physics, economics, history, geography, and social and civic education. The final report is based on these ten volumes and analyses trends in the development of curricula for the 16-19 age group ;
- ii. a set of reports and case-studies on two interrelated subjects, inter-disciplinarity and the introduction of new elements of knowledge in upper secondary education ;
- iii. an analytical study on autonomous work by pupils based on the findings of the symposium held at Klemskerké in Belgium in November 1976 ;
- iv. a publication on participation in education and education for participation.

Furthermore, in the first half of 1977, a team of experts will visit national schemes and pilot projects which offer significant innovatory solutions to problems encountered in the organisation of education for the 16-19 age group. The experts, who will prepare a consolidated report on the visits, are particularly interested in schemes and pilot projects which are concerned with : guidance and counselling; the better coordination of general and technical education; and the flexible organisation of courses of study.

The second half of 1977 will be spent in the preparation of a synthesis of the various reports. It will culminate in the organisation of a symposium in Portugal, the purpose of which is to provide member States with guidelines for the education of the 16-19 age group.

Synthesis is, therefore, the main aim of 1977. However, if member States so wish, this synthesis could serve as a basis for further work on this age group between 1978 and 1980. Among the topics which have been suggested by the Committee for General and Technical Education for study during this period are : the relationship between general and technical education; preparation for employment; and access to higher education.

1.3 Technical and Vocational Education (1)

This project, which is briefly described in the Progress Report presented to the Ninth Session of the Standing Conference of European Ministers of Education (CME/IX (75) 6, p.58), has developed as planned. Two studies on training in paramedical and social work careers and on agricultural education have been completed and distributed on a wide basis. The study on agricultural education has attracted the interest of the Committee on Agriculture of the Parliamentary Assembly.

Mobility was the subject of a symposium held in Montreuil (October 1975). It seemed to the experts that, from the point of view of the teachers, this subject could not be separated from training - the facilitating of voluntary mobility was one of the effects of "good" training. It was in this light that the use of the unit/credit system in basic and further training was studied at the symposium in Le Touquet (May 1976).

It seems clear that a development of work in this area under the heading 'A system of units/credits for technical and vocational training in Europe' replies to the recommendations which the Standing Conference of European Ministers of Education have formulated on several occasions (cf. Resolution No. 1 of the Seventh Session, 1971).

This development will take place in 1977, beginning with a close examination of the difficult problem of key qualifications and basic training. A composite report is planned for the end of 1977.

Furthermore, monographs describing original training systems (such as comprehensive schools offering general and vocational education and the unit/credit system) which encourage mobility, with particular attention being paid to unit systems which could readily be applied at European level will be prepared on: car-repair mechanics, lorry-drivers, general mechanics. In studying the case of car-repair mechanics it is hoped to contribute to the implementation of Resolution (76) 43 of the Committee of Ministers of the Council of Europe.

In a longer-term perspective (1978-80), it would be desirable to study, in accordance with a general demand, the methodology of the construction of a system of units/credits.

In addition to this main line of development, another area which merits study is that of training in the crafts. Craftsmen hold a place in the economy which is by no means negligible, but questions of training, above all in art craft work, are giving rise to concern.

(1) A fuller version of this presentation of the aims and results of the project is to be found in the report CCC/EGT (76) 27 (60 pages).

Project 2 - EQUIVALENCE AND MOBILITY

2.1 Equivalence

The European network of national equivalence information centres and similar services is still expanding. It already comprises 13 CCC member States plus Australia. Gradually, this network is becoming more closely knit under the Council's project on "equivalences". A milestone in this development was an agreement concluded in Spring 1976 to exchange personnel and, in particular, to accept personnel from newly created centres at the other centres for training purposes. Current equivalence matters concerning certain groups of CCC member States in particular have been examined in small groups of experts on-the-spot in the country mainly involved. At a first meeting of this kind in The Hague in May 1976, the question was also examined of the introduction of multilingual explanatory forms for qualifications (similar to those already in use in the Netherlands). Another small meeting of experts in Vienna in Spring 1976 dealt primarily with the present state of implementation of the three Council of Europe Equivalence Conventions; it was found to be rather satisfactory. Work in 1977 will concentrate on equivalence matters in the Nordic and in the Mediterranean areas.

The documentation on equivalence matters brought out under the project (the series entitled "Equivalence Information and Documentation") covers reports on the working methods of all the national equivalence information centres, selected bibliographical abstracts on recognition of qualifications (world-wide, regional, individual countries), a survey of methods of establishing equivalences, and a collection of equivalence regulations and evaluation practices in Belgium and the Netherlands (the part concerning Spain is in preparation).

The Council's work, which concentrates entirely on the 'information' aspect of equivalence problems, is unique in Europe. There is no duplication of work with any other international, European or inter-governmental organisation (UNESCO, OECD, EEC).

In November 1976 a group of experts will examine the advisability of having further cooperation in equivalence matters based on a Council of Europe convention.

2.2 Mobility

There are a number of obstacles to wider geographical mobility of students, teachers and research workers. 13 countries (Austria, Belgium, France, the Federal Republic of Germany, Iceland, Italy, the Netherlands, Norway, Spain, Sweden, Switzerland, Turkey and the United Kingdom) have therefore carried out a Special Project Mobility, financed by direct contributions outside the normal CCC budget. The purpose of the project was to identify obstacles to the mobility of post-graduate students, academic teachers and research workers and to make proposals for overcoming them as well as for improving the present system of information on possibilities for teaching, research and learning offered abroad.

The project was also a direct outcome of Resolution No. 2 of the Seventh Session of the Standing Conference (Brussels 1971). The work, started in 1974, was carried out by a French project director and an Austrian administrative assistant - each provided by their countries as contributions to the scheme. The work was supervised by a steering group consisting of representatives of participating countries. The final recommendations were adopted in March 1976. They are accompanied by monographs describing the situation country by country.

The recommendations contain proposals for mobility information centres at local, national and European level, more flexible regulations allowing staff to go abroad and foreign staff to be appointed, better systems for the reception of foreigners, greater integration of foreign staff, measures to overcome language barriers, and more generous regulations for financial aid to those going abroad or coming from abroad.

Project 3 - UNIVERSITY REFORM

Based on national as well as analytical reports the Committee for Higher Education and Research has held policy debates on the situation of and trends in tertiary education, admission to tertiary education, financial aid to students, the age structure of the research population and the follow-up of the Helsinki Conference.

i. Diversification of Tertiary Education

The Committee's Working Party on Diversification of Tertiary Education has submitted an interim report (CCC/ESR (76) 65 rev.) covering the following problem areas : demand for tertiary education, availability of places and numerus clausus, financial situation, graduate un- or underemployment.

An overall report on the present situation of and trends in tertiary education based on the study of interesting new developments in France, the Federal Republic of Germany, the Netherlands, Norway, Spain, Sweden, Switzerland and the United Kingdom will be made available at the end of 1977.

ii. Reform of Higher Education in Southern Europe

As from 1977 a Working Party will be set up to study developments and reform trends in Southern Europe.

iii. Curriculum Reform and Development

A European Register of Selected Curriculum Reform Experiments has been completed and will be published early in 1977. It describes innovations in curricular methods and course patterns which are likely to be of interest to a number of European countries and in particular to national curriculum reform committees.

Furthermore an attempt has been made to initiate joint evaluation of curriculum reform in five selected disciplines: architecture, engineering, biology, training of social workers, and teaching of environmental problems. In each case institutions of higher education engaged in particular innovations have been asked to prepare detailed descriptions of their experiments which were then discussed by a working party set up for each of these fields. In certain cases the working parties have also visited and discussed the experiments on the spot. Final evaluation workshops with a somewhat enlarged participation

have been held for engineering and architecture; one on the training of social workers will follow in December 1976. In the case of environmental studies the feasibility of preparing a European Handbook for Environmental Studies is under examination, following a publication on the teaching of environmental problems at university level.

In the case of engineering and architecture the joint evaluation of curriculum reform experiments will now be taken over by non-governmental associations: the European Society for Engineering Education and the European Association for Architectural Education.

A symposium on the place of the student in distant-study systems has been held in Tübingen in October 1976.

iv. Admission to tertiary education

Various documents on admission to tertiary education in individual countries as well as a CCC declaration on the practical application of the European Convention on the Equivalence of Diplomas leading to Admission to Universities have been made available. A meeting on admission policies and/or selection procedures is envisaged for 1977/78.

Project 4 - DEVELOPMENT OF ADULT EDUCATION

This project was the subject of a colloquy held in Bergen (The Netherlands) on 8-10 December 1976 on the theme 'The integration of Adult Education within a system of Permanent Education'. This colloquy, which brought together many of those responsible nationally for adult education, had the task of deciding on proposals for recommendations to governments.

These proposals focused on the objective by which adult education ought now to become an integral, and no longer marginal, part of the educational system conceived according to the basic principles of permanent education. This objective carried the consequence that it is also necessary to establish and recognise, to a greater degree than is often the case, the specific nature of adult education from the triple point of view of its organisation, its methods and its contents.

The interim report of the project (CCC/EES (76) 4), prepared as a basis for the discussions of the Bergen colloquy, is a preliminary outline in this direction.

The proposals for recommendations concern essentially :

- organisation: the recognition of the right to education, the decentralisation of the administrative machinery, the development of experiments in collective education;
- contents: in particular it is proposed to remove the often insurmountable barriers placed between the different fields of adult education. If adult education is based on response to needs and expression of problems encountered in everyday life, it will become at the same time functionally and culturally relevant;
- methods: development of methods of analysis of needs, of planned definitions of educational objectives, of evaluation. A particular stress is laid on the development of unit/credit systems.

If the preparation of a common European basis for reflection concerning adult education is one of the objectives of the project, the fact must not be lost from sight that the operational objective is to set under way, on this common basis, a system of exchange of ideas, experience and personnel which will lead to the constant review and development of the reflection.

This system of pooling will be explored in 1977 with the institution of a European network of interacting projects. On the basis of projects proposed by governments, visits will be organised, bringing together those responsible nationally for adult education, project leaders and experts. In parallel, complete evaluation reports will be prepared and a general seminar organised for the end of that year. In addition, exchanges (of animateurs, trainees, etc.) will be encouraged. The follow-up after a lengthy period will also be studied. The creation of a spirit of European cooperation will thus be encouraged step-by-step, beginning with the principal concerns of those people chiefly involved in a continuing dialogue within the framework of an exchange system which is as flexible as possible.

It is evident that an undertaking such as this can only develop if it corresponds to the wishes of governments.

If such an experiment proved conclusive, one could envisage its extension in the near future, in the same direction of exchanges and interaction, towards the total of composite parts of a system of permanent education such as is proposed in the framework of Project 8.

In parallel a complementary project, following closely the lines of the first, has been developed within the CCC programme. The objective is to indicate to member States the main lines of a common policy which might be followed concerning the training and retraining of adult educators.

Work in this field will reach its final phase at the end of 1977 with the publication of a consolidated report on the preliminary theoretical studies which analysed trends in this area and their comparison with the work carried out in practice in certain interesting examples of educational institutions in member countries.

The Symposium held in Sienna in November 1975 was a significant point in the development of this project; although it did not produce final recommendations, it nevertheless highlighted the existing link between the training of adult educators and that of socio-cultural animateurs and the similarity of the social aims of adult education and of socio-cultural animation.

The European network of the interaction project described above will naturally include training establishments for workers in adult education.

Project 5 - EUDISED (European Documentation and Information System for Education)

1. The exchange of information being the basis for European cooperation in education, it was clearly one of the tasks of the CCC to try to improve the flow of information throughout Europe by introducing into this field network and computer techniques which have stood their test in the transfer of scientific and technological information. Thus the EUDISED project was launched to create - under the guidance of experts nominated by their national authorities - a common European pool from which any user in any of the participating countries would be able to retrieve any information processed according to the rules of the system. Such a system, if fully implemented, may be expected to make a similar impact as ERIC in the USA on the improvement of educational theory and practice. At present EUDISED is operational in one area, in educational research and development, and experiments in two further areas, in the exchange of information on audio-visual media and on articles in educational periodicals, have been successfully completed. The project has been implemented in close cooperation with other international organisations, in particular with the Commission of the European Communities. In this context it may be recalled that the Nine Ministers of Education, meeting within the Council on 10 December 1975, decided that member States "in collecting information will apply experimentally the norms agreed in the framework of EUDISED".
2. In the two years under review, work on the project has progressed in respect of both the instruments and the network. One of the main instruments in EUDISED is the thesaurus of descriptors which lists and groups the terms to be used for indexing and retrieving information in the system. The EUDISED thesaurus could not be unilingual, as is the case with ERIC, but had to be multilingual. After the English, French and German versions, containing each some 2,800 descriptors, had been published in 1974 (Mouton, Paris and The Hague), the Dutch and Spanish versions were completed by experts nominated by the Ministries concerned, with the assistance of the Council of Europe's consultant, Mr. J. Viet, from the Maison des Sciences de l'Homme, Paris. In 1976 the Spanish version was published by Mouton and the Dutch version by the Netherlands' Government printing office. The discussion on the preparation of an Italian version has not yet been concluded. The thesaurus was processed by the International Labour Office in Geneva under contract to the Council of Europe. The master tape is now with the Computation Centre of the Commission of the European Communities in Luxembourg and has been integrated into the programmes of the Centre. Work has also been continued on the format for machine-readable information transfer. After the "EUDISED standards, format, character representation" had been published in 1973 in English and in 1974 in French, it was also published in German in 1976. Furthermore, a detailed study on the modification of existing software to suit EUDISED requirements and on its central operations was commissioned in 1976 by the Commission of the European Communities in consultation with the Council of Europe.
3. However, the system can only be operated if a network of adequately equipped national centres can be established. This problem would be a simple one if in each State Party to the European Cultural Convention there existed one national centre for educational documentation and information. This is not the case as the national structures in this field have developed according

to very divergent historical lines: there are common information needs but no common information structures. The national centres that exist are, as a rule, specialised in one area only, e.g. educational research or audio-visual media, and they are, furthermore, at various stages of development, ranging from small to large centres and from centres using traditional laboratory techniques to those experimenting with computer techniques. EUDISED can, therefore, only be implemented by creating for each of the main areas of educational information a network in which the existing national centres cooperate, and by linking these networks to the common data base and its utilisation.

4. This has first been attempted in the field of educational research and development where national centres and a considerable demand for information existed. In 1975 an experiment was carried out in which nine countries participated (Austria, Denmark, France, Federal Republic of Germany, the Netherlands, Norway, Sweden, Switzerland and the United Kingdom). The results were published in the "EUDISED R & D Bulletin, experimental issue, 1975". In 1976 EUDISED R & D was extended to comprise twelve countries and became fully operational. Three EUDISED R & D Bulletins, each giving information on some 250 projects, were published in 1976, and it is expected that some six bulletins will be published in 1977. The system works as follows :

- The Council of Europe organises annual meetings of the heads of the national centres which deal with educational research information. At these annual meetings the details of cooperation are determined.
- There is a common EUDISED R & D worksheet which is used by all centres for collecting information on national projects. The completed worksheets are sent to the Council of Europe's Documentation Centre for Education in Europe for technical editing and are thereafter processed by INSPEC/PPL in London. The draft output is proof-read in the Documentation Centre and the final output in the form of film pages is used for offset printing the Bulletin. 4,000 copies of the Bulletin are printed and distributed - at present still free of charge - by the national agencies and the Council of Europe.
- National centres may obtain at the end of each year, and at their expense, film pages of their projects to print and distribute as national surveys.
- The Bulletin is a current awareness service. The brief abstracts of the projects are intended to give the reader general information on educational research and development in the participating countries. Any reader may also obtain further information by requesting it from the institute where the research was carried out and by ordering the publications listed under the project in question. The national surveys which are a by-product of the system serve in particular local needs.

However, EUDISED R & D has in the Secretariat's opinion not yet reached its full potentiality :

- The number of participating countries should be further extended.
- The system is still too much centred on academic research: it has proved difficult to collect adequate information on the numerous development projects in member States, e.g. curriculum reforms, innovatory experiments in schools, colleges, universities and adult education centres.
- There is not yet an operational retrieval service.
- All participating centres should have computer access so that tapes could be exchanged and the common data base be made available to each centre.

5. Parallel to EUDISED R & D, similar systems have been developed for information exchange on audio-visual media used in education and on articles published in the main educational periodicals. In each of these fields an experiment was carried out in 1975/76 and the results published at the end of 1976 in experimental bulletins - EUDISED-AV (audio-visual media) and EUDISED-EP (educational periodicals). It has thus been proved that the EUDISED techniques can also be applied to these fields. It is intended to convene in 1977 meetings of experts to be nominated by their national authorities to examine the results of the experiments and to obtain guidance on whether and how these experiments should be followed up.

6. It may thus be stated that the developmental stage of the EUDISED project will be completed by the end of 1977 as far as this is possible within the framework of the CCC. The Working Party which evaluated the CCC activities recommended in its report (document CCC (76) 18) that :

" it should be decided whether, as from 1978, this project should :

- go it alone, within the framework of a special project, or
- be integrated into the European Communities information system, where it would be able to draw on the large-scale infrastructure that already exists, in which case the Council of Europe's possible role should be determined so as to ensure that countries that are not members of the Nine participate in the EUDISED system".

The form of further implementation from 1978 is therefore a matter for decision.

Project 6 - EUROPEAN COOPERATION IN EDUCATIONAL RESEARCH

1. Although the "think tanks" of educational researchers created in the sixties to advise the "decision-makers" have lately come under criticism, education needs research - to clarify the issues, to develop further the knowledge base of teaching and learning, and to create the intellectual environment in which good teachers may be trained and retrained. The CCC has therefore retained in its programme the project "European cooperation in educational research", which was set up in 1968 following Standing Conference Resolution No.3 (1964). The aim of the project is to create a European forum in which researchers from member States may discuss either among themselves or with administrators priority issues of education. The papers, the summaries of the discussions and the conclusions are published and in particular brought to the attention of the other CCC bodies concerned.

2. In 1975 work concentrated on the publication of the European Trend Reports. Following the recommendation of a Working Party the Council of Europe commissioned leading researchers to prepare studies on the current situation and the trends in a research field of general interest and to highlight the political conclusions that might be drawn from the research findings. Six such Trend Reports have been completed :

- K.-G. Stukat : Current trends in European pre-school research
 - G. Ruddock, P. Kelly, et al : The dissemination of curriculum development
 - K.-H. Ingenkamp : Educational assessment of pupils - current trends of research
 - W. Taylor : Research and the reform of teacher education
- (These four reports published by the National Foundation for Educational Research Publishing Co., Windsor; English only)
- F. Bacher and M. Reuchlin : Educational and vocational orientation, tendencies of research

(Published by the Documentation Centre for Education in Europe, French only)

- E. Malmquist and H.U. Grundin : European cooperation in educational research.

(Published in both English and French by the Documentation Centre for Education in Europe).

3. Furthermore, the seventh Educational Research Symposium was held in October 1975 in Göteborg, organised by the Swedish authorities under the auspices of the Council of Europe. The theme was "Strategies for research and development in higher education" and the papers were published under this title by Swets and Zeitlinger (Netherlands).

4. In the following year a new activity was developed under the guidance of the CCC's Committee for Educational Research and its Bureau: the European Contact Workshops. The aim of the workshops, which, as a rule last for five days and are attended by some 20 researchers, is to enable participants engaged in the early stages of projects of national importance to meet their colleagues from other member States working in the same field to compare objectives, methods and results. In 1976 four such workshops have been organised :
- Research into monitoring national standards of educational achievement in schools, organised by the National Foundation for Educational Research under the chairmanship of Dr. R. Sumner at Windsor, 13-19 June 1976;
 - Research on science education, organised by the Institute for Science Education (IPN) under the chairmanship of Professor K. Frey at Malente (FRG), 26-30 October 1976;
 - Research on the stimulation of social development in school with special reference to pupils aged 4-12, organised by the Psychological Laboratory in the University of Nijmegen, under the chairmanship of Dr. C. van Lieshout at Nijmegen, 29 November- 3 December 1976;
 - Research into assessing the effectiveness of different experimental forms of education for pupils aged 10-14 and the curricula adopted, organised by the Austrian Ministry of Education and the Arts under the chairmanship of Professor L. Schwarz, at Neusiedl, 13-17 December 1976.

This activity will be continued in 1977 with the organisation of four more workshops.

5. In 1976 the first All-European Conference of Directors of Educational Research Organisations was organised jointly by UNESCO and the Council of Europe in Hamburg on 26-29 April. The main purpose of the Conference was to promote personal contacts and scientific cooperation between leading research organisations from Western and Eastern Europe. The Conference discussed, on the basis of eight papers delivered by four researchers from the East and four from the West, the theme "Impact of educational research on school education". All 22 States cooperating in the CCC were represented by delegates nominated by their governments and the representatives of the eight East-European States were nominated by their national UNESCO Commissions. The Hamburg Conference followed on the London Conference of 1971 and the Paris Conference of 1973 at which the Directors of Educational Research Organisations of the States Parties to the European Cultural Convention had met. It is intended to continue in future both these conferences and the All-European Conferences.
6. The attention of the Standing Conference is drawn to this project and in particular to the workshop programme which provides an opportunity to enrich national projects, not only of research, but also of development and reform, by the experience of other countries. Thus the first two workshops of the 1976 programme listed above were organised as a result of national initiative and were financed both from national sources and from the Cultural Fund.

Projet 7 - MODERN LANGUAGES

There is widespread agreement on the necessity and importance of promoting extensive language learning in Europe in order to improve functional and cultural communication and understanding, and to increase flexibility and mobility. The CCC's work in this field has developed considerably over the last two years since being based on a new approach.

The traditional CCC approach focused on improving techniques and methods of teaching languages; the importance of individually different motivations and needs (target audiences and relevant learning objectives) was relatively neglected.

The new approach attempts to adapt course construction, curriculum development and the production of (multi-media) learning materials to identified motivations and needs of individual learners and groups of learners. This should make for a more immediate, practical applicability of what has been learned, thereby constantly encouraging the learner in his personal effort.

This is what the technical terms "threshold level", "systems development", "multi-media unit/credit system" stand for in the new approach.

Concrete results so far achieved include the publication of a fully explicit and operational definition of a minimum communicative learning objective ("threshold level") applied to several languages (English, French, German and Spanish). Competent and important organisations and institutions for adult education such as the German Volkshochschulverband, the Norddeutscher Rundfunk, the Bayerischer Rundfunk, the BBC, the Swedish adult education organisations, and the Eurocentres, have now engaged in pilot experiments (threshold level tests, course construction and development, co-production of relevant learning materials).

The resultant pace of the project makes it advisable to consider without undue delay the possible forms that the introduction and implementation of a European language learning system as proposed by the CCC group of experts can take, according to the extent to which educational institutions in member countries are prepared to co-operate and integrate their efforts. The opportunity of considering how such a system can be further developed, introduced and used will be provided at a Symposium to be held in the Federal Republic of Germany in September 1977. In particular, in order to coordinate the operational efforts deployed in the pilot experiments, which are expected to increase in number rapidly, governments would have to envisage setting up a small coordinating unit in the near future, whose terms of reference would be to prepare the implementation of the European language learning system as proposed by the CCC expert group (i.e. to contribute towards the systematisation and rationalisation of language learning in Europe) by :

- giving advice to pilot agencies in member countries ;
- coordinating their activities within a common framework and on the basis of the proposed system ;
- exploiting feed-back and developing cross-fertilisation; avoiding duplication and developing European co-production.

Project 8 - PERMANENT EDUCATION

- i. The principles of permanent education, as understood by the Council of Europe, will increasingly underlie the whole of the educational programme of the CCC, giving it coherence in the light of a concept which is constantly being re-examined and developed to fit the changing needs and realities of European society. The concept of education as an integrated lifelong process, involving the systematic provision of educational opportunities throughout life, implies the recognition of its value as a potentially powerful agent of social change and human emancipation.
- ii. Following the Ninth Session of the Standing Conference of European Ministers of Education, where the Council of Europe presented an analytical report under the title of "Permanent Education, a framework for recurrent education", and where the ministers recognised the value of permanent education both as a guiding principle and as a global educational strategy work in this field has been actively pursued.

The background of this project consists of a conceptual phase (1967-72) which resulted in studies collected in a compendium, a synopsis of these studies ("Permanent education: the basis and essentials") and a development pattern ("Fundamentals for an integrated educational policy"). Subsequently, four operational evaluation phases were carried out, centred around 25 national pilot projects in all sectors of in- and out-of-school education, selected for on-the-spot study and detailed evaluation. A consolidated report on the entire set of visits is in course of preparation.

The final report on permanent education, indicating guidelines for national education policies based on common experience and joint forward looking, will become available in 1978 and will be presented at a Symposium to a wide and representative circle of educators, decision-makers and educational planners. Further developments will be decided in the light of consideration of this report, the publication of which will mark the close of the present project.

Meanwhile, ways and means will be sought to move towards a phase of gradual implementation in the national contexts, while maintaining and increasing the existing level of information on, and cross-fertilisation between, innovative activities and projects in member countries.

A promising development in this field has consisted in the degree of coordination achieved between the permanent education project and the project on the organisation, content and methods of adult education. Such coordination and the mutual enrichment derived from it provide an example of the kind of coherence and unity that should be aimed at within the CCC programme, using the overall concept of permanent education as the guiding principle and driving force. In operational terms, coherence will be sought in common working methods and organisational measures, with a view to gradually and selectively enlarging the proposed European network of interacting projects in adult education to a new, comprehensive exercise in permanent education.

A further, concomitant, development has consisted in the integration of the efforts pursued in the field of educational technology in the permanent education project. A series of Workshops is underway aimed at a critical re-appraisal of educational technology theory and practice, and leading to the formulation of a strategy for the definition and utilisation of teaching/learning media, methods and techniques which are most consistent with the philosophy of permanent education, and instrumental to its implementation. It is starting from such strategy guidelines that European cooperation among multi-media agencies will be again actively encouraged. 19

Projects 9-11: CULTURAL DEVELOPMENT

The CCC has always stressed the important links between education and culture and in the terms of its own Programme regards permanent education and cultural development as "two aspects of the self-same process".

At Oslo in June 1976 the European Ministers with responsibility for cultural affairs had their first opportunity for discussing the bases of the CCC's Cultural Development Programmes. They approved these and in a series of resolutions provided guidelines for possible future activities of the CCC in this field.

Because of its limited financial resources, the CCC has not been able to follow up all the major projects recommended at the Oslo Conference. The projects which are described hereafter are all based on the resolutions adopted at Oslo, and cover fields where the CCC has acquired special experience.

Project 9 - CULTURAL DEVELOPMENT POLICIES AT NATIONAL LEVEL

The objective of the project is to help those responsible at national level to devise strategies for cultural policies by providing them with information on cultural matters and on research, with a view to comparing the common experiences of the member States and, where appropriate, by analysing the lessons from this experience.

The principal methods of achieving these aims will be by publishing regular bulletins of relevant information and news, and by preparing a number of case studies of particular aspects of cultural policies.

Project 10 - CULTURAL DEVELOPMENT POLICIES AT LOCAL LEVEL

Based on the experience gained through two earlier CCC projects (the "14 Towns" and the "Animation" projects), the objective is to provide local authorities with help in framing and arranging their cultural policies, and in particular with a view to seeing how traditional facilities such as museums, libraries and theatres can be used in new ways and attract larger numbers of citizens to take an active part in the cultural life of their community.

Project 11 - IMPROVING THE CULTURAL CONTENT OF THE MASS-MEDIA

The mass-media, and particularly television, are a ubiquitous channel of acculturation, yet many criticisms are made of the quality of some of the contents of what is broadcast from a cultural point of view. By encouraging and assessing experimental programmes, by analysing the way in which local television and radio may serve cultural purposes, and by understanding the process by which programmes are made and understood by viewers, the CCC provides policy-makers with information on the ways in which the mass-media may contribute to helping cultural policies take account of the effects, uses and possibilities of television.

III. MIGRANTS

In accordance with the request made by the Ninth Session of the Standing Conference (Resolution No. 2 (1975)), the following account of the development of Council of Europe activities concerning the education of migrants is included for the information of the participants of the Tenth Session :

The Council of Europe has been actively involved since 1953 in questions of improving the living conditions and social status of migrant workers. Its concern has been above all to avoid the creation of a sub-proletariat; to this end a very large range of work has been carried out and brought to culmination in the adoption by the Committee of Ministers of a series of resolutions concerning :

1. living, working and training conditions for migrant workers;
2. human and social problems;
3. problems facing migrant workers on their return home.

These measures are relevant to educational concerns in that they cover vocational training, the teaching of the host country's language, the equivalence of qualifications of light vehicle mechanics, equal treatment in various fields, including vocational guidance, training and retraining, and schooling for migrant children.

Resolution (70) 35 of the Committee of Ministers on school education for the children of migrant workers is worthy of special attention since it gave rise not only to a number of studies and pilot experiments but also to practical measures in most of the immigration countries.

This Resolution asks member States in particular to :

- promote the integration of migrants' children into the host country's compulsory school system;
- maintain their cultural and linguistic links with their country of origin;
- help reintegrate the children of migrant workers returning to their country of origin into its school system so that they do not feel like foreigners in their own land.

The Resolution has given rise to two specific projects :

1. Special Council of Europe experimental classes

In addition to making recommendations to governments for measures to be taken, the Council of Europe has included in its Work Programme the organisation every academic year of a series of experiments to which it makes a financial contribution. Actual responsibility for the classes lies with specialist bodies in member States which draw up a report on the criteria according to which classes have been formed, the difficulties encountered and the teaching methods applied. The reports, published by the Council of Europe, are available to all those with an interest in this field; they afford an opportunity for a comparative study of different experiments and hence for an assessment of the best way of attaining the twofold objective of integrating

these children into local compulsory education and safeguarding the essential features of the language and culture of their country of origin.

2. School career record

During work on schooling for migrants' children it became apparent that the differences in European school systems made it more difficult to gain the proper information on the children's school career.

As a remedy the Committee of Ministers adopted a "school career and health record for children attending school abroad" (Resolution (76) 12) in March 1976. This consists of a form providing space for all the particulars of the school situation, the standard attained by a child before his move to another country and such prophylactic measures as vaccinations. The school career record, to be issued by the appropriate authorities in the country of emigration, will be a sort of "passport" to education, the aim being to assist staff teaching foreign children.

Following this Resolution the Secretariat has produced models of the record in French, English, German, Italian, Turkish, Dutch, Swedish and Greek and circulated these to the national departments which have been instructed by their governments to reproduce the model and to distribute it, for a three-year trial period, to the authorities and persons concerned. A Portuguese version is in preparation.

These two programmes of activity were well under way by 1974, when the Council's work in this area was given additional impetus and support by the ad hoc Conference on the education of migrants, organised in Strasbourg jointly by the Council of Europe and the Standing Conference of European Ministers of Education. The ad hoc Conference passed recommendations suggesting a set of measures for improving the teaching and administrative sides of education for migrants' children which stressed the need for special reception measures, the importance of the mother tongue in the educational process and the need to interest and train teachers put in charge of these children. Countries were encouraged to promote more research projects on the problems raised by education for migrants' children.

The conclusions of the ad hoc Conference were commended to governments in Resolution No. 2 of the Ninth Session of the Standing Conference (Stockholm 1975).

Since then the importance of integration for migrants' children - which differs from assimilation in that it includes recognition of foreigners' cultural identity - has been emphasised by the Conference of Local and Regional Authorities of Europe (April 1976), the European Ministers responsible for Cultural Affairs (Oslo, June 1976) and the Parliamentary Assembly of the Council of Europe (at its September 1976 session).

In particular, the European Ministers responsible for Cultural Affairs stressed that everything possible must be done to create the right conditions for free, universal access to culture, since present conditions certainly did not meet the cultural needs of migrant workers; they also affirmed their desire to see "cooperation established between the countries interested ... in order to ensure the continuity of migrants' links with their own cultures and the enrichment of the national culture by contributions from the migrants' cultures".

Apart from the continuation of the work already in progress arising from Resolution (70) 35, areas currently being developed are notably the following :

1. Training for teachers in charge of migrants' children

The enormous changes in population patterns caused by the influx of migrants have faced schools with new problems. This was already recognised in paragraphs 11, 12 and 13 of Resolution (70) 35 of the Committee of Ministers on school education for the children of migrant workers, which covered the training and recruitment of teachers of foreign children.

Furthermore, in 1971 the European Ministers of Education, at their Seventh Session in Brussels, agreed to devote special attention to the education and training of immigrants, particularly to schooling for their children (Resolution No. 4 of 1971).

In response to this Resolution the CCC undertook to look into the training given to teachers of children of migrant workers.

The first stage of the resulting project was completed in 1974 with the publication of a study of this subject by Mr. L. Warzee; it was submitted for discussion to the participants at the ad hoc Conference (November 1974).

In the light of the recommendations made at that Conference a new programme of activities was worked out in 1976 providing, among other things, for :

- a. A searching analysis of the training given to teachers in charge of migrants' children.
- b. The compiling of files containing information on the culture, civilisation and educational system of countries of origin and host countries; these are intended to give teachers dealing with migrants' children an idea of the particular problems arising in this field.

2. Pre-school education for migrants' children

The right of migrants' children to pre-school education and their need for it have been mentioned in recommendations adopted in various contexts.

Resolution No. 3 adopted by the Sixth Conference of European Ministers of Education (Versailles, 1969) dealt with nursery school and primary school in relation to the demands of educational opportunity for all.

The first CCC symposium on pre-school education, held in Venice in 1971, produced a recommendation to member States to urge migrant workers to send their children to a pre-school establishment as soon as possible and to take measures to encourage migrants to learn the host country's language.

In 1974 the ad hoc Conference found that pre-school education was a factor of prime importance in integrating migrants' children into the host community. In 1975, following up these recommendations, the CCC launched a project on pre-school education, one element of which concerns migrants' children. Case studies have been made of factors influencing the integration of such children into the pre-school system in France, the Federal Republic of Germany, the Netherlands and Sweden.

Despite slight differences in their conclusions, all four national studies state that pre-school education for migrants' children must begin with their integration into society and a consideration of the problems peculiar to their situation.

This recommendation was endorsed at the symposium on "The integration of migrants' children into pre-school education" (Berlin, December 1976), which concluded that it was not in the interests of migrants' children for special sections to be set up within nursery schools. It was, however, necessary for such children's interests to be taken into account in every decision taken by the pre-school establishment (curriculum, reforms, syllabuses and timetables, regulations and legislation, teacher training, etc.).

In 1978 the CCC will analyse the range of conclusions reached in the course of the pre-school project, with a view also to making specific recommendations on educational measures to assist and improve the integration of migrants' children into pre-school education.

IV. COOPERATION WITH OTHER INTERNATIONAL ORGANISATIONS AND WITH THE COMMISSION OF THE EUROPEAN COMMUNITIES

The CCC invite observers to each of its sessions from UNESCO, OECD, the Commission and Council of Ministers of the European Communities, the European Parliament and the Secretariat for Nordic Cultural Cooperation.

While it is hoped to increase the degree of informal and operational cooperation with other organisations, the usefulness of formal and high-level contacts should also be emphasised: the Secretary General of OECD addresses the Parliamentary Assembly of the Council of Europe annually; regular visits of the Secretary General of the European Commission to address the Ministers' Deputies have been instituted, and it has been arranged that the Director General of UNESCO will address the Parliamentary Assembly in September 1977. The Deputy Director of Education represented the Council of Europe at the UNESCO General Conference in Nairobi in 1976.

Efforts have been made to coordinate the programming of future activities in particular areas - eg. the fields of mobility and migrants' education have been discussed at inter-secretariat meetings with the Commission of the European Communities. It is hoped that the type of active cooperation achieved with the European Communities in the EUDISED project (see Section II, project 5) will prove a fruitful model for further developments in the future. The Directorate of Education was represented at a meeting of experts on the teaching of modern languages in schools which was convened by the Commission in Brussels in December 1976, and it is hoped that this will be followed by similar opportunities for cross-contact in 1977.

In the field of higher education, cooperation with UNESCO and in particular UNESCO's European Centres for Higher Education (CEPES) in Bucharest has been very fruitful. Cooperation with OECD has also been fairly close.

Cooperation and coordination with the European Communities, however, meets with certain problems in spite of the fact that the services of the Council as well as those of the Commission are in general open to cooperation. This is due to the fact that it is not possible for the Secretariat of the Council of Europe to attend meetings of the Education Committee of the Communities and that the Council of Europe is in general not invited to send representatives to the different types of other meetings on educational matters organised by the Communities. Another obstacle to coordination between the two organisations is the fact that the Council of Europe generally only has access to documents once they have been published, thus not to Secretariat papers which would be needed for the coordination of future work programmes.

In general, however, there is a useful interchange of documentation from all of the organisations concerned, allowing results achieved in other frameworks to be taken into full consideration in the planning of CCC activities.